

THE UNIVERSITY OF HULL

THE ROLE OF PE IN PROVIDING
EDUCATION FOR LEISURE IN THE
UK AND KSA

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*In the Name of Allah,
Most Gracious,
Most Merciful*

Dedication

First and foremost, thanks and praise to Almighty Allah who sustained me throughout this endeavour.

This thesis could not have been completed without the support and help of many people, to whom I shall always be indebted. I cannot express my enormous gratitude to my mother, Halimah Abuataher, who has been everything to me since my father passed away. She encouraged me in my prayers and studies and has been a constant source of wise advice.

Also to my beloved wife T. Al-Ebsi, who is always there when I need her.

This work is dedicated to them.

Abstract

In post-industrial society, most people in the West have abundant leisure. However, leisure is not always perceived or experienced as beneficial. Lack of fulfilling leisure activities may lead to psychological problems and delinquency. One way to address this problem is to promote personally and socially beneficial uses of free time through education for leisure (EfL).

The aim of this study is to explore the role of school PE in providing EfL in the UK, with the purpose of applying such experience to Saudi Arabia (KSA). The research explores how teachers view the concept of EfL, how EfL is regarded as an aim in teaching PE, how EfL is implemented in schools and factors that encourage or constrain EfL.

In the UK data were collected via a questionnaire survey of PE teachers (N=229) from 156 secondary schools in Yorkshire and Humberside, and semi-structured interviews with PE teachers (N=4) and pupils (N=18) from a selected school in the same region. In the KSA, semi-structured interviews were conducted with PE inspectors (N=4) and teachers (N=5).

UK teachers' understanding of leisure and EfL were consistent with definitions in the literature and EfL was considered an important aim in PE. It was implemented in lessons and extra-curricular activities by providing a wide range of activities, offering information about leisure facilities in society, and forming links with the community. The main focus was on the health benefits of active leisure. The amount and kind of EfL pupils received depended on their examination subject choices and teachers' personal interests. EfL was also perceived to be constrained by resources and gender issues. In the KSA, there was a confused concept of leisure and no understanding of EfL. School PE was intended to serve socialisation goals, but was not viewed in EfL terms. Based on the findings, recommendations are made for the development of EfL in the KSA.

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Abbreviations

DES	Department for Education and Science
DFEE/QCA	Department for Education and Employment and the Qualifications and Curriculum Authority.
EfL	Education for Leisure
GCSE	General Certificate of Secondary Education.
GPYW	General Presidency for Youth Welfare
HTML	Hyper Text Markup Language
KSA	Kingdom of Saudi Arabia
LEA	Local Education Authority
NCC	The National Curriculum Council
PE	Physical Education
PEC	Physical Education Classroom
SCNI	Sports Council of Northern Ireland
SPSS	Statistical Package for Social Science
UK	United Kingdom
URL	Uniform Resource Locator



Chapter One

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Statement of the Research Problem

A feature of post-industrial society is that most people are able to have abundant leisure. History shows, however, that leisure is not always perceived or experienced as beneficial. Csikszentmihalyi (1997) considered that it was easier to find enjoyment and fulfilment in work than in free time. One reason for this is that, unless people have an alternative to work, in the form of challenging and fulfilling leisure activities, they become bored; Weiskopf (1982) for example described boredom as a disease of free time. Even where activities are available, people may fail to avail themselves of them, due to lack of necessary knowledge or skills. In practice, therefore, some people actually work longer, seeking fulfilment in work rather than leisure. Others may experience psychological problems and wasted leisure. Weiskopf (1982) and Poulton (1987) have claimed, for example, that among young people, boredom is a cause of dissatisfaction which is, in turn, a contributory factor in juvenile crime and violence. In this respect, an interesting comparison can be made with the Roman Empire, where an excess of leisure among the citizen class, caused by reliance on slaves, has been blamed for the decadence and collapse of social order that eventually resulted in the fall of the Empire.

It could be said that modern Western society currently faces a similar danger because as more of the population have more free time, people are trying to find more sources of entertainment, for example, shows, sport and television, to try to fill the time. Faced with such a problem, what can modern societies do? One option is to do nothing and hope for the best. Another is to encourage, promote and educate people in ways of using leisure that help individuals and improve society, for example, through Education for Leisure (EfL).

The topic of EfL is related to one of the fundamental issues in relation to sociological theories, namely, the extent to which an individual has free choice in his or her actions or whether behaviour is basically determined by the society in which we live (Armour and Jones, 2000). Sociologists call this a problem of agency. Do people have the power over their actions or are they relatively powerless? Gruneau (1999) described this issue as *“an attempt to understand the degree to which human agents, whether individual or collective, are constrained to think and act in the ways they do”* (p.1). According to Lemert (1997):

“Individuals are who they are only partly because of what they do with what they have. They are also who they are because of what the wider social world gives or takes away”
(pp.xi-xii).

Applying this principle to leisure, it could be argued that the way people use leisure time is influenced by factors in the social world which may promote or constrain the use of leisure in general, or of particular leisure options. This theory is expounded, with specific reference to sport, by Armour and Jones (2000). They argue that humans are essentially social beings and that sport is a social structure, connected to and influenced by other social structures such as the economy, political networks, education, class and global considerations. For example, national government policies influence the structure and content of physical education programmes in schools – the UK’s National Curriculum is a good example.

The power of such social structures is, according to Lemert (1997), experienced indirectly through prestige the way status is attached to some activities but not to others; through authority – the tendency to respect the rules, regulations, norms and etiquette of

society; and through class reproduction, reflected in the range and types of activity available to different individuals.

This is not to say that individuals are powerless; social structures are composed of individuals acting both as they choose and as they are influenced to choose (Armour and Jones, 2000). EfL could be a way of influencing people to make beneficial leisure choices, both directly, through promoting particular activities, and indirectly, by enhancing their ability to understand, reflect on and work within the other social structures that influence leisure choices.

A number of writers (Hitt, 1984; Heyne and Schleien, 1996) have suggested that people need education in order to make choices that bring fulfilment in their use of leisure time, and that schools can contribute in this regard, for example, through the PE curriculum. In the Kingdom of Saudi Arabia (KSA), by contrast, leisure is not often discussed, and is subject to many misconceptions. One of the major differences that distinguish KSA from Western countries is that it is a Muslim country, meaning that Islam is the only official religion of the state and the source of its constitution and laws, as well as the social norms and values that govern every aspect of life. Free time in Islam is considered as a property of God, which he has left temporarily in people's hands (Sultan, 1992). Wasting free time is forbidden in Islam and would be a negative response to that blessing from God.

The second major feature that distinguishes KSA is the rapid development, which is occurring faster than in the surrounding countries and which affects young people's free time (Al-Mulk, 1985). For example, young people within the family have been educated in line with the conceptions and norms of the previous social system. They have not been taught from the beginning to deal with new situations that they face now. Such problems can be a source of tension within the family.

From the researcher's experience as a lecturer in PE, there is a general belief that providing pupils with a wide range of physical activities during PE lessons will help to solve most of the problems of free time. But this idea is not supported in the PE curriculum in KSA (Ministry of Education, 1968, Ministry of Education: Department of Research, Curriculum and Education Aid, 1971, Ministry of Education: The Highest Committee of Education, 1971). There is no concept of EfL in the Saudi education system at present, possibly because of the common misconception that free time is wasted time and that, therefore, it is not acceptable for a Muslim to have free time. The same reason may explain the serious lack of facilities and equipment (Jallon, 2000).

However, Sultan's (1992) idea could be interpreted as meaning that attention should be paid to the way the Muslim spends free time rather than that a Muslim should not have free time at all. It could be said that a Muslim's free time should be used in a way that worships Allah. Worship in Islam is not confined to prayer, but encompasses the whole way of life. When a person looks after his health, happiness, pleasure and relaxation, in ways that do not involve prohibited activities, he also worships Allah.

From this viewpoint, the researcher suggests that EfL could be acceptable in the Islamic framework of Muslim life, as it can facilitate people to take pleasure in leisure within the system of Islam. In the researcher's view, providing pupils with physical skills is important, but it is not enough; pupils need to evaluate the free time that they have and learn why they are being taught certain skills or given information, and they need to be taught how and where they can apply this information to gain benefit from their leisure. In general, this concept is new in the Arab world and in KSA in particular. The researcher has not found a single reference in Arabic that discusses or introduces EfL. Before EfL can be introduced into the KSA curriculum, therefore, there is a need to develop a theoretical and empirical understanding of how leisure is understood and

implemented and how, if at all, current curricula and educational practices are compatible with EFL.

Research Aim and Objectives

Based on the foregoing discussion, the aim of the research is expressed in terms of the following question:

What is the current role of PE in providing EFL to secondary school pupils in the UK and KSA? KSA has no experience of EFL. However, there is a tendency to follow Western trends as the country's development advances. KSA already follows the West in many areas such as in economy, as well as in education. Many postgraduates, for example, graduates from the UK, bring their experiences back to KSA and the same may be true of EFL. The theoretical benefits of EFL can be learned from UK literature. The UK also has some experience, albeit limited, of EFL in the form of limited commentaries and a few studies. Therefore, there may be something to be learned for KSA.

The aim is achieved by exploring how PE teachers view the concept of EFL in the UK, and finding out whether EFL is regarded as an aim in teaching PE. Also, an attempt is made to shed light on the way that PE teachers implement EFL in their teaching in the UK. In this way, having gained a clear view of the situation in the UK, the researcher will draw conclusions as to the role of EFL during the PE lesson and consider how it can be applied in harmony with the KSA context.

EFL is not limited to physical activities but could include all leisure and recreation activities. However, in this study, the researcher will focus on physical activities and it will be noticed that most of the examples cited throughout the thesis will be related to sporting activities, because this is the researcher's subject. The

proposed implementation of EfL within PE in KSA is necessarily restricted to males because of cultural constraints; girls in KSA are not taught PE and instead, study domestic skills such as sewing, knitting and cooking, reflecting cultural perceptions of the different roles of males and females (for further explanation of the KSA education system, and specifically PE in KSA schools, see (Appendix G, p.327).

The Importance of the Study

During the development of KSA, attention has been given to various aspects of education, such as introducing up-to-date knowledge into the education system. But leisure is still given no attention, in terms of how to deal with it in ways that harmonise with Islamic values (Rashid, 1998). The reason, as suggested earlier, is the mistaken belief that it is not acceptable for a Muslim to have free time. Free time is therefore a sensitive issue and discussion in this field is very rare.

This study will be original for KSA because EfL has not been introduced before. It is also original because of the way that the researcher has studied it. In this regard, this study focuses on the extent that PE teachers understand and implement EfL in their PE lessons.

The researcher formed the impression from reading in the field that there may be a gap between the intention of applying EfL in school and reality. The researcher formed the intention, therefore, of carrying out a practical study to find out the reality of EfL in UK schools. In the empirical part of this study, an attempt is made to fill the gap in the literature and describe how PE teachers see this subject in the UK.

The results of this study are expected to help in understanding how UK PE teachers understand EfL and the extent to which they implement the subject in their PE lessons. In KSA, this study will be the first step towards introducing EfL to PE.

Overview of the Research

This study explores the emphasis given to EfL in PE lessons in the UK, and how the concept might be applied in the KSA context. The thesis is presented in nine chapters.

The purpose of the second chapter is to develop an understanding of the meaning of leisure. It is shown that leisure has several meanings and dimensions in the West. For example, it is viewed as time not spent in work, as discretionary activity, as activities which are valuable, or as freedom. It could be said that people's understanding of leisure will depend upon their own experience. Understanding the different meanings of leisure will help to illustrate the importance of EfL.

Chapter Three contains an account of the history of EfL from ancient Greece to the twentieth century, focusing on those periods which have been identified in the literature as especially interesting and important in the development of the concept of EfL and its relationship with education for life. Attention is paid to the way political, economic, social and religious factors have contributed to this development.

Chapters Four and Five explore EfL – related issues in the West and in Islam, respectively. In Chapter Four, the social aims of EfL in the West are discussed in relation to expectations of the school role and the potential contribution of PE lessons in providing EfL. Attention is drawn to the discrepancy between intentions and reality and to the ways social relations and institutional arrangements may support or impede achievement of EfL-related goals in practice.

In Chapter Five, the concept of leisure in Islam, and Islamic attitudes towards leisure activities are discussed. It is argued that the concept of EfL does not yet exist in the Islamic world, and indeed there is an undervaluing of leisure, based on confusion with time-wasting and association with what are perceived as immoral Western values.

Nevertheless, it is shown that Islamic values in relation to accountability for the use of time and a healthy balance between different activities, are consistent with the notion of EfL. There may, therefore, be scope for the introduction of EfL.

Chapter Six contains an account of the methodology adopted in the empirical investigation of perceptions of EfL in the UK and KSA. After a brief restatement of the research objectives, an account is given of the descriptive survey approach adopted. The construction and piloting of the data collection instruments (questionnaire and interview schedules) are described, and validity and reliability issues are discussed. The sample selection and data collection procedures are reported, and the methods used in coding and analysing the data are explained.

The survey outcomes are reported in Chapter Seven. The chapter contains two main parts, the first devoted to the quantitative data obtained from the questionnaire survey, and the second containing qualitative accounts of the two sets of interviews, in the UK and KSA.

In Chapter Eight, the research findings are discussed in the light of the literature. Conclusions are drawn and recommendations made, both for practice and for future research, in Chapter Nine.



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Leisure in the West

This chapter is concerned with the definitions and dimensions of leisure. The aim of this chapter is to review the literature on the meaning of leisure, as dealt with and understood in daily life. It begins by defining the meaning of leisure in the West. The review will encompass definitions of leisure and some dimensions that are strongly connected with the meaning of leisure, such as time, activities, function and freedom. The importance of the relationship between work and the meaning of leisure will be clarified because, in Western society, work and leisure are closely interrelated.

Definitions and Dimensions of Leisure

There have been many attempts to define leisure and the meaning has changed continually. Simpson and Weiner (1989) cite many origins for the word leisure: *leisere*, *leysir*, *lasere*, *leiser*, and *leysere* (p.815). The word leisure is associated with freedom, being derived from the Old French “*losir*” and ultimately from the Latin word *licere* which means “*to be permitted*” (Weiskopf, 1982, p.4 and Kelly, 1982, p.7). The ancient Greek word for leisure, “*schole*”, means “*serious activity without the pressure of necessity*” (Weiskopf, 1982, p.4).

Aristotle linked the words leisure and peace. He divided life into work and leisure, war and peace. He considered that war was waged to create peace and peace makes leisure possible. He said that people have to know how to carry on life in work and war and, also, how to carry on life with leisure and peace. Aristotle suggested that the best thing about peace is having the opportunity for leisure (Thomson, 1953). Thus, if a society is at peace, there is more opportunity for leisure. Moreover, he classified the sorts of satisfaction humans seek into theoretical wisdom, happiness and leisure (Seligman, 1930). He suggested that leisure was of more value than the other two.

Leisure was a goal that humans like to achieve, and was the key to the accomplishment of their desires. This theory is an aid to understanding trends in leisure nowadays, because the study areas, UK and KSA, are generally experiencing peace and therefore, people can experience leisure.

The wide range of leisure definitions show that leisure has different meanings. This is because of the characteristics of life during different historical periods and differences in culture, social setting, economy, religion and the individual's environment and background. For example, the social and historical formation of leisure in Britain has been associated with the struggle for control in British society. This struggle is sometimes performed in an area of social life, so leisure might be seen as a field through which cultural conflict about meanings, views of leisure and social habits has been fought. The development of leisure in Britain has been characterised by struggles over and space for leisure. The struggle to define leisure was part of the struggle for hegemony for many cultural Marxists (Jarvie and Maguire, 1998).

The problem in defining the meaning of leisure is that it depends on an individual's experience. In reporting their research on adolescents, Hendry and his colleagues point out that each respondent defined leisure from an individual point of view, which depended on their experience. They said:

“Leisure was defined by each individual in relation to his or her perception of paid work, of duties, of responsibilities within the family, of demands by school and so on” (Hendry et al., 1993, p.29).

In the above discussion, two main points arise. The first is related to Aristotle's beliefs. Aristotle's view might reflect the fact that the Ancient Greeks, or at least, the élite class, had an abundance of leisure because they had slaves to do most of the work.

In practice, life in the West now is not as it was in Aristotle's time. The meaning of leisure needs to be considered according to Western culture and knowledge in the twenty-first century.

The second idea is concerned with the way the definition of leisure changes according to an individual's point of view. Of course, in the light of the finding of Hendry and his colleagues (Hendry et al., 1993), other elements such as social background and individual experience should be borne in mind. The lifestyle and views of adolescents may be affected by external elements such as social strata, family background and religion, for example.

Leisure does not only vary from an individual's point of view, but also is viewed differently by authors. Therefore, it is necessary to find some way of understanding the relationship between the definitions of leisure. Haywood and colleagues (1995) attempted to define leisure in relation to certain features that distinguish various definitions. They divided the concept of leisure into four themes: (1) leisure as residual time, (2) leisure as activities, (3) leisure as a functional concept and (4) leisure as freedom. This classification provides a useful starting point for the review of literature on leisure. Therefore, the researcher has included these four concepts and compared them with other points of view. To these four themes may be added other modern interpretations, such as (5) leisure as a measure of value, (6) leisure as social and (7) integrating the meanings of leisure themes. Some of these approaches view leisure as an independent entity; in others, the meaning of leisure is relative, depending on some other variable, as can be seen from the following literature review.

Leisure as Residual Time

If a random sample of the population was chosen and asked for their view of leisure, it might be possible to collect numerous definitions, although most would probably refer to residual time as free time after the obligations of work and the necessities of life have been fulfilled. This view of leisure comes from the awareness of responsibility and obligations that most people have. Modern societies divide life into work activities and other activities: people finish their work and then participate in other activities during their free time. Time was considered an important aspect by Kraus (1971, p.266), who defined leisure as “*unobligated*” time, in the sense that it is not devoted to work or other forms of functional activity. Similarly, Murphy (1981) defined leisure as the time that is left when work and the basic requirements for existence have been satisfied, while the Collins dictionary (1994) defines it as time when a person is not working and can relax. It can be seen that the points of view expressed by Murphy (1981) and the Collins dictionary (1994) are consistent with that of Kraus (1971); that leisure is a part of an individual’s time, which is not devoted to work or any life obligation. It appears from reading the literature that this is the most frequently used definition of leisure in contemporary society. In this view, leisure is defined as follows: “*unobligated time, discretionary time to use in relatively freely chosen ways, when the obligations of work and subsistence have been met*” (Haywood et al., 1995, p.2).

Haywood and co-workers (1995), in a survey of alternative conceptions of leisure, drew attention to a widespread view of leisure as time that is not devoted to work or other forms of maintenance activity, and may therefore be filled as a result of free choice. They note, however, that this perspective reflects a “*man made*” view of the world (Haywood et al., 1995, p.2), typical of industrial societies, where leisure is contrasted with paid work. Therefore, this particular approach to understanding leisure

is related to industrial society, and to a lifestyle regulated by the clock, where paid work is the dominant culture and leisure is defined in relation to it. The problem with this view is that it does not take account of people who do not fit the above pattern. It is possible to understand the quantity and distribution of leisure for particular groups in society, for example, those in paid employment. However, this view does little to contribute to an understanding of the concept of leisure as it applies to, for example, housewives or the unemployed, nor does it contribute to an understanding of the content or quality of leisure.

Leisure as Activities

A different approach to the definition of leisure focuses on the content of an individual's leisure experience. Leisure can improve quality of life, but each individual has his/her own concept of leisure, or what he/she finds fulfilling. Leisure is a broad term which embraces many experiences and may be defined in terms of the favourite activities in which a person likes to be involved.

Where leisure is viewed in terms of activities, it often includes chosen pastimes, such as sport activities. This concept is related to the earlier definition, in that it focuses on the different activities in which people choose to take part during their free time. In terms of this definition, leisure is again defined in relation to work; leisure activities are considered to be those that are done for their own sake and are freely chosen, in contrast to work activities, which are obligatory and performed for instrumental reasons. This is, generally, an easy way of understanding leisure and, being content focused, defines leisure in terms of the quality of individual and social experience it provides.

At an individual level, the way in which a person defines leisure activities tends to be determined by his or her view of what it ought to be. Moreover, as Murfin

mentioned: *"The distinction between activities which might be classified as work and those which might be classified as leisure is very hazy"* (Murfin, 1990, p.9). It is not easy to define what activities constitute leisure; for example, painting may be classed as leisure or as work; it depends, who is doing it, in what circumstances, for what purpose and with what attitude. The above idea helps to establish that leisure is highly individualised and sometimes connected with certain features of society, depending on people's understanding and attitude. As ways of participating in leisure differ, the understanding of the meaning of leisure will differ as well.

Leisure may be considered as neither good nor bad. In fact, in the above discussion, it emerged that the way individuals think affects the complexities of defining leisure. A difficulty also occurs because leisure activities include a wide range of activities, some of which are viewed positively and others viewed negatively. From this perspective, Carlson and associates (Carlson et al., 1979, p.8) pointed out: *"Leisure of itself is neither good nor bad; but the uses we make of leisure have great potential for positive or negative influence on the quality of our lives"*. This approach involves value judgments about good and bad uses of leisure.

The researcher agrees with the point of view of Carlson and colleagues. A person may participate, for example, in different kinds of sport activities, that might have beneficial effects on health and well-being. In contrast, some individuals may spend free time taking illegal drugs, or in other activities which could be detrimental to health and well-being. However, they are both forms of leisure; the choice depends on individual personality and circumstances. Therefore, leisure is intrinsically neither good nor bad, but the outcome of the way people spend their leisure time will resolve whether leisure is negative or positive in its impact on the individual or the wider society. This idea provides an important rationale for this study, as it concerns ways in which young

people may be encouraged to make constructive use of their leisure by placing emphasis on EfL in the physical education lesson.

This leads to the next important idea. Leisure activities are a matter of individual choice, but a question might be raised about the role of cultural expectation. Cultural expectation will reflect various aspects of society, such as religion, cultural background, norms and education. Sometimes, cultural expectations may broaden or limit the opportunity to participate in leisure activities. For example, some men may not mind mixing with women in their recreation activities, because they have been brought up in a culture such as UK that allows integration of the sexes. However, in Saudi Arabia, even if personal inclinations do not oppose mixing with the opposite sex, cultural pressure will not allow it, because it conflicts with religious values. Thus, it is true that the use of leisure is a matter of individual choice, but cultural expectations help to define the areas within which that choice is made.

Leisure as Function

A model closely related to that of leisure as a range of leisure activities, is the functional view of leisure. This view sees leisure activity as performing useful functions for the individual and society. Leisure here is a means to achieve positive outcomes for society, and is often regarded as ‘therapeutic’, ‘remedial’ or providing ‘training’, or negatively, as ‘compensatory’, ‘sublimatory’, or ‘social control’ (Haywood et al., 1995, p.4). Leisure may be viewed as something for people to do because it refreshes them so they are able to work better (Kraus, 1978). Therefore, this view may still see leisure in relation to work, but it is also linked to the concept of recreation, which literally means to ‘make oneself again’. Some people have to exert physical or mental effort in their work and may engage in recreational activities to relax. On the other hand, a person

may have a hobby that encourages him/her to learn something. Sport is a good example, because participants have to learn the rules of the sport and they have to develop certain physical skills, but the same point could apply to other sorts of activities as well, like painting or music. If the person learns something and develops skills, it gives a sense of personal fulfilment and achievement. Providing opportunities to attain personal satisfaction is, thus, another possible function of leisure.

Yet another function may be to help people to construct their sense of identity. Human beings are engaged in a constant struggle to create and shape their identities through the things they do and the meanings they ascribe to them. The secondary school phase is a very important stage in life, the time of transferring from childhood to adulthood. Erikson (1968), believes that it is crucial for the young person to find his identity; if he does not succeed in doing so, the consequences may be very serious, as a result of rapid changes in the social and psychological aspects of the individual. Kelly mentions four different aspects of identity: sexual, productive, social and intimate identity (Kelly, 1983). Sexual identity is the sense of oneself as male or female, and the role expectations that go along with gender. Leisure settings and activities become the main social space for this development, typically involving a withdrawal in the teenage years into small same-sex groups sharing music, reading, games and intimate communication, followed later by a broader exploration of other sex relationships. Productive identity is an individual's role as a productive member of society. Leisure helps in the construction of such identity by providing opportunities for decision-making, role taking, teamwork and competition. Social status and prestige are attached to productivity.

Social identity concerns the ability to interpret and respond to the expectations of others, a sense of status in relation to others, and the way an individual is viewed by

others. Leisure activities contribute to this. Through leisure activities, young people learn to deal with structured roles and problem situations, and develop a sense of themselves as, for example, 'captain', or 'last-chosen'. In adolescence, leisure activities and associated symbols such as dress, team colours, and vocabulary help to define members of a cohort.

Intimate identity is the perception of oneself as a being able to give and receive signs and demonstrations of intimacy. A small child begins to develop this perception through the warmth and intimacy of play with parents and close family. Over time, the complexity of play and of associated relationships increase. In the teenage years, leisure activities provide the setting for the development of peer relationships and (in some activities), sexual interaction, as "*the social skills and identities learned in leisure are brought into play in more focused relationships*" (Kelly, 1983, p.65)

Thus, leisure can be seen as part of the identity-creation process. Leisure is not just the choice of playing football or watching TV. It is existential and involves quality of choice to gain a desired outcome. From this perspective it is: "*a state of becoming rather than a state of being*" (Kelly, 1997). This is not to deny the existence and power of social forces, but it implies a focus on individual choice and action. Leisure provides an opportunity for significant action through which people gain a sense of self. Often, it has a developmental dimension; through a choice of leisure activities, people seek long-term benefits for themselves, their relationships, or even a social context.

This evaluatory view of leisure is different from the concept of leisure as time or activities, because it focuses on how leisure is used, rather than how it is defined and measured. Again, the reader is brought back to the relationship between leisure and work, each of them having an impact on the other. In particular, this view is seen as reflecting the inadequacies of industrially dominated working life to fulfil human

potential. However, this approach to understanding leisure encompasses more than the centrality of work. It also encompasses ideas such as health and fitness for its own sake. This view provides an insight into the content and social value of leisure.

Leisure as Freedom

The idea of leisure as freedom has a long history. As indicated by the explanation of the etymology of the word at the beginning of this chapter (see page 11), the word leisure is associated with freedom, being derived from the old French “*Losir*” and ultimately from the Latin word *licere* which mean “*to permit*” (Weiskopf, 1982, p.4 and Kelly, 1982, p.7). This concept was usually associated with the élite, who had the time, economic power and independence to allow them to develop their leisure lifestyle under ideal circumstances. This definition, then, implies that the individual is free from control and work. It focuses on the quality of leisure and its life-enhancing role.

Viewed from this perspective, free time is not necessarily identical with leisure. In other words, just because a person has free time, it does not mean that he or she has leisure as well (Weiskopf, 1982). This can be illustrated in the following way. Activities which are pleasurable and considered as leisure for some people, may be seen as obligatory chores by others. Thus, leisure can be defined in many ways: a portion of time not working, free time, unobligated time, or discretionary and satisfying activity. Yet, in everyday conversation, the word leisure is usually used to refer to free time, or extra time. For example:

“Leisure is living in relative freedom from the external compulsive forces of one’s culture and physical environment so as to be able to act from internal compulsion in ways which are

personally pleasing and intuitively worthwhile” (Godbey, 1981, p.10).

Similarly, Brightbill and Mobley (1977) described leisure as a minimal feeling of responsibility, when people are free from their obligations:

“Leisure is best identified with time beyond that required organically, for existence and subsistence; a time to choose, discretionary time, when the feeling of compulsion should be minimal” (Brightbill and Mobley, p.5).

These definitions, with their notion of freedom from external compulsive forces, imply that there are times when a person can do nearly anything. However, this is only a relative freedom, since cultural pressures remain. A person’s choice of activity is limited by the nature of his culture and society.

Family pressure may also reduce the degree of freedom. For instance, Hendry found that a third of males took part in sport competitions because their parents liked them to do so (Hendry et al., 1993). Similarly, Rabaan found that one reason for participating in sport was because a family member was involved (Rabaan, 1994). The implications of the above, which are relevant for this study, are that EfL can help and increase cultural support for young people’s participation in sport activities in their free time.

The disadvantages of this approach to understanding leisure are that leisure is difficult to quantify and it may not always be readily distinguished from work and obligation. For instance, religious observance and do-it-yourself activities might be difficult to categorise as leisure or obligation. “*Freedom*” is also restricted by what is socially acceptable, which tends to be associated with culturally specific ideas as to what is desirable or worthwhile activity.

Torkildsen noted that the most important element in defining leisure is the difficulty of distinguishing between obligations and free time (Torkildsen, 1997), especially if young people do not understand the need for the obligation. Students may have a large amount of free time (Hendry et al., 1993), but they do not necessarily have a large amount of freedom, because it depends on other external factors such as family, spending power and lack of transport. Therefore, the researcher believes that this theme of leisure as freedom is, in the case of young people, more accurate and meaningful than the concept of leisure as free time. A student may have, for example, seven hours a day of free time, but the number of hours for which they have free choice of activity will depend on factors such as permission from parents, money and suitable transport to and from the recreation area or leisure centre. Therefore, the amount of free time that students have is not necessarily leisure. It may be important, therefore, that during time that is truly free, in other words, after these restrictions, students learn to make appropriate leisure decisions and this may be achieved through EFL.

Leisure as a Measure of Value

Leisure as a measure of value is one of the newer definitions of leisure. This approach, explained by Miller (1997), takes as its starting point the concept of leisure as residual time. However, according to Miller, this is too narrow a view. Leisure is time that is available for any action, whether in work or free time. Miller follows Aristotle in regarding leisure as a fundamental human value; a basic resource which is necessary for, and consumed in, the performance of any action and, therefore, the pursuit of any value. To devote leisure to an action is to devote physical and mental effort to that action for a period of time. Thus, as Miller put it:

“Your leisure is your life. Formally, leisure is an individual human life as measured by time. Informally, leisure is the time of your life... Leisure is a value because life is a value. Leisure is just life regarded as a series of measured portions” (Miller, 1997, [Online]).

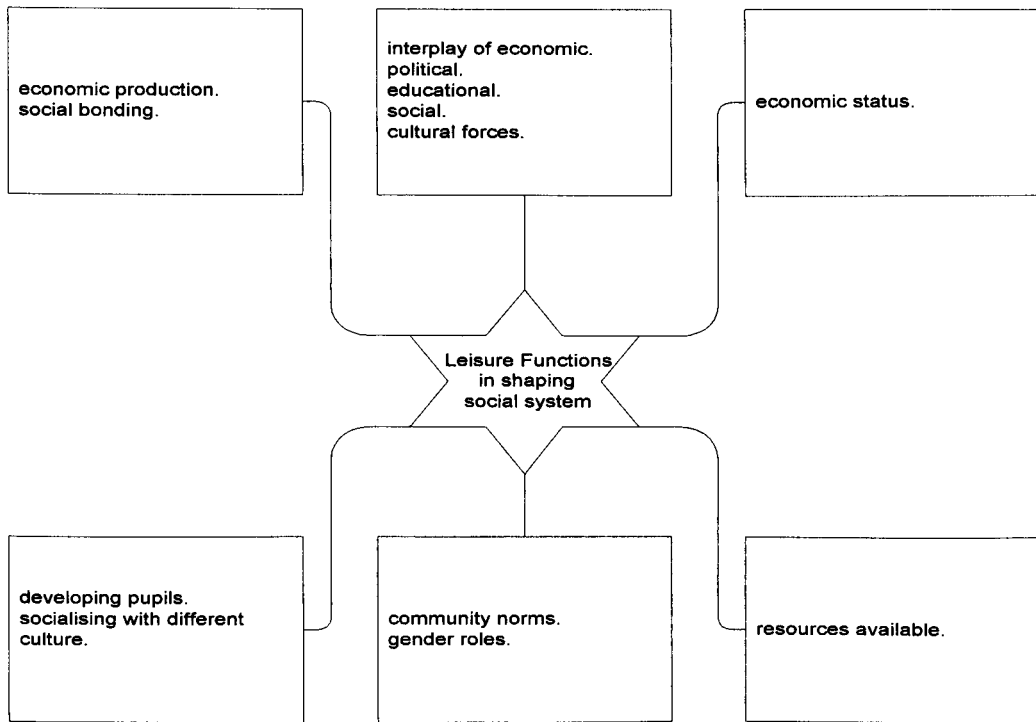
Viewed in this way, leisure is a measure of every human value. Every activity can be viewed in terms of how much leisure is spent to perform it, or gained as a result of performing it.

It can be seen from the above definitions that every time the word leisure is attached to another word such as time, activities, function, freedom or measurement, there appears a new meaning of leisure, which is different from the others. It is interesting to see how an integrated view of leisure can be formed. Kelly (1997) solved the problem by viewing leisure, like any other activity, as having social and existential dimensions, which he maintained are not mutually exclusive but exist in a dialectical relationship.

Leisure as Social Space

The social domain in Kelly's (1997) theory encompasses cultural symbols and social forces that shape action and interaction. He sees leisure as deeply rooted in a social system which contains persistent and powerful institutional elements. The social system, although constructed by people, tends to be self-perpetuating, though change may occur through conflict or a process of evolution. Thus, from a systemic perspective, Kelly (1997) commented: “*Leisure is one social space integrated into an institutional social system of articulated elements*” (Kelly 1997, p. 406). Kelly's

discussion of the place of leisure in the social system is summarised in Figure 1, developed by the researcher of this study:



Source: Original

Figure 1 Leisure Functions in Shaping Social System

As can be seen in Figure 1, leisure supports some of the functions in the social system, for example the economic system and social bonding (Kelly, 1997). Therefore, it could be said that leisure is influenced by the interaction between economic, politics, education, society and culture. Economically, time and financial resources are provided for leisure on the assumption that leisure will contribute to productivity. Leisure is also related to social status. For instance, some kinds of leisure need a large amount of money for equipment, membership subscriptions and entrance fees, while other activities are less expensive. The political aspect of leisure is seen in the resources devoted to leisure and in decisions about the siting of facilities, which may have the effect of supporting some kinds of leisure and restricting opportunities for others (Kelly, 1997).

Education shapes leisure by developing pupils' interests and skills, and also by socialising them according to different cultural patterns. Socially, leisure is shaped by community norms, including gender roles. Culture shapes leisure by providing many of the resources such as art, music entertainment and television. Culture also shapes leisure because it is a source of the images and ideologies from which people form their leisure identities. For example if, in a given culture, sport has a positive image, or the pursuit of health is part of the prevailing ideology, people are more likely to see sport as a desirable use of leisure. From this point of view, leisure is a dimension of social life that interacts with other dimensions of the social system.

This social view of leisure recognises that individuals have many different social roles. It is misleading and inaccurate to assume that leisure occurs only in discrete role contexts (Kelly, 1983). Leisure activities, whether structured or not, take place in the multiple contexts of family, education, the community, religion, with their various demands and expectations.

Kelly's view of leisure as social space should, however, be interpreted in the light of his argument that leisure is existential (see *Leisure as Function* p.17). The two dimensions are not opposed or mutually exclusive, but interacting. From the social perspective, behaviours, including leisure, are influenced by social expectations associated with roles; at the same time, people bring to their performance of these roles the individual identities they perceive and try to project. Thus, leisure behaviour results from a complex interplay between social forces and the limitations and resources of genetic make-up. The value of this conception of leisure is that it enables the various leisure themes discussed earlier to be integrated into a more holistic view.

A Multi-dimensional View of Leisure

A model which integrates most of the above perspectives is found in the work of Esteve and his associates (1999), who carried out an investigation in Spain of the meanings people attach to leisure. Esteve and colleagues (1999) found that there are three underlying dimensions in the concept of leisure which people adopt when asked to express their feelings when involved in a leisure activity: effort level, social interaction and purpose.

The first dimension is related to the degree of activity required by the practice of leisure. The effort level dimension encompasses two visions of the meaning of leisure. The first, involving a low effort level (leisure is equated with resting) can be seen as related to the views presented earlier of leisure as residual time, or leisure as freedom. At the other end of the effort continuum is leisure associated with challenge and personal growth. This view, associated with a high effort level, can be seen as related to the view of leisure as activity (Carlson et al., 1979) and the functional view of leisure (Kelly, 1997).

The social interaction dimension of Esteve and associates lends support to the proposal of Haywood and co-workers (1995) that social bonding is one of the purposes ascribed to leisure in the functional approach. It is also consistent with Kelly's (1997) emphasis on the salience of the social component of leisure. The third dimension, purpose, highlights the distinction between those activities practised for their own sake, and those engaged in pursuit of some other goal, such as feelings of competence. In this respect, it brings together several of the foregoing approaches to leisure. Depending on the intention of the individual, leisure may encompass various activities, which are discretionary (leisure as freedom) and which may serve a functional or existential purpose.

Summary

To achieve the aim of this study, it is necessary to investigate the meaning of leisure for physical education teachers. To inform this investigation, a literature review was carried out to gain a broader view of the meanings attached to leisure in the societies under study. It has been shown that in the West, there are many different approaches to an understanding of leisure. Many view work as the dominant feature of culture and define leisure in relation to it, as time not spent at work, or as discretionary activity, or as activities which are valuable because they refresh people to enable them to work better. Such a view, however, can make it hard to understand leisure, because it does not take account of people who do not fit the pattern of paid employment, like housewives and unemployed people. It is also difficult to categorise activities such as religion or do-it-yourself, which are done in non-work time, but may be seen as obligations.

The definition of leisure as freedom, on the other hand, tends to reflect élite values as to which activities are beneficial and which are harmful or worthless. Such values vary across time and cultures. The view of leisure as a measure of value also sheds light on the fact that the meaning of leisure is changeable over time and is affected by the extent of modernisation of each society. This suggests that the meaning of leisure may differ from one country to another and from one society to another; interpretations may not be identical in all parts of the world. At the same time, this is not to deny the existence of leisure in any country and society.

People's understanding of leisure will depend upon their own experience; if they have a satisfactory experience of leisure, they will have a positive attitude towards it, while the converse is also the case. Haywood and colleagues (1995) indicated this when

they suggest that some people might view leisure as the time remaining after the obligations of work and other duties have been performed. Others view leisure as particular activities, such as watching television, participating in sport, going out, or gardening. Additionally, other people mention a special quality of experience which leisure makes available in their lives; the fun which people seek to have, for example, through taking part in any leisure activities of their choice (Haywood et al., 1995). From these perspectives, leisure activities depend on an individual's free choice, and could apply equally in the UK and in Saudi Arabia.

In the foregoing, the researcher has tried to reflect different perspectives that writers have brought to their thinking on leisure over the years. Each of these views provides an understanding of the nature of leisure, but none is satisfactory, because they leave out certain aspects of leisure, or apply to some groups in society more than others. Consequently, none give a complete definition of leisure, but all shed light on some aspect of leisure or what it means to some people, as reflected in the work of Esteve and colleagues (1999). The failure to provide a complete definition of leisure is not so much a deficiency on the part of those who have tried to define it, as a reflection of the complexity of the concept.

The idea here is that understanding the different meanings of leisure will help to illustrate the importance of EfL. EfL does not simply teach students the importance of using their time appropriately, but also for example: contributes to identity formation, helps them to relax, and offers social benefits.



Chapter Three

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History of EfL in the West

Introduction

This chapter will focus on the history of EfL, covering Ancient Greece, the Middle Ages, the Renaissance, the Reformation, the 18th Century, the 19th Century and the 20th Century. The discussion in this chapter will be limited to a consideration of EfL in each of these periods and how both leisure and other factors such as unemployment contributed to an increase or a decrease in EfL. It would be beyond the scope of this thesis to give a detailed account of EfL throughout history. The focus here is on those periods which have been identified in the literature as particularly interesting and important in making significant developments in the evolution of the concept of EfL and its relationship with education for life.

The need for EfL arose with the rapid development in different aspects of life. Ever since the creation of the wheel, the time taken to achieve something decreased, because most of the hard work which used to be done by people has gradually been transferred to machines. Therefore, technological developments give more free time to the individual. Culture and social life differ from one society to another. For example, societies over time become transformed into economic or technological societies. From this point of view, a criterion of measurement is necessary, to compare change. This criterion is time. *“Without time, change has no meaning. And without change, time would stop”* (Toffler, 1970, p.22).

Leisure has been considered in terms of time, as discussed in the previous chapter. Free time was the element that allowed the possibility of leisure, which in turn, generated the discipline of EfL. EfL in general aims to help people make advantageous use of their leisure, although that is not to deny the fact that the main concern of EfL is

the future. No one knows what the future holds, but it is possible to make predictions based on the material available, and build societies able to deal with the future in a better way, bearing in mind the rapid developments in technology and their effects on the social structure. For example, the mass media nowadays help in the process of cultural exchange, but also bring disadvantages, such as a decline in the amount of time people spend in social engagement with others as a result of spending long periods in solitary activities like watching television (Argyle, 1996). The concept of EfL is potentially applicable to all the population and not confined to a particular group in a society. It is based on the idea that people need to be helped to find fulfilling leisure. It implies that people need to be educated and that they are not able to develop their leisure fully without this help. However, it is not logical to think about the future before knowing the past and the current situation of EfL. From this point of view, the researcher considers it to be useful to consider the historical background of EfL, as a foundation for the current work.

This chapter aims to understand the phenomenon of EfL, from a historical perspective. For each time period, the researcher will try to shed light on some aspect of free time and attitudes toward leisure, as well as the kind of education that was available and for whom. It will be seen that in some periods, such as Ancient Greece, attitudes to leisure were positive for the élite, while in others, they were less so, and notions of EfL varied accordingly.

Ancient Greece

Ancient Greek society depended on slave labour, leaving free citizens with a leisured lifestyle. Aristotle viewed as the main purpose of life the proper use of leisure by self-development through education (Argyle, 1996). Education for life and EfL were

essentially one and the same. Greek education aimed to produce well-rounded citizens, capable of taking their place in Greek culture and society. Such education was, however, only available to males of the aristocratic class (Mundy and Odum, 1979). Young Greek adolescents participated in different athletic activities such as gymnastics, running and self-defence, and other activities such as swimming. These activities were considered important as a way of developing social behaviour. Plato quoted Socrates, saying:

“...our children from their earliest years must take part in all the more lawful form of play, for if they are not surrounded with such an atmosphere, they can never grow up to be well-conducted and virtuous citizens” (Plato, trans, Shorey, 1953).

Plato thought that children should be treated separately, and should learn the total cultivation of their bodies, minds and emotions. Everyone was to strive to develop his ability and intelligence.

Interest in EfL thus originated with the Greek philosophers, Aristotle and Plato (Welton, 1979). Welton suggests that this period is described as the Golden Age because leisure was used as an instrument to develop people individually and socially. It is interesting that the word ‘*schole*’ which, to the Greeks, meant leisure (see the previous chapter, page 11) is the origin of words such as “*School*” and “*Scholar*”. Education in the Greek era focused on three areas; physical training, intellectual pursuits and the arts. EfL was part of Greek education because leisure was a central aspect of life. This is the origin of EfL, since the philosophers in this era believed that people would not develop fully without EfL. This notion of applying EfL was limited,

however, since such education ignored other people in society such as slaves and females.

The Middle Ages

The sharp distinction between the lifestyles of the aristocracy and the masses continued in the Middle Ages¹. In England, for ordinary people, most forms of play and entertainment were restricted (Argyle, 1996) and the masses were expected to live a simple life based on duty. In contrast, a good deal of play and frivolity were a feature of the lives of the upper class and clergy. Boys of noble birth were educated for knighthood and since aristocratic life was dominated by leisure, social skills featured prominently in their training. Their curriculum included reading, dance, music, chess, singing, riding and weaponry. Education for life in the Middle Ages was EFL. In contrast, labourers, craftsman, slaves and women did not even receive basic education because they had no status. In addition, these groups did not have much free time (Mundy and Odum, 1979). In comparison with the restricted groups that enjoyed leisure in Greek times, people in the Middle Ages had more opportunity to participate in leisure, but for the élite male, leisure was still dominated by physical activity such as training for combat and hunting (Cross, 1990).

The Renaissance

The Renaissance is the name given to a period marked by a cultural movement, in which art and philosophy flourished. It started in Italy and was at its height in England in the 1500s, the age of Queen Elizabeth I and Shakespeare (Argyle, 1996). It was a time of extensive activity in painting, music, literature and science, and of a

¹ *"This is the period from the end of the Roman empire, by about 500 AD, to the end of feudalism, and the Black Death in 1381"* (Argyle, 1996, p.16).

decline in the moral influence of the Catholic Church. The privileged classes, to whom the aforementioned artistic and scientific activities were available, were a small group, compared with the whole society. For the common people, most of their leisure activities were based on the alehouse, which was a vital component of rural community life. Competitive games were a characteristic form of entertainment at the beginning of the Renaissance era, but also there were country fairs and festivals which provided entertainment. Differentiation between the classes still existed, but there was also some mixing of the classes. For all groups, music was prominent in leisure activities. For example, the upper classes participated in court dances, such as the galliard, while other classes engaged in folk dancing, including English country dancing. From the 1500s onwards, the élite favoured dancing compared to sport, although they still took part in tournaments, and the middle class still engaged in archery. Whereas in the Middle Ages, sporting activities were related to the skills of survival (fighting, hunting) this period marked a clearer differentiation between leisure and functional activities, and pastimes such as bowls, real tennis, chess and football emerged (Argyle, 1996).

The philosophers at this time described leisure as an instrument that was important for the balance between the mind and body (Dattilo, 1999). This idea of balance between the mind and body was expressed by Michel de Montaigne (cited by Coy, 1980) who emphasised in his book, 'The Education of Children', the need for cultivation of manner, behaviour and bearing, at the same time as the mind. He said "*It is not the mind, it is not the body we are training*, and added *it is the man, and we must not divide him into two parts*" (Coy, 1980, p70). Education aimed to produce humanists, qualified to take their place in a more enlightened society and leisure, which contributed to balanced physical, intellectual and social development, was seen as playing an important part in this process.

In contrast to the negative attitude to leisure, held by the Church in the Middle Ages, Pope Pius II and Martin Luther viewed recreation and relaxation as important for the mind and body. Mundy and Odum suggest that this period marked a shift from a situation where education for life was synonymous with EfL, to one where leisure and recreation was one focus in a broader concept of education (Mundy and Odum, 1979).

The Reformation

The reformation era saw the appearance of the protestant work ethic, which later came to be reflected in Colonial America, whereby work and production were the central concern of life. Thus, the work ethic gave leisure a meaning in contrast to work time, and consistent with the definitions of leisure cited earlier (see page 30). According to this notion, leisure was the time that was not spent in hard work and was to many associated with idleness and sin (Mundy and Odum, 1979; Dattilo, 1999). As Coy (1980) notes, in this period, English Puritans waged a campaign against all kinds of sport and entertainment activities (Coy, 1980). Leisure, far from being valued, was mostly seen as wicked (Argyle, 1996).

It is necessary to clarify the distinction between this view and the meaning of leisure as residual time (see Leisure as Residual Time, on page 14). The Reformation saw a decline in the value of leisure on account of the increase in the value of work. There was no 'free' time or, if there was, it was regarded as sinful. In contrast, the view of 'Leisure as Residual Time' accepts that people have responsibilities and obligations, such as work, and that there is time which is not taken up with such obligations, but there is no value judgement about either use of time.

This change in the importance of leisure had implications for EfL. As Mundy and Odum (1979) indicate, the reformation era was a complete shift away from

education in which leisure was an important focus. To the extent that EfL existed at all, it was education for a leisure that was expected to be “*spent productively*” (1979, p.17). In the context of colonial America, for example, Mundy and Odum (1979) note that physical activity, arts and music in education were acceptable only in terms of their functional and productive usefulness, although they do not specify the function that these activities were thought to serve.

The Eighteenth Century

The eighteenth century in the UK brought the Industrial Revolution and reliance on clock time. The Industrial Revolution was a period of technical and economic development, marked by a change from an agrarian economy to a focus on machinery and production, and the rise of an urban working class. These changes disrupted traditional patterns of life. Time spent at work kept people from their other activities, bringing changes in the patterns of family life, recreation and leisure. Cross (1990), supported this idea, saying:

“Industrial society meant a loss of ‘natural rhythms’ of work and leisure, an erosion of traditional bonds within families and between the classes, and the degradation of industrial workers, who often sought escape in alcohol and immoderate sensuality” (Cross, 1990, p.57).

Clock time had a historical association with the industrial revolution. It reduced self-actualising work to labour, as workers started to treat their time, rather than their craftsmanship, as a good to be traded. This affected the personal meaning and enjoyment to be found in work, and caused a division between work and leisure that led to a devaluation of the possibilities of leisure experience in any activity (Teeters, 1991).

According to Cross (1990) and Teeters (1991), on the one hand, an unbalanced value and attention was given to work as the most important aim in life. On the other, there was still a negative view of leisure in society.

Work in the West was exalted, recognised as having social and moral value. It can be added that the devaluing of leisure came not only from the industrial revolution, but from religion, specifically, the heritage of the Protestant work ethic. Therefore, many forms of entertainment, particularly those of the working class, met with disapproval and the Church condemned many commercial amusements as “*the door to all the sins of iniquity*” (Kraus, 1978, p.161). For the working classes, there was little or no education of any kind and certainly not EfL; their leisure was rough and violent: drinking in taverns, bear-baiting and dog-fighting, cudgelling and wrestling (Argyle, 1996). The gentry, in contrast, were educated for a life in which leisure played a dominant role. Women, in particular, were not expected to work or to engage in intellectual pursuits and for many girls of the upper classes, education was essentially an EfL: dancing, playing musical instruments, drawing and needlework.

The Nineteenth Century

It is very difficult to discuss the beginning of the nineteenth century without making a link to the end of the eighteenth century, as the changes in working life, mentioned in the previous chapter, spanned the two centuries. The continuation of the attitudes established by the Industrial Revolution is reflected in the following paragraph from Kraus (1978), regarding the opinions of Thomas Carlyle, the British philosopher and historian, and John Ruskin;

“All work, even cotton-spinning is noble; work alone is
noble ... a life of ease is not for any man, for any good ... Even

in the meanest sorts of labour, the whole soul of a man is composed into a kind of real harmony the instant he sets himself to work” while Ruskin added “Life without industry is guilt... When men are rightly occupied, their amusement grows out of their work” (Kraus, 1978, p161).

But in spite of these obstacles, there were several attempts to promote leisure and leisure education, starting from the middle of the nineteenth century. In the United States of America, free education was established as a right for any person. Despite arguments about whether education was essential or desirable for everyone, it came to be held that educational opportunity should be given to everyone in society, to enable them to achieve their potential, irrespective of their social station. Until that time, education had been restricted to the aristocracy. Making education available for all gave it a greater social role than previously and different kinds of curriculum were introduced into schools (Mundy and Odum, 1979).

Dewey (1916), in this period of the rapid development of education, did not neglect the importance of making a link between education and leisure. He saw the enjoyment of recreation and leisure as essential for physical and mental health. Aspects of leisure were introduced as a learning medium and teaching technique, to develop characteristics such as emotion and imagination, which Dewey felt were neglected in the traditional curriculum. In his view:

“If education does not afford opportunity for wholesome recreation and train capacity for seeking and finding it, the suppressed instincts find all sort of illicit outlets, sometimes overt, sometimes confined to indulgence of the imagination” (Dewey, 1916, p.241).

Dewey favoured creating opportunities in school for reproducing real-life situations, and argued that the best teacher is one who can make links between the subject and real life, and enable students to find points of connection between them (Dewey, 1916).

During this period there was a shift in attitudes in relation to leisure, as it began to be considered that people had a right to leisure, and that the means for it should be provided. Closely related to this attitudinal change was significant growth of leisure facilities of all kinds: parks, theatres, concert halls and libraries, music halls and football clubs for example, occasionally provided by the working class themselves, such as working men's clubs. Nevertheless, there were differences among the classes. Wealthy and landowner classes extended their own leisure activities. A number of these, such as sports, extended to other groups in society, consistent with Veblen's claim that the leisured class "*sets the standards followed by every level of society*" (Veblen, 1959, Cover page).

At the end of the century, Veblen (1959) put forward his theory that the leisure of the rich was stimulated by the wish to impress other people with their conspicuous consumption, lack of need to work, and clothes which were clearly luxurious and inappropriate for work. There were several ways in which the rich met their leisure requirements: they would go to the horse races wearing extravagant clothes, and to Wimbledon to watch tennis. In this way they showed that they did not need to work, and so asserted their upper class status. Thus, according to Veblen's theory, leisure was a way of identifying a person's class.

Although Veblen's theory was formulated in the nineteenth century, it might still apply to some extent today, because a residue of this class system remains. It is manifested in how the rich act when they feel that the middle classes have caught up

with them in the kind of leisure pursuits they enjoy. In the case of a sport such as golf, they try to create further obstacles such as not allowing anyone to gain membership of their club without a letter of recommendation from one of the club members. They may even change their own sporting preference to one in which the middle class cannot take part, such as motor racing or top-level equestrian sport.

This concept of a leisured class supports what was said in the previous chapter about the definitions and dimensions of leisure, that adolescents' lifestyle and their views are affected by external elements such as social strata. It is also relevant to the perspective of leisure as social, since education shapes pupils' leisure interests and skills, and also socialises them into strata which are associated with different cultural tracks. Therefore, EFL might be effective in changing the images of sport and ideologies, such as clarifying why individuals participate in leisure, whether to show their social status or to have fun, for recreation or for health. In other words, it helps people to form their leisure identities.

However, the notion of EFL in the nineteenth century differed from that in former times. The gap between the classes changed over time, becoming narrower, and the concept of EFL changed, making leisure more meaningful for most people, rather than a small section of society. Through Veblen's ideas, people became aware of the benefits of leisure; an implicit EFL. Moreover, in spite of the appearance of a leisured class in this period, there was also a philanthropic conception of EFL, which benefited a wider range of people than before. The serious, morally-concerned middle class, in particular, thought that leisure had moral legitimacy and favoured healthy outdoor sports as part of the ideal of 'a sound mind in a healthy body', which they promoted in schools and Sunday schools.

The Twentieth Century

In the twentieth century, leisure and its use became a central topic of debate (Cross, 1990). This trend was associated with a reduction of working hours, increased free time and paid holidays such as Saturday afternoons (Argyle, 1996). As schools became more of a social force, they were increasingly concerned with leisure as a social problem, in the sense that shorter working hours gave people more discretionary time which they could spend in idleness and mischief, if they did not have the knowledge and facilities to use their time constructively. In 1918 in the USA, a significant policy statement on the need for EFL was issued in the Bulletin of the Commission on Reorganisation of Secondary Education the (Commission on the Reorganisation of Secondary Education, 1918). This contained a long discussion in which the seventh principle set out was “*worthy use of leisure time*” (Commission on the Reorganisation of Secondary Education, 1918, [Online]) as one of the objectives of education. The need for EFL was felt even more during the depression of the 1930s, because of increasing unemployment and enforced free time. As a result of the depression in the USA there was unemployment and involuntary idleness and, by the end of the 1930s, approximately 15 million of the labour force were unemployed (Kraus, 1978).

The educational movement in general took a broad leap in curriculum development during the twentieth century. The key feature of the progressive education movement was the belief in individual differences and the recognition that each pupil develops at his/her own rate. It was recognised that the physical, mental and emotional aspects of the person form an integrated whole and should not be separated (Mundy and Odum, 1979). The recognition of people’s right to leisure was reflected in, for example, attitudes and practices with regard to sport. Schools in the UK began to teach children different kinds of sporting activities, with a view to showing them how to make the best

use of their free time by participating in sport and developing their skills, in preparation for post school. Several benefits of participation in sport were recognised and the government encouraged people to take part. Britain was recognised as a sport-loving nation because of the concern that the government gave to providing sports centres and other sporting facilities. Activities such as hunting, coursing, shooting and horse racing continued throughout the twentieth century, but were mostly restricted to a small number of rich and prosperous people. In contrast, activities such as fishing and walking probably involved more people, because they were less costly and were available to all social classes. In the second half of the century, media such as television were helpful in improving the awareness of the British people towards the different benefits of sport, such as the benefit to health. At the same time, an enhanced transport scheme provided access to a rapidly increasing selection of services such as sport centres. Change in attitude was a significant factor; sport became accepted as the right of every person, rather than the preserve of a particular social class (Sleep, 1998). This attitude regarding participation in sport illustrated the importance of EfL in British society.

The concept of leisure attracted increasing attention in the 1970s (Mundy and Odum, 1979). A central characteristic of the later twentieth century in the USA was the trend to advocate EfL. An effective means of providing EfL was through outdoor education and environmental education programmes (Mundy and Odum, 1979). In 1974 the first committee concerned with EfL was established in the USA to develop leisure education materials. *The Scope and Sequence of Leisure Education*, a report adopted by the National Leisure Education Committee, was established by the Society of Park and Recreation Educators, a branch of the National Recreation and Park Association (Society of Park and Recreation Educators, 1975). At its first conference, in 1975, in Tallahassee Florida, a draft was formulated called 'Prototype State Leisure Education

Resolution' which is considered as the core of the EfL platform (See Appendix A) (ibid, 1975). The resolution influenced legislation in setting curricula and policies for EfL. These developments indicated the concern during this period to develop leisure education within the school.

This may have led to learning about the outdoors and to environmental education, which are considered important activities, but did not necessarily benefit EfL, because it did not appear as an aim of education, especially in public institutions (Mundy and Odum, 1979; Michael and Gee, 1983). For example, a Schools Council Study of the primary objectives of teachers working in outdoor recreation leisure activity within the curriculum reported that 44% were concerned with academic development and 19% with development of environmental awareness, while approximately 17.5% were mostly paying attention to encouraging a variety of kinds of individual developments, for the most part arising from the nature of the residential experience itself. However, an insignificant minority of 2% regarded EfL as a most important objective of their work (Michael and Gee, 1983).

Thus, there is evidence of a gap between what was said in theory and what was put into practice. Although, as long ago as the nineteenth century, Dewey (1916) had used and advocated EfL as a technique in teaching, it seems to have stayed in the realm of theory, apart from individual efforts.

An important impetus for EfL in the later twentieth century was the change in working patterns and lifestyles. Whereas in the earlier part of the century, as indicated previously, working hours decreased, from 1980 onwards they began to increase again (Argyle, 1996). Part of this increase may have been due to pressure from employers, but from another angle, the increase in working time for some social classes comes from

their desire to increase their income, in order to afford a better kind of leisure. As Argyle said:

“There has been increasing prosperity for most people during this century, which means that they have more money to spend on holidays, sports and every kind of leisure” (Argyle, 1996, p.28)

Another reason is the power of purchase. The desire to be up-to-date needs a lot of money to buy things. Working hard is a characteristic of the new era. As Dattilo mentions, *“In a work and spend lifestyle people work hard to buy goods, and the more they spend, the more they must work”* (Dattilo, 1999, p.8). But the search for more income could be at the expense of health and social life, for example, neglect of family and children. This is another problem area which may imply a need for EfL, as will be discussed later.

Carrol (1983) noted that twentieth century society was ruled by the work ethic and was work centred. UK government policy aimed to regain full employment in the 1980s and provide more opportunities for work. Attention was focused on the technology revolution and its impact on people’s lifestyle. In addition, Carrol mentioned the deficiency in the prevailing view of leisure as a matter of filling time left over after work. He argued that this concept of leisure might have been applicable in the past, or to some groups in society, but he thought it inadequate in the modern era, and to a changing world. He saw in EfL the hope for meeting the challenge of these changes (Carrol, 1983). He suggested that EfL in the late twentieth century should not just mean occupying people in leisure activities, but developing their individual qualities, their understanding of society, and their willingness to learn and broaden their experience. In

his view, it should not be a separate subject, added to the existing curriculum, but an integral part of a holistic approach to education.

Summary

In this chapter, the researcher has discussed the relationship between time and social change, as major factors in the analysis of the importance of leisure. The history of EfL was explored, from Ancient Greece to the twentieth century.

It seems that EfL, over time, has been conceived in many different ways. It has differed in content and aims, being affected by the prevailing circumstances of each era. In Ancient Greece, the concern given to EfL emerged from the everyday lifestyle of élite males. Evidence shows that in the Middle Ages, there was a differentiation of social strata, with domination of ordinary people by the upper class and clergy. The important feature of that time was education for life which, for the aristocracy, involved EfL, but other people such as labourers, craftsman, slaves and women did not receive education because they were considered as lower strata who did not need or have the right to be educated. In the Renaissance, there were many struggles against those who had negative attitudes to leisure and the EfL focus shifted away from education for life.

Thus, the meaning of EfL gradually changed. In Ancient Greece, EfL was the centre of life for a particular group while in the Middle Ages and Renaissance, EfL was part of education for life, but also still had a narrow focus because it was limited to particular social classes. In the Reformation era, a negative attitude to leisure developed and it ceased to be a focus of education for life, because free time activities were regarded as wicked. The opposition to leisure continued in the eighteenth century. The appearance of the work ethic, increasing work hours and the Church's negative attitude to leisure, in general, were considered major obstacles to recognition of the value of

leisure in this period. Since, for most people, non-work time was expected to be spent in productive pursuits, there was no separate education related specifically to leisure. For the élite class, especially women, however, the situation was different, as their education, such as it was, was for a life dominated by leisure.

In the later nineteenth century, there was some evidence of the introduction of EfL into the education system and curriculum among more enlightened educators. EfL was used as a teaching technique, aiming to develop people's different characteristics and identity. The most important view at that time, mentioned by Dewey, was that the best teacher was one who could make links between the subject and real life. Making such links was the core of EfL. There followed a shift in the view of EfL from a teaching technique to an objective in itself. This was a very important trend, but still had similar disadvantages to those of other eras, because EfL helped only a small section of society, although it gradually became relevant for a greater proportion of the population.

EfL was used as a technique in teaching but if there was a belief in EfL and the subject was taken seriously, it seems that it started just as theory and produced individual efforts such as those of Dewey. EfL first came from educational philosophers, not from physical education teachers. However, it is important to realise that at the time Dewey was writing, and for a long time afterwards, most people's education finished at age 13 or 14 years. They attended elementary schools where teachers were generalists, not subject specialists. There were no PE teachers in the modern sense.

The twentieth century produced a renewed focus on EfL. The first official policy and statement (Commission on the Reorganisation of Secondary Education, 1918, [Online]) emanated from the USA, announcing that EfL should be part of the education process and curriculum, as a means of promoting creativity and self-fulfilment. It was

intended to raise awareness of the wide variety of leisure opportunities open to students, and equip them to choose and participate in leisure experiences that would be personally beneficial and would not involve harm to others or to the environment (see Appendix A, on page 265). Therefore, in the USA, the school was considered an important place for EfL.

In recent times, factors such as unemployment and increased free time have given EfL more importance than before. The industrial revolution and the Western economy were critical factors, particularly in the post-industrial era:

“For example if, crudely, modern social history is divided into preindustrial, industrialising, and consumer phases, the same categorisation may be applied to the closely linked phenomenon of leisure” (Cross, 1990, p.3).

This led to fewer jobs and less effort-intensive work, and more leisure and freedom. These changes at the first glance might be considered beneficial, if free time is wisely utilised, but if not, a rethink is needed.

Finally, it may be said that, while facing the future is one of the aims of EfL, it cannot be achieved until EfL is integrated into the school curriculum. EfL in the twentieth century achieved the status of a recognized right for all in society, not just for a particular group or social class.

In the next chapter, the concept of EfL will be examined in detail, and issues related to its possible application in schools will be explored.



Chapter Four

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EfL Issues

Introduction

The researcher thinks it appropriate to begin this chapter, which is considered as the core of this study, by discussing the philosophy of EfL. For instance, EfL in this study is considered as a margin in a book that anyone might read. If the reader has some notes about what has been read, he or she will write it down in pencil in this margin. But if it is assumed that the book is an exercise book, the margin should have more space, to enable the person to write down the answer to the exercise. Accordingly, leisure is an everyday lifestyle, like the wide margins of the book, which needs to be filled in suitably, thereby helping to change and interpret the content of the book, which is life (Ranganathan, 1961).

Many people would not expect that leisure requires them to learn any particular skills to enjoy life. They may think that anyone is able to deal with his free time. But there is some evidence contrary to this expectation. Csikszentmihalyi (1997) indicated that finding enjoyment in free time is more difficult than finding enjoyment in work. Support for this view may be found in the prevalence of complaints of boredom; Weiskopf (1982), for example, described boredom as the disease of free time. Poulton (1987) similarly drew attention to the tendency of young people to complain of boredom. The fact that these complaints are directed at school, home, friends, themselves and, indeed “*everyone and everything*” (p.26) points to complex problems of dissatisfaction that lead young people to perceive that they are not enjoying themselves. Weiskopf (1982) also drew attention to problems of juvenile crime and violence, and suggested that the answer lay in more attention, within schools, to good behaviour, morals and citizenship. In the researcher’s opinion, however, the problem of

crime is in part linked to the problem of boredom, and also to the low level of active participation in leisure pursuits, both physically and mentally. Much free time is passed in pursuits such as watching television, which are not physically beneficial and may not be mentally fulfilling. Low levels of participation in physical recreations, in particular, are now causing concern in Western society, from a health perspective. Thus, to develop their individual lifestyle, people need to know how to use their free time beneficially. It may not happen spontaneously.

There seems to be a need for education in the use of leisure in ways that enhance the quality of life (Sivan and Ruskin, 2000), encompassing mental, moral, social and health aspects. EfL contains the words, education and leisure. The leisure component has already been discussed. The word education will be known to everyone working in this field. Nevertheless, a brief description will be given to clarify this concept.

Education theory is concerned with identifying worthy ends, to recognise the means by which those ends might be accomplished, and to advocate that those means be adopted in the direction of the particular ends (Rowntree, 1981). The main aim of any education, including EfL, is to bring about a change in pupils' knowledge, skills and attitude. Taking PE as an example, it is concerned with making changes such as the development of motor skills, maintenance of fitness for health and well being, the achievement of knowledge regarding physical activities and exercise, and the increase of positive attitudes towards physical activity. It also helps to enhance general individual development, and tries to improve individual quality of life, skill and lifestyle. In this respect it may contribute to EfL.

This is not to claim that PE is identical with EfL, although both aim to improve human performance by developing quality of life. For example, 'education' (physical or otherwise) as a leisure activity has no characteristic of obligation, while PE as a basic

subject in the school timetable has. School activities in sports, arts and other activities that are considered recreational, may have little or no freedom of choice for the pupil, which may prevent these activities being perceived as leisure experiences (Haywood et al., 1995). EfL is important as a way of developing consciousness of and interest in a broad range of potential uses of leisure, and not just providing a small number of sporting and cultural experiences. It aims to help pupils to obtain knowledge and expand their skills, which might be applied in different real life leisure situations (Sleap, 1987).

Leisure activities are matters of choice, but it may also be argued that teachers have a duty to educate pupils in the leisure possibilities of their subjects, on the grounds that EfL provides the basis for free choice. This argument will be discussed in the section on 'Application of EfL', (p.76). EfL tries to make a link between the school and the world outside the school, aiming to help the pupils to benefit both when they are in school and when they leave school. Modern approaches to subjects such as PE emphasise the need for such links (Theeboom and Bollaert, 1987).

One of the essentials of EfL is to help people in general and pupils in particular to know what leisure means to them, based on knowing themselves. Evidence of this was found when exploring the meaning of leisure in Chapter Two. Leisure has had so many meanings attached to it, even by scholars in this field, that it may be suggested that many people might not understand or benefit fully from leisure, without EfL.

Meaning of EfL

Traditionally, EfL has been viewed as derived from the need to develop leisure skills and leisure experiences, which an individual may need in order to participate fully in recreational activities. The concept of EfL is associated with two basic issues: the

kind of free time invested and the way in which this investment will be applied. EfL can be both a kind of education which is engaged in during free time, and the act of educating people to benefit from this free time. Ranganathan (1961) considered that in the literature on leisure, these two interpretations are very near to each other and even merge into one another.

Ranganathan interpreted EfL as benefiting both the individual and wider society. He saw the main value of leisure activities as a form of social participation which serves group interests. Human beings are sociable by nature, and in Ranganathan's view, social leisure activities are important in giving people (for example students) various opportunities to be a part of the community. Ranganathan considered EfL as having a social aim because it can be considered as a means of developing personality traits and skills that facilitate relations with others in society (Ranganathan, 1961).

Nowadays, the idea of EfL is increasingly attractive. People expect and want to learn; the human attitude to development is reflected in interest in information technology, which helps to enlarge their understanding and organisation of society. PE is another area that offers scope for EfL, because pupils may learn techniques that help them to enjoy sporting activities during their leisure time. This view of EfL might be compatible with Kleiber's (1981) point when he said:

“Most views of leisure education consider education as the vehicle and leisure as the purpose, i.e. education for leisure... The premises for such views may include a recognition that free time is often misused, that some people may draw special benefits from leisure, or that leisure offers the potential for self-actualisation for everyone” (Kleiber, 1981, p.3).

The concept here is a functional view of EfL, a focus on the assumed consequences of leisure. By beneficial use of their free time, people gain such advantages as general knowledge, health, psychological well-being, relaxation, all of which are regarded as conducive to physical, affective and social growth. EfL, is “*a broad category of services that focuses on the development and acquisition of various leisure related skills, attitudes, and knowledge*” (Peterson and Gunn, 1984, p.22). It can contribute in enabling people to realise physical, mental and emotional benefits by building awareness of leisure patterns and attitudes, measuring leisure interests and preferences, making arrangements for utilizing leisure time, facilitating knowledge of leisure resources, teaching leisure and recreation skills, and promoting leisure activities in school and outside. Theeboom and Bollaert argue that any form of education in school can be described as leisure education, in that it prepares pupils for life during leisure. Moreover, they argue that:

“In most of these practical models leisure education is seen as a kind of education for leisure, where leisure is considered as an explicit learning aim” (1987, p.302).

Therefore, in this study it is assumed that there is no difference between the terms leisure education and EfL because each encompasses the same features as the other. This view is supported by Kelly (1990) who argued that from the beginning to the end of education, people learn and get ready for times of leisure, and in leisure they exploit education to teach themselves additional ways of using leisure; the difference is leisure’s relative choice and self-determination (Kelly, 1990). Lawrence (1995) similarly, in her examination of the nature of the leisure and education interface, treated the terms ‘EfL’ and ‘leisure education’ as interchangeable.

Thus, it may be considered that EfL tries to increase the true range of choices (Coleman and Hendry, 1995) which are available in society on the one hand, and on the other, to teach what is 'worthy' or 'wise' (Mundy, 1998, p.5), with the goal of enabling people to enhance the quality of their lives in leisure (Mundy and Odum, 1979). This means making value judgements, to identify some activities as good, useful, beneficial, and appropriate ways to use free time and provide pupils with knowledge and skills that may increase the likelihood of their choosing those activities.

The Department of Leisure Studies points out that another rationale behind leisure education is that changes occur in people's lives, and that not everyone has the internal or external resources to cope with those changes (Department of Leisure Studies, 2000, [Online]). These factors might occur as a result of relocation or lack of mobility, or changes in the structure of the family either by marriage, birth or death. Therefore, EfL provides a good opportunity to explore both theoretically and actively the nature of leisure, and how it may be used. EfL offers a chance to explore different leisure activities, over and over again, adapting to the changes that have occurred in participants' lives.

EfL has been described as a mechanism to prepare individuals to be more independent and make a positive use of their leisure time (Institute for Career and Leisure Development, 1980). This meaning focuses on education for promoting physical, mental, or moral health, in the use of discretionary time. Wholesome use of discretionary time is assumed to enhance the quality of life, and the term EfL implies systematic effort to carry out education by means of an approach that explicitly recognizes the value of leisure. EfL includes, but is not limited to "*the development of knowledge, skills and appreciations which prepare individuals to make more*

independent and constructive use of their leisure time” (Institute for Career and Leisure Development, 1980, p.12).

The focus on EfL as an individual’s right distinguishes the twentieth and twenty-first centuries from other eras. Thus, EfL has developed into what Sivan (1997) called:

“a directed, methodological, structured process, recognising the individual’s right to leisure and the wise use of it, whose objective is to impart and foster desirable patterns of leisure behaviour” (p.42).

Bregha’s (1997) view is that leisure is a valuable time of freedom, and an inherent right of all humans. Therefore, EfL is based on the principle that everyone, irrespective of race, socio-economic status, sex, colour, religion, or even skill, has the right to experience leisure. It must be acknowledged here that leisure activities have not always been seen as a ‘right’ and even today, societies may vary in the extent to which they hold this view, depending, for example on religion and on attitudes to work.

Nevertheless, many efforts have been made to facilitate individuals’ active involvement in leisure. This process can develop through teaching different recreation and leisure activities, and the associated skills and attitudes (Johnson et al., 1997). Whatever the way in which individuals decide to use leisure, appreciation of leisure can be improved if thought is given to the method by which individuals expand and develop their attitudes.

Bullock and Mahon (1997) saw EfL as individualised and contextualised learning development, during which an individual develops an appreciation of self and leisure, and identifies and learns a variety of skills that are essential to participate without restraint in activities leading to a more enjoyable life. Helping people to develop their leisure skills, in turn, develops their quality of everyday life. The aim is

not just to teach different sport activities, but also to help people to live with leisure, recognising its importance, and that they need to fit leisure into their lives.

Many authors define EfL in terms of the process it involves, rather than its subject content as an academic discipline. For example, Mundy (1998) said:

“It is viewed as a total developmental process through which individuals develop an understanding of leisure, of self in relation to leisure, and of the relationship among leisure, their own lifestyle, and society” (Mundy, 1998, p.5).

This view of EfL as a process arises from the way the individual understands the aim of leisure in life. Therefore, it is individuals who determine the way that they follow through a process, which includes recognising the value and significance of leisure in their own lives. But Bullock and Mahon's (1997) view of leisure as a process is of teaching different kinds of leisure activities and related skills, attitudes and values, whereas the individual in Mundy's (1998) conception of leisure, will frame and develop his/her own leisure lifestyle in relation to his/her needs and aims. The traditional focus in EfL, on imparting knowledge and skills, and providing certain kinds of activities considered valuable does not necessarily help people to understand leisure, to value it and to make their own choices and decisions about how to use it. For example, teachers traditionally give pupils technical information such as when and how to perform a skill such as taking a 'goal kick', or about basic leisure activities, rather than about the concept of leisure, which is neglected. In this sense, the second idea that Bullock and Mahon (1997) expressed, about recognising leisure education as a teaching process, might apply. This surely, has more value than teaching skills alone, which is a very narrow approach to EfL; rather, EfL is a wider process which includes helping people to understand the value and the meaning of leisure.

Theeboom and Bollaert (1987) argued that there is not much agreement on EFL; there are many perspectives and ideas about it. How the individual views EFL depends to a large extent on how the individual views the place of education within society. Different views on education lead to different practices and different ways in which EFL is integrated into society.

Aims of Education and EFL

School practices reflect different ideas about the aims of education. The concept of EFL, as a part of the education system, depends on how education is seen in relation to change in society. For instance, Theeboom and Bollaert (1987) suggested that education has a role in changing society. What they call the idealistic approach sees education as aiming at an ideal and as leading change in society. They noted, however, that: *“due to its utopian character this approach usually does not command much attention”* (p.300). It is considered too idealistic or impossible to achieve in practice. Another approach is the emancipatory approach, which implies a two-way relationship between education and society. On the one hand, education is seen as a reflection of social relations that are embedded in the socio-economic structure of a society. It is a sociological perspective that suggests that society affects the sort of education system it has. So, when society changes, education changes. But also, there is an effect in the other direction, from education to society, because education gives people insight into what is happening in society and about the conditions needed to achieve change. Accordingly, education in this perspective, too, can lead to social change but in a more indirect way. Thirdly, there is the utilitarian-adaptive approach, which views education as reacting to society (Theeboom and Bollaert, 1987). Society has the leading role, and educationists have to adapt to society; for example, by qualifying people to undertake particular jobs.

The last view, the utilitarian-adaptive approach, can be said to characterise the current education system. School is the most important institution in a society, and its aim is to prepare pupils for working life (Theeboom and Bollaert, 1987; Hargreaves, 1983; Hendry, 1978). Preparation for leisure is a comparatively minor objective. Theeboom and Bollaert (1987) found EfL was very rare and Coleman and Hendry (1995) found that, of the range of extra-curricular activities provided by the vast majority of schools in order to substantiate their claim of providing leisure education, most were only pursued by a minority of young people. Carrol (1983) agreed with both Theeboom and Bollaert (1987) and Coleman and Hendry (1995) that leisure education has received little attention in schools in the UK, but he believed that change in society was essential to adapt to the new era. He also suggested that the education system could play its role, not only in providing education for a new society, but as an essential part in the new era. In his view, however, for this to be achieved, the education system itself needed to change. Therefore, it could be said that in this case, society affects how the education system is applied. First, the desire for change, such as a focus on EfL, must exist. Second, to put this change into practice, there must be a systematic framework to start this procedure. Third, studies should evaluate how far the programme progresses and identify the advantages and disadvantages; then, the whole process starts over again.

Since education in school mainly focuses on preparing people for work, whatever might be needed for life outside working time is given less attention by comparison. But there are different perspectives among authors as to what is involved in EfL. Theeboom and Bollaert (1987) identify two categories. There are some writers who see leisure as spare time in school during which educational activity may be carried out, although they do not pay attention to

education as a distinct issue (Theeboom and Bollaert, 1987). From another perspective, leisure is an explicit learning goal in itself. For example, as mentioned in the section on 'Leisure as Freedom', (p.20), a pupil might be able to use this time in education, but Theeboom and Bollaert (1987) assert that the pupil has to learn specifically about leisure or for leisure; then leisure education is an explicit end of the provisions or support for life during leisure.

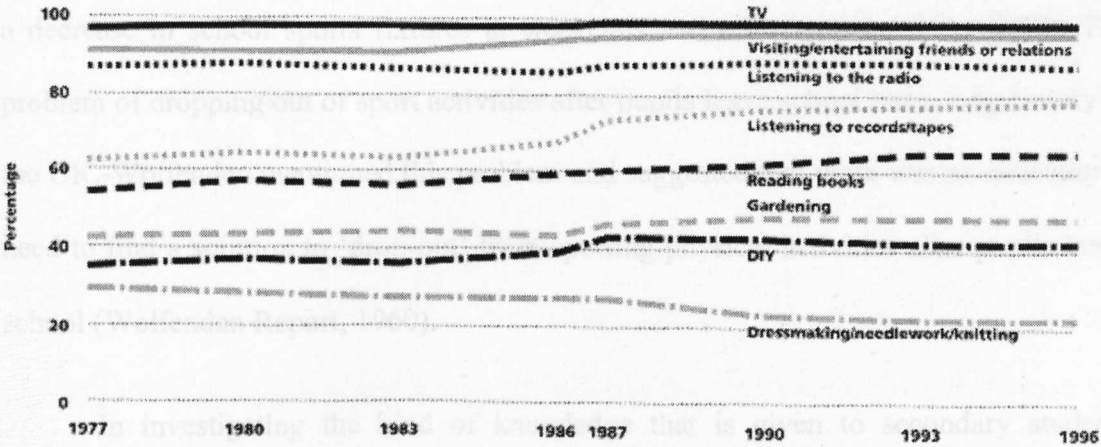
Thus, how society views EFL depends to a large extent on how people view the place of education within society. In light of the foregoing discussion, there are different views of EFL, and it is difficult to make general statements about it or to identify clear trends. Different views might lead to different practices and different ways in which EFL is integrated into the education system. For instance, some views see school as a closed situation, and suggest that it is therefore not the appropriate location for EFL, because EFL should be addressed in open situations (Theeboom and Bollaert, 1987). From this perspective, *"leisure education can be seen as part of continuing education"* (Theeboom and Bollaert, 1987, p.302), something that goes beyond compulsory school leisure education, taking place in the adult education sector of further and higher education. On the other hand, there are those who feel that special attention should be given to young people because the school can play an important and major role in leisure education (Mundy and Odum, 1979). Therefore, EFL in schools is relevant to everyone concerned with the development and well-being of young people.

To end this section, it can be said that EFL is a total development process to enable individuals to achieve and enhance the quality of leisure in their lives, but within this view are various perspectives on how this is done. It

is about enabling and facilitating, not just teaching; helping people to recognise their leisure needs, to set goals for themselves in leisure and to achieve fulfilling and satisfying leisure. It does this by providing them with the knowledge, skills and attitudes they need to decide for themselves and to make choices about how to spend their leisure, in order to find fulfilment. This is the definition that will be applied in this study.

Schools and EFL

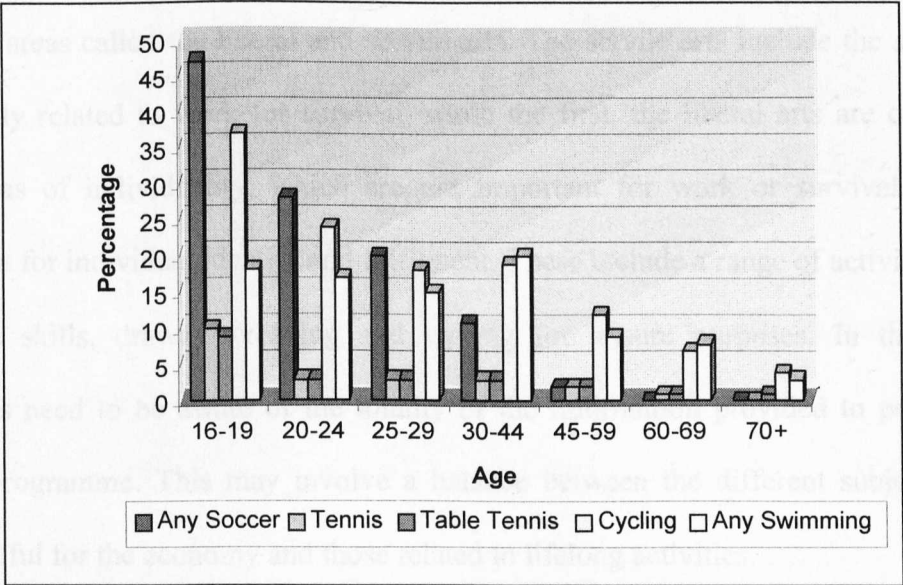
There seems to be agreement that, nowadays, leisure is becoming more important and most of the literature on leisure discusses this importance, especially regarding the greater amount of leisure available and the need for people to learn how to spend their leisure time. Leisure takes up a large part of the everyday life of Western people; in the UK, for example, it amounts to from 5 ½ - 6 hours a day, compared with just over 7 hours spent on work, either paid or unpaid (Office for National Statistics, 2002, [Online]). Most of this time, however, is spent in passive pursuits in and around the home. Ninety-nine point five percent of the population of England and Wales watch television and a slightly lower proportion listen to the radio or records, and visit or entertain friends and relations. There has been an increase, in the last two decades, in gardening and DIY, but this still accounts for less than half the population (Thomas, et al., 1998). Thus, the pattern seems to be one of predominantly sedentary pursuits.



Source: Thomas et al., 1998, p.213.

Figure 2 Trends in Participation in Selected Leisure Activities in Britain

Figure 3 shows the sports participation rates for men in Britain. It is noticeable that levels of participation were higher in the 16-19 years age group than in other groups, although at less than 50 %, they are still not high.



Data Scores: Thomas et al., 1998, p.221, but the Figure original.

Figure 3 Trends in Participation in Selected Sport Activities by Men in the UK

It appears that people start to give up participation in sporting activities at an early age. One reason for the decline might be a lack of Efl in schools, while another may be the tendency of schools to give more attention to academic subjects, resulting in

a decrease in school sports fixtures at weekends and after school (SHA, 1987). The problem of dropping out of sport activities after pupils leave school has a long history in the UK. Wolfenden mentioned this problem and suggested that there was an educational need to find a solution to ‘drop-out’ from sporting physical activities after pupils leave school (Wolfenden Report, 1960).

In investigating the kind of knowledge that is given to secondary students through the school curriculum, it is necessary to consider the taught courses on the one hand and, on the other hand, the hidden curriculum. It can be said that little of the knowledge that is necessary to pursue a number of leisure interests and hobbies is given to students, and this might arise because of the emphasis given to academic subjects instead of activities that are most related to people’s everyday lives (Wilson, 1980).

However, Godbey (1981) emphasised that education in schools can be divided into two areas called the liberal and servile arts. The servile arts include the skills that are mostly related to work for survival, while the first, the liberal arts are concerned with areas of individuality, which are not important for work or survival, but are important for individual identity and fulfilment. These include a range of activities, such as game skills, drawing, reading and writing for leisure purposes. In this sense, educators need to be aware of the totality of the information provided to pupils in a school programme. This may involve a balance between the different subjects, both those useful for the economy and those related to lifelong activities.

EfL and Young People

The emphasis that society gives to EfL will influence how schools deal with this issue. When young people feel that they have a role in life, they can make decisions about the subjects to study, the kind of job they should have, whether and when to get

married and how to spend their free time. Such educational and social decisions need a strong sense of self-identity (for more details about identity see ‘Leisure as Function’ page17), and acquiring a sense of self is considered one of the developmental tasks of adolescence, in which EFL could potentially play an important part, especially at a time when pupils may be confused by conflicting social messages about their identity. School, home, peer group, and media set different standards and different expectations of behaviour for young people (Hendry et al., 1993). An adolescent’s friends and peer group may have values totally different from those of the home and the school. Thus, for this age group, leisure pursuits are influenced by the patterns, habits and values of their wide-ranging life style and background (Hendry, 1983).

There is also evidence of tremendous changes in society, leading to changes in personal belief and motivation, which may in turn affect leisure activities.

“There is increasing evidence to suggest that for the past 20 years Western society has been embarked on an historical quantum leap, the like of which happens but rarely” (Hopson and Scally, 1981, p.1).

Hopson and Scally mention the changes that might be encountered by young people leaving school in the UK:

1. “three or four different occupations in his or her lifetime;
2. six to ten changes of job;
3. to move away from the area of the country he or she was born in;
4. to have probably two marriages;
5. to be involved in education throughout his or her lifetime at different points;
6. to spend some time unemployed;
7. to have a variety of job patterns” (1981, p.23).

In the face of such a future, young people need to be flexible, adaptable and have positive attitudes toward their personal skills and competence. Education may be considered as a preparation for adult life after school, as noted in the National Curriculum for England and Wales (NCC, 1990, part 1 and 7). Once again, taking PE as an example, *"The view they (young people) have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life"* (Department for Education and Employment, 1999^b, p23). This suggests that preparation for adult life requires more than the transmission of knowledge and skills. For example, Humberside County Council (1985) in England noted that preparation for adult life requires not only the acquisition of knowledge, but also, personal and social development, so that young people have the confidence and skill to assess and seize the various opportunities that may become available to them.

This statement by the County Council is evidence of a move in education in UK, towards a focus on personal and social education. Such concepts as Personal and Social Education and Citizenship will be introduced as separate subjects in 2002 (Department for Education and Employment, 1999^a), and more specific guidance and support will be given (Department for Education and Employment, 1999, [Online], Forward). Personal and social understanding encompasses several dimensions such as *"how to identify any creative potential and develop it, manage time effectively, make the most of the present and discover persons interests"* (Hopson and Scally, 1981, p.25).

The focus of studies is to enable pupils to make their own decisions about work and leisure. This is in line with Casbon's (1992) view that education should enable pupils to be actively independent, that they may become thinking learners who can create a constructive contribution to the society in which they live. He expressed the

hope that the “*framework of the programmes of study form a sound starting point of the creation of the independent child*” (Casbon, 1992, p.6).

David Blunkett (2000) noted that the transition from adolescence to adulthood occurs much earlier than it did in the immediate post-war period. Young people are targeted by advertising information and communication technologies that bring the full range of popular culture into their homes; and experience of drugs and sexual activity takes place at younger ages. To cope with changes in social life, he suggested, *inter alia*, preparing young people for active citizenship as well as work, by opening up new opportunities for them. He expressed the need to equip young people with the personal qualities, as well as the knowledge they need to participate politically, socially and economically. He also emphasised the need for learning to continue throughout life.

Contribution of PE

Over the past two decades, PE in the UK has undergone changes of focus. In the mid 1980s, for example, the dominant discourse was around health and fitness, reflected in the concept of health-related exercise; an example was the “Happy Heart” project conducted in schools in the Hull area, in association with the University of Hull. From this perspective, PE has a role in EFL, as perceived in instrumental terms: “It promotes positive attitudes towards active and healthy lifestyles” (DFEE/QAC, 1999, p.15.)

More recent trends, however, have been social rather than physical in focus. A key issue is equal opportunity, in relation to gender (Piotrowski, 2000), special educational needs (Robertson et al., 2000) and cultural diversity (Benn, 2000). This discourse is concerned with policies and educational practices that promote equal opportunity for the development of potential of all pupils, and with challenging attitudes and behaviours that confirm and reinforce patterns of social injustice and stereotyping.

From this perspective, EfL in PE might be more concerned with self-esteem and quality of life.

Another recent theme has been the linkage between physical education and ‘the community’. On the one hand, this may seem to support an EfL agenda, in the sense that it may promote involvement in community-based activities outside school and after the pupil leaves school; on the other, it raises the question whether the objectives of ‘education’ may be distorted by the interests of the ‘partners’ (Waring and Warburton, 2000).

Against the background of this changing social, political and educational context, this section considers whether and how PE might contribute to the permission of EfL

Making pupils aware of the different leisure activities available and how they can get access to them, may be a valuable role for schools. The National Curriculum in England (DES, 1991) highlighted the need for schools to provide a variety of information and skills to enable pupils to make use of different opportunities for physical activity, complementary to those provided by the school itself. Poulton (1987) devised a programme to make the link between young people in his school and nearby clubs. He asked 15 year-old pupils in a lesson to draw a map to describe the route to the clubs, to make out a list of clubs and their office phone numbers, and to practise during the class, how to arrange a booking.

The researcher strongly endorses Poulton’s idea. It is important that the school provides enabling skills for pupils, to ensure that they know for example, how to ring up the leisure centre to book a squash court. Such activities may seem easy, but for pupils of school age, it needs practice to feel confident. If the teacher helps pupils to perform such activities at first, then encourages them to try for themselves, it may be a useful

approach towards breaking down the barriers to participation in sport and leisure activity after leaving school.

The enabling process involves practice of language that they need to use when they communicate with other people. For example, pupils could make their own booklet about leisure clubs and centres, with telephone numbers, plans for how to get there, including bus routes, the cost, and the time table. These enabling skills will give pupils valuable real-life experience. EFL can contribute to this kind of education for life and, as will be shown below, all this can be done through the PE lesson, which can prepare students for the wide social demands of adult life.

The Department for Education and Employment (1999^b) sees PE as a vehicle for developing interpersonal skills, awareness of how to look after the body, health education, equal opportunities and transferable skills. In the researcher's experience of teaching at school and university level, EFL tends to be neglected because of the common idea among PE teachers that their job is simply to teach physical skills, and this itself is EFL; in other words, it is assumed that on leaving school, pupils will continue to use the information and the skills they have learned. But in practice, they do not carry on using these skills, because they have not been taught about leisure (Lavature, 1987), and how to make choices regarding its usage. The same might apply in the UK as well. The National Curriculum in Physical Education for ages 5 to 16 years indicates that *"too many young people still give up participation in sport and other physical activity immediately they leave school"* (DES, 1991, p.49). The National Curriculum provides different kinds of physical activity to equip pupils with skills which may enable them to participate in leisure time sport activity after they leave school, but in fact many do not participate; they drop out (Fox, 1994).

Hendry and associates (1993) suggest that young people get involved in sporting physical activities through agents of socialisation such as family, school and peer group. It must be acknowledged that socialization is a complex process, which depends on the relationships between the individual and agent, and takes place over a long period. Moreover, individuals are exposed to multiple agents which may have conflicting influences. Consequently, research findings are inconsistent. What follows is a brief indication of some of the ways these agents may influence young people, which should be taken into account when initiatives to enhance participation in physical activity are being planned.

The Family

Knowledge, motivation, and opportunity to play sport are made available through parents, for example, by providing a role model. But also there is pressure from parents to take part and, of course, practical assistance from parents in providing equipment and transport. Sleaf and Duffy (1982) found that another factor that influences the level of young people's participation in sport activities is the level of the father's education. They said, "*the longer the father remains in education the more likely it is that the child will take part in sport*" (Sleaf and Duffy, 1982, p.17).

The School

School is the first point of access to sport for many, perhaps most, children (Brennan and Bleakley, 1997). In a "Sports Council of Northern Ireland" (Kremer, 1997) survey, about a third of young people cited school as the most influential factor in uptake of a sport; and 11 activities, such as netball and athletics, appeared to depend crucially on a school introduction (Scully and Clarke, 1997). Nevertheless, an over-emphasis on competition at school can cause some pupils, especially girls, to drop out

of sport early. The National Curriculum for PE thought schooling attempts to encourage the transition from school to leisure participation by refocusing the subject away from traditional team games and towards a wide range of activities. However, Mason (1995) found no clear evidence that the importance attached to sport by teachers was reflected in pupils' participation outside school. It may be that young people have difficulty balancing competing demands on their time and, as they get older, they face examination pressures as well as, perhaps, the need to engage in part-time work.

The Peer Group

Friends have a strong influence on young people's attitudes toward participation in sport activities (Brennan and Bleakley, 1997). Young people, for example, those aged 11 to 16 years try to become more independent of their families, build a relationship with their friends and spend most of their time with them. If the peer group takes part in sport, young people are more likely to take part with them, and the reverse is also true (Hendry et al., 1993).

Decision-Making

Decision-making also has an important role that affects the level of participation in sport by young people. Pupils have to make decisions about physical activities, for example, to start to participate or continue to participate or stop participating. PE teachers, who are involved in the development of young people's sport and leisure activities, need to be aware of how young people make decisions, because it will influence the way pupils plan their leisure. Fox (1994) pointed out the need to look at the motivation of young people to take part in sport activities and he suggested that young people analyse activities for the effort and benefit involved. If the effort

outweighs the benefit in terms of participation, then motivation will decline, but if the benefit of taking part in sport activities outweighs the effort, motivation will rise.

Is School the Most Suitable Vehicle for EfL?

The formal responsibility to raise awareness among young people of the benefits of taking part and continuing in leisure activities and how they can best use their free time, tends to be the prerogative of the educational system (Mundy and Odum, 1979; Glyptis, 1982; Theeboom and Bollaert, 1987). At the same time, EfL is not easy to adopt within the school system. It is difficult to teach someone how to enjoy leisure; equally, it can be difficult for students to say what they enjoy; nor should school act as if life will centre completely upon leisure and enjoyment. For example, the main idea of EfL is to prepare pupils for the use of their leisure both in school and after they leave school, by developing their interests, skills and attitudes, and this includes *“understanding why [an active] way of life is essential to their well-being and to the survival of society”* (Brightbill, 1960, p.93). Therefore, it is not enough to give pupils the skills and the opportunities to participate; they have to understand why it is beneficial. As Dewey commented, *“learning in school should be continuous with that out of school. There should be a free interplay between the two”* (Dewey, 1916, p.416). In practice, Dewey’s idea might not be possible to implement in school without the help of other organisations in society, such as youth clubs, social clubs and sports clubs. This study, however, is solely concerned with the emphasis that might be given to EfL in schools. Corijn (1987) suggests that leisure education can occur in two ways;

1. In lessons such as geography or history, there may be some content that serves as leisure education. For example, a pupil may study the map of Britain and see where football clubs or amusement parks are located.

Leisure education may not have been a main aim of the lesson, but it happens incidentally.

2. EfL may form a part of the extended curriculum, which refers to after-school or extra-curricular clubs and activities, such as sport or drama. There is no formal aim to offer leisure education but because the pupil participates in leisure activities, she/he learns something about leisure.

These examples, however, refer to incidental EfL, rather than EfL as an explicit focus of the curriculum. If more systematic EfL is to be provided, the question arises as to who within the school should be responsible for EfL, and where it fits into the school system. Some schools, as indicated earlier, offer personal and social development programmes that are not directly related to academic subject matter, but help pupils to develop social skills and to think about social and moral issues and personal matters (Lawrence, 1995). One idea is that EfL can be part of this school programme. Another possibility is that it can be covered as part of PE, although, if PE teachers are given the responsibility for EfL, there is a danger that it may be assumed that EfL has been covered automatically through pupils' participation in normal PE lessons. Also, no EfL will occur in non-sporting areas.

Lawrence (1995) gave examples of the ways that EfL might be provided within the school. She assumed that there were two kinds of recognised involvement by PE teachers, which probably means that they occur in practice. First, they can contribute to school-based courses on leisure education. In other words, if the school has a leisure education programme, there may be a specific PE element within it, to which the PE teacher contributes. Secondly, EfL might be included in some form within a PE department's aims. The difference is one of structure. In the first way, the idea is that the school has a leisure education programme that may involve a number of different

topics and teachers, and the PE teacher can contribute to this programme; while in the second way, EfL is included in the PE curriculum, with EfL being part of the objectives of PE itself. The next section considers whether or how this is achieved in practice.

Application of EfL

The school has an important role in EfL, as it has considerable potential to influence and empower young people's leisure. The term EfL implies a conscious and regular attempt to encompass a constructive attitude toward leisure. Coleman and Hendry (1995) supported the claim by the Institute for Career and Leisure Development (1980) that EfL has attempted to develop in parallel the true range of choices available and the ability of each individual to make effective choices. They said that most schools were found to be trying to provide leisure education of some kind. For example, schools usually apply a mixture of curricular and extra-curricular activities. The curricular activities that educators frequently perceive in terms of the leisure lives of pupils are sports, games, art, community-based skills and practical subjects, such as woodwork, metalwork, and technical drawing. However, as noted previously, in practice these activities are generally pursued by only a minority of adolescents.

It can be noticed that there is a gap between the way EfL is applied in schools and the expectation behind the aim of EfL. Odum and Lancaster (1976) conducted a study of a leisure education advancement project in the US. The aim of this study was to develop a model programme aiming to improve the limited existing situation of EfL. They found that in only one state was EfL considered as one of its educational aims. Other states saw EfL as outside the role of schools. Another important barrier was the lack of understanding of the process and goals of EfL. Positive findings, however, were

that most states understood the concept of EfL and hoped to improve the content of EfL in their schools (Odum and Lancaster, 1976).

Standeven (1997) chose two high schools from England and Canada to conduct a pilot study, to assess whether school PE and recreation activities were suitable in the current situation and if their programme aims were consistent with EfL aims. The sample was 405 students in the final two years of schooling, aged 15-18 years, and also 15 PE teachers who had taught the sample students. The results revealed that three English PE teachers and four Canadians believed that EfL should be compulsory, whereas two English PE teachers felt that the PE curriculum already contained EfL. Sixty-one percent of the English students and 53% of the Canadians believed that the school's PE programme had no influence on what they did in their free time.

The researcher of the current study suggests that the reasons for this differentiation could be as follows. The first was that the PE school curriculum did not include enough opportunities for EfL or guidance of the way that the PE teacher could achieve the goal of EfL through the PE curriculum. The second point was that some of the teachers may have received more information than others about the importance of EfL and how they could apply EfL in their schools, because of their own special interest in the subject, or because of the way the issue was promoted in the institutions where they trained. The students' attitude might reflect the fact that their teachers did not provide them with EfL.

The second phase of Standeven's (1997) work was a comparative study between four countries: England, the Republic of Ireland, Canada and the United States. The teacher sample numbered 99, while the student sample was 1658 students. The most important aim of this study was to understand the relationship between PE in schools and EfL. Most of the measures that were used indicated that the students thought PE

programmes did not have any effect on their choice of free time activities, nor did PE help them to know more about leisure. On the other hand, the students expected EfL to be one of the most important aims in the PE curriculum. The teachers' point of view was slightly different from that of their students. They believed that their students exaggerated the importance of EfL, a view that was noticeable in all four countries. In spite of that, they agreed that EfL in the school was not as it should be and was not adequate.

This study brought the researcher back to the 1980s when Sleaf mentioned that the majority of schools, youth service facilities, sports clubs and other sources concerned with leisure, presented individuals only with 'taster' knowledge about activities or with a number of narrow recreational skills (Sleaf, 1987). Despite all the years between the two studies, it seems that the application of EfL in schools still has a narrow focus, since nothing appears to have changed.

Hitt (1984) conducted case studies of six secondary schools in Edinburgh. The main aims of his study were to discover the meaning of EfL among teachers and to determine the status given to EfL in schools. He found that habitual work and leisure patterns have passed through substantial change and the process has happened faster recently. Up until the present day the evidence suggests that schools provide very limited attention to EfL in curriculum time, because of a lack of clear aims for EfL. In fact, none of the six schools surveyed had any clear aims for EfL. The emphasis was on externally examined academic subjects, so it was very difficult to give any priority to EfL. Also, he found that teachers in general had a low level of skill in EfL. In exploring the way that schools might promote EfL, staff noted that finance, the timetable, teacher skills and academic pressure were constraints on the improvement of leisure education. Hitt stated, however, that there were signs that the position was starting to change as

schools realised that society is changing and that pupils need to be prepared for life in general, rather than just academic aspects (Hitt, 1984).

It is obvious that the main concern in schools is with academic education for examination purposes. Teachers are trained for this course of action and extremely little time is committed to preparing teachers to appreciate and deliver EfL. Teachers in secondary schools are more often than not promoted on the foundation of the skill to accomplish academic success, rather than to educate for leisure, and this makes teachers continue in the same way. The low level of significance given to EfL in teacher training results in teachers having a low level of skill in EfL. The degree of attention given to academic and examination pressure, insufficient teacher training, and a lack of precise aims for EfL lead schools for the most part to ignore EfL in curriculum time, which may, in turn, result in a low level of pupil fulfilment in leisure activity. Pupils will still participate in leisure, but perhaps not gain fulfilment.

Hitt's (1984) findings contradict Wylie's (1960) suggestion that EfL should be the central interest of all the educational pursuits in any system. From this point of view, schools should include EfL in different aspects of the curriculum, as well as in specific leisure education programmes. This recalls the point made earlier about the gap between the way EfL is applied in schools and the expectation behind the aim of EfL. This does not invalidate the argument that the school could be the core of EfL and has the most potential to empower pupils and give them opportunities for leisure education, if it is facilitated appropriately. Therefore, an overview of the curriculum in UK will provide a useful indicator as to how EfL is valued.

The National Curriculum was meant to be 'a school curriculum governed by national criteria' (McFee and Tomlinson, 1997, p.4). The NCC (1988-1989) gives more

details about the curriculum to be provided, which the researcher summarises in the following points:

a. Core Subjects:

1. English.
2. Mathematics.
3. Science.

b. Foundation Subjects:

1. Technology (including design).
2. History.
3. Geography.
4. Music.
5. Art.
6. Physical education.
7. From 11-16 a modern foreign language.

These subjects do not, however, constitute the whole of the school's activity.

Schools are also expected to provide:

1. Careers education and guidance.
2. Health education.
3. Other aspects of personal and social education.
4. Coverage across the curriculum of gender and multi-cultural issues (NCC, 1988-1989).

However, reduced choices available for students to choose and make decisions about the kinds of activities included in PE, will adversely affect the pupil's desire to take part in it. If they think these activities are not relevant to their lives, they will tend to be more negative toward the lesson and the teacher as well. In that situation the student is 'provided for' rather than 'enabled' (Standeven, 1997, p.197).

EfL involves giving people opportunities to make meaningful choices for themselves, including the right to opt out of activities. Since leisure means different

things to different people, being made to do something they find difficult or unpleasant may not be consistent with their idea of leisure. They have the right to opt out of activities which do not fit their idea of what leisure means. This is consistent with the comments of Sleaf (1987) in his study about EfL. He suggested that schools approached EfL by providing an 'option system' in the later secondary years, which included the following points:

- i. "allowing some element of choice in a recreational activity;
- ii. providing experience of new recreation activities;
- iii. providing experience of a recreation activity which might be continued throughout life" (Sleaf, 1987, p.169).

He added, however, that the disadvantage of the optional system was that pupils might have limited options because of the predictable lack of resources. Using the option system programme may also leave some pupils taking part without supervision because of staffing limitations, and the experience provided might not constitute EfL.

Standeven (1997) argued that EfL in school should be compulsory, but that does not necessarily mean that any one specific activity has to be compulsory for everybody. EfL being compulsory means that all schools should teach it and that all people should be offered a range of activities and information which help them to use their leisure time, but within that, they have freedom to make choices (see p.20).

Taking sport as an example, in the light of the problem of people giving up participation (DES, 1991; Fox, 1994; Hendry, 1978), the school may take the lead by creating links between the school and the community (DES, 1991 and NCC, 1992). This possibility will be explored in the next section.

Linking School to the Community

The National Curriculum Council (NCC, 1992, p.H1) advised that: *“To determine which partnerships should be developed, the school should identify the needs and priorities of the pupils and the gaps in provision”*. It is also necessary to consider *“the extent to which the development of partnerships will benefit pupils, individually and collectively”* (1992, p.H1).

Several attempts in this direction have been made, such as the project Lifetime Leisure Link, which was designed to stimulate the value of post school participation in leisure activities (Sports Council, 1991). The package tried to encourage pupils to find out about and act upon the local activities available.

The Institute for Leisure and Amenity Management (ILAM) is an example of an institute which is registered as a charity and is directed by a democratically elected President and National Council drawn from the membership, that plays a role as partner in developing EfL. ILAM's objectives are:

- “Promotion of the benefits of leisure and healthy lifestyles.
- The enhancement of the quality of experience of those participating in leisure activities” (ILAM, 2000, [Online]).

ILAM, however has little contact with schools and therefore does not aid EfL among school pupils.

Promoting the benefits of leisure or the benefits of participation in leisure activities, will help to enhance the meaning and the quality of individual lifestyles. Thus, these partnerships may help in different ways to teach people the importance of free time in their lives and may indirectly or directly provide EfL.

Partnership between the school and the community is very important in the school's application of leisure education. To achieve this, it is necessary to involve all

the institutions responsible for developing pupils' interest in sport and recreational activities. Shenton (1996, p.17) suggested the notion of partnership not just between physical education and sports organisations but also with:

“National curriculum, Higher Education initiatives for training teachers for Physical Education and Sport Development, The Community Sport Leadership Awards, Champion Coaching, Emergence of the Sports Council's National Junior Sport Programme and consequently the Youth and Sport Trust”.

All these institutions might be involved, he suggested, by having a designated representative on a partnership committee, which would be responsible for overcoming obstacles to the necessary linkage. This may, however, be difficult in practice and a two-way flow of information might be a more realistic aim.

Turner (1987) argued that links already exist between school and community, and emphasised that the school is an integral part of community life. Therefore, what is needed is not to create links, but to rediscover them, and to break down barriers, for example, to *“allow those not at school, access to facilities, expertise and opportunities to be involved in the learning process”* (Turner, 1987, p.79). So, for Turner, links must not only benefit pupils in a particular school, but should benefit and involve all youngsters in the community, whether or not they are at school. Turner found PE an ideal situation in which to start to build awareness of the best use of free time from a health perspective. Not only PE teachers, but also a ‘Head of Community Sport’ (Turner, 1987, p.79) could be involved in creating positive links between school and non-school sport.

The researcher has given several examples regarding partnership in this study, and clarifies some points of view. For more details, see *Is School the Most Suitable Vehicle for EfL?* p.70 and *Application of EfL*, p.72.

EfL in Practice

Having given the reader an idea about EfL, the researcher considers it appropriate to discuss previous findings about the extent to which schools have put EfL into practice. It should be acknowledged, however, that since there are only a relatively limited number of studies of EfL in practice, little is known about this issue.

Hitt (1984) argued that the aim of EfL is to prepare young people for leisure, but he found that none of the schools in his survey had clear aims for EfL. Other writers have suggested that the aim of EfL in secondary schools is to develop the leisure role and to enhance the quality of individuals' daily lives (Heyne and Schleien, 1996). Askins (1997) highlighted the importance of certain information that the individual needs to know, such as how leisure can be integrated into life. Taking sport as an example, he advised that individuals should study the different skills that they might need to participate in sport activities in their life. When the individual thinks about the aims of leisure and how it might contribute to his own life, he might think about life in a creative way and evaluate his own ability (Bucher et al., 1984).

However, Lawrence (1997) when studying the role of leisure in the teaching of secondary school PE in UK, asked teachers if they thought that EfL was a 'commonly held' aim of PE teachers. More than one third said that it was not, and almost half expressed concern over the phrase 'education for leisure'. Many found it vague and difficult to understand. Lawrence remarked: that "*education for leisure within the*

context of the PE programme is an unfortunately misunderstood concept” (Lawrence, 1997, p.148).

In this respect, Lawrence noted the following factors:

1. The lack of clarity over its exact meaning.
2. The conflict of interest between the traditional notions of education and schooling, and the subjective connotation of the word ‘Leisure’, in particular the association with choice/freedom.
3. A number of the teachers were unhappy with the inclusion of the word ‘Education’ (Lawrence, 1997, p.148).

The teachers generally identified, in relation to how EfL existed in their own schools, the same areas of practice as are noted in the literature, namely:

1. The structure of the PE programme itself, in terms of variety and an element of choice, which allows exposure to new opportunities,
2. The facilities and opportunities to participate in activities, such as extracurricular clubs and activities;
3. The nature of the PE experience itself as enjoyable and satisfying (Lawrence, 1997, pp.148-149).

In this way teachers provided exposure to new activities in an attempt to increase the chance that pupils will find an activity they enjoy sufficiently to wish to continue it. They offered opportunities for decision-making, a skill which pupils would need in order to make choices about leisure in later life. But within these broad areas, there was a wide variety in the way they interpreted EfL. For example, some teachers said that one factor prompting the education offered was concern with the health benefits of participation in physical activities.

Another study was conducted in Canada, England and the Republic of Ireland, by Standeven (1997), in which samples (n=172) of pupils aged 15-17 years were surveyed to explore the extent and content of EfL in the PE programmes provided for those pupils. This was the third phase of a three-phase study; the two earlier phases were cited in the general discussion of Application of EfL (see page 73). The researchers asked the participants to respond to the following statements:

“The school physical education programme has taught/is teaching me:

- where to go to get information about the kinds of sports clubs that are open to me if I want to join;
- how to go about learning new physical activity skills so that I shall be able to feel confident starting something I haven’t done before;
- how to identify and understand what I’m good at and not good at regarding physical activities for personal benefit and enjoyment”

(Standeven, 1997, pp. 198-199).

They found that the students were not sure whether their PE programmes had taught them the basic elements of EfL or even contributed in enhancing their knowledge of leisure. This supports the researchers’ earlier finding, mentioned on page 73, that three English PE teachers and four Canadians believed that EfL should be compulsory, whereas two English PE teachers felt that the PE curriculum already taught EfL automatically. Sixty-one percent of the English students and 53% of the Canadians believed that the school’s PE programme had no influence on their free time. Both PE teachers and students expressed more than one attitude toward EfL.

It is noticeable that all three phases of Standeven’s (1997) study emphasise that if the aim of EfL is to enhance student understanding and equip them with adequate knowledge of leisure, it might be important to involve EfL more explicitly in school PE

programmes. The three phases were consistent in their findings, despite samples from different regions and countries. There was general agreement that PE programmes did not have a great deal of effect in enhancing attitudes toward leisure, in particular, activities that required physical activity. Most of the experiences obtained through PE lessons did not change students' attitudes and motivation. The consistency in the findings was taken by Standeven as a sign that the issue is curricular rather than cultural. She acknowledged, however, the possibility that the survey approach used in the first two phases may have masked cross-cultural differences.

To overcome this deficiency, Standeven used a qualitative approach in the third phase of her study, to illuminate the difference in meaning of the leisure experience, and see how young people understand the experiences they are offered. It was found that there were four conditions that enhanced or restricted the place of EFL in school PE.

1. Choice;
2. Relevance to students' current interests;
3. Understanding of the rationales for an activity;
4. Institutional conditions to do with social relations.

Giving student choice was seen as important, but was not enough. Students themselves wanted to influence programmes, which implies a shift in social relations between teacher and learner. EFL to some extent should relate to activities seen as current, fashionable and desirable, to attract students' interest. This calls into question the notion that EFL is to educate students for the future, rather than the here and now (Standeven, 1997). It is also necessary for students to have the rationale for the choices on offer made clear to them. If they are involved from the beginning in planning the programme, they will be more aware of the real aim in choosing such activities.

The institutional conditions are also considered to be a most important factor which may constrain or help EfL. Standeven (1997, p.201) suggests that the compliant relations typical of school settings are not conducive to 'enabling'. Moreover, when EfL is part of the school time-table, it must be compatible with the 'dominant legitimisation structure' (Corijn, 1987, p.270). This raises the question of whether the nature of the school's social relations enable it to deliver EfL, or what kind of EfL it can deliver. The researcher sees these factors as connected with each other, although it is the last one which most affects EfL. Choice and relevance, and the genuine enabling of pupils, may only be fully achieved in a deinstitutionalised learning environment. This appears to contradict the suggestion made earlier that school is the optimum place for EfL and, at least, suggests that effective EfL in schools would require a critical evaluation of the school ethos.

Summary

In the beginning of this chapter, the researcher discussed the meaning of education and its relationship to PE and also its relation to PE and EfL. It was suggested that an important role of EfL is to build relationships between the school and its surrounding environment, to help both pupils and the community.

The meaning of EfL was explored, beginning with Ranganathan's (1961) suggestion that EfL has social aims. Following that, the researcher shed light on some of the terms used in relation to EfL, and concluded that EfL and leisure education are interchangeable. The meaning of EfL is influenced by society's expectations of the school role. The utilitarian-adaptive approach seems to characterise the current education system, which gives EfL little importance, but if the desired change were

made in society, this concept might change as well. Enhanced attention to EfL might help to break down barriers and overcome social fragmentation.

The view of EfL as a teaching process led to consideration of the role of the school, especially in relation to sport as a part of leisure. Students give up participating in sport activities after leaving school or even after finishing the school day, suggesting a need for more weight be given to EfL in schools. The reason for the neglect of EfL seems to be the schools' predominant concern with externally examined academic subjects. The school is, however, potentially an important socializing agent that might encourage or discourage participation in leisure activities, such as sport. The researcher gave some examples of how EfL can be included in schools, for example, in personal and social development programmes, or as part of PE. It seems that the PE teacher may be well placed to include EfL, although contributions can be made by other subject teachers.

So far, however, even where schools appear to provide EfL through extra-curricular activities, few students participate. The literature suggests that the methods used to educate pupils in EfL have little influence on how actively students participate, or even the kind of activities that they engage in outside school. There is a very big gap between what EfL is expected to achieve, and real life. For example, schools do not have clear aims for EfL, although they express positive views towards it.

The national curriculum espouses goals for PE that are consistent with EfL, but social relations and institutional arrangements tend not to be conducive to fulfilling this aim in practice. Attention has been drawn to the fact that EfL should 'enable' students to seek out, choose and participate in fulfilling leisure activities, rather than simply 'provide' for them. Achieving this in practice requires linkage between school and community, scope for pupil choice, relevance of the activities offered to young people's

lives, clearly understood rationales for the activities chosen, and a deinstitutionalised environment.

The view of EfL developed in this chapter is based on Western theory and practice, and it remains to be seen whether or how far it is applicable in the KSA context, where all aspects of life are seen from the distinctive perspective of Islam. In the next chapter, therefore, Islamic views on leisure and EfL will be examined.



Chapter Five

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Islamic Views of Leisure and EfL

Introduction

In this chapter, the researcher will begin by explaining the meaning or the concept of leisure from the Islamic point of view, as background to a discussion of EfL. The reason for starting with the Islamic point of view is that the population in KSA is without exception Muslim (CIA, 2000, [Online]), and Islam shapes the whole way of life in KSA. Islam determines how the Muslim does everything in life, from the time he/she wakes in the morning until going to sleep, including how he/she looks after him/herself, relationships with others in society, eating, drinking, playing, and spending free time.

Following the explanation of the Islamic view of leisure, EfL in an Islamic context is considered. The attitudes of Islam towards leisure activities are discussed, with particular reference to archery as an example. The relationship between education and EfL in Islamic society is considered, and problems related to EfL are highlighted. Saudi views on leisure activities are analysed from the perspective of social theory, focusing on reaction to government-sponsored sports clubs.

The Meaning of Leisure

The main sources of the Islamic religion are the Holy Qur-ān and Sunnah Al-Mutahara^{*}. Therefore, the researcher will discuss the meaning of leisure in these sources as a key to EfL. The word that is now used to mean 'leisure' first appeared with the meaning of a vacuum, as expressed in these words from God:

* The sayings and actions of the prophet Mohammad. This is considered a complementary and equally important source to the Holy Qur-ān, as it demonstrates how the principles set out in the Holy Qur-ān are interpreted in daily life.

﴿ وَأَصْبَحَ فُؤَادُ أُمِّ مُوسَىٰ فَارِغًا ۚ إِن كَادَتْ لَتُبْدِي بِهِ لَوْلَا أَن رَّبَطْنَا عَلَىٰ قَلْبِهَا لِتَكُونَ مِنَ الْمُؤْمِنِينَ ﴾

(Ministry of Hajj and Endowments 1996, Sūrat Al-Qasas, Āyat 10, p.386).

This means that the emotion in the heart of Moses' mother was replaced by a vacuum of patience when she was led to her son; in the translation of the Holy Qur-ān it is rendered:

“But there came to be a void in the heart of the mother of Moses: she was going almost to disclose his (case), had We not strengthened her heart (with faith), so that she might remain a (firm) believer” (Ministry of Hajj and Endowments, 1990, p.119).

The word leisure in the Arabic language was taken from the term “*vacuum*”, implying freedom from work (Al-Qamos Al-Moheet, (Undated) p.111/3). But in the Sunnah, Abdullah ibn Abbas said that the Prophet (peace be upon him) said, “*There are two blessings which many people lose: (They are) health and free time for doing good.*” (Al-Bukhari, Trans. Khan, 1978, 8.421). Health, here, means the healthiness and good performance of the body, while free time refers to psychological health (Sultan, 1992). In a discussion between the researcher and Professor Jallon in KSA on 22/05/2001 regarding this Hadith, Professor Jallon argued that Saudi society concentrates more on health and ignores leisure (Jallon, 2000). Therefore, it is very difficult for anyone to define leisure nowadays, because of the misuse of the concept. Ba-Qader (Undated) considered that it is difficult to define the meaning of leisure, although in contemporary society, he found that Muslims tended to define it in similar ways to those found in Western sources, as discussed in an earlier chapter of this thesis (see page, 14).

Darwish and his associates (1983), Darwish (Undated), Al-Sadhan (1994) and Abdulsallam (1993) and many other current Arab authors who work in the leisure or

recreational field, have taken their understandings of the meaning of leisure from authors such as Aresto and Brightbill. For example, Abdulsallam (1993) argued that leisure involves freedom from work and the situation of humans in leisure time is the opposite to that in their time at work. Leisure is considered as an end in itself. Consequently, work has become the means to a purpose which is called leisure. Leisure is correlated to time and takes its meaning and value from time. It can be said that this interpretation is identical to the residual time meaning of leisure as perceived in Western society. Abdulsallam (1993) suggests that individuals are busy with their own desires and consequently increase their feelings of freedom, adjustment, sublimity, distinction and learning in order to achieve knowledge. Leisure, according to Abdulsallam (1993), is free time left over after necessary activities such as working, sleeping and eating; time when the feeling of responsibility is less. In other words, Abdulsallam is concerned with when leisure is available, but not how it is spent.

Al-Qardawy (1984) defines leisure as a vacuum from the occupations and hindrances of life in this world, which prevent people from doing things that will give them a better position in the afterlife. This definition is governed by the religious perspective and agrees with other Islamic sources that urge people to work and earn money but insist that this must not prevent them from worshipping God. Rashid (1998) disagrees with Al-Qardawy's point of view, however, arguing that Al-Qardawy put the everyday requirements of this life before what the Muslim needs to do for the hereafter. In other words, if a person focuses on secular activities he will neglect the requirements of the hereafter. The researcher considers that this argument reflects a misinterpretation by Rashid, because Al-Qardawy goes on to say that both work and worship are preparation. Al-Qardawy advocates that Muslims take a middle way in everything; not

to overwork, which makes them very tired all the time, but equally, not to do nothing all the time.

Returning to Rashid's (1998) interpretation of leisure, he adds that it is very important in Muslim life that people do not separate earthly life from the hereafter, to avoid making an empty area in Muslim life that is devoid of worship. From this point of view, he defines leisure as the time when a person has finished what he is required to do and is ready to participate in his choice of activity, according to the preferences he has for each (Rashid, 1998).

Summary

It is obvious from the previous discussion that the meaning of leisure is influenced by the Islamic religion in KSA. None of the authors have managed to give a completely acceptable definition of leisure in contemporary society, but they have generally adopted meanings from Western society. Because of this, a misunderstanding of the meaning of leisure is evident (Jallon, 2000). This could be attributed partly to the difficulty of translation from other languages to Arabic, but may also indicate that leisure nowadays is not a very interesting subject for Muslims, because they are more interested in recreation. However, most of them agree that work in general is the criterion that defines leisure. The researcher in that respect agrees with the second part of Rashid's definition of leisure (Rashid, 1998). However, he disagrees with the first part, that leisure is the time when the person has finished what he is required to do. There are two problems with this definition; firstly, some people love their work and achieve self-actualisation through work, and secondly, it is very difficult to determine what is required and what is not.

EfL

From the previous section, it appears that leisure for a Muslim is not a vacuum, but must be filled with something. Ideally it would be filled with something that might help to increase knowledge and health, build good relationships, enhance communication and do good things with or for others. However, EfL has had difficulty establishing itself in contemporary Islamic society in KSA. Indeed, the researcher has been unable to locate any specific references that discuss EfL. It seems that the present work may be the first in KSA and surrounding Arab countries to tackle this field.

However, free time exists in KSA, and EfL could be seen as a way to help people enjoy their free time. In Islam, free time is regarded as a blessing provided by God; therefore, to spend this time in an activity that is prohibited in Islam would be a rejection of that blessing. From this perspective, the researcher suggests that EfL fits into the Islamic framework of Muslim life, as it can help people to enjoy leisure within the rules of Islam. The following example will give the reader more clarification of EfL:

Sultan (1992, p.71-73) raised an important question, ‘Is it possible that free time might be found in Muslim life?’ Sultan’s point of view depends on a basic rule in Islam, that ‘time’ is not a person’s property (in which he/she can do whatever he/she wants to do) but was created by God and is owned by him. In that sense, ‘time’ is bestowed on people by God, to see what they do with it. The concept that Sultan mentions is related to the Islamic belief that each person is given an allotted span of time (‘age= life span’) by God, and is responsible for all of it. Therefore, the individual is required to obey God making the best use of his/her time.

The same view could be taken in an interpretation of EfL, that it is important to educate people about how best to use their time. For example, if someone commits

suicide he/she will get the most punishment in the hereafter, as indicated in this Āyat from the Holy Qur-ān:

﴿وَلَا تَقْتُلُوا أَنْفُسَكُمْ إِنَّ اللَّهَ كَانَ بِكُمْ رَحِيمًا﴾ (سورة النساء ، آية 29).

“Do not kill (or destroy) yourselves: for verily Allah hath been to you Most Merciful!” (Sakher Software, 1991-1996, Sūrat An-Nisāa, Āyat 29).

Similarly a person must not kill his ‘age and time’ (waste time), because a person does not own time, and he should be faithful in spending this time in a manner that is pleasing to almighty Allah.

In the past, Muslims had a strong desire to spend their time in work or worship, but nowadays, that desire has decreased, to the point where people are simply killing time (Al-Qardawy, 1984). They spend time participating in activities (whether permissible or forbidden ones) which cause them to forget to do what is required of them, such as pray on time, or fulfil the responsibilities of daily life. If asked, they reply, ‘we want to kill our free time’ (Al-Qardawy, 1984, p.14). This attitude conflicts with the basic principles of Islam. The sublime God said:

﴿وَسَخَّرَ لَكُمْ اللَّيْلَ وَالنَّهَارَ وَالشَّمْسَ وَالْقَمَرَ وَالْجُودُ مُسَخَّرَاتٌ بِأَمْرِهِ إِنَّ فِي ذَلِكَ

لآيَاتٍ لِقَوْمٍ يَعْقِلُونَ﴾

(وزارة الشؤون الإسلامية والأوقاف والدعوة والإرشاد ، 1416-1996 ، سورة

النحل، آية 12: ص 268).

(Ministry of Hajj and Endowments 1996, Sūrat An-Nahe, Āyat 12, p.268).

“He has made subject to you the Night and the Day; the Sun and the Moon; and the Stars are in subjection by His Command: verily in this are signs for men who are wise” (Ministry of Hajj and Endowments, 1990, p.734).

This verse indicates the necessity to comprehend the value of free time and the gifts given to man by God. People should reflect deeply on how they have spent free time in the past and develop a good basis for benefiting from future free time.

Because time is important, it is closely linked with most forms of worship in Islam. For example, praying, fasting and pilgrimage all have their appointed times, as indicated, for example, in the following verse of the Holy Qur-ān:

(الْحَجُّ أَشْهُرٌ مَعْلُومَاتٌ فَمَنْ فَرَضَ فِيهِنَّ الْحَجَّ فَلَا رَفَثَ وَلَا فُسُوقَ وَلَا جِدَالَ فِي الْحَجِّ
وَمَا تَفْعَلُوا مِنْ خَيْرٍ يَعْلَمْهُ اللَّهُ وَتَزَوَّدُوا فَإِنَّ خَيْرَ الزَّادِ التَّقْوَىٰ وَاتَّقُونِي يَا أُولِيَ الْأَلْبَابِ)
(القرآن الكريم ، سورة البقرة ، آية 197 ، ص 31) 1996

(Ministry of Hajj and Endowments, 1996, Sūrat Al-Baqarah, Āyat 197, p.31).

“For Hajj are the months well-known. If any one undertakes that duty therein, let there be no obscenity, nor wickedness, nor wrangling in the Hajj and whatever good ye do, (be sure) Allah knoweth it. And take a provision (with you) for the journey, but the best of provisions is right conduct. So fear Me, O ye that are wise!” (Ministry of Hajj and Endowments, 1990, pp.84-85).

وفي السنة المطهرة قوله رسول الله صلى الله عليه وسلم (أعنتم خمسا قبل خمس ،
حياتك قبل موتك ، وصحتك قبل سقمك ، و فراغك قبل شغلك ، وشبابك قبل هرمك ،
وغناك قبل فقرك). (الترغيب والترهيب ج.4 ص.124).

Allah’s Messenger (peace be upon him) said to a man in the course of an exhortation, “Grasp five things before five others: your youth before your decrepitude, your health before your illness, your riches before your poverty, your leisure before

your work, and your life before your death” (Desire and Dread,
Undated, p.124).

In other words, people should use the advantages given to them, because a time may come when they experience different circumstances, and may have cause to regret wasted opportunity. This means that worship is a comprehensive concept that covers all activity in Muslim life. From this perspective, it is not appropriate to find any portion of time that is identified as leisure time, in a sense of being free of worship, but it can be said that working, eating, sleeping, recreation and all other activities of life are different manifestations of one activity, which is the service of God. Thus, any leisure activities have two dimensions, the internal and the external. The external dimension is the one which anyone can describe, in terms of outward appearance, while the internal dimension is known only to the person himself. For example, a person may participate in an activity such as reading, watching TV or taking part in a sport. From an external perspective the purpose might be to experience pleasure, or to enhance fitness in order to be able to meet all work and life requirements in a comfortable way (Wuest and Bucher, 1991). The internal dimension is the person’s deepest intentions in taking part in such an activity. It could be identical to what it appears to be externally, or the person may intend to develop his/her mind and body for the sake of Allah, to be able to undertake further worship. If this is the case, he/she will earn a reward from God.

The Attitude of Islam Towards EfL and Leisure Activities

The basic principle of Islam is that all leisure activities, including physical activities, are permitted, as long as they do not conflict with explicit Islamic rules. Physical activities that are dangerous to humans and might lead to loss of life are not permissible. Evidence that non-dangerous physical activity is permissible can be found in the participation of the prophet Mohammad, peace be upon him, in different kinds of

physical activities, such as racing, as it is reported that he raced with his wife Aisha, may God be pleased with her.

There are two different schools of thought on the interpretation of the meaning of the Holy Qur-ān and the sayings of the prophet (peace be upon him), which have implications for participation in leisure activities in Saudi society. The first view is that the interpretation of meanings should be balanced in a manner consistent with the needs of the present time. The second point of view is that it is right to prohibit some leisure activities. For example, Al-Ghamdi (1993) includes a number of leisure activities which he claims are wrong. Some of his prohibitions, such as taking drugs, are reasonable, but he also includes less harmful activities like listening to songs and music, sitting in casinos or cafes, watching matches in a football stadium and travelling abroad, which he regards as killing free time. In addition, Al-Ghamdi also prohibits participation in sport activities, including those that are not prohibited in Islam, such as darts. Al-Ghamdi describes such activity as wasting time. To illustrate his point, he told a story called *“The Lost Time”* in which someone went to the Caliph to show off his skills in using darts. Although the marksman gained mastery and became skilled in the game, the Caliph punished him because he had wasted his time in training. The argument was not because of the game itself, but because of the harmful ideas spread to students through this game. Al-Ghamdi appears to confuse the issues of religious requirements and social acceptability. Many of the activities that Al-Ghamdi condemns are not explicitly prohibited in Islam. However, because of his emphasis on participation in religious activities, Al-Ghamdi views other activities as worthless by comparison.

It has been noticed that most Arab sources, for example Abdulsallam (1993) and Ba-Qader (Undated) discuss free time activities, in other words leisure activities, but not

EfL. Social science in KSA does not pay much attention to free time and related activities but if it does consider this matter, it focuses on:

1. how to fill free time;
2. the need to establish separate institutes to develop the treatment of leisure time;
3. avoiding negative factors in participating in leisure activities;
4. considering leisure time as a source of social change (Ba-Qader, A Undated pp.36-37).

This means that links need to be established between the aims and practice of leisure activities and people's interests. For example, a connecting link could be made between students and PE teachers in choosing the kind of the activity in which students wish to participate and then expanding the connecting link to include schools and other social institutions in the community, such as sports clubs, cultural clubs and religious centres. This function can be served by institutes whose role would be to avoid the negative elements of participating in physical activities and, consequently, try to achieve desirable change in society. Important activities in Islam which are permissible, are running, wrestling, swimming, weight lifting, horse racing, camel racing, horse riding, play with bayonets, archery, javelin throwing, reading useful materials, children's games and any other games which are not subject to an explicit prohibition (Mega, 1993). Such activities are considered acceptable in Islamic society because they are part of the religious and cultural heritage.

A Description of Archery as an Example of the Above Activities

Archery is regarded in Islam not merely as a permissible amusement in which to participate in free time, but as a loftier, more advanced pursuit, because it is a kind of strength which God has ordered:

“Against them make ready your strength to the utmost of your power, including steeds of war, to strike terror into (the hearts of) the enemies, of Allah and your enemies, and others besides, whom ye may not know, but whom Allah doth know. Whatever ye shall spend in the Cause of Allah, shall be repaid unto you, and ye shall not be treated unjustly” (Sakher Software, 1991-1996, Holy Qur-ān, Surat Al-Anfal, Translation of Aya 60).

‘Strength’ in the above-translated *Aya* literally refers to throwing, but when asked for clarification, the Prophet Mohammed explained that the verse applied to archery. He himself attended contests among his companions and gave them orders and advice. The companions of the prophet participated in such contests during their free time. When Uqbah Ibn Amir, who was an old man, argued with the companions about throwing between two targets, they said to him, ‘you did that and you are an old man; it was hard for you’. He replied, ‘I heard the prophet say that anyone who learnt archery and then gave it up is not one of us, or he has been guilty of disobedience (to Allah’s Apostle) (Sahih Muslim, Undated, p.65).

The Prophet (peace be upon him) passed by some people of the tribe of Banu Aslam who were practising archery for fun in their free time. The Prophet (peace be upon him) said,

“O Banu Isma’il! Practise archery as your father Isma’il was a great archer. Keep on throwing arrows and I am with Banu so-and-so”. Then one of the parties ceased throwing. Allah’s Messenger (peace be upon him) said, “Why do you not throw?” They replied, “How should we throw while you are

with them (i.e. on their side)?" On that, the Prophet (peace be upon him) said, "Throw, and I am with all of you." (Al-Bukhari, Trans. Khan, 1978, 4.148).

All these stories indicate the importance of archery in Islam, so it is regarded as one of the best activities in which a Muslim can participate in leisure time. This gives a clear idea that the religion of Islam is not only about worship, but encompasses all aspects of life that benefit from free time, meaning those that benefit both the individual and society. For example, as previously mentioned, archery is considered a desirable activity in Muslim society, but Islam imposes regulations to avoid dangers to individuals and society. The prophet Mohammad forbade an archer to point an arrow towards his friends, even in jest (Al-Bukhari, Trans. Khan, 1978, 9.193). He said: *"None of you should point towards his Muslim brother with a weapon, for he does not know, Satan may tempt him to hit him and thus he would fall into a pit of fire (Hell)"*. Also, the prophet Mohammad forbade training by using living creatures such as birds or other animals as targets. Sa'id bin Jobeer mentions, *"I was with ibn Omar and we saw some young men who were practising shooting hens and when they saw ibn Omar they dispersed, then ibn Omar said the prophet Mohammad cursed those who do such things"* (Al-Bukhari, Trans. Khan, 1978, 7.423).

This is a very good indication that the prophet Mohammad was the first to educate for leisure. He not only encouraged participation in different leisure activities, but he also tried to educate his companions about the rules and boundaries of activities, to keep them in the realm of enjoyment without harming the surrounding environment.

Education and EfL

The main aim in equipping people for free time by means of different activities is to enable them to explore their ability, mental and moral, while they participate. Therefore, educators need to know students' ability and open up other opportunities that are suitable for them. This is what is expected of EfL. But the reality is different. In the researcher's experience, today, no archery is taught at any level in the general schools or in the PE curriculum. Even PE teachers do not have the ability to teach archery because they themselves have studied it only in one short course. It can be noticed that there is a large gap between what is expected of a Muslim and the practices or characteristics of EfL. This is because of the neglect of EfL by educational policy makers and it seems that EfL is not considered as an important aim of education in KSA. As evidence, the researcher could not find anything about EfL in the PE curriculum or that of any other subject (Ministry of Education, 1968, Ministry of Education: Department of Research, Curriculum and Educational Aids, 1971) (see Appendix G, p.327), except for one sentence in the intermediate PE curriculum, stating that PE should help pupils to become acquainted with different activities that will help them to use their free time (Ministry of Education: The Highest Committee of Education, 1971). Education in KSA concentrates on funding and supporting the spread of knowledge about computers, at the expense of other areas. The researcher does not deny the importance of equipping pupils with computer skills, because they are very important for any contemporary society, but the neglect of a subject like PE, for example, gives the feeling to PE teachers that the lessons they provide to pupils are not respected by the leaders of the education system.

The Problem of EFL

The reason for the neglect of EFL in the Arab world is the prevailing perception of free time activities. The first tendency is the belief that recreation activities and anything that might include fun and joking, is evidence of a lack of respect for Islam. There is a view that recreation activities deserve disapproval and that people should not participate in such activities in their free time (Al-Audah, 1994). This view is similar to the negative attitude towards leisure during the reformation period in the West (see chapter three, p.35). The second view accepts that some recreation activities are permissible. It is mentioned by Hajar (1982) that the lack of importance given to EFL is due to the association of the majority of free time activities with deviation from Islamic rules throughout history (Hajar, 1982). In other words, people think that there is no way of participating in leisure activities without corruption. Strongly related to this view is Abuljawad's (1997) finding that the concept of recreation and free time activities in the minds of secondary students in Al-Madinah Al-Munawwarah (KSA) was hazy. The students believed, for example, that Western recreation activities involve no psychological or emotional limits. They did not understand that even in the West there are constraints on how people can use their time, in order to protect the rights of others and uphold moral standards (Abduljawad, 1997). The reason for this is the influence of the media, and the way it portrays everyday life in Western society. This affected the way Saudi students understood leisure and recreation, particularly in the absence of EFL in their curriculum.

Thus, the first strand of argument concerns a negative attitude regarding leisure, while the second sheds light on the possible effects on society if there were no conditions or restrictions set on the way people behave in their free time. Both views miss an important point which has led to this misunderstanding; the lack of EFL in

society. Most authors in Arab countries seem to think that the main problem lies in leisure activities, but in the researcher's view, the main problem is how education can help to ensure that people profit from leisure activities in their free time. Currently, people have no opportunity to learn anything about leisure. They do not understand the concept of free time and what they need to do to profit from it. They might have skills, but they cannot apply them to enjoy themselves or improve their health, for example. In other words, they are not provided with the key to leisure awareness, which is promoted through EFL.

It might seem that the reason for a lack of EFL in the Arab world comes from misunderstanding and this is because of the traditional EFL focus (see page, 56, Meaning of EFL), which is much more concerned with providing skill rather than providing an understanding of leisure. Mundy (1998) refers to this traditional focus in EFL, arguing that it has not focused on developing people's understanding of the value of leisure, but on imparting knowledge and skills and setting up certain kinds of activities as valuable for a certain reason. This does not help people to understand leisure and to value it and to make their own choices and decisions about how to use it.

In the Arab world in general and in KSA in particular, the emphasis and focus is in a different direction, which is the benefit of recreation. There is a widespread belief that leisure activities, areas and facilities and EFL are branches of recreation. As a result, most of the Arabic literature focuses on recreation. In the researcher's view, leisure is the root and recreation is a branch of leisure. Logically, a person cannot participate in any recreational activity if he/she does not have the time for leisure. Therefore, leisure comes first and recreation comes later.

Al-Audah (1994) conducted a study which aimed to clarify the significance of educational recreation in the light of Islamic principles as laid down in the Holy Qur-ān

and Sunnah; to indicate how ancient Islamic society participated in recreation, and to reveal the modern significance of recreation and its effect on the individual and society. The researcher claimed to use a combination of historical, inferential, and descriptive methods. His conclusions were as follows:

1. There are forms of recreation which are consistent with Islamic principles, and which use Islamic facilities and institutions: such recreation is founded on the balance between seriousness and fun, work and free time, activity and relaxation.
2. Recreation with an Islamic significance can be applied in an Islamic society, if there is a real will to carry it out. There is evidence that the prophet Mohammed (peace be upon him) himself approved of and engaged in recreational activities.
3. Modern recreation in general is imported from the West, and so may conflict with Islamic Education, because some forms, at least, are not acceptable within the Islamic concept of recreation.
4. A theory of recreation in Islamic society can be developed, based on the role of Islam and response to educational requirements in the modern life style (Al-Audah, 1994).

Although Al-Audah indicated that he would use three methods to collect data, in fact he did not use the descriptive method in such depth as the historical method. Moreover, he did not take into account differences between countries with regard to aspects such as environment, society, traditions, customs, economic situation and climate, but confined himself to what is, or is not, appropriate in the Saudi Arabian environment. Moreover, when Al-Audah discussed contemporary recreation, usually described as 'leisure activities', in Islamic society, he criticised the financial support

given to football by the government, and also criticised the large numbers of spectators who attend, suggesting that this was a waste of time that could be spent more profitably.

This is an example of an author attributing ideas to Islam which stem from his own prejudice. The general principle in Islam is that everything is permissible, until a specific rule is given by God to prohibit it. Moreover, Al-Audah takes a narrow view of recreation, focusing solely on football and on spectators. There are other possible activities which can be seen to confer health and other benefits, and which are not in any way contrary to Islamic values, but Al-Audah does not mention them. Another weakness of the study is that it was exclusively theoretical in focus. It was based solely on his opinions, with no empirical research. However, the study served a useful purpose in clarifying how Muslims in ancient times spent their free time, and the kind of sports they played; such information may be useful in assessing the sports that may be acceptable in Muslim societies today.

It can be seen that most of Al-Audah's study was concerned with the field of recreation, and it gave some information about leisure, but did not consider EFL. This is the main problem in KSA. As the researcher mentioned above, most studies are concerned with recreation rather than leisure, and certainly not EFL. Another example is Ouees' (1982) study of the position of recreation in contemporary Islamic society. The most significant findings were:

1. Islam already has a system to organise different aspects of lifestyle, including the need for recreation.
2. Studies which have been done recently indicate the importance of recreation within contemporary Islamic society.
3. 65% of the 92 adults who constituted the study sample spent two hours or more per day watching videocassettes while 30.5% of them spent more than three

hours per day doing so. The large amount of time spent watching videos can be explained partly in terms of the lack of facilities for other activities, and also the nature of KSA television. It would not be considered unusual in the West for someone to spend two hours or more per day watching television. In KSA, however, there are only two terrestrial channels, one of which is a foreign language channel. Nowadays, satellite channels are popular, but Ouees' study was carried out before satellite T.V. was available in KSA. Therefore, videos were a popular way of providing more varied viewing opportunities.

4. The respondents reported being involved in the following activities during their free time:

16.7% Reading.	14.7% Sport activities.
14.6% Picnic and travel.	11.8% Watching T.V.
4.2 % Watching cinema.	11.6 % Watching videocassettes.
10.2% Listening to music and song.	7% Art.
9.2 % Playing cards.	

The information given by Ouees' study cannot be generalised, due to the small sample, but it helps to draw attention to the field of recreation and it has made some contribution to understanding how adults spend their free time. It was an early step in the recognition that since Islam is concerned with all aspects of lifestyle, recreation is a valid area of study.

The lack of attention to providing students with EFL comes from the belief that Islam already provides full guidance on the way that people should follow and what to do in their free time, and the school curriculum focuses heavily on Islam (see Appendix G, p.327). It provides students in all subjects with education in how to practise Islam. The researcher has no intention of criticising these efforts, but it is important to consider

other factors that might affect students' attitude and behaviour, such as the media, surrounding countries and also Western leisure and recreation activities. The media, for example, especially satellite television, present images of Western leisure pursuits, although this coverage may be biased and lead to misunderstanding of the Western concept of leisure. As regards the influence of surrounding countries, in KSA, various free time activities have been imported by people who come to work in KSA, such as smoking a hubble-bubble*. Smoking a hubble-bubble takes from one hour daily to as much as four or six hours. It is widespread in most KSA cities and many people take part (Al-Ghamdi, 1993; Al-Audah, 1994; Abduljawad, 1997). This shows that the way that other countries use their free time might change the way of life and culture in KSA.

Another example coming from Yemen, according to Al-Aulimy (2000), is the use of the drug "*Al-Kat*", a kind of plant which is put in the mouth for between four to five hours daily. This substance is very costly when compared with the Yemeni individual income, which creates economic problems, because more than 70 million Yemeni Reals are spent daily on such leisure activities (Al-Aulimy, 2000 [Online]). Because there is no EFL, there is the possibility that young people are influenced by imported leisure activities. This raises an important point, regarding cultural change in KSA. Since the 1930s, when oil was discovered, there has been extensive and rapid development in the KSA economy. The aim was to improve individual incomes while preserving the culture of society. Therefore, decisions taken by the Ministry of Planning took account of Islamic commitment and conservative norms and culture (KSA: Ministry Of Planning, 1990). Every society has its own culture to which people feel close and which forms a basis of identity that is not easily cast aside. In line with this

* A simple form of the hookah, in which the smoke of a tobacco pipe passes through water, with a long flexible tube which the smoke is drawn through a jar of water and thus cooled; also, hook'a, and also called narghile (Learningnetwork, Online).

idea, people in Saudi society try to retain their norms and culture, including leisure patterns. As Hess and colleagues they explained, because of similarities within societies, such as the basic similarity in human characteristics, certain ways of achieving goals are developed, which are usually accepted by most of the members of society, as this makes it easier for people to live together (Hess et. Al., 1984). Nowadays, some of these cultural norms have broken down because of new developments that have brought the people of KSA into contact with outside societies. The main contribution in that area comes from the media, raising tension between the old and new culture, because engagement with outside elements brings together systems that are different from each other (Maciver and Page, 1974).

From the above, it could be said that KSA has developed economically but not in other respects. The sudden economic expansion since the discovery of oil was accomplished rapidly, and has not been followed and supported by harmony between the old and new cultures. Establishing EFL in such a situation might be difficult, but not impossible. In introducing this subject to Saudi society, the difficulty might be that people do not accept the idea because they do not know the importance of EFL to society. In other words, people might reject EFL because they retain a traditional cultural attitude, although those with the new cultural attitude might be more receptive to the importance of EFL in a Saudi context.

Seeking to establish a new approach that might be suitable for achieving EFL aims in KSA society is difficult. One step in this direction is to investigate different activities which take place in the name of leisure, and society's conception of these activities. Societal attitudes to leisure can be understood in the light of the desire for social cohesion. Naeem (1977) states that the foundation of cultural structure gives legitimacy to certain aims, and to certain methods of achieving those aims. The

acceptance of a given aim such as EfL among individuals will result in a degree of harmony and integrity between those individuals to achieve this aim. On the other hand, when this aim and the other aims of any society need to be achieved by some methods conflicting with the organizational rules of this society, this conflict will lead to a kind of schizophrenic state among the population. Naeem (1977, pp. 201-205) states five patterns of adaptation in such cases, as follows:

Complying Pattern

This is where the individual complies with the cultural aims of society and obeys different regulations stated by the social organization of society as accepted methods to achieve this aim. An example of this pattern, in the Saudi context, would be participation in governmental athletic clubs, which provide the most modern facilities for Saudi youth to practise different types of sports all over the kingdom. In practice, however, few individuals follow the complying pattern. Despite the declared aim of the government, in setting up such clubs, to provide facilities for people in general, in practice, however, they are used mainly by élite groups. Many Saudi families do not encourage their sons to join such clubs, which are confused in the popular mind with older clubs that gained a bad reputation as a result of their association with lower class people and bad behaviour. There is even a belief that these clubs encourage boys to rebel against their schools and families. This cultural position of Saudi parents against sport clubs (Al-Shetry, 1986) creates a separation between a social aim (entertainment) and the means of achieving it (athletic clubs) (Al-Saif, 1997). Naeem (1977) indicates that the other four patterns come as a result of this cultural position of society.

Creation Pattern

This pattern applies to the person who considers the complying pattern, but finds himself unable to achieve the required aims by the accepted means. He thinks that there is no justice in the distribution of opportunities. Therefore he rejects the legitimate steps to achieving these aims (i.e. success), and creates illegal means for achieving them. Some Saudi individuals desire to practise sporting athletic activities in their leisure time, but they prefer to do so in the streets and other places, that do not conform to official and healthy regulations, to avoid the social stigma attached to sport clubs (Al-Saif, 1997).

Ritual Pattern

In this pattern, the person will adopt a dysfunctional method of achieving success (achieving aims). In other words he does not follow rational steps by which most people pursue success in their lives, in whatever sphere, but adopts compulsive behaviours, even though these will not help him to reach the goal he desires. Saudi culture does not give athletic clubs importance as one of society's institutions, which facilitate entertainment and utilization of leisure time. These clubs cannot achieve society's or individuals' needs, since only 7% of Saudi youth visit these clubs (Al-Hazzaa, 1989). Most people who visit the clubs to spend their leisure cannot achieve the aims of these visits because of the restrictions imposed by the clubs' management (Al-Saif, 1997), since the clubs' management focus all their attention on official team competitions (Abduljawad, 1997) and do not meet the needs of ordinary members.

Withdrawal Pattern

The withdrawn individual lives separated inside society. In other words, he does not share group agreement with society's values, so he keeps away from the means and methods defined by society. He withdraws from society to a personal world that exists in his mind. For example, the crisis between society's attitude and athletic clubs may result in some individuals withdrawing from practising sporting activities as a means of spending their leisure, or withdrawing from society as a whole, into their own imaginary worlds. The withdrawn person makes up illusory reasons for this withdrawal (Al-Saif, 1997).

Rebel Pattern

The rebel pattern takes the opposite direction from the withdrawal one. This is a type of positive refusal of the social structure and an attempt to change it into another, including different cultural criteria for achieving society's aims.

From the above patterns, it can be concluded that only the complying pattern is able to maintain the social fabric, while the other patterns are dysfunctional to society. This typology provides a useful framework for understanding the cultural structure of Saudi society, especially as regards the acceptance of modern concepts such as educational views about leisure time. In the Saudi context, this pattern of undesirable behaviour appears in society as an alternative to sporting activities in leisure centres. Al-Saif (1997) gives examples of undesirable behaviour such as car races, hoax telephone calls and harassing people in the market, apparently spending their leisure time in ways that are contrary to social values.

This situation leaves an important role for education about leisure time in Saudi society. In the case of current society's rejection of the practice of sporting activities in

sports institutions, the role of the school, may be to change the current attitudes of society. So, the consciousness of the educational decision makers is the first step, which should be followed by the interpretation of these decisions to achieve the aims and spread awareness of the value of such activities and facilities through educational, healthy and athletic means inside Saudi society.

Summary

As this chapter has shown, the researcher has found that there is no EfL in an Islamic context. The potential for EfL exists, but it has not been found in either the literature or in everyday life. Therefore the researcher has tried to find some relationship between EfL and the current situation, or at least some reason for the neglect of EfL. There is a gap between what is expected of Muslims in their free time, and what they do in reality and, at the same time, a misunderstanding of what leisure is. Islam covers all aspects of life, and regards humans as accountable to God for their use of the time he has given them. This does not mean that leisure activities are not permissible; the prophet himself is known to have participated in and encouraged a number of leisure pursuits. Rather, it means that leisure should be occupied in a profitable way, in accordance with Islamic principles, and with a proper consciousness that all activity should be performed in a worshipful spirit. Some Muslims, however, misunderstand this, associating leisure with wasted time and with what they perceive as immoral Western values.

Another factor in the underestimation of leisure and EfL is the fact that social development has not kept pace with rapid economic development in the Arab world. Such attitudes are manifested in the widespread rejection of government-run sports clubs. Thus, a vicious circle is created whereby the undervaluing of leisure leads to a lack of EfL which, in turn, leads to the perpetuation of mistaken perceptions of leisure.

This highlights the need for studies such as this one, to explore EfL, how it can be provided in schools, and how it might be adapted to the Islamic context. The next part of this thesis reports on empirical work carried out to address these aims, beginning in the next part with the methodology.

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Methodology

Introduction

The previous part of the thesis explored EfL as documented in the literature. Knowledge is cumulative, and every piece of research contributes to a topic. That is why it was important to commence the research with a review of the related literature, and to determine whether any data sources existed already that could be brought to bear on the problem of EfL study.

The literature review was found very helpful in giving this part a solid ground to stand on. It provided a general concept of EfL and the extent to which it has been applied in general, and in secondary schools in particular. But such information obtained from the literature review also needed to be complemented by empirical data to see how EfL has fitted into school life in practice.

In this chapter, the methodological approach and research design used in the empirical work will be described. This study was concerned with assessing the emphasis given to EfL in PE lessons in secondary schools in the UK and KSA. The chapter begins with a discussion of the reason for choice of the research problem and the research questions that guided the investigation. Also in this chapter, the selection of samples, the construction and piloting of the research instrument and the process of data collection will be explained.

Theory of the Study

The connection between theories is said to be the first task in research (Hejazi, 1980). It enables the researcher to deal with his study in an organized way. Also it is considered as a method to develop an understanding, to some extent, of the current

situation and the future. Rational correlation is the relationship between the logical phenomenon that the researcher aims to study and other phenomena, whether this relationship is direct or indirect (Hejazi, 1980). Hejazi (1980) mentions that one way of making such a correlation between phenomena is on the basis of mental comparison, finding out similarities and identifying a place where the researcher can observe the experiment to ensure the validity of the correlation. Observation of a logical correlation provides predictability. For example if it is possible to discover a correlation between (a) and (b) therefore, it is possible that when (a) is observed, (b) is more likely to happen.

In that respect the researcher assumed that if EfL was recognized by PE teachers and taught to their pupils, might be expected, for example, to discover more links between school and community, a change in attitude towards leisure, engagement in more positive leisure activities, and recognition of the functions of leisure.

It could be said that through theory, the researcher aims at understanding the theoretical connection between elements in social life. Statement, of theory will help to predict hypotheses (Weber, 1947, Durkhiem, 1933).

Structural Functionalism

Structural Functionalism theory is considered as a reaction of theoreticians to political, social and economic needs in contemporary society. It was a result of the first and second world wars, also as a result of the world-wide crises that occurred in the 1930s, with their social and economic effects, and the economic problems that appeared as a result of the rapid development in technology. This theory considers society as a system with a mutual and collaborative relationship among its parts, in a development

process to which all the various components contribute to maintain stability (Hejazi, 1980).

The researcher in this study adopted an off-shoot of structural functionalism called the Modern Systems Theory by Walter Buckley. Buckley assumed that a 'system' study will focus on important operations such as Feed and expected Feedback, either positive or negative (Buckley, 1967). Buckley argues that in using this theory in the social sciences, is necessarily to be aware that the structure has two levels: the psychological and sociocultral structures.

The researcher in this study was looking at a dynamic and complex phenomenon embedded in a social context. The system theory was relevant to this enquiry, because it is concerned with four elements in the psychological system: biological individuals, objects that concern the individual in the environment, other individuals and communications. In the context of this study:

- Biological individuals = teachers, pupils.
- Objects that concern the individual = EfL, health, enjoyment...
- Other individuals = parents, peers, society in general.
- Communications = link with community.

The sociocultral structure, includes these elements (Buckley, 1967):

- A source to introduce different system. (EfL for example)
- Communication with the environment, on both to attain the system goal and to accommodate the system to the main social system.
- A system to create decisions. (For example helping pupils to make-decisions)
- A mechanism to decide the objective and subjective of the system.

In this study schools in UK and KSA were viewed as sociological and sociocultral systems. EfL was the main feeding subject and the UK is good example.

Through this study, several methods were used to achieve the object of understanding how the system works in relation to applying EfL.

The Aim of the Study

This study aimed to explore how EfL is understood by PE teachers, the importance they attach to it, and how (if at all) they implement it in their teaching.

Several considerations underlie this choice of topic. Previous study and reading in the field of leisure and recreation drew the researcher's attention to the concept of EfL which has not previously been studied in the Saudi context. It was thought that application of the concept of EfL was potentially useful to Saudi PE teachers, students, and the wider society, especially since, as indicated in Chapter Five, the tendency to associate many leisure activities with idleness and immorality leads to a lack of leisure opportunities for Saudi youth. At the same time, a constructive approach to leisure and recreation based on the EfL concept would be compatible with Islamic values related to the worthwhile use of time, and the balancing of various human needs.

From the literature, it appeared that there was no clear view regarding the application of EfL during PE lessons in the UK. Therefore, the researcher saw the need for a critical review of the situation in the UK. Additionally, it appeared that there were problems of non-participation in sport after school, although teachers expect that the information and experiences provided in PE, especially in secondary school, will enable students to continue with sporting activities after leaving school (Standeven, 1997). Moreover, the concept of EfL was unclear to some teachers.

In the light of the above, the researcher wanted in this study to learn as much as possible about EfL and at the same time to find out how EfL was applied in the UK and to consider whether, learning from the UK experience, EfL could be introduced to KSA.

This aim is consistent with Issac and Michael's (1981) criteria of professional relevance, uniqueness and contribution to knowledge and, importantly in the Saudi context, meets a further condition noted by Al-Assaf (1995), of social acceptability.

To clarify further the research aim and provide a framework to guide data collection and analysis, the general goal stated above was broken down into the following objectives:

Researcher Question

Based on the foregoing discussion, the aim of the research is expressed in terms of the following question:

What is the current role of PE in providing EfL to secondary school pupils in the UK and KSA?

Research Objectives

1. To explore how PE teachers view the concept of EfL.
2. To find out whether (and to what extent) EfL is regarded as an aim in teaching PE.
3. To investigate how PE teachers implement EfL in their teaching.
4. To find out whether PE teacher evaluate their success in EfL and, if so, how.
5. To investigate factors that encourage or constrain EfL when teaching PE in schools.
6. To investigate whether there is any association between the personal characteristics of PE teachers and the importance they attach to EfL.
7. Based on the findings, to draw implications for the potential introduction of EfL in KSA.

Hypotheses

Based on the research objectives, hypotheses were formulated which could be tested statistically. The following hypotheses will be tested:

- There are differences among PE teachers in their attitudes regarding the aims of EfL.
- There is an association between PE teachers' attitude to EfL and their implementation of EfL.
- There is an association between PE teachers' personal characteristics and the importance they attach to EfL.

The next section will give an explanation of the choice of strategies and techniques to achieve the research objectives.

Research Design

The research used a survey method, which is one of the most popular research methods in the social sciences (Denzin, 1978^a). Cohen and Manion (1998, p.83) defined the survey method as concerned with gathering:

“data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events”.

This was the case in the present study. The researcher's work in the UK was to lay the foundation for EfL as a new topic in the Arab world in general and in KSA in particular. Therefore, gaining theoretical information was not enough by itself; it needed to be supported by knowledge of how EfL was applied in schools in the UK. Neuman (2000) advises that when the researcher finds that he needs to explore a new topic or issue, to learn more about it, and there is little written on the subject, in other words

when the researcher needs to focus on “*how*” and “*who*”, it is appropriate to use descriptive research (Neuman, 2000, p.22). Grounded theory was not considered to be necessary, since some research on the topic of EfL already existed.

Thus, the basis of this study was a descriptive survey with the aim of giving a detailed picture of PE teachers’ opinions and practices in relation to EfL. The value of this kind of survey in education research was affirmed by Borg and Gall (1996). Hoinville and Jowell (1978) mention that descriptive research can often be enhanced by using both quantitative and qualitative methods.

It was decided to use both qualitative and quantitative research because they complement each other in various respects (Neuman, 2000). The empirical field is the place of the social life, and therefore qualitative and quantitative research both help in examining aspects of social life aspect and understanding it. Their complementary roles can be understood from Neuman’s (2000) distinction between reconstructed logic and logic in practice.

Reconstructed logic, in quantitative research, means that the notion of how to do research is fixed and stated in an idealised, formal, and systematic form. That leads to the view that reconstructed logic will lead to reasonably reliable rules and terms, that indicate how good research should proceed. For instance, there are rules for constructing a sample. For example, selection of a cluster of samples is straightforward; it involves first selecting which are the clusters, and second, selecting a random sample from the clusters (Nachmias and Nachmias, 1996). But qualitative research is logic in practice. Research is considered as comparatively disorganised and ambiguous. It is attached to specific cases and oriented toward the realistic conclusion of a mission. Its rules are few. The common judgment and norms will be affected by the experiences that the researcher and the interviewee share.

Table 1 Differences Between Quantitative and Qualitative Research

Quantitative	Qualitative
<ul style="list-style-type: none"> • “Test hypothesis that the researcher begins with. • Concepts are in the form of distinct variables. • Measures are systematically created before data collection and are standardized. • Data are in the form of numbers from precise measurement. • Theory is largely causal and is deductive. • Procedures are standard, and replication is assumed. • Analysis proceeds by using statistics, tables or charts and discussing how what they show related to hypotheses. 	<ul style="list-style-type: none"> • Capture and discover meaning once the researcher becomes immersed in the data. • Concepts are in the form of themes, motifs, generalisations, and taxonomies. • Measures are created in an ad hoc manner and are often specific to the individual setting or researcher. • Data are in the form of words and images from documents, observations, and transcripts. • Theory can be causal or noncausal and is often inductive. • Research procedures are particular, and replication is very rare. • Analysis proceeds by extracting themes or generalisations from evidence and organising data to present a coherent, consistent picture.”

Source: Neuman, 2000, p.123.

As a result, quantitative research is useful for systematic collection of measurable, comparable data, whereas qualitative data support the quantitative researcher in obtaining information regarding the social processes in particular settings (Neuman, 2000, pp.122-124). The characteristics of these two basic approaches are shown in Table 1.

A process of methodological triangulation, also called “*multiple methods*”, was used to reduce the bias that is inevitable in research using a single method (Denzin, 1970), and to gain a clear view of the field of study, aiming to reach a focused view of an overall complicated behaviour or situation (Cohen and Manion, 1998).

The Between-methods type of methodological triangulation, in which two methods or strategies are combined in a study of the same empirical units (Denzin, 1978^b; Cohen and Manion, 1998) was chosen for application in this study for the following reasons:

- a. It allowed two approaches, ‘quantitative and qualitative’, to be used to investigate the same object.
- b. It was suitable for the nature of this study, since a more detailed investigation could be done in UK, which could not be paralleled in KSA where there is little knowledge of EfL.
- c. It would enable a large number of individuals, spread over a wide geographical area, to be sampled (Denzin, 1978^b).
- d. It was possible to modify each of the methods used to suit the demands of the research purposes (Denzin, 1978^b).
- e. Using triangulation would improve the internal validity of the research, and give the researcher confidence that the “*data generated are not simply artefacts of one specific method of collection*” (Burns, 2000, p.419).

The ways in which the quantitative and qualitative methods were used in this study are described in more detail in the paragraphs that follow.

Quantitative Method

The quantitative method was used to obtain numerical data, which could be interpreted to describe the social phenomenon (Blaikie, 2000). Quantitative method was used to reflect a positivist stance whereby the causes of human behaviour are thought to be determinable through the collection of objective, quantifiable data (Moore, 1995). Quantitative methods were appropriate because of their concern with measuring concepts and generalising (Blaikie, 2000). For example, in the current study, the requirement was to measure PE teachers’ opinions on EfL. It was intended to produce a report and make recommendations that could be generalised, by obtaining data from a representative sample of teachers. A quantitative approach was also used to investigate whether there were differences in PE teachers’ opinions about EfL in relation to their personal characteristics, and whether their opinions were related to the importance they attached to EfL.

The researcher decided to use a questionnaire to collect quantitative data from a selected sample of teachers to find out what they thought about EfL and how they implemented it. The main reason for choosing the questionnaire as a method of collecting data was to learn as much as possible of PE teachers' attitudes regarding the subject of EfL in UK, and in order to test the hypotheses of the study, to have "*the maximum control over the data gathering and to achieve uniformity in the application of the techniques*" (Blaikie, 2000, p.243).

To overcome a possible disadvantage of using a questionnaire, also mentioned by Blaikie (2000), namely, the limited contact with the sample being studied, an opportunity for more detailed personal disclosure was provided by applying the qualitative method to complement the quantitative method. The following section will give an idea about how this was approached.

Qualitative Method

The qualitative approach was appropriate to interpret PE teachers' ideas and opinions, for which a more detailed, richer exploration was needed than would have been possible in a questionnaire alone. In this study, qualitative research was used to complement the quantitative data by providing an in-depth exploration of the attitudes to leisure and EfL that underlay PE teachers' practice. Such an approach was consistent with the comments of Stainback and Stainback (1989) on the value of qualitative research in uncovering meanings and interpretations.

The subject of this study, EfL, precluded the use of observation systems that involved measuring and recording the frequency of using various behaviours, and the time taken to complete each behaviour (Mars, 1989). Although at one stage in the research, the researcher considered using observation and an attempt was made to use it in one school, it was found that the reality of the situation was that most of the time,

there was nothing specific to observe that was related to EfL, and the method did not work.

The researcher therefore chose to use semi-structured interviews, in which the researcher drew up a list of topics or key questions to which he aimed to gain answers, but which would allow greater freedom than with an structured interview in matters such as the wording of questions, and the amount of time and attention given to different topics (Robson, 1997). Although specific questions were planned, the interviewer retained freedom to probe beyond the answers, albeit at the expense of standardisation and comparability, for “*clarification and elaboration*” of the data being collected (May, 1997). This method was chosen for obtaining information from PE teachers as it was thought it would allow them to answer in their own words, while at the same time providing a degree of structure and comparability (Burns, 2000).

The researcher did not initially envisage applying this method, but after finishing the literature review, it was thought that in order to learn more about EfL in the UK, some flexibility was needed, as mentioned above by Hoinville and Jowell (1978), to enable insight to be gained into how PE teachers understand EfL, in line with the view of Stainback & Stainback (1989) above. Regarding Blaikie’s (2000) assertion that the quantitative approach keeps the researcher at a distance from the field, it was considered useful to enter the field and find out more about the extent of EfL and how it applies in real life.

Participants

The participants in this study were secondary school PE teachers and PE inspectors in KSA, and secondary school PE teachers and pupils (year 7, year 9 and A level students) in the Yorkshire and Humberside region of the UK. Students were not included in the KSA sample, because there is as yet no concept of EfL in KSA, and

even PE is so narrowly viewed and has such a small role in the school curriculum, that it was considered unlikely that they would be able to contribute usefully in this investigation.

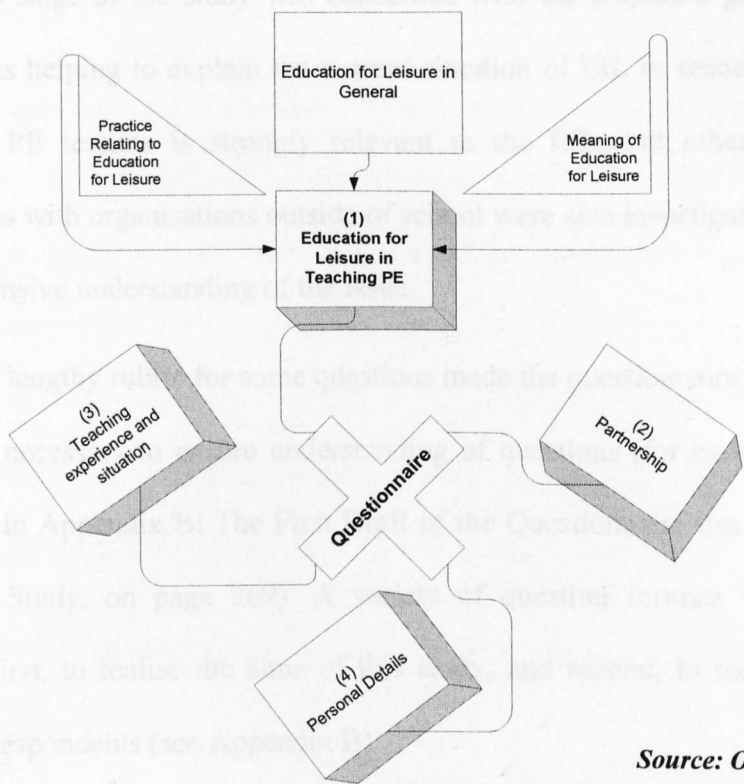
The size and composition of the UK and Saudi samples were significantly influenced by decisions taken on the design of the study as a result of the piloting of the data collection instruments, described in the next section. Therefore a detailed account of the sample composition and methods of selection is reserved for the section on procedures.

Data Collection Methods

As indicated earlier, quantitative data were collected via a questionnaire, and qualitative data via semi-structured interviews. The construction, piloting and refinement of the questionnaire and interview schedule are described in this section.

Questionnaire

The questionnaire was adapted from Lawrence (1990). The rationale for taking this questionnaire as a starting point was that it has been proven to be reliable and valid, and second, because Lawrence's study was concerned with understanding teachers' leisure aims and practices in UK secondary school PE, it had similar aims to the present study and covered the main concepts of EfL in the UK. His questionnaire included five main sections: 1. Teaching experience and situation, 2. Aims in the teaching of PE, 3. Teacher and pupil satisfaction in PE, 4. Health and 5. Personal details. Additions and alterations were made to tailor the questionnaire more specifically to the objectives and context of this study. Some items of Lawrence's questionnaire were retained, however, so that the new findings might be compared with those of Lawrence, and shed light on development or decline in EfL since Lawrence's study.



Source: Original.

Figure 4 Topics Covered in the Questionnaire

The first draft of the content of the questionnaire of the current study was divided into four sections (see Figure 4). Section one tried to discover whether EfL featured in the teaching of PE. It covered three categories: EfL in general, practice relating to EfL, and the meaning of EfL. Partnership was the second section, which focused on other factors that affect the development of EfL, for example, working together to open up more opportunities for pupils in school. The present situation of the PE teacher and his or her experience was the third element in this study. Personal details were obtained in a fourth section, related to age, gender, and the teacher’s level of practising sport activities in his or her free time (see Appendix B: First Pilot Study, on page 279). The personal details were treated as independent variables, which would help the researcher to analyse the questionnaire.

This stage of the study was concerned with the emphasis given to EfL in PE lessons, thus helping to explain the current situation of EfL in secondary schools. The content of PE lessons is strongly relevant to the EfL, but other factors, such as relationships with organisations outside of school were also investigated in order to gain a comprehensive understanding of the issue.

The lengthy rubric for some questions made the questionnaire look long, but was considered necessary to ensure understanding of questions (for example see questions 11 and 15, in Appendix B: The First Draft of the Questionnaire that was Tested in the First Pilot Study, on page 269). A variety of question formats was used for two purposes; first, to realise the aims of this study, and second, to reduce boredom and attract the respondents (see Appendix B).

Translation and Modification of the Questionnaire

In preparing the Arabic version, (see Table 2), some questions from Lawrence’s original were deleted because of the nature of the study and others to account for differences in culture and organisation of teaching between KSA and UK. For example, questions about whether more than two subjects are taught may be relevant in the UK but in KSA it is very rare. The full version of the modified questionnaire applied in the first pilot study can be found in Appendix B. Full details of the changes made from Lawrence (1990) are given in Table 2.

Table 2 Modification Process between Lawrence’s Study and the Current Study

Question No in Lawrence Study	The Modification in the Questions
Question 1	Are you currently full time or part time? was deleted because all teachers were expected to be full time.
Question 2	For how many years have you been teaching... “part time...?” (b.d.) sentences were deleted.
Question 3	What is your current position as a PE teacher in your school? was deleted because there are no different categories of teacher in KSA.
Question 4	Was changed to read: For how many years (or terms, if less than 1 year) have you been in a position of responsibility in all your time as a PE teacher?
Question 5	Was changed from LEA to “branch of the Ministry of Education” in the Arabic version.
Question 6	Was changed to be: Government primary school? <input type="checkbox"/> Government secondary school? <input type="checkbox"/> Modern primary school? <input type="checkbox"/> Modern secondary school? <input type="checkbox"/> Modern private school? <input type="checkbox"/> Any other? (please specify) <input type="checkbox"/> _____ <input type="checkbox"/>
Question 9	Which one of the following applies....example, girls’ lessons only? was deleted in the Arabic version, because all students in KSA are male, but retained in the UK part of the study.
Question 10	The age range was changed to start at 12 years old and end at 18 years old, because in KSA students enter the first year of intermediate school at 12 years old.

Question No in Lawrence Study	The Modification in the Questions
Question 11	(Dealing with ethnicity) was deleted from both versions of the questionnaire because it is not relevant to the current study.
Question 12	<p>The following options were deleted:</p> <p>d. equal upper middle/ middle class mix? <input type="checkbox"/></p> <p>e. equal upper middle/ working class mix? <input type="checkbox"/></p> <p>f. equal middle/ working class mix <input type="checkbox"/></p> <p>g. equal upper middle/ middle/ working class mix <input type="checkbox"/></p> <p>in the English version, for two reasons; first, because it adds extra information not needed for the research and second, because it would be impossible to find comparable categories in the Arabic version. Moreover a. b. and c. were changed in Arabic to be acceptable in society.</p>
Question 13	Are you involved in teaching education for leisure? Yes or No. This question was deleted because if the answer was no, most of the remaining questions would be cancelled.
In questions 14-15-16 and 17	The emphasis was changed toward the Education for Leisure. For example, How would you rate the importance of education for leisure in your teaching of PE? (see question 1 in Appendix B, on page 269)
Questions	18 and 19 were deleted because questions 13 and 14 are sufficient to cover this area (the rating of the importance of education for leisure).
Question 26	The question (I'm particularly interested in what might influence PE teachers' views on their leisure aims....?) was changed to be 3 questions instead of one (see questions 12, 13 and 14, in Appendix B, on page 269).
Questions 20, 21 and 33	Questions that focus on leisure aims were reworded to refer to the aim of Education for Leisure such as questions 18 and 19 (see in Appendix B, on page 269).
Question 30	(I'm interested in any communication or discussion you might have, if any, about 'aims' and 'leisure aims' in the teaching of PE?), has four categories from a to d. In sentences (a and b) the words "at your school" were deleted (see the modified version question 18 in Appendix B, on page 269).
Question 31- 29	In sentence (a) the word "present" was deleted because the study was with the local education authority and "Education for Leisure" was added instead of "aims". In sentences (b, c, and d) the words "from your present LEA" were deleted for the same reason.
Question 57	In the Arabic version, "Pub" was changed to "Public gathering", because public houses do not exist in KSA, where drinking alcohol is illegal.
Question 58	Are you male or female? was deleted from the Arabic version because the entire sample was male.
Question 60	<p>Would you consider yourself as being, a. Upper middle class? B. Middle class? needed to be changed to be acceptable in Arabic culture. It was decided to focus on income, and divide the sample into three different classes:</p> <p>Upper middle class = those with income above 10.000</p> <p>Middle class = those with income between 5000 to 10.000</p> <p>Working class = those with income less than 5000</p>
Question 61	About ethnicity was omitted.

The Arabic questionnaire was sent to three PE specialists in King Abdulaziz University for their evaluation and advice on the content and translation (one page sample of their input in Appendix B: Example of the Arabic Modification in First Pilot Study, on page 285). Copies of the Arabic version were sent to fifteen PE teachers teaching in Al-Madinah Al-Munawwarah. After this, consultation was held with five Saudi students undertaking graduate research in Great Britain. This group was asked to comment on the wording, style and presentation of the questionnaire, and their comments and suggestions were taken into account to produce an amended translation. Then, the Arabic version was taken to the Department of PE in King Abdulaziz University, Al-Madinah Al-Munawwarah Branch in KSA. Their suggestions helped to refine the wording of the questionnaire.

The final questionnaire was a mixture of closed and open-ended questions in two main sections: General Information and EfL in Teaching PE (see Appendix D: The Questionnaire, on page 299).

Piloting the Questionnaire

Pilot studies were carried out in the UK and KSA. These allowed the researcher to assess the feasibility of the planned data collection procedure and the suitability of the instruments so that any difficulties could be identified. This would allow the instrument and procedures to be redesigned if necessary, thereby reducing the risk of treatment errors in the main study (Borg and Gall, 1983).

A brief covering letter was attached with the questionnaire (see Appendix B: Cover Letter and the Questionnaire, p.269) dated and distributed on 7/7/1999, explaining the purpose of the questionnaire, and that the data collected would be used as

part of the whole study and not dealt with individually, and thanking respondents for co-operating.

Distribution of the English Version

For the UK the questionnaire was prepared in two formats, but with similar content. The first form contained closed, open and open ended questions and was printed on green paper (see Appendix B) while the second only contained open questions and was printed on yellow paper (see Appendix B). The aim of using two formats was to increase content validity, obtain as much information as possible about EFL and to reduce the risk of a low level of response in the next stage, bearing in mind that in the main study, it was planned to distribute the questionnaire by post or using the Internet method.

Copies of both versions of the questionnaire were sent to six teachers of PE in the Hull district. Four replied and were enthusiastic to provide help in the subject of EFL. The researcher arranged appointments with two of them to discuss the content and structure of the questionnaire.

Distribution of the Arabic Version

For the pilot study in the KSA, the open-question version of the questionnaire was used. This was because, since EFL is a new concept for KSA, it was important to find out as much as possible about PE teachers' knowledge, behaviour and opinions, rather than constraining their answers with preconceptions as to the relevant response options or, worse, risking a series of Yes/No answers which would yield no insight as to why respondents thought or acted in a particular way.

Copies of the Arabic and English versions were sent to three members of staff in the PE department at King Abdulaziz University, Al-Madinah Al-Munawwarah Branch.

All were completed and returned. All three respondents also expressed willingness to be interviewed. Copies of the Arabic version were also sent to four educational advisors at Al-Madinah Al-Munawwarah Educational District. Three were returned and again, the recipients expressed willingness to help in any way that this study required. The researcher arranged two appointments, one with a member of staff in the PE department at King Abdulaziz University and one with an education advisor.

All respondents, both English and Arab, agreed that answering the questionnaire fulfilled the objectives of the questionnaire and indicated that the meaning of the various terms was clear. However, important points were raised. They indicated that the questionnaire was too long, taking more than 45 minutes to answer in a professional way. One of them said: *"I completed the green page first and although I rushed through it you will see it took me 43 minutes"* (A1). They advised omission of some questions such as question 2.4 (Do you have a specific education for leisure aim as a PE teacher?) because they thought it was covered by question 2.3 (Could you describe your education for leisure aim as PE teacher?).

The other point raised was a critical one. From the returned questionnaires it was found that the Arab PE teachers did not understand the term EfL. That result was consistent with the literature review, where it was found for example, that EfL had no role in the PE curriculum in KSA (for more details see Education and EfL, p.100). As a result, although they had indicated that the questionnaire seemed to be relevant to the research purpose as stated to them, they could not say whether it was suitable for the target population, as they were not sure whether the questions would be understood by ordinary PE teachers in schools, or whether they were applicable to that context. In these circumstances, the contribution of the Saudi experts did not invite confidence in the validity of the questionnaire for KSA. Therefore, a review of the procedure was

made. It was decided that the Arabic questionnaire should be discarded and replaced with the interview method. However, the questions and method applied for the interviews would be the same as those used in the UK, because the aims for the interviews were the same, namely, to provide more details about the current situation of EFL in schools.

Second Pilot Study

The second pilot study was undertaken as a result of the feedback from the first pilot study. It was clear that a questionnaire was not a suitable method for collecting data in KSA, because EFL has not been introduced there yet and second, the questionnaire took too long to answer and could cause a low response rate.

Regarding the latter problem, the researcher thought that instead of deleting questions, he might use the Internet to reduce the questionnaire's length and encourage the sample of the study to participate. There was a risk in using this method, because the researcher could not find any previous study in EFL that used this method. The next part will shed light on the attempt to collect data by using the Internet.

Using the Internet

The Internet is used to provide the World Wide Web with access to a very large amount of information. It is expected that in each school in the UK, Internet access will be available for teachers and students (Griffiths, 2001, [Online]). Therefore, the researcher hoped to enrich this study by using this new method. It was tried in the belief that the Internet could offer significant timing and cost benefits (Virtual Surveys Limited, [Online]). Using a new method of collecting data entails risk, but even if the attempt is not successful, information can be obtained about advantages and disadvantages that may help in future research.

In conducting the internet survey, the researcher followed the following guidelines prepared by the American List Counsel (Online):

1. Clearly state the objective or purpose of the survey

It is to investigate the emphasis given to EfL in PE lessons.

2. Identify the type of people you want to participate in the survey

The sample of this study were Heads of PE departments and PE teachers.

3. Come up with a list of potential survey participants

The researcher needed to find out how he could reach the target sample. Although it was accepted that using the Internet as a social survey method might introduce bias in terms of who would answer the questionnaire (Coomber, 1997, [Online]), directing the questionnaire to the PE department by e-mail overcame other sources of bias that might be introduced by direct contact with the researcher. It took approximately one month to search the Internet to find the correct e-mail addresses, and to contact various local education authorities throughout the UK (an example of correspondence will be found in pp. 291-292).

4. Create your survey guide

Questions had already been formulated to provide information to serve the study objective. The questions needed to be tested for the purposes of clarity and function before being published on the web. In this study, clarity was tested in the first pilot study, but the function needed further testing. For example, the time spent in answering the whole questionnaire should be within 10 to 15 minutes, (American List Counsel, [Online]); if the time needed for response was more than 15 minutes, a low response rate could be expected. In addition, when the researcher used rating scales he needed to be sure that the lower and upper range

of the scale was clearly defined for each question and consistent throughout the survey.

5. Solicit participation in the survey

This part depended on the target sample of the survey. The researcher knew the target sample and an invitation e-mail was sent to them. A cover letter was used, as in the postal method (see Mail questionnaire method). In addition, to inform respondents of the questionnaire's location in the web, the URL[•] address was written in the body of the invitation e-mail.

6. Test the survey

This is a very important part. The researcher needed to test whether or not the questionnaire was ready to use before sending it live. Several tests were required, for example, that all dialogue boxes worked, that the questionnaire was clear, that all web page links operated satisfactorily, that the coding was clear and the questionnaire was compatible with a range of different browsers.

7. Execute the survey

In the UK the best time to send the invitation letter was on a Monday. The American List Counsel (Online) suggests that using this method, the researcher will receive approximately 50% of the responses within 1 day and the vast majority of the responses will be received within 4 days.

In the next section, the researcher will discuss the sampling procedure adopted for the Internet survey, the empirical attempt to put this method into practice, and the

[•] URL (Uniform Resource Locator) is a standard way of specifying the location of a web page on the Internet that supports HTML. In other words, it is the document that uses HTML to direct the user to a specified target of a hyperlink, which is usually another HTML document (Howe, Online). Because some e-mail packages do not support all URL links, some of the sample would not be able to find the questionnaire. But if the recipient's e-mail package did not support HTML and he wrote the URL address, then he could copy or write the URL in his browser.

advantages and disadvantages of using the Internet method in collecting data. Finally, it will be reported whether this was found to be a suitable method for the main study.

Sample of the Second Pilot Study

Research on Internet demographics has demonstrated that the Internet can be used to sample effectively to a point, and particularly that it can be used to produce relatively informative and reliable data about the target sample. But the first problems that researchers face are the lack of a comprehensive list of individuals who use the Internet, and uncertainty about how many users log on from any particular node. Fisher and Resnik have stated "*the Internet is not as open ... as a site for survey research ... as it appears to be at first flush*" (1996, p. 23).

The initial aim of sampling is to establish that the sample has been selected by chance, in other words as a probability sample, characterised by random methods (Blaikie, 2000). The target population were PE teachers in secondary schools in the UK. Because there was no list of secondary schools or PE teachers, the researcher tried to compile his own list of e-mail addresses. A cluster sampling method was applied because the large target population was widely dispersed. Clusters were selected randomly and within each population cluster a specific number of the sample was selected (Cohen and Manion, 1998). In this case, secondary schools were chosen randomly and within each school, a PE teacher or PE head of department was chosen deliberately. The researcher started to search the Internet randomly for as many secondary school e-mail addresses as possible (see example of the respondent e-mail letters on pp.291-292), within a set time limit. One month was spent searching for e-mail addresses, starting from 1 December 1999. The researcher was able to find 1000 secondary school e-mail addresses.


Since there are 20,000 PE teachers in the UK (The Stationery Office, [Online]), 1000 e-mail school addresses was thought to constitute an adequate proportion of these from which to draw a sample. A decision was made to take 5% of the 1000 for the pilot study and systematic sampling was used for the purposes of pilot testing. Cohen and Manion (1998) described this method as an adaptation of the simple random sampling method, involving the selection of subjects from a population list in a systematic rather than a random fashion. The aim was to enhance the reliability of the result and to avoid sampling bias. The required sample size was 50. After sorting the list alphabetically, each school was given a number from 1 to 1000, and every 20th school in the list was selected.

In using the Internet method for collecting data, the sampling frame could be viewed in two ways. The first one is 'internal', when the respondents are found on the Internet itself - either as guests to web sites or among listings of e-mail addresses. The second is 'external', when respondents are found elsewhere - possibly from panels or from paper directories; such respondents are then 'invited' to the Internet which is used as a data collection medium (Bradley, [Online]). In this study, the researcher invited the PE departments to distribute the e-mail invitation letter (see Appendix C, p.287) to PE teachers in the school and the PE teacher could simply follow the URL or copy the web address in their browser. This method could be described as URL embedded, whereby respondents were requested to click on the hypertext links which would take them to the web browser that contained the questionnaire.

Advantages of Using the Internet Method

Internet access nowadays has become widely available in the UK. For example, various companies such as American On Line (AOL) through the UK (American On Line, [Online]) and the Kingston Communications company in Hull (Kingston

Communications, [Online]) provide various packages that at competitive prices that allow connection to the Internet at low cost. CommerceNet/Nielsen mention that ease of Internet access encourages people to use the Internet (The CommerceNet/Nielsen Internet Demographic Survey Press Releases, 1996, [Online]).

Using the Internet made the questionnaire look more attractive. For example, the questionnaire in the first pilot study contained nine pages (see Appendix B, on page 269) whereas the same questionnaire when published on the Internet was only three pages (see examples of the Internet questionnaire on pp. 289-290). A good questionnaire, however, is not one that simply looks attractive, but also one that is convenient to answer. For example, when writing the questionnaire in a web page the researcher put all the detail needed and at the same time this helped the respondent, as a pre-coded response could be chosen instead of writing the answer. This also helped coding the return data. For example, the researcher wanted to know the teacher's situation with regard to the sex of the pupils. All possible answers were written in one drop down menu. The respondent could choose the suitable answer by pressing the arrow () (see Figure 5).

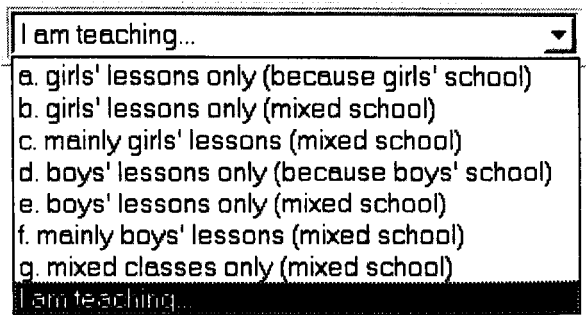


Figure 5 Example of the Facilities that the Internet Provided

Another advantage is that when the respondent answered the questionnaire he only had to click with the mouse through the boxes that described his answer. In the

open questions or the questions that contained the option 'Other, please specify.' he could write whatever he wished. That would not be the case with a paper questionnaire that has limited space for answering the questions.

One advantage of using the Internet for distributing the questionnaire was that it helped in controlling and recording the data. Answers were returned to a target file in the Internet, to which no one could have access except the researcher. He could use this file to transfer the data to the Excel program and then in a simple way change the format of that file to help the SPSS program to read the whole file at once, which was very convenient. This computing facility helped in reducing the error that would have been likely to occur in writing all responses manually. On the other hand, it needed accurate coding even before writing the questionnaire in the Internet file and much testing was required*.

The Internet method is also less expensive for a given sample size. Using the Internet, surveys can be executed for less cost than traditional forms of research such as a postal questionnaire. This is because there are no outgoing or return postage costs which increase with sample size and, for example, there is no need for paper, staples and envelopes.

Disadvantages of Using the Internet Method

Every survey methodology has its weaknesses, and using the Internet as a method of collecting data is no exception. The following weaknesses were experienced in the Internet survey:

* The researcher's advice is that a researcher who would like to use this method needs to be familiar with HTML language (Hyper Text Markup Language) and able to build, for example, a complicated web page that contains many frames and links (Kenyon, Online). But using the Microsoft Front Page programme might make data organisation easier and more accurate. It is simple to download the return data from the Internet to the user's computer and leave Microsoft Excel to read it. Because Front Page and Excel are from the same company, they use the same language and the researcher does not need to do more than paste from the sources file in the Internet and copy it to the Excel. After saving this file, he could ask the SPSS program to read it and the data would be ready for analysis.

1. It took a long time to prepare and test.
2. The researcher was not sure who answered the survey because there was no official list of secondary schools' e-mail addresses and there was no control over whether the desired person answered the questionnaire.
3. If the questionnaire is not short or needs particular experience, as in the case of this study (EfL), there is a risk of low response because the nature of Internet use makes it difficult to encourage respondents to complete the questionnaire.
4. There is a risk of e-mail Virus or Letter Bombs such as Love Bug which essentially propagates itself in a sophisticated fashion, so it is potentially more dangerous. When the respondent receives an e-mail and opens it by Microsoft software, the virus could destroy the respondent's files (Thomas, [Online]). Such threats will prevent any legitimate e-mail from going through.
5. e-mail addresses are changeable. A person could change his contact e-mail from time to time as a result of changing the provider or a free e-mail service being deleted by the company. Also the respondent may not check his e-mails regularly.

Outcome of Piloting Using the Internet Method

First Attempt

The first attempt was dated 8/1/2000. A letter inviting teachers to answer the questionnaire was sent to 50 schools. After one week, a reminder was sent and on 24/1/2000 a second reminder was sent. The response rate was very low; only 2 PE

teachers replied. Therefore, a review of the questionnaire was made. It was reorganised and questions (7, 8, 10, 12, 13, 14, 15 and 17) deleted (see Appendix B: The First Draft of the Questionnaire that was Tested in the First Pilot Study, on page 269).

It was decided these issues would be better investigated by the interview method because most of them required quite lengthy answers, which might have been the cause of the low rate of response.

Second Attempt

In this attempt the researcher increased the number of the sample to 15% of the sampling frame, that is, 1000 e-mail addresses. 150 invitations to answer the questionnaire were sent on 27/1/2000. A reminder was sent after one week and a second was sent after two weeks.

Fifteen responses were received. If the two respondents from the first pilot study are added, that makes 17 respondents. This was a disappointing result, but still allowed some useful lessons to be learned from the pilot study.

Because of the low response (see Table 3, p.143), the decision was made to go back to distributing the questionnaire by the postal method (see Mail Questionnaire Method, p.159). At the same time, it was considered useful to investigate the reason why use of the new technology did not work, as this might help to inform future research.

Therefore, an e-mail was sent to all those, in both pilot studies, who did not answer the questionnaire, even after receiving reminder letters (see Letter to Head Teacher Letter Asking for Reason for not Answering the Internet Questionnaire, p.294) asking the reasons why they did not respond. Six suggested reasons were listed:

1. Lack of time?
2. Lack of interest in this subject?
3. The questionnaire is too long?
4. You do not have everyday Internet access?
5. Access to Internet is limited to some staff in the school?
6. The PE teacher is too busy?

Table 3 Summary of all Correspondence

First e-mail Attempt	<ul style="list-style-type: none"> ➤ Invitation e-mail s sent on 8/1/2000 ➤ First reminder sent out after 1 week. ➤ Second reminder questionnaire sent out after 2 weeks. ➤ Total Questionnaire response. 	<ul style="list-style-type: none"> ➤ Questionnaire emailed to 5% = 50 Schools. ➤ No response. ➤ No response. ➤ 2 respondents = $\frac{2}{50} = 4\%$.
Second e-mail Attempt	<ul style="list-style-type: none"> ➤ Invitation e-mail s sent on 27/1/2000 ➤ First reminder sent out after 1 week. ➤ Second reminder sent out after 2 weeks. ➤ Total Questionnaire response. 	<ul style="list-style-type: none"> ➤ Questionnaire emailed to 15% = 150 Schools. ➤ 4 Respondents. ➤ 2 Respondents. 15 respondents = $\frac{15}{150} = 10\%$.
Total Respondents	<ul style="list-style-type: none"> ➤ Total questionnaire response in first and second attempts. 	<ul style="list-style-type: none"> ➤ 17 respondents = $\frac{17}{200} = 8.5\%$.

Seven responses were received. They said that the PE teacher was too busy (see examples in Appendix C, p. 295). Therefore, in the main study, timing would be a key issue.

The extensive process of piloting and refinement described above, resulted in the development of versions of the research instruments which appeared to be reliable and valid for use in the main fieldwork, and decisions on the administrative procedures to be followed.

Interview

It was after the pilot study that the decision was made to substitute an interview method for questionnaires in KSA. A semi-structured interview was chosen and consideration of the structure of the interview schedule began with a discussion with a specialist in that field in the Institute for Learning at the University of Hull.

As a guide for the procedure of developing the interview questions, a list was drawn up of variables that the researcher thought would be needed to clarify the nature of current EfL provision and factors affecting it:

- Teacher background.
- Government attitude.
- Teacher attitude toward EfL.
- Partnerships.
- Pupil attitude toward participation in PE.
- Pupil attitude toward PE teacher.
- Contribution of PE to EfL.
- Provision of facilities.
- Whether school sport helps or hinders EfL.

Variables such as the above were created from the information provided in the literature review. The literature review drew attention to various ideas about the relationship between PE and EfL such as:

- EFL it is not confined to PE but also delivered by various subject teachers in the school.
- The PE teacher is the person most capable to deliver EFL.
- PE teachers may not apply EFL in their schools.
- Both PE and EFL aim to improve human performance by developing quality of life.
- PE is an area that offers scope for EFL.
- There is a common idea among PE teachers that their job is simply to teach physical skills and this itself is EFL.
- The school PE curriculum does not include enough details about EFL.
- Some teachers have received more information about the importance of EFL than others.

The researcher compared each proposed question with the aim of the study, and also with what was found in the literature review and considered whether or not it would provide a new insight into the subject of the study. The questions were submitted to expert review by three lecturers in the University of Hull, one of whom was an expert in research methods and the other two experts in physical education. Each of the experts was shown the proposed questions and then the researcher and the experts discussed together whether the questions were relevant, clear and likely to obtain the sort of information that the researcher needed. This procedure was repeated several times until the researcher was satisfied that the questions would fulfil the objective of the study (subject to the outcome of the pilot study).

The questions developed were as shown in Table 4:

Table 4 Interview Questions before Piloting

	Interview Questions
1.	Could you tell me your name, job title and how long you have worked in this job?
2.	What is the policy of the government toward engaging youth in sport recreation leisure activities during their free time?
3.	To what extent do you think that physical education teachers encourage people to engage in sport activities in their leisure time?
4.	To what extent does PE in your school make a link with society?
5.	From your experience, do you think the pupils have a positive attitude toward participating in sport in the PE Classroom?
6.	What about the pupil's attitude toward the PE teacher?
7.	Do you think that PE promotes Education for Leisure?
8.	Do you think that the facilities available for sport activities in your school are sufficient?
9.	In your opinion, how could the school help students to participate more in sport activities in their free time?
10.	Does the school organise leisure activities for students' free time after the school day? If yes, could you tell me how students participate, which activities they participate in, where and when? And what is your opinion about the extent and effectiveness of current provision, and student response?
11.	If you have any further information you wish to add, please do not hesitate to tell me.

The next part will shed light on the pilot study conducted to gain the most accurate information from the interviews.

Piloting the Interview

Procedure of the Interview

There are several steps that Moore (1995) advised regarding setting up interviews, including identifying the sample, contacting the people to be interviewed and drawing up a more detailed schedule. The sample was PE teachers willing to be interviewed in both KSA and UK. The researcher drew up an appointment schedule by telephone with each interviewee who voluntarily agreed to participate in this study and the interviewees were told that the time expected to be taken by the interview was 15 to 30 minutes. Brief information was given to them about the purposes of the interview. Interviewees were asked for permission to use the audio-tape recorder and told that the information they provided would be held in confidence. The interview schedule listed on p.144 was used, with prompts and probes such as ‘why is that?’ or ‘can you tell me more about that?’ as necessary according to the response received. The interviews were carried out by the researcher and tape recorded. Each interview was held in a place and at a time suggested by the interviewee; all preferred to be interviewed in their offices.

The pilot study confirmed that the interview procedure worked satisfactorily and could be applied in the main study. However, it was decided that the questions should be modified in the light of the information collected from both the questionnaires and the interviews. Therefore, most of the interview questions were refined and reworded. By this stage, the researcher knew who would be interviewed, for example, the teachers in a selected UK school and the inspectors of PE and PE teachers in KSA who were willing to be interviewed (see the sample of the study, p.153). The following interview questions (Table 5) were prepared for the main study.

Table 5 Main Study Interview Questions

Interview Questions	
1.	What would you say are your main aims as a PE teacher?
2.	Have you ever heard the term, EfL? What does it mean to you?
3.	How important is it to you, as a PE teacher, to prepare pupils for the use of leisure, outside school and in later life?
4.	In what way(s) do you try to do this?
5.	How can you tell whether you are successful in achieving this aim?
6.	Is PE examined at any level in your school? If so, how?
7.	What factors, either in school or in the wider environment, do you think encourage the teaching of EfL in PE?
8.	What factors, either in school or in the wider environment, create difficulties for teaching EfL in PE?
9.	Do you take part in sporting activities of any kind in your own leisure time?

Summary of Pilot Outcomes

The piloting of the research instruments led to two main outcomes; a modification of the research design in the light of evidence of Saudi teachers’ lack of familiarity with the concept of EfL; and refinement of the instruments to a stage where it was thought they had adequate reliability and validity to be used in the main study.

Modification of Research Design

The decision as to the most appropriate approaches to apply was taken critically on the basis of both the literature review and the pilot study. The literature review revealed that EfL has been researched to some extent in the UK but hardly at all in KSA. Moreover, the pilot study in both UK and KSA revealed that it would not be appropriate to use the same methods of collecting data in both countries, because there is as yet little to say about EfL in KSA, compared with the UK. Early indications were that the PE teachers in KSA did not know much about EfL, presumably because of the nature of the PE curriculum in KSA, which does not support EfL. Therefore, the researcher decided that in KSA it would be appropriate to apply a qualitative approach

by conducting interviews with a number of PE teachers and PE inspectors. In the UK, it was decided to adopt a triangulation method, which combined both quantitative and qualitative approaches. Thus, questionnaires and interviews were used in exploring EfL in the UK. The revised design of the research is shown in Figure 6.

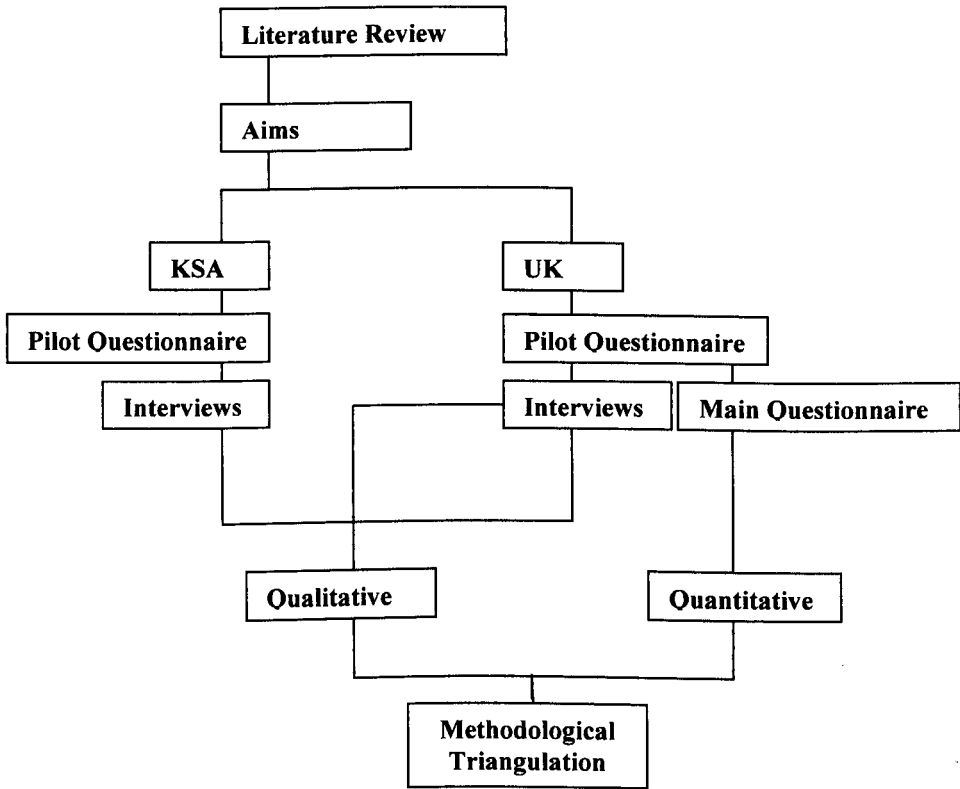


Figure 6 The Design of the Research

Reliability and Validity

Reliability

It is appropriate to start with reliability, for adequate reliability is a precondition to validity. Reliability can be defined as “the level of internal consistency or stability of the measuring device over time” (Borg and Gall, 1983 p.281).

According to Oppenheim, reliability may be measured in several different ways, for example, by repeatedly administering the scale to the same sample within a short period, the internal consistency method and the split-half method (Oppenheim, 1992).

However, since the researcher in this study sought to obtain a snap shot of the PE teachers' attitude and practice toward EfL at a particular time, the issue of replication was not relevant. If the instrument was used at a different time, different results would be expected, because schools might have different teachers and new policies. Nor was the researcher intending to measure a single construct, where internal consistency would be important. Reliability in this study was more related to the honesty and accuracy of respondents' replies. The researcher took every possible measure to ensure this, for example, with careful piloting to remove ambiguity, and making it clear that responses would be confidential, so teachers would feel free to give an honest answer.

Validity

Since questionnaires and interviews are designed to elicit information from respondents, one of the criteria for quality is the degree to which it elicits the information that the researcher desires. This criterion is called validity (Sudman and Bradburn, 1983) and is a very important characteristic of an instrument or procedure. Moreover, validity is a matter of degree; it is not the case that if it there is not complete validity, there is no validity at all (Allawy and Redwan, 1979). Therefore the researcher needs not to think of the test or the measurement result as invalid or not, but to classify the degree of validity as high, medium or low.

Different Types of Validity

There is more than one kind of validity: content validity, face validity, predictive validity, and construct validity (Borg and Gall, 1989, pp. 250-256); some researchers divide the latter into convergent and discriminant validity (Al-Wafi, 1989), and trustees'

validity (Obidat, Adass and Abdulhagg, 1989). Each type of validity is tested in a different way. In this study, face and content validities were chosen.

Face Validity

Face validity was chosen because it provides an indication of the perceived appropriateness of the instrument. Face validity is the degree to which a test appears to measure what it purports to measure, whereas other validity tests such as content validity provide evidence that the test measures what it is supposed to measure (Nachmias and Nachmias, 1996; Borg and Gall, 1989). Face validity is considered to be more subjective than other forms of test validity, but it is important because the majority of people respond more positively to tests having high face validity (Borg and Gall, 1989).

Content Validity

Content validity, which is the extent to which the sample of test items represents the content that the test is intended to measure, was used alongside face validity, as recommended by Borg and Gall (1989). Content validity is concerned with the match between the content of the research instrument and what is expected from using it. Content validity is often confused with face validity, and the terms are often used synonymously. Compared with face validity, however, content validity implies more expert judgement and a more systematic attempt to see that the contents of the data collection instrument cover the various dimensions that are considered relevant to the subject.

Other kinds of validity were not relevant to the study purposes. It was not relevant to look at concurrent validity, for example, because it would necessitate comparing the results from this study with results from an existing known measure of

the same construct. This is applicable to achievement tests or attitude or personality measures (Neuman, 2000, p.168) but not to this study, because this study was not measuring something that could be compared.

To establish content validity, the researcher carried out a detailed literature-based study of issues in EFL and took care that the themes identified were covered in the questionnaire. Confirmation was obtained when the researcher showed it to experts in the field of EFL and they agreed that a representative selection of EFL content was covered.

The face validity of both the questionnaire and the interview were tested by the panel of judges method, for example, by showing the questionnaire to the research supervisor, colleagues, a selection of PE teachers and a small sample of the intended sample in the pilot study. Their comments were taken into consideration if they found any question ambiguous or irrelevant (see examples on p. 133 and p.141).

Munby (1982) criticised the jury method of establishing validity. He considered that judgements rendered by a panel of judges can represent judgement on the validity of the test if, and only if, the sort of people to whom questionnaires are administered have contexts for interpreting meaning that are identical to the panel's context. However, care was taken to ensure consistency of interpretation by including among the jurors members of the community (that is, PE teachers) to whom the instruments were addressed. Repeated piloting also contributed to the face and content validity of the instruments, by identifying questions that were irrelevant or unclear to the respondents. The researcher modified the content of the questionnaire and the interview schedule responses to the pilot study several times (see the sections on construction of the questionnaire and pilot studies for more details).

Procedures

In this section the procedures adopted for selecting samples and collecting data are described.

Sampling

A convenience sample was chosen, because this suited the nature of the study. It was not Grounded theory or a case study and it was not confined to a specific category depending on variables such as age. The study was concerned with people who had knowledge on a specific subject such as Efl, to whom the researcher had access. In the UK the researcher entered the field by choosing a school in the Hull area, recommended by the Institute for Learning at the University of Hull, as one which was prepared to cooperate by granting the researcher access for one week. The main sample consisted of PE teachers willing to be interviewed, but the possibility was left open to collect information from pupils in the school, who might participate by indicating their attitude toward leisure and Efl.

Table 6 shows that in the UK the researcher conducted interviews with four PE teachers and 18 students (a selected question from the semi-structured interview questions was asked to students).

Table 6 Interview Main Sample

Location	Interview Group	Number of Interviewees	Total
UK	PE teachers in UK	4	
	A level students	10	
	Year 9	4	
	Year 7	4	
			22
KSA	PE inspectors in KSA	4	
	PE teachers in KSA	5	
			9

In KSA, interviews were carried out with PE inspectors and PE teachers. Students were not interviewed in KSA, because there is as yet no concept of EfL in KSA, and even PE has a small role in the curriculum and is viewed in very restricted terms. Therefore, it was unlikely that they would be able to contribute usefully to this investigation.

The Questionnaire Sample

In selecting the sample for the questionnaire survey, a multi-stage procedure was adopted, beginning with the selection of one region within the UK as a cluster.

The cluster sample was drawn from the nine regions of the UK: (1) North east, (2) North West, (3) Yorkshire and the Humber, (4) East Midlands, (5) West Midlands, (6) East of England, (7) London, (8) South East and (9) South West (Department for Education and Skills, Online^a, p.18). The researcher chose the Yorkshire region as a first selection from a large parent population (see Figure 7).

In the second selection, a list of local education authorities within the Yorkshire and Humber region was compiled based on Gordon and associates (2000) and all secondary schools administered by those authorities were selected (see Table 7).

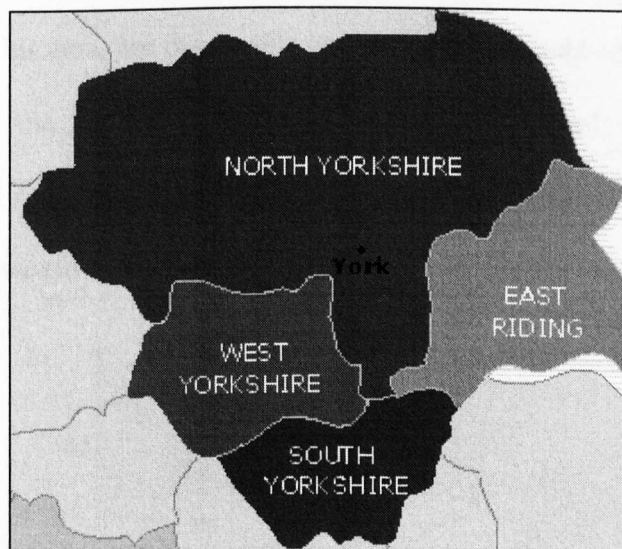


Figure 7 Map of the Sample Area

Table 7 Chosen Area of the Sample

East Riding	West Yorkshire	North Yorkshire	South Yorkshire
East Riding of Yorkshire C.	Bradford City C.	Harrogate C.C.	Doncaster City C.
Kingston Upon Hull City C.	Calderdale M.B.C	Northallerton C.C.	Rotherham City C.
	Kirklees M.C.	Scarborough C.C.	Sheffield City C.
	Leeds City C.	Selby C.C.	
	Wakefield M.D.C.	Skipton C.C.	
		York C.C.	
M.B.C. = Metropolitan Borough Council. M.C. = Metropolitan Council. M.D.C. = Metropolitan District Council. C. = Council C.C.= County Council.			

Source: Gordon et al (2000)

The third selection was a combination of simple random sample and cluster sample methods. Nachmias and Nachmias (1996) mention that the simple random sample can be applied in each block selected within the cluster sample method. Two questionnaires were sent to each school, one addressed to the head of the PE department (cluster) and the other to be given to a PE teacher (sample). The primary consideration was that every PE teacher in these schools had a chance to be selected randomly.

As can be seen from Table 9 on page 157, the clusters were not expected to be equal but would be in the same proportions as the spread of schools throughout the area and contain the correct proportions of the target sample. For example, category c. amounted to 41% of the total sample, because areas such as the West and South had the largest populations in this area, but the sample covered all catchment areas in the region, which indicates that the sample represented the whole parent population. The breakdown of the final sample by area will be shown later, in connection with response rate. First, however, it would be appropriate to consider the issue of sample size.

Sample Size of the Main Study

The size of sample does not depend on the size of the parent population, but on the kind of data the researcher is looking for and what degree of confidence he hopes to have in the data. The researcher decided to take a number of approximately 250, which met Youngman’s (1984) recommendation and at the same time would be feasible and manageable, given the constraints of time and cost. The degree of confidence would be 95 %. To achieve the desired total from a sample of 252 schools, bearing in mind that the response rate is typically as low as 40 percent (Nachmias and Nachmias, 1996), two questionnaires were sent to each school, 500 in all. The decision on sample size was taken in order to make a balance between costs and the risk of error in the sample (Harnett, 1980).

Response Rate

As indicated previously, the questionnaire sample consisted of secondary schools throughout the Yorkshire region. The response rate by area is shown in Table 8.

Table 8 Distribution of Sample Proportions

Region	Schools Sample	School Responses	Number of Questionnaires Distributed	Number of Questionnaires Returned
East Riding of Yorkshire C.	17	15	34	28
Kingston Upon Hull City C.	6	6	12	4
Total of the East Region				32
Bradford City C.	24	15	48	22
Calderdale M.B.C	13	7	26	7
Kirklees M.C.	22	10	44	13
Leeds city C.	36	16	72	21
Wakefield M.D.C.	16	11	32	17
Total of the West Region				80
York C.C.	12	8	24	11

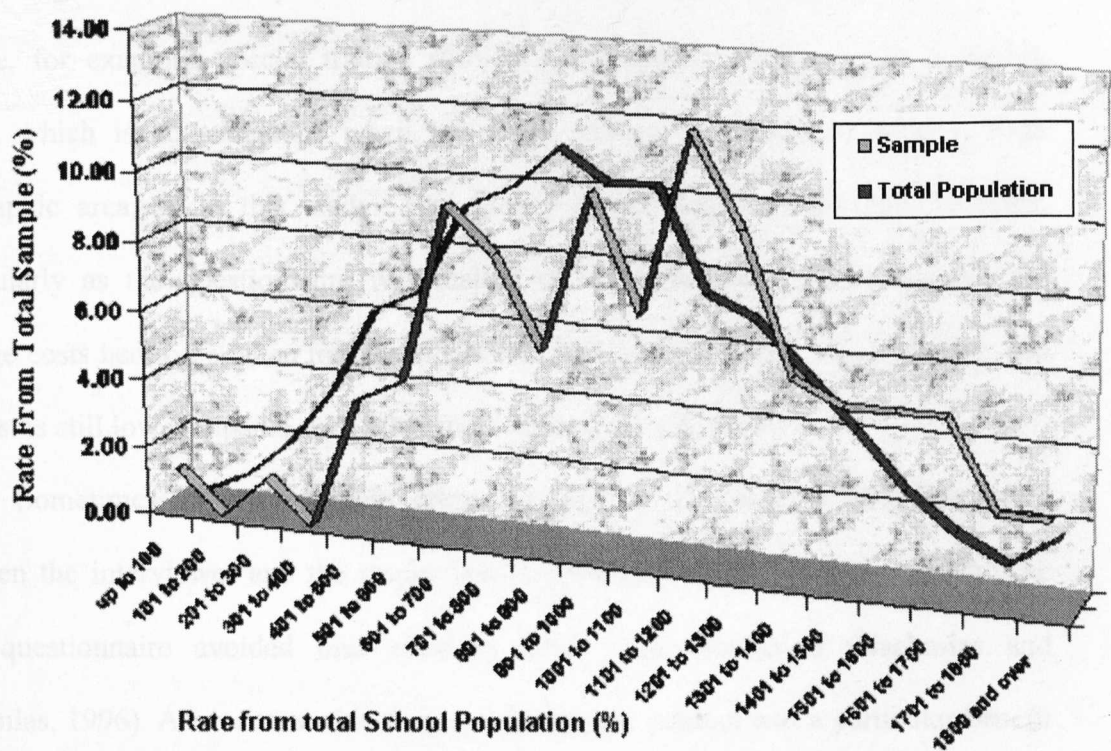
Region	Schools Sample	School Responses	Number of Questionnaires Distributed	Number of Questionnaires Returned
Harrogate C.C.	10	9	20	11
Scarborough C.C.	13	8	26	12
Selby C.C.	6	4	12	5
Northallerton C.C.	10	3	20	4
Skipton C.C.	7	6	14	12
Total of the North Region				55
Sheffield City C.	26	19	52	27
Doncaster City C.	17	11	34	15
Rotherham City C.	17	13	34	20
Total of the South Region				62
Total	252	156	504	229
Response Rate		61.90 %		45.44 %

Table 8 shows that there was no area difference between schools that responded and those that did not respond. As can be seen from the table, the response rate can be expressed in two dimensions. At the school level, the response rate was 61.9 % which is a very good response, especially as it reflects all areas. The proportion of questionnaires returned was 45.44 %. Therefore, the sample covered the whole of the selected region and included a variety of types of schools, as shown in Table 9.

Table 9 School Catchment Areas of the Study:

	Frequency	Percent
a. predominantly rural	41	17.9
b. predominantly suburban	33	14.4
c. predominantly urban	94	41.0
d. equally rural / suburban	17	7.4
e. equally rural / urban	17	7.4
f. equally suburban / urban	10	4.4
g. equally rural / suburban and urban	17	7.4
Total	229	100.0

To assess whether the sample was representative of the national picture, the researcher obtained national data using Internet facilities. It was found that there are 3,481 secondary schools in England, classified by size into 19 categories, from 100 to 1800 pupils and over. In terms of size of school, the sample is very similar to the national picture (see Appendix E: Table 45, on page 320). Figure 8 shows that nationally, schools are more or less normally distributed, with a gradual curve at each end of the size range, and a peak at 801-1000. By comparison, the curve for the sample is less smooth because of the absence of schools in specific categories such as 101 to 200 and 301 to 400, but the general shape of the curve is very similar to that for the national picture.



Source: Original (Data source from Appendix E: Table 45, on page 320).

Figure 8 Comparison of School Size Between the Total Population and the Sample

Survey Procedures

Mail Questionnaire Method

The mail questionnaire method was used instead of the Internet method, as the Internet method resulted in a very low rate of response (see Using the Internet above, p.134). The decision was made to use a mail questionnaire because, although there are disadvantages, the researcher was able to take steps such that these disadvantages had less effect in reducing the rate of responses, and he was able to benefit from the advantages ascribed to this method.

Advantages of Using Mail Questionnaire Method

In general, a mail questionnaire is relatively quick, economical and does not require, for example, special trained staff to administer (Nachmias and Nachmias, 1996), which is advantageous when the study sample is spread out over a large geographic area, as in this study. That is not to say that cost was not an issue, particularly as the questionnaire was mailed at the researcher's own expense, and postage costs had to be taken into consideration in deciding the size of the sample. But the cost is still low compared with other methods such as interview.

Sometimes interviews might bring bias due to the nature of the interaction between the interviewer and the respondent (Oppenheim, 1992; Neuman, 2000). The mail questionnaire avoided bias resulting from such interaction (Nachmias and Nachmias, 1996). Access to a wide range of geographic contact was a particular benefit of using this method in this study (Oppenheim, 1992). Even within a single geographical region, the number of schools and the distances involved would have made personal visits impractical.

Disadvantages of Using Mail Questionnaire Method

The questionnaire had to be simple and unambiguous (Nachmias and Nachmias, 1996), because the researcher had no control over respondents' reactions and could not provide help or offer explanations to clarify misunderstandings that they might experience (Oppenheim, 1992). In this study, to avoid this disadvantage the researcher carried out extensive pilot testing of the questionnaire, and did not distribute it until satisfied that the questionnaire was straightforward.

The researcher did not have control over who would answer the questionnaire and could not be sure that it would not be answered by a person who was not part of the intended sample (Oppenheim, 1992; Nachmias and Nachmias, 1996). This problem was overcome by following Neuman's (2000) advice to send the questionnaire direct to the target sample. The response rate in a mail questionnaire is typically low compared to other methods such as personal interview (Nachmias and Nachmias, 1996). Therefore, the researcher used several ways of reducing this disadvantage to a minimum, such as sponsorship, inducement to respond, questionnaire format and methods of mailing, cover letter, type of mailing, timing of mailing, the total design method, and selection of respondents (Nachmias and Nachmias, 1996) and time spent in answering the whole questionnaire.

a. Sponsorship

The researcher sent out the questionnaire in the name of the University of Hull (Institute of Learning) in order to give it credibility and convince teachers of its importance.

b. Inducement to Respond

The researcher appealed to the respondents to answer the questionnaire in the cover letter by asking for their help. It was explained that the researcher was a teacher from Saudi Arabia trying to learn about PE teaching in the UK, because if the research had been presented solely as an exercise being carried out in order to gain a PhD, respondents might see no reason why they should help. An attempt was also made to convince teachers of the significance of the study, and to assure them that all data collected would be confidential and anonymous.

c. Questionnaire Format and Methods of Mailing

Attention was also paid to how the questionnaire looked. For example, when it appeared too long, the researcher redesigned it to make it look smaller, in order to encourage the respondents to complete it.

Appendix D (see Example of the Questionnaire Format, on page 308) shows an example of the questionnaire format. One side of the paper contains pages 1 and 4, the other side contains pages 3 and 2. The researcher used a high quality printer to reduce two A4-201×297mm pages to A5, to be printed side-by-side and back-to-back on a landscape A4 page. Then, a photocopy machine was used to reproduce the final version. Instead of four separate A4 size pages, the questionnaire consisted of one folded page, with high quality font and clear margins. White paper was used, of good quality. Care and finance was invested in the choice of a very good quality of envelope. The questionnaire was distributed via the Institute for Learning, the University of Hull, to give it greater credibility, and so help increase the response rate.

d. Cover Letter

A cover letter accompanied each questionnaire, to convince the respondents of the importance of the study and explain that answers would be held in strict confidence (see b. Inducement to Respond). The format used in writing the cover letter was semipersonal, as this method might have a “*slightly higher response rate than a formal form letter*” (Nachmias and Nachmias, 1996, p.228).

e. Type of Mailing

To secure a high rate of response, consideration was given to making it as convenient as possible to respond. Stamped, self-addressed envelopes, were provided with each questionnaire (see Return Envelope, p.306). Care was taken to avoid making the return envelope look like an official business reply envelope, because this usually has a side effect in reducing the response rate (Nachmias and Nachmias, 1996).

f. Timing of Mailing

Nachmias and Nachmias (1996) mention that choosing a suitable time to distribute a mail questionnaire has an effect on the response rate. For example, summer and holidays are not convenient times to distribute a questionnaire. Therefore, the researcher decided to distribute the questionnaire one week before the mid term holiday.

The postal questionnaire was dated on Monday 29 January 2001, which was the beginning of the last week before the mid term holiday. The response rate was as shown in Table 10:

Table 10 The Response Rate in Relation to Timing of Mail

	Date	RRR	CUM	R	Date	RRR	CUM	R
	05/02/2001	74	74		23/02/2001	2	198	
	06/02/2001	3	77		24/02/2001	2	200	
	07/02/2001	31	108		28/02/2001	3	203	Third
	08/02/2001	28	136		01/03/2001	3	206	
	09/02/2001	13	149		02/03/2001	3	209	
	12/02/2001	6	155	First	05/03/2001	3	212	
	13/02/2001	2	157		06/03/2001	1	213	
	14/02/2001	11	168		07/03/2001	8	221	
	15/02/2001	7	175		08/03/2001	4	225	
	16/02/2001	8	183		16/03/2001	1	226	
	17/02/2001	5	188		20/03/2001	1	227	
	19/02/2001	5	193		28/03/2001	2	229	
	20/02/2001	3	196	Second				
Total							229	
RRR: Response Received Rate CUM: Cumulative R: Reminder								

It can be seen that the highest rate of response was in the first week. On 05/02/2001 there were 74 replies and by 09/02/2001 the number had reached 149. A second wave of responses was encouraged by the first reminder on 12/02/2001. The impression is created from the table above that schools not responding the first time were less likely to answer the questionnaire. However, the researcher strongly agrees with Nachmias and Nachmias (1996) that the time of distributing a mail questionnaire is highly effective in contributing to the response rate. In this study, the choice of a suitable time to distribute the mail questionnaire may have contributed to the good response rate.

g. The Total Design Method (TDM)

The questionnaire was designed to be implemented in two main parts; questionnaire construction and survey implementation. In questionnaire construction, attention was paid to how the questionnaire would look, the envelopes (distribution and return), the sequence of the questionnaire pages, the cover letter, the order of the

questions. All these contributed to give the respondent the feeling that this was not junk mail. The survey implementation was concerned with giving the respondents an idea of the aim of the questionnaire and how it was divided, such as explaining that the first part was general background and the second part was about EfL. The second pilot study revealed that there was a higher rate of response when starting with the general background rather than the EfL.

However, in the TDM, particular emphasis was given to the follow-up. The researcher made an unobtrusive mark on each envelope, aiming to distinguish between those who answered the questionnaire and those who did not. A benefit of this was to enable the researcher to send targeted reminder letters to encourage and remind schools that had not replied, instead of sending reminder letters to the whole sample and causing inconvenience to those who had already replied. It was also to facilitate subsequent checks on the representativeness of the sample. It should be noted that these were the only purposes of marking the envelope. No attempt was made to relate these marks to responses when analysing the data; thus, the participants' confidentiality was not infringed.

h. Time Spent in Answering the Whole Questionnaire

The researcher asked the respondents in the pilot study to observe and record the time that spent answering the questionnaire (see the first pilot study, p.144). To keep the response time to a manageable level, some questions were omitted, the number of open questions which "*do poorly in mail questionnaires*" (Neuman, 2000, p.272) reduced and some questions changed to closed questions because they "*are easy to ask and quick to answer*" (Nachmias and Nachmias, 1996 p.254).

The point above help to increase the rate of response and because the researcher took into consideration from the beginning the expected disadvantages of using a mail questionnaire and took steps to overcome them, the decision was taken to apply this method instead of the Internet method. The importance of the pilot study must be emphasised. It was of great benefit in testing a suitable method for the purposes of the study, and revealing the disadvantages of the Internet method. The postal questionnaire method was more difficult to test, but by anticipating and dealing with possible disadvantages, a high rate of response was obtained.

Interviews

The interviews in the UK were conducted with the cooperation of the head of the PE department at the school, who explained the researcher's purpose to the PE teachers. However, it was made clear that participation was entirely voluntary. Appointments were made at times convenient to the teachers. All interviews were conducted in privacy, in the PE department's office, and tape recorded with the interviewees' permission. At the end of the week, a letter of thanks was sent to the department, expressing appreciation for their help and interest (see Appendix D, p.316).

In addition to the formal interviews, informal conversations were held with each of the PE teachers, on the way to and from lessons, or in quiet moments during lessons when students were practising an activity. These conversations were initiated by teachers themselves, and were very useful in indicating how far the activities observed were typical, and revealing PE teachers' attitudes and ideas.

Students were interviewed during PE lessons. A-level students were contacted in their classroom during their theory lesson; younger pupils were interviewed on the school field. In each case, the PE teacher gave permission for students to be approached,

and suggested students who might be able and willing to respond. Conversations with students were kept informal and often, two or three students were seen as a group, so they would feel less inhibited.

In KSA, the procedure for interviewing teachers was the same as in the UK, with the exception of one teacher who did not wish to be tape-recorded. In this case, the researcher wrote notes immediately after the interview. Advisors were interviewed in their private offices, and tape recorded.

Managing Data

This section will explain the procedures followed in coding and analysing the information collected.

Coding the Questionnaire

As mentioned earlier, when the researcher tried the Internet method of distributing the questionnaire, it was necessary to pre-code the questionnaire before sending it out on the web. Although the Internet method was not a success, the pre-coding in the pilot study helped to refine the coding of the questionnaire for the main study.

Table 11 shows an example of coding (for more details see Appendix D: Coding the Questionnaire, p.309). As can be seen from the table, for the question on gender, there are two possible answers. Each was assigned a numerical value and the same was done for all other questions.

Table 11 Coding Sex

Title in SPSS	Sex	Code
g1	a = Male	1
	b= Female	2
	No response	0

These codes were entered into a file in the SPSS programme. The questionnaire contained one open question, which explored the meaning of EFL to the PE teacher. Responses to this question were left without coding and written in the SPSS as text, to be analysed quantitatively or qualitatively at a later stage.

Data Analysis

Analysis of Questionnaire Data

The SPSS programme was used to analyse the data, using both descriptive and inferential statistics. Descriptive statistics summarised the data and inferential statistics were used to draw inferences from the data, to test the hypotheses of the study (Brace et al., 2000). Frequency distribution was used to summarise the data, since a knowledge of the number of people who answered in a particular way was important as an indication of trends in attitude towards EFL (Gilbert, 2001).

Cross-tabulation was used to make the large volume of data manageable by reducing the possible groupings (Howitt and Cramer, 2000). This was important because there were many different teacher characteristics and multiple choice response options to analyse. It was also the basis of inferential statistics such as chi-square, which measured the differences in frequency between samples (Howitt and Cramer, 2000), and was suitable for nominal data and data grouped into categories (Youngman, 1984) such as age and teaching experience. In looking at one variable, the Goodness-of-fit-test, which is one of the nonparametric tests depending on chi-square, was used to examine the distribution of the sample in the categories of that variable, to see whether the sample was biased in favour of one category.

Where there were two variables, the multi-dimensional chi-square was applied (Brace et al., 2000). In this test, the researcher looked at whether the distribution on one variable varied according to another variable. The researcher used the chi-square test because it suited the kind of data to be analysed, namely, nominal data classified by frequency.

Quantitative data obtained from the open questions were analysed using content analysis. The aim here was to try to code the data with sufficient specificity to identify accurately the dominant themes and issues, while also obtaining depth of understanding. As each response was examined, a table of emerging themes and their relative frequencies was built up. For example, let us assume the first respondent indicated that, in his view, EFL was concerned with 'preparing pupils for a healthy lifestyle'; the theme 'health' would be noted. Another respondent might say 'developing activities that they can carry on when they leave school- for a healthy lifestyle'; in this case, another instance of 'health' would be noted, and a second theme, 'encouraging activity post-school' would be recorded. The process continued until all responses had been analysed. It was inevitably somewhat subjective; although it was relatively easy to look for instances of key words such as 'health', 'enjoyment' or 'community', teachers' answers would not necessarily contain these specific terms. The researcher therefore had to use some discretion to decide, in the light of the literature, his experience, and other data (such as the observations) whether a response represented a new category, or an variant expression of an existing one. Gradually, moreover, as the process of comparison of responses proceeded and the researcher's understanding developed, categories were reviewed and in some cases combined and recoded, until a list of categories emerged that was small enough to be manageable, yet large enough to reflect the variety of response and maintain the distinct nature of each category.

Analysis of Interview Data

Transcriptions were made of the interview tapes and subjected to content analysis. Content analysis is an objective and neutral way of obtaining a quantitative account of the content. There was, therefore, a strong focus on counting the mention of specific items. It was also used as a method for describing and interpreting the artefacts of the social group (Marshall and Rossman, 1999). Thus, rather than counting instances of specific words, the data were scrutinised with the aim of identifying “*salient themes, recurring ideas or language, and patterns of belief*” (Marshall and Rossman, 1999, p.154), such as the health benefits of exercise, or the worthwhile use of free time. During this process, an attempt was made to construct categories of meaning that were internally consistent, but distinct from each other. As the analysis and coding proceeded, the researcher tested emergent understandings and explored interpretations of the data, by viewing responses in the light of practical experience and theories presented in the literature.

In view of the small number of interviewees (four teachers in the UK and four inspectors and five teachers in KSA), and the high level of similarity found in their responses, the data were not tabulated, as was done for the qualitative item in the questionnaire. However, illustrative examples were noted under relevant themes. For example, in answer to the question about how teachers in the UK tried to prepare pupils for leisure, outside school and in later life, basic responses included knowledge provision, extra-curricular activities and community links. Explaining to pupils how to warm up and cool down before and after exercise was noted as an instance of knowledge provision; running after-school or weekend football or rugby teams were examples of extra-curricular activities; and arranging for local sportsmen to visit the school and coach pupils was an example of community links.

In analysing the interview data, initially, each data set was reviewed separately, that is, the four UK responses were analysed and compared with each other, and then the same was done for the Saudi responses. The final stage of the analysis was to compare the UK and KSA data in terms of the central research themes, such as respondents' concept of leisure, concept of EfL, and implementation of EfL.

Summary

This chapter has explained the rationale and procedure adopted in selecting the research problem and formulating specific questions to be answered. A detailed account was given of the methods of enquiry used to fulfil the research objectives.

The empirical work took the form of a descriptive survey, which combined quantitative and qualitative approaches, in the form of a questionnaire and semi-structured interviews. Both of these techniques were employed in the UK, where the triangulation of two complementary kinds of data provided a balance between the broad scope and standardized format of the questionnaire, on the one hand, and the rich, in-depth explanation of experiences and opinions on the other. In KSA, however, only interviews were used. This was because preliminary investigations of the field revealed that EfL is too new and unfamiliar for teachers to be able to answer a detailed questionnaire. Instead, an exploratory approach was needed, for which interviews were more appropriate.

The questionnaire used in the UK survey was based on an instrument by Lawrence (1990) which was modified to tailor it more precisely to the aims and context of this study. Both the content and administrative procedures underwent several modifications as a result of extensive pilot work; an initial draft was drastically revised

because it was too long, and an experiment with distribution via the Internet yielded a disappointing response rate. Throughout this period of refinement, care was taken to evaluate and enhance the face and content validity of the questionnaire with reference to the literature, the comments of a panel of experts, and feedback from the pilot phases. Attempts were made to ensure reliability by removing ambiguity in the instrument and giving assurances of confidentiality, so respondents would feel able to answer honestly. The interview schedules, similarly, were constructed around themes and issues identified in the literature and modified in the light of feedback during piloting.

In the UK, the main fieldwork was carried out in the Yorkshire region. A combination of cluster sampling and simple random sampling was used to distribute questionnaires by mail to heads of PE departments and other PE teachers (one in each school) in 252 schools covering the whole region. Responses were obtained from 229 teachers in 156 schools. Interviewing in the UK was focused on a single school which granted the researcher access for a week, during which the views of teachers and pupils were obtained. In KSA, interviews were carried out with a convenience sample of PE inspectors and PE teachers.

The questionnaire data were coded and analysed using the SPSS programme; frequency distributions were used for descriptive purposes and chi-square to infer relationships among variables. The interview data were analysed qualitatively. The outcomes of the survey are presented in the next chapter.



Chapter Seven

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Data Analysis

In this chapter the researcher will present the basic data obtained from the survey. However, they will not be discussed in detail; more detailed analysis in the light of the literature is presented in the next chapter.

First the quantitative data collected by the questionnaire in the UK will be presented. The researcher will follow the questionnaire sequence in presenting the data. Second, the qualitative data collected by interviews will be presented, in two sections. The first section contains responses collected in the UK and in this section, the researcher will follow the interview questions as a guide to presenting the most pertinent answers. The second section will contain the qualitative data collected in the KSA, presented in order of its importance.

Quantitative Data

Introduction

In this section, the quantitative data will be presented. As indicated in the methodology chapter, the questionnaire consisted of two major sections: the background of the PE teacher and EfL. First, therefore, a description will be given of the respondents' general background: their sex, age and experience in teaching PE. Then, the next part of the questionnaire, which concerns EfL issues, will be described.

The data will cover the extent to which the PE teachers regarded EfL as an aim in teaching PE, factors that encourage or constrain EfL within PE in the school, and whether PE teachers try to evaluate their success in providing EfL. The section ends with the only open question in the questionnaire, which explores the meanings PE teachers attach to EfL.

Description of the Sample by their Sex and Age

The sample of this study was 229 PE teachers: male 132 (57.64 %) and female 97 (42.36 %).

The sample included all the age categories listed on the questionnaire. As can be seen from Table 12, the highest number of responses was in the 46-50 age group. It is interesting to note that compared to the gender distribution of the sample as a whole, women were disproportionately represented in the younger age groups, and men in the older. In the youngest age group (20-25 years), there were equal numbers of male and female teachers, and there were slightly more women than men in the 26-30 year age group, but in all other categories, men outnumbered women.

Table 12 Age of the Sample by Sex

			Sex		Total
			Male	Female	
Age in Years	20 - 25	Count	18	18	36
		% within Age	50.0%	50.0%	100.0%
	26 - 30	Count	16	21	37
		% within Age	43.2%	56.8%	100.0%
	31 - 35	Count	25	12	37
		% within Age	67.6%	32.4%	100.0%
	36 - 40	Count	16	6	22
		% within Age	72.7%	27.3%	100.0%
	41 - 45	Count	14	13	27
		% within Age	51.9%	48.1%	100.0%
	46 - 50	Count	30	18	48
		% within Age	62.5%	37.5%	100.0%
	51 & above	Count	13	9	22
		% within Age	59.1%	40.9%	100.0%
Total		Count	132	97	229
		% within Age	57.6%	42.4%	100.0%

The chi-square test was applied to assess whether the sample was equally distributed by age and sex. The H_0 is that there is no statistically significant difference

between expected and observed frequencies for each variable. The relevant frequencies are shown in Table 13.

Table 13 Observed and Expected Frequencies of the Sample by Sex and Age

Sex	Observed N	Expected N	Residual
Male	132	114.5	17.5
Female	97	114.5	-17.5
Total	229		
Age	Observed N	Expected N	Residual
20 - 25	36	32.7	3.3
26 - 30	37	32.7	4.3
31 - 35	37	32.7	4.3
36 - 40	22	32.7	-10.7
41 - 45	27	32.7	-5.7
46 - 50	48	32.7	15.3
51 & above	22	32.7	-10.7
Total	229		

Table 14 Chi-Square Test for Variables Sex and Age

	Sex	Age
Chi-Square ^{a,b}	5.349	16.611
df	1	6
Asymp. Sig.	.021	.011
a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 114.5.		
b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 32.7.		

Table 14 shows that there were statistically significant differences for both sex ($X^2 = 5.349, df = 1, p < 0.05$) and age ($X^2 = 16.611, df = 6, p < 0.05$). This indicates that the observed patterns of the variables in Table 13 differ significantly from those that could be expected by chance alone (Brace et al, 2000). As regards gender, male teachers were more strongly represented than females. As regards age, there was a significant concentration of responses in the 46-50 year age group.

Respondents' Leisure Background

Respondents were asked to indicate their involvement in selected leisure activities. The researcher classified the activities into three areas (see Table 15). The first included physical activities, such as being active and engaging in competitive sport. The second was social activities, such as spending time with friends and visiting relations. The third was relaxation activities. Admittedly, some of these activities might be classified differently by different people. As indicated in the literature review, the concept of leisure differs from one person to another. For example, some PE teachers may see gardening as a recreation activity, while others might see it as an obligation.

Table 15 PE Teachers' Leisure Life Activities

		Activities	Frequency
First	Physical activities	being active	191
		engaging in competitive sport	169
		coaching sport	114
	Total		474
Second	Social activities	prefer to spend time in the pub with friends rather than par	10
		free time is the time to visit relations	32
		watching T.V	148
	Total		190
Third	Relaxation activities	gardening	88
		films/theatre	93
		fishing	8
		shopping	79
		walking in the countryside	99
	Total		367

Most respondents indicated that they took part in more than one of the listed activities; some ticked several. Physical activities were the most frequently reported, accounting for almost half of the responses. Activities classed as social activities were reported infrequently in comparison with physical activities, although one of these, watching T.V. was favoured more than any of the pursuits in the 'recreational' group.

Since respondents showed strong interest and involvement in physical activity (169 of the sample engaged in competitive sport, 191 were generally active and 114 coached sport) it will be interesting, later, to see whether or not these personal characteristics of the PE teachers were associated with the way they implemented EfL in their lessons.

Distribution of the Sample by Age and Experience

It was found that most respondents had more than 3 years teaching experience, as shown in Table 16 and Figure 9. These show that the variable experience was divided into two groups; group 1 representing PE teachers who had less than 3 years experience, and group 2 representing PE teachers with more than 3 years experience. The figure enables the two groups to be compared at a glance, while the table shows in detail that there is a difference between the observed and expected frequencies.

Table 16 Crosstabulation of Age by Experience

Age		Experience		Total
		*1.00	**2.00	
20 - 25	Count	32	4	36
	Expected Count	10.2	25.8	36.0
26 - 30	Count	14	23	37
	Expected Count	10.5	26.5	37.0
31 - 35	Count	12	25	37
	Expected Count	10.5	26.5	37.0
36 - 40	Count	3	19	22
	Expected Count	6.2	15.8	22.0
41 - 45	Count	0	27	27
	Expected Count	7.7	19.3	27.0
46 - 50	Count	4	44	48
	Expected Count	13.6	34.4	48.0
51 & above	Count	0	22	22
	Expected Count	6.2	15.8	22.0
Total	Count	65	164	229
	Expected Count	65.0	164.0	229.0
* 1. PE teacher those who has less than 3 Years in teaching.				
** 2. PE teacher those who has more than 3 Years in teaching.				

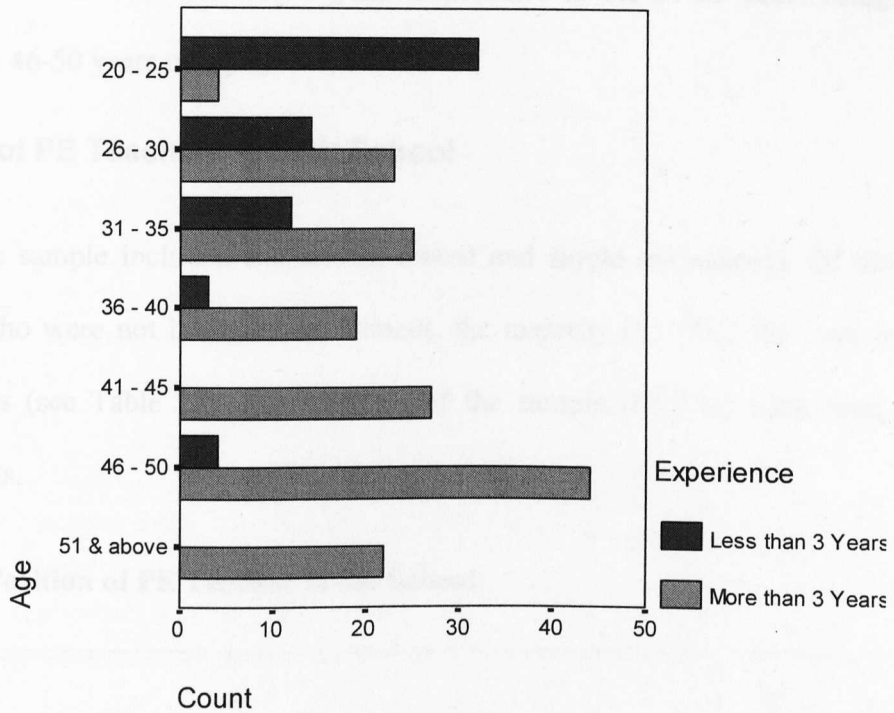


Figure 9 Distribution of the Sample by their Age and Experience

Table 17 Chi-Square Test Age by Experience

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	98.026a	6	.000
N of Valid Cases	229		
a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.24.			

The H_0 is that there is no statistically significant difference in experience between PE teachers of different ages. The multi-dimensional chi-square in Table 17 shows that $X^2 = 98.026$, $df = 6$, $p < 0.0005$. The expected frequencies are calculated on the assumption that the responses would be spread in the correct proportions across the table (see Table 16). However, the H_0 hypothesis is rejected and it is accepted that there is a statistically significant difference in experience between PE teachers of different ages. It could be said that this is to be expected as, normally, PE teachers with less than 3 years experience will be younger, but as can be seen from Figure 9 there were also

some PE teachers with less than 3 years experience in the 31-35 years category and even in the 46-50 years category.

Position of PE Teachers in their School

The sample included teachers in mixed and single-sex schools. Of the 75 PE teachers who were not heads of department, the majority (55=73.3 %) were in mixed sex schools (see Table 18). The majority of the sample (67.2 %) were heads of PE departments.

Table 18 Position of PE Teacher in the School

	Frequency	Percent	Total
a. teacher of PE in boys' school	10	4.4	
b. teacher of PE in girls' school	10	4.4	
c. teacher of PE in mixed sex school	55	24.0	
Total of PE teachers	75	32.8	
d. head of (in charge of) PE in boys' school	10	4.4	
e. head of (in charge of) PE in girls' school	6	2.6	
f. head of (in charge of) boys' PE in mixed sex school	12	5.2	
g. head of (in charge of) girls' PE in mixed sex school	16	7.0	
h. head of (in charge of) PE in mixed sex school	110	48.0	
Total of head of PE department or in charge in PE department	154	67.2	
Total	229	100.0	229

Respondents' Qualifications

Table 19 shows that 92 PE teachers in the sample had obtained a teaching diploma or certificate, while 144 had obtained a bachelor's degree. Seventy had obtained a PGCE Certificate, while higher degrees were the least frequently observed qualifications.

Table 19 Teachers' Qualifications

Certificate	Frequency
a. teaching diploma / certificate Have Obtained	92
a. teaching diploma / certificate Currently Studying	2
b. bachelor's degree (ordinary) Have Obtained	31
b. bachelor's degree (ordinary) Currently Studying	3
c. bachelor's degree (honours) Have Obtained	144
c. bachelor's degree (honours) Currently Studying	4
d. P.G.C.E. Have Obtained	70
d. P.G.C.E. Currently Studying	3
e. master's degree (M. Ed) Have Obtained	4
e. master's degree (M. Ed) Currently Studying	5
f. master's degree Have Obtained	9
f. master's degree Currently Studying	5
g. doctorate degree Have Obtained	3
g. doctorate degree Currently Studying	1

Of the 92 PE teachers who had a diploma, 76.1 % were heads of department, while 23.9 % were PE teachers.

Teaching Context

Table 20 shows the teaching context in which respondents were involved. It is noticeable that the largest categories were c. and f., indicating that although the schools were mixed, PE tended to be taught in single sex groups.

Table 20 Mixed or Single Sex Lessons

	Frequency	Percent
a. girls' lessons only (because girls' school)	8	3.5
b. girls' lessons only (mixed school)	11	4.8
c. mainly girls' lessons (mixed school)	62	27.1
d. boys' lessons only (because boys' school)	9	3.9
e. boys' lessons only (mixed school)	26	11.4
f. mainly boys' lessons (mixed school)	77	33.6
g. mixed classes only (mixed school)	26	11.4
e. boys' lessons only/girls' lessons only (mixed school)	10	4.4
Total	229	100.0

Purpose of Teaching PE in Schools

Respondents were offered 10 possible purposes of teaching PE (see Table 21) and were asked to indicate the level of importance they attached to each.

Table 21 The Importance Attached to the Purpose of Teaching PE

	Not Important	Important	Very Important	Total	Missing Answer	Total
a. Developing physical skills	2	67	160	229	0	229
b. Promoting good health	1	58	170	229	0	229
c. Preparing for leisure in adult life ('Education for Leisure')	4	109	115	228	1	229
d. Developing aesthetic appreciation	27	164	37	228	1	229
e. Promoting discipline in the school	20	111	96	227	2	229
f. Personal and social development	6	102	120	228	1	229
g. Linking the school with the community	23	143	61	227	2	229
h. Developing the ability to make decisions when under pressure.	32	133	63	228	1	229
i. Developing communication skills.	5	123	99	227	2	229
j. Develop the ability to plan and to evaluate own and others work.	16	102	103	221	8	229

Table 21 shows that item (b) "promoting good health" was the one which most PE teachers regarded as a very important purpose of teaching PE. Second in importance was (a), "developing physical skills". Regarding "Preparing for leisure in adult life (EfL)", all but five respondents rated it important or very important, putting it in third place overall ($109+115=224$), while (h) was considered least important ($133+63=196$).

EfL

To explore the way that EfL was applied in UK secondary schools, several questions were posed. The first concerned the focus of PE teachers when they teach their pupils. It was found that most were concerned with both the future and the present in relation to EfL. Of these, 100 teachers focused equally on the future and the present,

while 69 had an emphasis on the future. Very few teachers saw their concern in PE as solely or predominantly with the pupils' present leisure (see Table 22).

Table 22 Past or Present Focus of EfL

		Sex		Total
		Male	Female	
a. pupils' future leisure only i.e. post school leisure	Count	9	5	14
	Expected Count	8.1	5.9	14.0
b. pupils' present leisure only i.e. current leisure	Count	7	6	13
	Expected Count	7.5	5.5	13.0
c. future and present - but emphasis on future	Count	44	25	69
	Expected Count	39.8	29.2	69.0
d. future and present - but emphasis on present	Count	25	8	33
	Expected Count	19.0	14.0	33.0
e. equal emphasis on future and present	Count	47	53	100
	Expected Count	57.6	42.4	100.0
Total	Count	132	97	229
	Expected Count	132.0	97.0	229.0

A test was carried out to see if there was a statistically significant difference between male and female PE teachers in their time horizons. The following hypothesis was set:

H₀. There is no statistically significant difference between male and female PE teachers in their focus on the present or the future with regard to EfL. The result is shown in Table 23.

Table 23 Chi-Square Test for Difference in Male and Female Teachers' Time Horizon in EfL

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.464(a)	4	.033
N of Valid Cases	229		
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.51.			

From Table 23 it can be seen that there is a significant difference ($X^2 = 10.464, df = 4, p < 0.05$) which leads to rejection of the H₀ (Siegel et al., 1988,

p.14). Therefore, it can be said that there is a statistically significant difference between male and female PE teachers in their focus on present or future leisure in EfL. Returning to Table 22, the location of the differences appear to be in relation to responses d and e, because for all other options, the actual and expected counts are similar. In other words, the distribution of male and female respondents giving answers a, b and c can be accounted for simply by the greater number of male teachers in the sample. However, option d was chosen by 25 males compared with the 19 that could be expected, while in contrast only 8 females, compared with an expected count of 14 selected this option. Conversely, option e was chosen by fewer males and more females than expected.

In comparison to other PE aims, half the PE teachers regarded teaching EfL to be just as important as any of the other PE aims (see Table 24). A further 53 teachers considered it to be one of the most important, and 13 PE teachers thought it was the most important aim.

Table 24 The Way that the PE Teachers viewed EfL Aim

		Sex		Total
		Male	Female	
a. the most important	Count	6	7	13
	Expected Count	7.5	5.5	13.0
b. one of the most important	Count	34	19	53
	Expected Count	30.6	22.4	53.0
c. just as important as any of the others	Count	62	52	114
	Expected Count	65.7	48.3	114.0
d. not as important as some	Count	22	12	34
	Expected Count	19.6	14.4	34.0
e. not as important as most	Count	8	7	15
	Expected Count	8.6	6.4	15.0
Total	Count	132	97	229
	Expected Count	132.0	97.0	229.0

A chi-square test was applied to investigate whether or not there was a statistically significant difference between male and female PE teachers in the way they ranked EfL among PE aims. The H_0 is that, there is no statistically significant

difference between male and female PE teachers in the way they see EfL in comparison with other PE aims.

Table 25 Chi-Square for Difference Between Male and Female PE Teachers in the Importance they Attach to EfL

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.926(a)	4	.570
N of Valid Cases	229		
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.51.			

Table 25 shows that there is no significant difference, $X^2 = 2.926, df = 4, p > 0.05$. Therefore the H_0 is accepted. It can be said that there is no difference in the way that male and female PE teachers see EfL in comparison with other PE aims.

The next question concerned whether respondents thought the teaching of EfL had changed in importance since they started teaching PE. Table 26 indicates that the dominant perception among teachers was that EfL was more important in comparison with when they first started to teach PE. Response options d, e and f scored very low frequencies, and were therefore deleted before conducting a chi-square investigation, because if the expected frequencies in each cell were less than 5, the chi-square test would not be valid (Brace et al., 2000).

Table 26 Change in Importance Since PE Teacher has Started Teaching PE

	Frequency	Percent
a. become much more important	28	12.2
b. become more important	102	44.5
c. not changed in importance	77	33.6
d. become less important	10	4.4
e. become much less important	0	0.0
f. difficult to say	12	5.2
Total	229	100.0

Several H_0 were set to investigate whether or not there were statistically significant differences in perceptions of change in the importance of EfL in relation to other variables such as sex, experience and having children.

Null Hypotheses

Ho. There is no statistically significant difference between male and female PE teachers in perception of change in the importance of teaching EfL since they started to teach PE.

1. There is statistically significant difference between male and female PE teachers in perception of change in the importance of teaching EfL since they started to teach PE.

Ho. There is no statistically significant difference between teachers with different experience in teaching PE in perception of change in the importance of teaching EfL since they started to teach PE.

2. There is statistically significant difference between teachers with different experience in teaching PE, in perception of change in the importance of teaching EfL since they started to teach PE.

Ho. There is no statistically significant difference between PE teachers who have children and those who do not, in perception of change in the importance of teaching EfL since they started to teach PE.

3. There is statistically significant difference between PE teachers who have children and those who do not, in perception of change in the importance of teaching EfL since they started to teach PE.

Table 27 Change in Importance of EfL, by Sex

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.868(a)	2	.393
N of Valid Cases	207		
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.50.			

Table 27 shows the result in relation to hypothesis no.1. There is no significant difference, $X^2 = 1.868, df = 2, p > 0.05$; therefore the H_0 is accepted. There is no difference between the way that male and female PE teachers replied to items a, b and c in Table 26 (for more details see the contingency table in Appendix E: Table 37, on page 318).

A similar non-significant result is shown in Table 28 in relation to hypothesis 2; $X^2 = 2.011, df = 2, p > 0.05$. Therefore the H_0 is accepted. There is no difference between teachers with 1-3 years' experience and those with more than three years' experience in the way they replied to a, b and c in Table 26 on page 184 (for more details see the contingency table in Appendix E: Table 38on page 318).

Table 28 Change in Importance of EfL, by Experience

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.011(a)	2	.366
N of Valid Cases	207		
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.85.			

Table 29 shows that there is a significant result for hypothesis 3; $X^2 = 8.770, df = 2, p < 0.05$. Therefore the H_0 is rejected. It can be said that there is a difference between PE teachers who have children and those who do not, in their perception of change in the importance of teaching EfL since they started to teach PE.

Table 29 Change in Importance of EfL Since PE Teacher has Started Teaching PE, for PE Teachers who have Children and those who do not

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.770(a)	2	.012
N of Valid Cases	207		
a 0 cells (.0%) have expected count less than 5. The minimum expected count is 13.12.			

Table 30 The Contingency Table for Change in Importance Since PE Teacher has Started Teaching PE, for PE Teachers who have Children and those who do not

		PE, have children	PE, do not have children	Total
a. become much more important	Count	21	7	28
	Expected Count	14.9	13.1	28.0
b. become more important	Count	56	46	102
	Expected Count	54.2	47.8	102.0
c. not changed in importance	Count	33	44	77
	Expected Count	40.9	36.1	77.0
Total	Count	110	97	207
	Expected Count	110.0	97.0	207.0

The contingency table (Table 30) shows the location of the difference. It can be seen that more teachers with children, and fewer teachers without children, perceived EfL as having become much more important, compared to the expected frequencies. Conversely, fewer teachers with children perceived no change, while more teachers without children perceived no change. Thus, the distribution of responses for these two options suggest that EfL becomes much more important for teachers who have children.

Table 31 indicates that 112 (48.9 %) of the sample expected that the subject of EfL might play a more important role in the future, whereas 75 (32.8 %) anticipated no change.

Table 31 PE Teachers’ Views on their Efl Aims in Future

	Frequency	Percent
a. much more important role	22	9.6
b. more important role	112	48.9
c. no change	75	32.8
d. less important role	8	3.5
e. become much less important	1	.4
f. difficult to say	11	4.8
Total	229	100.0

The researcher tried to investigate whether answers differed in relation to other variables. For this purpose, responses to sentences d, e and f were omitted because frequencies would be less than 5 in some cells and therefore the chi-square would not be valid. None of the results were statistically significant (for chi-square result see Appendix E: Table 39, Table 40, Table 41 and Table 42, pp.318-319).

Table 32 shows answers concerning factors influencing views on Efl. Two hundred and five (89.5 %) PE teachers saw the availability of local facilities as an influence on their Efl aims (see Table 32), while 199 (86.9 %) thought the value they placed upon Efl was influential. All the factors listed were perceived as influential by the majority of teachers but initial training had no influence in the view of 72 teachers (31.4 %), making this apparently slightly less influential than other factors.

Table 32 Factors that Influence the way that PE Teachers View their Efl Aims

		Influence	No Influence	Total	Missing Answer	Total
a. Local facilities available	Frequency	205	21	226	3	229
	Percent	89.5	9.2	98.7	1.3	100.0
b. Initial training	Frequency	154	72	226	3	229
	Percent	67.2	31.4	98.7	1.3	100.0
c. The value they place upon it	Frequency	199	27	226	3	229
	Percent	86.9	11.8	98.7	1.3	100.0
d. Personal knowledge	Frequency	189	36	225	4	229
	Percent	82.5	15.7	98.3	1.7	100.0
e. Personal experiences	Frequency	189	36	225	4	229
	Percent	82.5	15.7	98.3	1.7	100.0

PE teachers were asked whether they attempted to evaluate their success in educating their pupils in EfL. It was found that 43 (18.8 %) of the PE teachers made such attempts and had no difficulty in doing so (sentence a in Table 33), but 118 (51.6 %) had some degree of difficulty in evaluating EfL (sentences b and c in Table 33), and 13 (5.7 %) found it impossible to evaluate (sentence d in Table 33). Fifty five (24.0 %) indicated that evaluation did not take place (sentence e in Table 33).

Table 33 PE Teachers’ Attempt to Evaluate their Success in EfL

	Frequency	Percent
a. Yes: and have no difficulty in doing so	43	18.8
b. Yes: but have difficulty in doing so	73	31.9
c. Yes: but have great difficulty in doing so	45	19.7
d. Yes: but find it impossible to do so	13	5.7
e. No attempt is made	55	24.0
Total	229	100.0

Table 34 Support Received for EfL

		Yes Often	Yes Sometimes	No	Total
a. Received guidance on Education for Leisure in PE from LEA e.g. written guidelines from adviser?	Frequency	5	49	175	229
	Percent	2.2	21.4	76.4	100.0
b. Received guidance on ‘Leisure aims in PE’ from present LEA e.g. written guidelines from adviser?	Frequency	5	36	188	229
	Percent	2.2	15.7	82.1	100.0
c. Attended in-service courses which have been mainly concerned with Education for Leisure in PE?	Frequency	3	31	195	229
	Percent	1.3	13.5	85.2	100.0
d. Attended in-service courses which have been mainly concerned about ‘leisure aims in PE’?	Frequency	4	13	212	229
	Percent	1.7	5.7	92.6	100.0

PE teachers were asked about support received from their LEA or other bodies in relation to EfL when teaching PE. Table 34 shows that in general very few PE teachers received support from the LEA or other bodies. The largest frequency, was 49 (21.4 %), for teachers who received guidance on EfL in PE from their LEA. However, it

seems that courses that might help PE teachers develop their ability to deliver EfL were not attended; 195 (85.2 %) PE teachers said they had never attended in-service courses that were mainly concerned with EfL, while 212 (92.6 %) had never attended in-service courses mainly concerned with leisure aims in PE.

In practice, PE teachers tried to prepare their pupils for leisure in adult life in the following ways:

Table 35 How PE Teachers Prepare Young People for Leisure in Adult Life in their PE Lessons

		1	2	3	4	5	6	Total*
a. Offers experience of a wide range of physical activities	Frequency	123	72	9	14	4	5	227
	Percent	53.7	31.4	3.9	6.1	1.7	2.2	99.1
b. Extra Curricular Activities organised on a recreational basiss	Frequency	158	42	12	4	3	7	226
	Percent	69.0	18.3	5.2	1.7	1.3	3.1	98.7
c. Information provided about recreational opportunities in the region	Frequency	44	27	77	50	21	8	227
	Percent	19.2	11.8	33.6	21.8	9.2	3.5	99.1
d. Pupils taken to recreational facilities in the region	Frequency	27	40	28	37	66	31	229
	Percent	11.8	17.5	12.2	16.2	28.8	13.5	100.0
e. Personnel from recreational facilities visit the school	Frequency	25	17	14	37	67	68	228
	Percent	10.9	7.4	6.1	16.2	29.3	29.7	99.6
f. Pupils play for local clubs	Frequency	82	104	18	3	3	5	215
	Percent	35.8	45.4	7.9	1.3	1.3	2.2	93.9
1. More than once a week 2. Once per week 3. At least once a month 4. At least once a term 5. At least once a year 6. Never * The total of the sample is 229 (see d) but there is some missing answer in other sentences.								

As can be seen from Table 35, the most frequent means of preparation mentioned were a. “offering experience of a wide range of physical activities” and b, “extra-curricular activities”, both of which were said by at least half the teachers to take

place twice a week. High frequencies were also recorded for “pupils play for local clubs”. It appears that personnel from local recreational facilities rarely if ever visited most schools, and pupils were only infrequently taken to visit facilities outside school.

Teachers’ Understanding of the Meaning of EfL

The only open question within the questionnaire attempted to shed light on the meaning of EfL to PE teachers. This question was answered by 55.9 % of the sample, while 44.1 % ignored it. This was expected because, as mentioned in the methodology chapter, open questions are often ignored, since they take time to answer (see Methodology: h. Time Spent in Answering the Whole Questionnaire, on page 164).

Some of the responses incorporated several elements. For example, one head of department (H56) gave the following definition:

“Teaching people to use their spare time in a productive and meaningful way. Raising awareness of what is on offer for participation. Providing a wide range of opportunities for enjoyment” (H56).

Another head of department (H85) reported that he believed that EfL is: “Educating the pupils to take responsibility for their leisure time. To want to be active, find activities they enjoy, know where to go, and know it is doing them good” (H85). In the first definition (H56) there are four important elements: to inform people of the opportunities available, all kinds of leisure, enjoyment and beneficial use of free time. The second definition (H85) contains three elements: to inform people of the opportunities available, all kinds of leisure and enjoyment. Therefore, each of the 128 teachers who responded might have more than one EfL objective.

Table 36 summarises the ways that the PE teachers viewed the term EfL.

Table 36 Meaning of the Term of EfL from PE Teachers' Perspectives

Concern of EfL	Frequency
1.health	32
2.inform people of the opportunities available	40
3.encouraging activity post-school	46
4.all kinds of leisure (wide ranging of leisure opportunities)	36
5.social Benefits	8
6.learning for life	2
7.enjoyment	17
8.school as part of community/environment	4
9.not familiar with the term	2
10.competition	1
11.beneficial use of free time	10
12.choice	11
13.the same as the researcher mentioned in the questionnaire	2
Total	211

Table 36 shows that 46 PE teachers saw EfL as a way to encourage activity post-school. The following comments are examples to give an idea of how teachers explained this aim:

(H 06) "Preparation for active involvement or participation in sports + physical activity in post school years".

(H 07) "Finding an activity, which you enjoy and can continue with after school".

(H 10) "Develop activities that they can carry on when leaving school - for a healthy lifestyle".

(H100) "Preparing pupils for an active lifestyle after school, making them aware of opportunities and having them the knowledge and skill to confidently take part".

(H102) “Making students aware of leisure opportunities outside/inside school and post school life”.

At the same time, nine of these 46 teachers, such as (H100) and (H102) saw EfL as also about informing people of the opportunities available; while others such as (H 07) saw EfL as also about enjoyment.

There were 36 PE teachers who saw the term EfL as preparing pupils for all kinds of leisure (wide range of leisure opportunities). For example (H08) said that the term EfL is concerned with “Educating individuals in all kinds of leisure, not just within the curriculum”, while (H123) defined it as “Giving pupils the experience and a wide variety of activities which they can pursue with friends when they choose”.

Two respondents defined EfL broadly as “learning for life”. Only one PE teacher saw EfL as in any way related to competition “Enabling people to reach a standard which will enable them to participate in sport/activities outside for competition or enjoyment” (H92).

Qualitative Data in the UK

Introduction

In this section the researcher will present the outcomes of the interviews held in the UK, in a secondary school in the Hull district. The secondary school was located in a suburban area and served 1550 pupils. It had an old gym, a sports hall, three large playgrounds and a field. The nearest leisure centre was approximately 6 miles away and therefore, students found it is very difficult to use this facility in their free time, because of the lack of transport. They preferred to participate in the school playground outside the school.

The PE department staff consisted of the head of department, the assistant head, four PE teachers and two supply teachers. Each interviewee was given a code symbol to preserve confidentiality: H1 for the head of department, and PE 1-3 for the PE teachers. The head of the department was very co-operative, as were the rest of the PE department. The structured interviews were held in the PE department office and most of the PE teachers gave all the information that the researcher wanted, so the interviews progressed smoothly. In some cases, however, in answering one question, interviewees covered issues that were to be addressed in subsequent questions.

1. What would you say are your main aims as a PE teacher?

Most answers to this question focused on developing students by giving them the opportunity to play sport in school and take part in the activities that the school offers, and trying to educate pupils about different sports and activities that they might need in the future. Enjoyment was the main target of that process. For example, one of the PE teachers said, “I would say I aim in my lesson for the majority to be enjoying it and the majority to benefit from the lesson and improve” (PE 2). Another said his main aim for PE was for pupils to develop physically, morally and cognitively, and to acquire social skills to mix with other people, but most of all to experience a wide range of sports that they could enjoy. Having experienced this in the secondary school, it was hoped, when they left secondary school they might find a sport they could continue and enjoy for the rest of their life, which would have health benefits. Thus, in this case, the main objective was to get pupils interested in sport so they would pursue it when they left school, for health reasons (PE 3).

2. Have you ever heard of the term, EfL? What does it mean to you?

When the researcher asked this question, it appeared that most of the interviewees were not sure of the meaning of the term EfL. For example, PE 1 said “Not the term that you used in your questionnaire, that I have not seen before”, while PE 2 said, “No....I know what you mean but I have not heard it in that form”. Therefore, the researcher asked “Ok, what do you know about it?”. PE 2 said that he understood from the questionnaire he had answered, that it meant to build up students’ enjoyment for PE, get them to become aware of their limitations, to build self-esteem, enhance their ability to communicate with each other, trust each other, and to develop enjoyment in this subject, which would equip them to continue to exercise after they finished school.

The researcher followed by asking, “Do you agree with that?”. The interviewee strongly endorsed this approach and suggested it was important, especially for key stage 4, but also for key stage 3, to develop skill and ability. At key stage 4, the syllabus states that areas of PE must be studied to give students a full appreciation of the whole subject. He suggested that, in this way, it was possible to get students to start to develop an appreciation for physical activities so they would play more regularly and become more confident. Then they could, for example, use their awareness to design a team game and get involved in it, so they would become more involved in the lesson. This would increase their awareness of physical activities, and when they left school, they would seek to continue the games. The interviewee described a fitness module, in which he had been teaching circus arts, dance and aerobics. He personally thought it was a very good idea to teach such skills not only to girls but also to boys, because for the majority of students, when they leave school, these will be the things they may do. There is a lot of motivation to participate in aerobics classes to keep fit, so they may be encouraged to join a club. In other words, if they do aerobics in school and, having had

a taste of what is like, find they enjoy it, they know what to expect if they want to continue aerobics later. In contrast, if students do not have such experience at school, when they leave school, although they may find aerobics classes in every sports centre and nearly every village hall, they might not try it, because they have never done it before. He thought that offering activities like cycling for boys was a good idea, as many enjoy it, and such activities are available outside the school.

This prompted the researcher to ask PE2 if the teacher could provide an example of a link between school and the community, and he answered: “They have been introduced at a young age, so they can continue to go to that club when they leave school”. He said he knew many boys who joined football and rugby clubs and quite a few girls who played for a local side at school, while a few older ones played volleyball outside school. He thought more could be done to introduce pupils to clubs, and one of the aims of the department was to improve opportunities and community links. In addition, more could be done to make students more confident when they leave school, even if they did not go so far as to join clubs (PE 2).

Returning to question 2 PE 3 said “Yes”, he knew the term EFL and commented that the school offered an A level in Vocational Leisure Recreation. He said, “For me, leisure is a wide range of activities, it is not just about sport. It involves a lot of entertainment, the countryside”. He suggested that PE teachers tend to look mostly at the sport aspect of leisure, but really, leisure is about free time and how people want to use it. What the PE department do is to link leisure into the PE programme, to educate students and try to encourage them into local clubs that they can join outside school time, that is in their leisure time. It was hoped that this would encourage them to take part in physical activities as leisure pursuits when they leave school. In his view, the

staff tried to help students to learn what is available for them outside school, what leisure is and how they could pursue it.

3. How important is it to you, as a PE teacher, to prepare pupils for the use of leisure, outside school and in later life?

All the PE teachers agreed that it is very important, and a vital part of their job, to make sure that when students leave school, they have had a sound education in this respect. PE 3 gave more details. He said:

“I certainly hope so, with the knowledge they have about clubs, certainly what we do in years 7, 8 and 9, that’s in key stage 3, is we give them a good guideline by joining clubs at school but most of all encourage them to get involved in extra-curricular activities”. He said most students were in school from 8.50 to 3.30, but teachers tried to encourage them to take part in extra-curricular activities, and made connections with other clubs and links in the community. For example, he ran a boys’ football team; the majority of boys were involved with the Sunday league teams and also in Saturday rugby teams. Thus, a very strong connection has been made already. Also, the school has a team called (for the sake of confidentiality), Old Boys Football Team, for which the teacher himself played. The idea of the team was to enable those who had left the school to continue to enjoy their football and retain a strong connection with the school. Thus, there were opportunities for leisure after school. In that way, PE3 thought he could achieve the target of leisure.

School teams also played rugby league and rugby union. Two coaches from a local rugby league team came to coach within the PE lessons, and helped to run rugby league teams for years 7 to 11. These coaches were able to offer more specialist coaching than the PE department could, because the latter deal with a wide variety of

sports, and also face time constraints. These expert coaches can greatly develop students' skills. They also act as talent scouts; when they spot talented students, they give them the opportunity to play in Saturday and Sunday leagues. In such ways, he thought, the school was achieving the objective of EfL and the students realised that many opportunities for leisure exist outside school.

4. In what way(s) do you try to do this?

It seems that how teachers approach EfL depends on their experience of PE and the kind of activities in which the pupils are interested. For example, PE 1 mentioned a group of students who were interested in cycling. Since he himself was a keen cyclist, he was able to advise them on how to do it and how to maintain a healthy heart. He took any such opportunity to explain why they were doing something and how to continue it when they left school.

Another example given by PE 1 was that the teacher would tell students to warm up and cool down before and after games, as part of doing things properly if they got involved in physical activities, and he would tell them why they should do it and the benefit of doing it.

But PE 3 mentioned that there are some obstacles in the school that impede EfL, such as the PE curriculum itself, and gender issues. He claimed that the activities offered in PE lessons attract the majority of students, but single sex PE is taught only up to key stage 3, years 7 to 9. Boys seem to enjoy sports such as football, rugby, basketball and badminton, and in the summer, athletics, cross country running, and cricket, and the majority of pupils participate and enjoy sport at the school. However, having taught some key stage 4 mixed lessons, PE3 found girls sometimes felt intimidated by the boys. Girls also sometimes tried to hide their ability because of the

influence of the boys. He thought the girls were 'put off' PE and he did not know the way forward.

5. How can you tell whether you are successful in achieving this aim?

All PE teachers mentioned a process of evaluation. They evaluated themselves by holding a staff meeting to see whether they were going in the correct direction. (H 1) gave more details about these meetings. He said staff meetings were times for reflection about what was working and what was not, and how the staff could support each other. They met regularly and evaluated themselves, students' progress, the activities on offer, gender issues, certain opportunities and development for the future. Teachers also evaluated their own teaching every day in different ways, whether mentally or in writing (H1).

6. Is PE examined at any level in your school? If so, how?

Students do two examinations, one at the age of 16 years and one at the age of 17 or 18 years, if the pupils wish (H 1). They do modules in GCSE that cover all the different areas of PE. They study leisure and recreation, and consider the concept of leisure and the definition of leisure in the formal setting (H 1).

During other lessons, outside GCSE, teachers give students information so they can take it or leave it; they have a choice. For example, if they want to spend three, half hour sessions a week doing something strenuous to keep fit, teachers tell them they can go to the leisure centre and do various activities, not just circuit training, but weights and swimming. Then it is up to the students to act on the information or not (PE 1).

In GCSE it is different. Students study what they can do during leisure, and they are expected to assimilate it. They will be examined on that subject and they are expected to know all about it. By studying GCSE, they have an advantage over

everybody else, because they have to understand about leisure. “A GCSE examination can be part of the route into the leisure industry on leaving school, e.g. working in a leisure centre as a lifeguard or manager” (PE 1).

7. What factors, either in school or in the wider environment, do you think encourage the teaching of EfL in PE?

One of the teachers expressed concern that many children in the UK are overweight. He saw it as a sign of the times, a sign that young people are not active enough to keep fit. Many years ago, he suggested, it was not like this because people did things that naturally kept them fit, like walking long distances to school. With current concerns about children being overweight or unfit, it was, he thought, all the more important to educate them about leisure and what they could do outside school, not just in school. Teachers drew attention to the opportunities for activity available in school and outside. There are leisure centres, lunchtime activities and evening youth clubs that offer circuit training, football practice, volleyball, table tennis and girls’ basketball and football. Because the first concern was the pupils’ welfare, activities were provided for everyone, not just those on the football team, netball team or hockey team. This teacher argued that everyone should have the chance to maintain fitness (H 1).

8. Do you take part in sporting activities of any kind in your own leisure time?

Most of the PE teachers in this secondary school were very involved in sport. PE 2 said that he normally played rugby for a team; he also played squash and did aerobics. H 1 cycled for a UK team. The teachers were in general physically fit.

Qualitative Data in the KSA

Introduction

The interviews in KSA proceeded rather differently from those in the UK, because of the difference in interviewees' knowledge about EfL. An advantage of the semi-structured interview method was that the researcher had flexibility to respond to what happened in the interviews. For example, if an interviewee answered, 'I do not know', then the researcher attempted to uncover information by approaching a topic from different angles. Understanding of the term EfL was very hazy in KSA, as anticipated from the literature review. Most of the PE teacher sample, if asked, "Have you ever heard the term EfL?" answered 'no'. This led the researcher to probe more deeply to try to find the reasons.

Four PE inspectors from the Ministry of Education, Al-Madinah Al-Munawwarah branch were interviewed, and five PE teachers were interviewed in their schools. In what follows, inspectors are identified as In1-4 and PE teachers as PE1-5, to preserve confidentiality.

In answering the interview questions, all the PE inspectors and PE teachers agreed that the aim of PE teachers is to introduce pupils to as many physical activities as possible.

What would you say are the main aims of a PE teacher?

In1 said that the main aims of the PE teacher should be to "Allow pupils to experience a wide variety of physical activities". In2 said the aim was to provide sufficient opportunity and depth in these activities for pupils to feel confident enough to pursue them when they leave school. A similar focus on post-school was expressed by

PE2 who said his aim was to “encourage all pupils to be involved in physical activity post school”.

Have you ever heard the term, EfL? What does it mean to you?

All of the sample answered ‘no’ to this question. PE4 said, “I have never heard about this term. Do you mean recreation?”. Therefore, an explanation of the meaning of EfL had to be provided by the researcher, for all interviewees. On being given such an explanation, In1 said he now understood what EfL was and referred back to his answer to the first question, that the aim of PE is to provide the pupils with experience in sport. Therefore, he said, they are taught various team games such as football, volleyball, basketball and handball, and also individual sports such as gymnastics and athletics. The researcher asked, “What about swimming?”, and was told it was not possible to teach swimming in Al-Madinah because of lack of facilities. In1 contrasted this situation with that in Al-Madinah (the researcher’s home) where youngsters learn to swim because of the number of private swimming pools in the suburban area. This gives them the opportunity to take part after school.

PE5 mentioned that the PE lesson helps individuals to improve and develop skills, that they could use in the future in a positive way. But he added that the aim of PE lessons is to bring up the youngster in a society. ‘Society’ consists of individuals and groups and to organise these groups, there are various institutions such as the Ministry of Education. The Ministry uses PE to teach pupils to interact with institutions in society. The pupil needs to pass through different stages in education so that he will be able to play an active role in other institutions in society. A person behaves according to the way that he is brought up and educated. During this period of time, he learns different skills and when he needs to put them into practice, he will see if society

accepts his action or rejects it. The skills that he acquires in school are not for leisure time. In the secondary school, all activities within school such as when the pupils play in break time*, are considered as a means to accomplish educational goals and are not considered separate from the curriculum.

The researcher asked more directly, Is there a lesson during PE to educate pupils about how they can benefit from their free time? The entire sample said no, but In1 added, "All broad activities that are given to them during the PE lessons could bear fruit in different activities". The researcher probed further by saying, "Yes, I agree with you but the pupils are still not directed or advised on the best use of their free time?". He replied, "I have prepared pupils to participate in a kind of game and I established more than one base, such as football, handball, basketball, gym for example. The main aim for me was not to be able to play all these games, but to give them an idea about these games because I aim to bring them to a specific level". He indicated that learning can be divided into three levels, basic, middle and advanced. Pupils can learn at the basic and middle levels in school and this will help the pupil towards the advanced level, but the advanced level is another step that the school cannot address, because by this stage the pupil needs to go to a club to polish his skills. The teacher transmits the skill and the pupil can choose his activity, but the school may intervene by correcting him and advising him on the game that the teacher thinks is most suitable for him. The researcher asked if this means that EfL is included within the PE lesson. In1 agreed. He gave the example of a pupil who chooses a game such as basketball and becomes a basketball player. Within the PE lesson, he gains the skill and forms a general idea about the game. Then, when he has free time, he thinks about the game that he has

* It is the break that the pupils have during school such as lunch time or dinner time in UK secondary schools.

formed a mental relationship with, which is basketball. This is the game that he has built a mental inclination toward. So it becomes a recreational activity for him. Therefore, EfL could be included during PE lessons, but it is not a separate aim. Outside the PE lesson it becomes an aim, because the individual has free time and would like to participate in activities that he has learned during PE lessons.

Is there any link between the school and other institutions?

PE3 replied, “Yes, the Ministry of Education has tried to use some schools as summer centres in the afternoons (after school time). Everyone who wants to develop his skills will find someone to help him to do so. But because of financial constraints, these centres were closed and replaced by district centres”. PE5 also referred to the lack of funds, causing closure of summer centres. In 1397 to 1401 (1976 to 1980), activities were available at regional level. The KSA was divided into 42 educational regions, and these were divided into 4 leagues, a, b, c and d, from most to least successful in the game. Each team tried to equal or surpass the others at the same level during the week. Such competitions were intended to increase levels of participation and skill. The researcher interrupted, “But the general aim here is to achieve a position, not to exploit his free time. However, could you tell me, after these centres closed, is there any other link between the school and other institutions?”. The researcher was told there are three district centres in the city, but they do not cover the needs of these districts. Pupils from outside the district face transport problems as they cannot expect their fathers to drive them every day.

Some parents do not allow their sons to participate in local clubs or in such as these district centres. Do you have any idea to explain this attitude?

All interviewees thought that the main reason was that parents were not sure about the supervision in such centres. When the Ministry of Education took the responsibility for supervision and paid overtime to PE teachers to run activities outside school time, parents used to send their sons, but when the funds were withdrawn, although some PE teachers do some supervision on a voluntary basis, parents stopped sending their sons.

PE5 added that EfL required the PE teacher to build a relationship with the pupils, but in Saudi culture, such relationships are not acceptable, not just outside the school, but within school as well. The PE teacher is responsible for the lesson only. The researcher commented, "I think it is very important to build a good relationship between you and the pupils and this forms a basis for delivering skills or information to the student". PE5 replied that he understood this, but that the school department and society would not allow him to build such a relationship. He complained that nowadays, the main concern is with computer knowledge, and whilst he did not wish to deny the importance of such knowledge, he felt demoralised by the lack of attention given to PE and PE lessons. The school lacked the facility to provide good lessons, while society perceived PE as a subject that the school could drop at any time, to give extra time to cover unfinished units in mathematics or when help was needed to prepare for the final examinations.



Chapter Eight

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Discussion

Introduction

As indicated in Chapter One, the aim of this study was to learn as much as possible about EfL in the UK, in order to see if lessons from that experience can be applied in the KSA context. The focus of the investigation was the role of EfL in school PE lessons. A combination of quantitative and qualitative data, presented in Chapter Seven, was used to explore how PE teachers view the concept of EfL; whether it is regarded as an aim in teaching PE; how it is implemented; whether and how success in PE is evaluated, and the factors that may constrain or encourage EfL as an element in the teaching of PE.

The purpose of this chapter is to integrate the findings from various sources: questionnaire, interviews and the researcher's informal observation during the data collection period, and to interpret them in the light of the theoretical understanding of EfL, and previous empirical work, presented in earlier chapters.

The chapter begins with a discussion of UK respondents' concept of leisure, in relation to the definitions in the literature (chapter 2), followed by consideration of the UK respondents' understanding of EfL in relation to the meanings of EfL put forward in chapter 4. The theoretical understandings explored in chapters 2, 3 and 4 are then used as a framework for interpretation of the findings on the way EfL is implemented in practice in secondary school PE lessons in the UK.

In the later sections of the chapter, Saudi respondents' concept of leisure and their understanding of EfL are compared with those of the UK sample.

Concept of Leisure in the UK

Respondents were not asked directly about the concept of leisure, as the main focus was on EfL. However, their concept of leisure could be deduced from three sources: from teachers' own leisure activities, from their definitions of EfL, because they imply some ideas about what leisure is, and from remarks made in interviews.

The idea of leisure as residual time (p.14) was held by many teachers, as reflected in their focus on leisure as something separate from the obligated time of school and work. For example, in questionnaire responses, encouraging activity post-school was the main way that PE teachers saw EfL, while in the interviews there was a strong focus on out-of-school activities. For example, one PE teacher reported encouragement for pupils to participate in extra-curricular activities and mentioned after-school and weekend rugby and football games. The same teacher emphasised that leisure does not solely or necessarily mean sport, but it is about "free time" and how people use it (p.196).

The concept of leisure as activity was suggested by interview responses in which leisure was equated with specific activities such as football and swimming. The activities reflect the nature of the sample of PE teachers but also the personal leisure preferences of teachers (see Table 15, p.176; also the interviews, p.198, for example, the PE teacher who coached cycling because he was a keen cyclist). Teachers' own leisure preferences, however, also included passive pursuits, such as watching television. The leisure preferences of PE teachers suggest on the one hand that they are well placed to offer EfL because they already have experience and knowledge of leisure facilities available in the community and, on the other, have an influence in giving pupils more choice of activities, as will be seen in a later section.

The functional concept of leisure was reflected, in the questionnaire and the interviews, in respondents' emphasis on two major functions that leisure fulfils, which are developing health and fitness through leisure activities and, to a lesser extent, developing social relationships. In interview for instance, the goal of educating for leisure was to provide enjoyment as a motivation to take part in sport activities in the pupils' leisure time, for the benefit of their health (see Table 21, p.181 and interview with PE3 in p.194). Such attitudes recall the claim of Csikszentmihalyi (1999) that finding enjoyment in free time is more difficult than finding enjoyment in work (see, p.2). Thus the researcher expected such an emphasis on the pursuit of enjoyment through PE lessons. During the lesson, PE teachers tried by using EFL to help to change pupils' attitude toward the kind of activities that they participate in their free time. EFL then will contribute in this regard by providing information and linking such activities with a health benefit. For example, when the pupils are ready to play football, their teacher will start with warm-up activities. Then the teacher might ask pupils, Why do we do warm-up? What sort of physiological change are you experiencing now? In this way the PE teacher could introduce the pupils to a discussion on health related exercise, link to the community and ways to avoid dissatisfaction caused by boredom. On the other hand, "Leisure as Freedom" was implied by the emphasis of many interviewees on pupils making choices. Thus, teachers' concepts of leisure embodied all meanings discussed in the literature review. In relation to the amount of choice and freedom, however, it could be said that it is important to strike a balance and it may be necessary to accept some constraints in order to plan for leisure (Parker, 1977, p.151). Such a perspective was reflected in the EFL practice of respondents.

In relation to Kelly's (1997) model "Leisure as Social Space" (p.23) respondents' views (for example, Table 32, p.188, and Table 34, p.189) provide

evidence of economic influences (local facilities available), political influences (shown in availability or lack of LEA support for EfL and cultural influences (the value placed on EfL). Teachers' ideas about leisure can also be viewed in the light of the model by Esteve and his associates (1999), who explored the meaning of leisure in relation to three dimensions; effort level, social interaction and purpose of interaction (see p.26). UK respondents, in relation to effort level, saw leisure as mainly (or preferably) concerned with active, energetic pursuits.

Concern with social interaction was found in the focus on team games, joining clubs, and Sunday activities. In relation to the purpose of interaction, teachers mainly saw leisure in terms of activities with an instrumental purpose, for example health, rather than activities enjoyed for their own sake. An instrumental purpose overlooked by teachers was the potential role of leisure in community development. This would, however, not necessarily be achieved by leisure per se, but would depend on the success of EfL in empowering pupils, individually and in groups, to improve the quality of life. It would also imply ease of access, which means reduction of barriers impeding access to leisure services; lifelong learning, social participation and opportunities to increase the social network required in a community.

UK Respondents' Concept of EfL

A useful framework for analysing and interpreting respondents' concept of EfL is the definition (Institute for Career and Leisure Development, 1989, p.12) quoted in Chapter Four, as "the development of the knowledge, skills and appreciations which prepare individuals to make more independent and constructive use of their leisure time". This definition encompasses the main elements found in other definitions, and

was the basis of the researcher's definition at the end of Chapter Four. The key words are:

- | | |
|------------------|--|
| 1. knowledge | This could include knowledge about what is available, where facilities are and how to use them and also might include the knowledge of the value of certain activities, such as information about the benefit of sport to health. |
| 2. skills | These include practical and physical skills that are taught in PE. |
| 3. appreciations | This suggests EfL is concerned with attitude, for example, getting people to recognize something as beneficial, or making it attractive and fun to them. |
| 4. independent | The word independent implies the exercise of discretion and choice; opportunity for decision-making. |
| 5. constructive | This implies that some activities are more beneficial and worthwhile than others (this idea is related to the functional view of leisure; for example some activities are seen as 'better' because they fulfil functions such as health, or social integration). |

It was seen from Table 21 p.181 that EfL was listed third as an explicit aim in teaching PE, but on the other hand, other aims cited are consistent with the concept of EfL as defined in Chapter Four. For example, the table shows that EfL in the view of PE teachers was concerned with:

- developing physical skills;
- developing aesthetic appreciation;
- health, personal and social development, which are related to the functional view of leisure that EfL leads to 'constructive' use of leisure.

Further evidence of teachers' concepts of EfL is found in Table 36 p.192, where the focus is on the meaning of the term EfL as defined by PE teachers. They frequently encouraged engagement in activity for health and fitness, consistent with the idea of 'constructive' activity. They also mentioned:

- informing people of opportunities, which involves knowledge;
- social benefits, which involve a constructive, functional view;
- enjoyment, which is consistent with the term appreciation in the definition;
- beneficial use of free time, which is consistent with the constructive idea;
- choice, which is consistent with the term, independent.

Meanings of EfL expressed in the interviews included some, but not all, of the elements mentioned in the questionnaire responses. For example, most respondents referred to enjoyment and the functional view (see p.194).

The researcher deduced from observation of the way PE teachers taught PE lessons and the whole school day that even if they lacked formal knowledge of the exact meaning of EfL, their practice was consistent with the concept as defined in this thesis. However, within this broad framework, teachers emphasised different elements with different teaching groups. EfL was more explicit with A level groups. However, most of the focus was concerned with free time after school. For example, effort was made to link the school to the community. This might be partly due to the location of the school, because no club or leisure centre was nearby so it was considered a social centre for the pupils of the school. This would give PE teachers a major role in applying EfL.

In general, UK PE teachers' concept of EfL was consistent with the definition, but in the researcher's opinion, they focused mainly on enjoyment and on the functional view of EfL.

Implementation of EfL in the UK

PE teachers in this study considered EfL to be an important aim in their teaching of PE (Table 24, p.183) and also thought that the importance of EfL had increased since they started teaching (Table 26, p.184). There was little difference between male and female PE teachers in their perceptions on the changing importance of EfL (Table 27, p.186); both saw increasing potential for EfL. This was especially the case for PE teachers who had children (Table 30, p.187). The importance attached by teachers to EfL was reflected in a number of ways in their practice.

The way the school applied EfL was found to be consistent with the two ways described in Lawrence's (1995) study. The first was by contributing to school-based courses on leisure education, including A level and Vocational courses. The second was that EfL might be included in some form within a PE department's aims. This was confirmed by the present study, but a critical condition is necessary for genuine application of EfL in secondary schools, which is the capability and interest of PE teachers to apply EfL. For example in the selected secondary school, the provision of some aspects of EfL, such as knowledge, skills and opportunity to participate in physical activities, came from the PE teachers' belief in the importance of EfL for their pupils. The PE curriculum required teachers to provide a broad and balanced range of experience, but gave no details about how this aim was to be put into practice. Thus, considerable discretion was left to PE teachers in their interpretation of the curriculum.

It was stated above that knowledge, skill, appreciation, independence and constructiveness are elements of EfL. The question arises as to whether all elements were covered within PE lessons. Practice in this respect varied from one teacher to another, depending on personal interests and priorities. Some teachers offered a wider range of pupil choice than others, and there was variation in the extent to which teachers

explicitly discussed health benefits. Moreover, there were differences according to the nature of the pupil groups. GCSE and A level pupils learned about appreciation and the instrumental benefits of participation in active leisure pursuits; the latter were prominent in teachers' thinking about EfL, when they taught the pupils about health benefits, for instance. For pupils in years 7 to 9, the focus was more on developing knowledge and skills, on the assumption that they would prepare pupils to choose physical activities post-school. Appreciation was a concern, in the sense that a number of teachers reported that they aimed to make PE fun, so pupils would see physical activity as enjoyable. The aspect of EfL that was least explicitly covered in teachers' practice was 'independence', the exercise of choice. Teachers were concerned about choice to the extent that they assumed the information and skills gained in PE would enable pupils to make choices in later life, and saw this as important.

Moreover, they tried to offer a wide range of activities, consistent with Coleman and Hendry's (1995) account of ways in which EfL could be applied in schools (see p.72). In line with Sleap's study (1987) (see p.77) there was evidence of attempts to offer experience of new recreation activities (one teacher PE2 mentioned circus skills, p. 195), and activities which might be continued throughout life, such as aerobics, or cycling. However, in practice, it was not always feasible to offer choices to pupils.

Opportunities to exercise choice in school could be valuable in enabling pupils to practise making decisions, which the school expects them to do later, when they leave school. On the other hand there is a problem that if pupils are given choice, they may make unbalanced choices, concentrating on one sport, or even do nothing, which is unlikely to be considered acceptable at school. For instance, the PE system in the selected school divided pupils into year groups and in the earlier years, there activities in which all pupils had to participate, for example, athletics, gymnastics and striking

games, according to the PE curriculum. However, choice needs knowledge. It can be argued that by being given a range of activities, pupils were given knowledge to inform future choices. The problem is one of how to introduce choice and where, and how much choice to give. Within the regular curriculum, choice may be difficult to provide.

There is a risk that activities raise ‘curriculum barriers’; if the difficulty of pursuing some activities outweighs the benefits of participation, it may cause a decline in pupil motivation. Teaching activities such as trampolining in gymnastics may be interesting and beneficial for fitness, but if there is no access to a leisure centre at which to continue the activity, motivation will probably decline.

However, in extra-curricular activities, everybody has choice to participate or not, and to choose their preferred activity. Even here, however, choice is constrained by what is available. For example, the selected secondary school ran a number of clubs and teams after school, and pupils in that respect had choice because these activities were not part of the curriculum. However, the choice may be small or big, depending on physical resources and on the interests of the PE teachers. For example, Table 15 on page 176 showed that 169 PE teachers were engaged in competitive sport, while 191 were generally active. The interviews revealed that all the PE teachers including the Head of the Department in the selected school were involved in different aspects of physical activities. These interests were strongly reflected in their attitudes towards EfL. The PE teachers who were cycling enthusiasts preferred to teach cycling and PE teachers who played rugby tended to run rugby teams in their free time. An advantage of this situation is that the PE teachers were interested and able to provide a degree of choice but, on the other hand, it might also be a cause of limitation in the activities provided, depending on the interests of staff in a particular school, at a particular time. It could be said that PE teachers who are involved in physical activities in their free time

have more positive attitudes toward teaching EfL in PE lessons. Moreover, they were able to give the students more opportunity for choice and making decisions, which is one of the motivations for young people to take part in sport activities (Fox, 1994).

Thus, the evidence is that the extent and nature of EfL provided to pupils depended to a large extent on pupils' GCSE and A level subject choices, and on teachers' personal interests, although there appeared to be a general aim to give all pupils information and skills in the hope that they will apply them later, in leisure. The literature shows that the assumption that information and skills learned in PE will achieve EfL and encourage future participation is common among teachers. However, this assumption may not be valid, because there is some evidence, for example Fox (1994), cited on p.68 and Mason (1995) cited on p.69, that young people do not engage in active pursuits post-school. Teachers impart knowledge and skills, but that is not necessarily enough to ensure participation. Therefore, the assumption that the PE teachers are making might not be correct.

In practice, however, student interviews revealed that in the observed school, PE lessons influenced students' free time activities. AL2 said, "There are a lot activities are available now in the PE lesson and we enjoy them" (Appendix F, p.324). These findings differ from those of Standeven (1997) (see p.73) who found that school had no influence on the activities in which students engaged in their free time. The difference in findings may reflect a difference in the teaching of PE, giving more explicit attention to EfL. Although the pupils did not know the term EfL itself, as the interviews revealed (see Appendix F, p.324) they received EfL in practice, because the school offered them facilities, choice of activities and opportunity, in contrast to the situation described by Standeven (1997).

An approach which is advocated in the literature as a way to enhance EfL, and which was found to be practised in the observed school, was the formation of links between the school and groups or facilities in the community. Teachers in the selected secondary considered that they had good community links. For example, efforts were made to maintain contact with former pupils (interview, PE2, p.195 and PE3, p.197) and expert coaches were invited from the community (p.197). Also, PE teachers provided information about clubs and teams, and encouragement to join. However, they did not use community facilities, probably due to considerations of distance and cost.

On the subject of community links, Turner (1987) argued that links already exist between school and community and suggested that the need was to rediscover these links. The practice of teachers in this study was consistent with this view. On the other hand, the strength and long-term viability of some of these links is open to question. For example, coaches visited the school and gave lessons in their sport, not purely for the benefit of the pupils, but also to spot potential talented candidates for enrolment in their clubs. However, it may be questioned whether, if they do not find any pupils that meet their requirements, they will continue to give free coaching to pupils. If there is no official link or firm government support, such links might break at any time. Moreover, since efforts to form community links were personal initiatives by individual teachers, and with the absence of an explicit educational policy about EfL, it cannot be assumed that such links exist in all secondary schools in the UK.

Criticism may also be made of the tendency for much of the teachers' EfL effort to be focused on extra-curricular activities because, as a result, a large proportion of pupils would be excluded from them. Pupils who have little motivation to take part in competitive activities would not attend after school. Those who attend are more likely to be those whose motivation and interest has already been aroused, whether in school

or by some other means. It should also be considered that, particularly for older pupils, extra-curricular activities have to compete with other demands on their time, such as examination preparation; this was apparent in the student interviews (see Appendix F, A12, p. 323). Participation is also affected by many other considerations, such as ability to get home safely after extra-curricular activity. For these reasons, it is important that EFL should be an explicit focus in PE lessons, for all pupils.

Do Teachers Evaluate their Success in EFL?

The picture regarding evaluation of success in EFL is somewhat unclear. In interview, it was suggested (p.199) that evaluatory, reflective discussion took place in staff meetings. However, the detailed comments of the interviewees indicate that the focus of discussion was success in meeting general PE aims, rather than EFL per se. In order to evaluate success in EFL, it would be necessary to have evidence of pupils' understanding of leisure, and the leisure choices they make, and there is no clear mechanism for obtaining such information. The questionnaire responses indicated that a quarter of the PE teachers made no attempt to evaluate their success in EFL, and most of those who tried to do so faced difficulties (see Table 33, p.189). In the researchers' view, this may be to some extent a result of lack of support received from the LEA regarding guidance on leisure aims in PE or EFL (see Table 34, p.189). In the case of the comparatively small number of pupils who take PE as a GCSE or A level subject, where the curriculum includes leisure and recreation (see interview, p.199), the outcomes of public examinations may be seen as a source of feedback on teachers' success. For most pupils, however, the impact of any EFL teaching received in school may be reflected in out-of-school and post-school activities, which teachers are not in a position to follow up. This is a matter of concern, in view of the research evidence (for example, Thomas

et al.,1998) that teachers' expectations that their pupils will participate in active leisure pursuits post-school may not be realised in practice; in other words, teachers may be less effective in providing EFL than they think they are. Research findings disseminated through teachers' journals may provide general pointers to the impact of EFL practices and policies at regional or national level, but they would not reflect the position in relation to a particular school.

In this respect, an additional role can be seen for links with community leisure organisations and facilities. The evidence so far is that the information flow is in one direction, namely, informing pupils about the resources available in the community (see, for example, the response to interview question 2, p.196). However, it might be suggested that the development of effective two-way communication might provide teachers with feedback on the extent and nature of participation in leisure activities in the local area.

Factors that Encourage or Constrain EFL

It was found that the location of the school might indirectly play a role in encouraging by facilitating use of the school site so that, in the community surrounding the school, the school is seen as a leisure centre. For example, the selected secondary school was in a suburban location, and there was no sports centre nearby. Therefore, the school was seen from the students' point of view as the natural place for gathering with friends after school time (see Appendix F, in p.322).

The attitude of PE teachers was also a factor encouraging provision of opportunities for a range of activities for pupils after school. Within the school, PE teachers encouraged pupils to like PE lessons, by presenting PE in an enjoyable way (see Table 21, p.181 and interview with PE3 on p.194).

Factors such as lack of support, guidance or in-service training courses regarding EfL, or leisure aims in PE, from the LEA or other bodies were seen as constraints on the teaching of PE. The LEA seemed to give little attention to EfL and this might be caused by the absence of clear aims of EfL in the National Curriculum. This may be related to a tendency to view EfL in terms of providing a recreational experience, rather than an educational approach (Sleap, 1987).

In spite of the years that have elapsed since Sleap's article, it seems little has happened to solve this problem. From the questionnaire it was found that there was little discussion among PE teachers, or between them and other subject teachers, in regard to trying to obtain consensus about EfL aims (see Appendix E, Table 43, p.319). This finding raises the issue highlighted by Sleap (1987), regarding the way that PE teachers might encourage the development of a framework for EfL in schools, by discussing with other subject teachers ways of contributing to EfL.

Gender issues were found to influence the way PE was taught, and this may affect EfL. The questionnaire revealed that teachers normally taught PE in single sex groups (see Table 20, p.180), and interviews provided a rationale for this practice. Teachers thought pupils prefer to be in single sex groups (p.198), and suggested that girls do not like to participate among the boys, or that girls and boys like different activities. Further insight into the reasons for teaching PE in single sex groups was obtained during unofficial discussions with the PE teachers. It was found that it is easier for the teacher to teach single sex PE because in a mixed group it can be difficult to provide each pupil with equality of opportunity and practice. For example, if both sexes are engaged in the same activities, the girls might be less advantaged because the boys are physically stronger than girls. In such an environment, EfL was found to be difficult to apply and often ignored.

School location, although as mentioned above, can encourage use of school facilities if the nearby community is given access to the facilities in the school, which might in turn increase the opportunity for EfL but on the other hand, it can also be a constraining factor. There might be a large proportion of pupils who are unable to attend extra-curricular activities in school because they live too far away. The lack of transportation, or its cost, might play a major role to hinder pupils from attending school out of normal teaching hours, which constrain PE teachers' ability to provide EfL for all school pupils. The facilities available might also be considered as encouraging or constraining the teaching of EfL. The selected secondary school provided easy access to facilities which helped to encourage participation in active leisure activities, according to pupils (see Appendix F, p.322). Facilities were certainly available for team games; the researcher noticed in the selected secondary school and found from interviews with PE teachers and pupils that football and rugby, for example, were popular activities. However, from an EfL perspective, there is a need to offer more individual sports activities, such as racket games, to give the pupils a broad balance of physical activities for lifelong leisure.

Concept of Leisure in the KSA

It is difficult to compare the concept of leisure in the KSA with that in the UK, since the two groups were asked different questions, but some indications can be found. For example, in the KSA the idea of leisure as residual time was implicit in teachers' references to recreation and free time. The idea of leisure as function was implied when they talked about, for instance, teaching skills that could be "used in a positive way"; even if they did not state it specifically, such comments imply that there is some function to be achieved through PE. One explicit function for PE which was strongly

emphasised was socialisation, defined as teaching pupils how to interact with other agencies in society, although respondents did not discuss the function of leisure as such. Saudi respondents did not express any view of leisure as freedom. In this respect, it appears that people in the KSA have a pre-judgment of leisure as something bad, whereas Carlson and his associates (1999) argued that leisure is in itself neither good nor bad, but the way that people use it will change the way that people see it, in positive or negative ways. They mentioned free time, but this was not necessarily accompanied by free choice of activity ("he will see if society accepts his action or rejects it"). Such comments imply less sense of freedom than in the UK concept, reflecting the stronger social controls operating in Arab society. According to Armour and Jones (2000) the individual has less free choice over his action because such behaviour is more likely to be determined by KSA society (see p.3). It can be said that people in KSA have less power over their actions, as a result of the strong power of society. In the KSA society, there is more limited opportunity to participate in some leisure activities, in comparison to the UK, because of cultural expectations (see p. 17 for more details). This view can be related to some extent to the misunderstanding highlighted in Chapter Five, regarding the concept of leisure. It can be understood that there are two reasons for the misunderstanding; the conflict between the meaning of leisure in Islam and the idea of freedom as the wasting of what is given by God, which is viewed as a sin, and the conflict between the terms leisure and recreation.

In terms of Kelly's (1997) model, there was a stronger emphasis among Saudi respondents than UK respondents on the political aspect of leisure ("*The Ministry uses PE to teach pupils how to interact with institutions in society*", p.200), and also evidence that the concept of leisure was strongly influenced by cultural values, for example the existence of a negative attitude towards involving pupils in clubs. The role

of economic constraints was reflected in the KSA, as in the UK. Social values were also seen to influence the concept of leisure. An example of this was the comment by one PE teacher that computers are perceived as important, but PE is not.

In relation to Esteve and colleagues' model (1999), it was found that in terms of the effort level, the focus was on active pursuits, the same as in the UK. Saudi respondents also shared with their UK counterparts an understanding of leisure in terms of social integration, but they interpreted it somewhat differently. The focus was on the individual learning his place in society, in contrast with the UK where the focus of interest was more on interaction with peers. Instrumental purposes were mentioned for PE, but respondents did not refer explicitly to purposes for leisure. In contrast to the UK, there was no real sense of intrinsic motivation where activities are enjoyed for their own sake. Participation was seen either in terms of educational value or (p.208) competition.

This finding was consistent with Hitt's study (1984) and suggests that people in KSA need education in order to make decisions and choices that will bring fulfilment in their free time.

KSA PE Teachers' Concept of EFL

PE teachers in the KSA did not know the term EFL and they had no clear concept of it. However, they did recognise an aim of preparing pupils for activity post-school, although they did not necessarily relate that to leisure. They also did not have an explicit aim of preparing pupils for leisure. For instance, one of them said "the skills [the pupil] acquired in school are not for leisure" (see, PE5, p.202). It could be said that the aim in PE was primarily to serve socialisation goals, rather than to prepare for leisure: "teach pupils to interact with institutions in society"(see, PE5, p.202).

There was a tendency to be confused about the concept of EFL because when asked about EFL, teachers said “do you mean Recreation?”. Such responses are consistent with the confusion reported in Chapter Five. This confusion may be attributed to the extremely rapid development in the KSA, which Al-Mulk (1985) mentioned. He suggested that young people are still educated in line with the concepts and norms of the previous social system, and it seems that this problem has still not been resolved.

Another way in which, in the KSA, the situation differs from that in the UK, is that pupil choice and links with the community were not in evidence. PE teachers could not allow pupils a choice of activities because they had a rigid curriculum plan they were required to follow. Moreover, relationships between PE teachers and students were more distant and formal than in the UK, in line with the norms of school and society (see p.205). This example highlights the great difference in culture between the UK and the KSA. As revealed in Chapter Two, culture affects the way that people react within a society. For example, in Greek culture the emphasis was to produce well-rounded citizens (see p.32). The aim of PE in the KSA did not include EFL because of prevailing social attitudes. PE teachers, as can be seen from the interviews, were not clear about the aim of PE itself. There was concern about the undervaluing of PE in society, and the lack of investment in facilities for it. These findings reflect the way culture shapes leisure (Kelly, 1997) (see pp.24-25). Another example of this is that in the UK, integration of the sexes is acceptable, whereas in the KSA, it is not allowed. Even in the UK, however, it was noticed that PE teachers who taught in mixed sex schools tended to teach single sex PE groups (see Table 20, p. 180). This, as explained by the teachers, is because girls find themselves intimidated by the boys (p.198). Such feelings might reflect gender roles and expectations within the UK culture.

Where are the UK and KSA Today, in Relation to EfL and its Historical Background?

In the literature based section of the thesis, there was a general account of the development of EfL in the West. Although several different periods were described, the development can be summarised mainly into three stages:

1. In the earlier stages there was leisure, and preparation for it was important – but only for an élite, because other people did not have leisure, so there was no need to be prepared for it.
2. After the Reformation, in the sixteenth and seventeenth centuries, came a stage where leisure was not important because it was equated with idleness and it was thought that all time should be spent in “worthy” ways.
3. Then came a return to the importance of leisure, but this time, leisure was to be available to everybody and increasing importance was attached to it.

It could be said that at present the UK is in a stage of on-going development. This was confirmed in Table 26 (p.184), when PE teachers were asked whether they thought EfL had changed in importance since they started teaching PE, and the general view was that it had become more important. Therefore, the UK is in stage 3, which is on-going, with increasing recognition of the importance of leisure and enhanced EfL. Although the traditional focus in school on preparing pupils for work still dominates the curriculum, and it can be argued that schools still do not give adequate explicit attention to EfL within lesson time, there is increasing recognition of the importance of educating pupils for life after school and in this respect, health prospects and enjoyment were key issues.

In the KSA, the prevailing attitude seems to be more like the one described in stage 2, where leisure was perceived negatively. For instance, similar to the situation in the West during the Reformation, there is a confusion of leisure with idleness and sin. As mentioned in Chapter Five, religion influences how people react to new activities in society. However, change is occurring in the KSA. In the past, football brought shame on the person who took part, but now there is a change in social attitudes and playing football is acceptable to many people. Even today, however, there is still conflict between the modern trend towards accepting such activities as football, and more negative attitudes rooted in the past. There are some calls in society for provision of new leisure activities that will attract young people and be acceptable as recreational activities for the general population. A key issue here is the provision of leisure centres. Another is the need for change in the PE curriculum to include different ideas, new ways of teaching and new activities. EfL does not exist in secondary schools in KSA, although PE advisors were enthusiastic to include such a concept. To put this aim into practice needs more knowledge, and introduction of policy makers to the idea. This study, it is hoped, will contribute in this respect.

Summary

As this discussion has shown, UK PE teachers viewed leisure in a variety of ways, which were consistent with the theoretical perspectives presented in the literature: leisure as residual time, as activities, as function, and as freedom. Consistent with Kelly's (1997) model of Leisure as Social Space, respondents' concept of leisure was seen to be shaped by economic, political and cultural factors.

Respondents' concepts of leisure were reflected in their concepts and practice of EfL, although they did not all recognise the term. Consistent with definitions of EfL in

the literature, teachers saw a role to develop pupils' knowledge and skills, to help them to enjoy sporting activity, and to give them a basis for making constructive leisure choices, which would bring health and social benefits.

Implementation of EfL in PE lessons varied according to the nature of the group. For pupils in years 7-9, the focus was on knowledge and skills, and an exposure to a balanced range of physical activities. With older pupils, especially those taking PE for GCSE or A level, there was more explicit discussion of leisure values. PE teachers tried to encourage active leisure by running extra-curricular activities, forming links with local teams, providing information about leisure facilities, and making school facilities available to present and former pupils, with some degree of success. However, attention has been drawn to the weakness of relying too much on extra-curricular activities and *ad hoc*, individual initiatives, in the absence of a clearly formulated EfL policy.

In comparison to the UK, Saudi teachers had a vague and limited concept of leisure, although some ideas of leisure as residual time and leisure as function were inferred from their comments. The concept of EfL was completely unknown, and it was even stated explicitly that school PE was not leisure oriented; its goal was seen as being socialisation. Leisure and PE were seen as devalued by society in general, because of a confused understanding of the religious obligation imposed by the belief that time is given by God and must not be wasted. Negative social values towards PE, a rigid curriculum, lack of resources, and distant, formal relations between teachers and pupils, were all seen to be obstacles to EfL in the Saudi context. Nevertheless, PE advisors were interested in the concept and keen to apply it. Some conclusions as to how this may be done are presented in the next chapter.



Chapter Nine

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Conclusions

The aim of this study was to explore the role of school PE in providing EfL in the UK, with a view to applying such knowledge in the KSA, which as yet has no experience of EfL. In the early chapters, EfL was explored from various perspectives, including the meaning of leisure, the historical background of EfL, and EfL in the UK and in the KSA. The focus was on how PE teachers view the concept of EfL, whether they regard EfL as an aim in teaching PE and whether they implement EfL. A triangulation approach was used in collecting data. In the UK a questionnaire survey was carried out of PE teachers (N=229) from 156 secondary schools in Yorkshire and Humberside, while semi-structured interviews were conducted with PE teachers (N=4) and pupils (N=18) from a selected school in the same region in which the questionnaire was distributed. Semi-structured interviews were conducted with PE inspectors (N=4) and teachers (N=5) in the KSA.

The literature revealed that leisure in the West has several meanings and dimensions. Although there is evidence of the validity and importance of each of the definitions, it is still the case that people's understanding of leisure is dependent upon their own experiences. Leisure and work are usually found in combination in the definition of leisure as residual time, after work obligations have been fulfilled. This study reveals that this concept has not changed (see, p.208). Several arguments regarding leisure as freedom and the provision of choice have been put forward in this study. There is a prevalent view that leisure is the ability to use time in pleasurable, life-enhancing activities, relatively free from external constraints. In practice, however, the situation is more complex, because of the many social forces that shape leisure. Leisure should not be thought of as isolated from society, because as shown in Chapters Two,

Three and Four, leisure is a part of society and culture; it both affects and is affected by peoples' lives in very complex ways. The leisure choices available to people are influenced by economic and social roles, for example. At the same time leisure is expected to serve instrumental purposes by enabling people to pursue activities conducive to health and by refreshing them, physically and mentally, in readiness for work. However, despite the different definitions discussed in this study, it appears that people's understanding of leisure is still confused, and it is not equally available and beneficial for the whole population. A variety of situations can be identified with regard to leisure in the UK. While some people have adequate leisure, others strive for more leisure, because they work long hours. Thus they seek shorter hours in order to have more free time. Others have little leisure but do not seek it, finding fulfilment predominantly through work. Some of those who have leisure gain fulfilment from it, perhaps because they are educated. However, there are people who have psychological problems because they do not know what to do with their free time.

In the KSA the meaning of leisure was found to be influenced on the one hand by the Islamic religion, and on the other by people who have written about leisure from a non-religious perspective, who have mostly adopted meanings from Western authors. This situation has led to conflict and confusion in the field of leisure and placed some people in the KSA in the same situation as those in the UK; that is, they have psychological problems because they do not know what to do with their free time. This may be because they are not taught about leisure, or they are exposed to ideas which are not adapted to the expectations of their culture.

The neglect of leisure in the KSA does not mean that there are no leisure activities, but they are generally described as recreation activities. People prefer the term recreation activities, because of a prevailing view that the term leisure activities is

associated with behaviour that is prohibited in the Islamic context, such as gambling, or because some people still do not believe that a Muslim can have free time. This view can be likened to that in the West during the Reformation era, and leads to neglect of the importance of educating pupils about leisure. Recreational activities exist in cultural clubs and religious centres, but the concept of leisure in these activities are non-sporting activities. The view of recreation is gradually broadening in Saudi society, and EfL might help in changing attitudes, especially if the concept of leisure was more associated with healthier lifestyles.

From this study, the above problem was clearly evident. For example, the researcher could introduce the Western understanding of leisure and some aspects such as leisure as residual time, could be applied in Saudi society, because there is no conflict with religious values or with cultural expectations. However, the idea of leisure as freedom would cause argument because, as seen in Chapter Five, such a view would be seen as contradicting religious values. Therefore this concept should be avoided.

In both countries people are surrounded by social constructs like peer group and family that provide informal EfL. For example, friends may suggest trying a new leisure activity. Therefore, it is not true to say that society shapes leisure, or leisure shapes society; the two are mutually interacting. For example, leisure may shape peoples' values but, also, values determine the activities in which people like to take part. It could therefore be suggested that EfL potentially has a major role in shaping their leisure. In the latter stage of secondary education in the UK, schools try to provide more choice and freedom within the curriculum. This offers a kind of EfL. A degree of constraint is necessary, however, because resources do not allow complete freedom. In the KSA freedom of choice for pupils does not exist, even in the latter stages of

secondary education because curriculum requirements do not leave scope for choice among pupils.

In the UK, the author's research revealed that PE teachers' understanding of EfL included most of the elements found in the literature. Although different concepts of EfL were found in the literature, the researcher suggests EfL includes five main elements, which are knowledge, skills, appreciation, independence and the constructive use of leisure. The aim is to prepare individuals to make more independent and constructive use of their leisure time. In this study it was found that in the UK, EfL is an on-going process which is now perceived as applicable to everybody in society. The majority of PE teachers surveyed claimed to view EfL as an important aim in PE. They were particularly keen to develop awareness of the health benefits of active leisure. At the same time, the provision of EfL in practice was constrained by pressures arising from the need for schooling to reflect the needs of society. For example, attention has been focused in recent years on the need for a literate, skilled workforce, and education is assessment-orientated.

The expectations of the school role and the potential contribution of PE lessons in providing EfL were found to reflect the utilitarian adaptive approach, in which education is seen as reacting to society. In other words, because of the priority given to academic subjects in terms of examinations, teachers are trained to pursue these aims and very little time is devoted to preparing teachers to put EfL into practice. Because of this, the researcher found that in the selected secondary school, the main way of providing EfL was through extra-curricular activities. During school time, there was little explicit EfL. EfL provision also varied according to students' examination subject choices; those who were taking PE as GCSE or A Level examination subjects received more explicit EfL than others. During lessons, the main strategy of PE teachers was to

provide pupils with a broad and balanced range of activities and provide opportunities for them to practise. There was evidence that academic pressure and the lack of specific written aims for EfL in the curriculum led schools to give little importance to EfL during school time. Nevertheless, teachers reported a change in attitude since they started teaching PE, in favour of the importance of EfL. This means that EfL may be starting to have a stronger role in schools.

One way in which EfL was implemented was through the formation of links between the school and the community, where the aim was to build relationships to help both the pupils and the surrounding environment. Several attempts were made at the selected school in this respect, such as coaches from sport clubs being invited to run sessions in the school. The researcher could find no evidence of evaluation of EfL. Most PE teachers who replied to the questionnaire reported that evaluating EfL was difficult. In the selected secondary school, as mentioned above, extra-curricular activities involved links between the school and local clubs, but there was no assessment of what the pupils learned from the coaches of these clubs, and whether or not pupils joined clubs and used leisure facilities after they had left school.

Thus, it seems UK schools still face similar problems to those described in the literature, that is, a lack of clear aims in the school about EfL. However, there was evidence that EfL was provided through PE and that it influenced the way students chose the activities in which they participated during in their free time. Thus, EfL in the selected UK school seemed to take place in three ways. It appeared indirectly in the structure of the PE curriculum, allowing pupils to learn skills which may enable them to take part in various sports in their free time. A second indirect type of EfL was provided through the typical PE lesson environment, since most PE teachers claimed that if the PE lesson was not enjoyable, neither PE nor EfL could be successful. By making PE

enjoyable, teachers hoped to arouse pupils' interest and enthusiasm for sport, which might then influence their leisure choices. The third and most explicit form of EfL was through extra-curricular activities. This was the form most frequently applied by teachers responding to this study.

The researcher anticipates a stronger role for EfL in the UK in the next few years, as a result of the introduction of Citizenship in the national curriculum. Citizenship is a cross-curricular theme that could encompass PE and sport activities. Effective citizenship education might develop pupils' understanding of leisure and responsible and fulfilling use of free time, through the school time table, either in PE lessons or in other subjects. Thus, the emphasis on citizenship might lead to a more direct, explicit emphasis on EfL in UK schools.

In the KSA, the current position of EfL is very different from the UK. Confusion over the terms leisure and recreation, together with religious and cultural attitudes, lead to leisure having low status in society as a whole. Leisure is seen as idleness, and a wasting of time that should be spent in worthy pursuits to please God. Education in the KSA focuses predominantly on religious education and also places strong emphasis on the development of knowledge; these are the main priorities in education in KSA, and this means that EfL does not have a prominent place at the moment. This, in turn, is the main reason for lack of recognition of the importance of EfL. However, despite some misunderstandings, the Islamic religion was found to support the concept of EfL, as indicated in Chapter Five. Islam advocates a balanced way of life, including the care of health, and constructive use of leisure is consistent with this principle. The cultural norms opposed to leisure and EfL in the KSA are due to misunderstanding of the concept of leisure, rather than to religious proscription.

From the above it could be said that social values decide which activities are accepted in a society and even how they are used. As can be seen from the interviews in the KSA, pupils learn various activities in school, but after school they are influenced by whether such activities are accepted by their families and the local community; social disapproval makes it difficult to continue such activities in daily life. Therefore the PE curriculum might need re-thinking.

Recommendations

The ideal of a society is continual improvement in the quality of life. EfL, like other improvements, may need to be introduced gradually and incrementally. It is feasible to apply EfL in the KSA context, but with modification from the UK because in the KSA, most aspects of life are seen from the distinctive perspective of Islam. The KSA at present does not have EfL, but it could start to introduce it through policy, teacher training, practice suitable to the schools, media, public awareness and provision of community facilities.

The first step in introducing EfL in the KSA context, since so much of Saudi behaviour and values are based on religion, would be to educate religious leaders in the meaning of leisure and the value in accordance with Islam or the lack of value of different leisure activities. For example, some activities such as archery, football, may be considered acceptable, but the way and the time that activities take place might affect the way that religious leaders view such activities. For instance, it must be shown that games can be scheduled in a way that does not disrupt prayer, which Muslims are required to perform five times a day, at specified times. Without the support of the religious leaders, any attempt to introduce EfL, for example by academics responsible for teacher training, would have a very limited chance of success. The next step would

be to introduce EfL to educational policy makers, to obtain a commitment to the provision of EfL in schools. Such a policy would have implications for teacher training. EfL could be introduced to trainee teachers, especially prospective PE teachers, at the university level. In service training is also needed for PE teachers who already teach in secondary schools. Even more critical, is a long term plan which would drive the whole system in general education. However, before implementing such plans, there is an urgent need to build an EfL programme that is appropriate for the KSA context and the target population.

It is too early to consider linkage between school and community in the KSA, because links between school and clubs during school time or for extra-curricular activities need more responsibility from the PE teacher and, as seen from the interviews, PE teachers in the KSA do not wish to have more responsibilities in such matters. But a lesson learned from the UK is that a strong relationship between the PE teacher and pupils facilitates teaching PE, and EfL (see, page, 205 and page, 224).

Limitations

An important limitation of this study concerned the understanding of the term, 'education for leisure' (EfL). EfL is a complex concept, and people's understanding of the term are different. Therefore, there was a danger of misunderstanding, inaccuracies or inconsistency which could affect the value of the data. To avoid this, the researcher took great care to clarify the term EfL, both for himself, in the preparation of data collection instruments, and when speaking to participants. In the UK, although teachers were not necessarily familiar with this specific term, they evidently had some understanding of the concept. Nevertheless, they tended to interpret it in different ways, or with different emphases. Therefore, following the pilot study, the decision was taken

to provide participants with a brief definition of EfL, to ensure that their responses reflected consistent frames of reference.

In the KSA, however, the situation was even more problematic. The term EfL was so new for teachers that they lacked knowledge to answer survey questions about it. To overcome this difficulty, it was necessary to rethink the whole data collection process. Although a questionnaire such as that used in the UK was not a feasible option in the KSA, which limited the opportunity for comparison, the researcher was able to explore respondents' perceptions and understanding in relation to leisure and the aims of PE by means of exploratory interviews. A disadvantage of this approach was the small sample of teachers with experience in the PE field, to whom the researcher had access. However, the sample is likely to be representative, because EfL was not known in the Saudi context before this study; it is highly unlikely that a different sample would have had greater knowledge. Moreover, the Saudi culture is remarkably homogeneous due to the influence of Islam, and curricula are centrally planned and applied uniformly across the country. Therefore, the values and constraints experienced by the respondents would be similar to those influencing other Saudi teachers.

In the UK, two methods, a questionnaire and interviews, were used. Limitations of the questionnaire included the difficulty of locating a representative sample, distributing the questionnaire and obtaining a sufficiently large number of responses for meaningful statistical analysis. The researcher tried to use the Internet method as a new method of collecting data by questionnaire. However, it did not go well and the study would have gone better if this method had not been attempted, because it took a long time in process and needed a range of computing experience. Despite these obstacles, the investigation was not impeded. The researcher managed to carry on, but the major weakness appeared at the end of this process, in the very low response rate. Because of

this, it was decided to abandon this approach in favour of direct mailing to distribute the questionnaire and collect data. However, the effort invested in distributing and collecting the questionnaire by the Internet was not wasted, as it was treated as a pilot study.

There were weaknesses in collecting data by questionnaire, such as the limited contact with the sample being studied, and to overcome this problem the researcher, as mentioned above, used interviews as a complementary method. Another problem that might threaten the questionnaire method was that the researcher had no control over respondents' reactions and at the same time could not provide help by giving explanations to clarify misunderstandings that they might experience. To address these weaknesses, several pilot studies were carried out before the main study took place. Based on the feedback obtained, measures were taken to reduce these disadvantages to a minimum, by providing encouragement to respond, and by care taken in the questionnaire format and methods of mailing, as well as the timing of the survey.

The interviews in the UK met the need for more detailed knowledge of the practical reality of EfL than the questionnaire could provide. Here again, however, there were limitations, particularly concerning the choice of a single school. The decision was made to use only one school because of limited resources and time available for interviews, which are time-consuming to conduct. One school was sufficient to shed light on the way that schools apply EfL, but it is acknowledged that other schools may apply EfL differently. This means the results might be valid for the selected secondary school and give some useful indications of EfL issues, but there is a need for caution in generalising the results. However, confidence in the validity of the interview findings is increased by the fact that most of the time, they were in line with the results of the questionnaire. This indicates that if more schools than the selected secondary school had

been investigated, similar results could be expected. This was the aim of using the triangulation method in this study. By investigating the same issue from different angles, if the result was the same, the researcher could have more confidence in generalising the findings.

It could be said that the researcher used the qualitative and quantitative methods with an understanding of the inevitable limitations of each type and tried as much as possible to overcome them. By combining both methods it was found that the study was strengthened.

Future Research

This study focused on PE teachers. The researcher suggests that further research is needed in the UK to explore perspectives of EFL on the part of LEA advisors, pupils, disabled pupils, parents, coaches and managers of leisure facilities. Also, formulating an EFL programme might be a useful contribution to knowledge. Evaluating EFL is obviously a difficult process and this is an area that needs more concentrated studies. Also it would be a good idea to survey different regions of the UK, because the results might be different from samples of schools in different regions.

In the KSA there is much scope for research about EFL, because this study is the first of its kind by a Saudi researcher, to the best of the researcher's knowledge. There are issues raised by this study which need more investigation; for example, how to introduce and establish EFL in the general education system. This could include integration of EFL into the school time table, training teachers, curriculum planning and public awareness.

This study was conducted in the boys' education system in the KSA because the researcher was not allowed to have access to girls' schools. It is suggested, therefore,

that it would be interesting for a female researcher to investigate whether or how EfL can be applied in girls' schools in the KSA. This is of particular interest since PE, which in many Western schools is seen as the obvious location for EfL, is not taught to girls in the KSA. Moreover, since some of the countries neighbouring KSA allow mixed-sex schooling, it would be useful for EfL to be investigated in such contexts, in order to see if it is affected by gender issues.

It could be useful to investigate the relationship between teacher education and what teachers teach in relation to EfL. The present research has found an indication that teachers' provision of EfL is influenced by their own experience and interests, and these could be importantly shaped by education and training .

It would also be helpful to conduct a curriculum audit, in order to identify where EfL exists, or could exist, in school subjects other than PE and so to identify the possibilities for teaching EfL as a cross-curricular theme.



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Appendix A

Prototype State Leisure Education Resolution	265
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Prototype State Leisure Education Resolution

- Whereas Leisure education has long been recognized as a basic principle of education and
- Whereas Leisure education has not been broadly implemented into the general educational process and
- Whereas Leisure is recognized as one of the pressing social problems facing contemporary society and
- Whereas The unprecedented rate of change that is currently being experienced by the technological societies throughout the world is producing a new cultural climate in which the time-use habits of people are changing and
- Whereas The rapid technological advancements have brought tremendous benefits to mankind, they also have in many instances brought a boring, non satisfying existence to many workers and have had a dehumanising effect upon the individual and
- Whereas The democratic process is based upon the value of each individual and
- Whereas The population of the United States of America has increased from 140 million in 1945 to over 213 million in 1975 and is expected to reach 247 million by the year 2000 and
- Whereas The greatest population growth rate has been among those under 25 and over 65 years of age who have the greatest amounts of leisure or discretionary time and
- Whereas There are more people with enforced leisure either from unemployment, retirement, physical, emotional, or behavioural handicaps or institutionalisation and
- Whereas There has been a dramatic shift in the population in the fast 70 years from 40 percent living in urban areas in 1,900 to 74 percent living in urban areas in 1970.
- Whereas In 1890 Americans had an 84-hour workweek and in 1975 many have less than a 40-hour workweek, resulting in the average American worker today having more discretionary hours than work hours and predictions are that this trend will continue and
- Whereas The average American worker's real income is four times greater today than in 1940 allowing, even with inflation, 80-90 percent of the population to have income for discretionary expenditures and

- Whereas The gross national product has more than tripled since 1950 with the larger portion of the workday devoted to producing goods and services that contribute to the comfort and pleasure of the population rather than to its subsistence and
- Whereas Leisure pursuits have become a large and vital factor in the nation's economy (\$250 billion/year) and
- Whereas The quality of life appears to be diminishing rather than being enhanced and
- Whereas Many individuals are finding it difficult to cope with the stress and demands of the rapidly changing contemporary society and
- Whereas Many individuals do not know how to make wise use of their leisure to enhance the quality of their lives and
- Whereas Human progress will have to be measured less in terms of economic and materialistic values and more in terms of human promise and the biotic community and
- Whereas More time is now spent educating people to assume their role in life.
- Therefore Be it resolved that leisure education be incorporated into the educational process and curriculum to stimulate and enable individuals to develop an awareness of their own inner, creative resources, the wide variety of leisure opportunities that are open to them, the concept that leisure experiences are a source of self-fulfilment and, further, to make it possible for individuals to seek leisure experiences and to choose those that will satisfy their search for self-fulfilment and lead to an enriched life-style that is not destructive to others or the environment and
- Therefore Be it further resolved that the _____ of the State of _____ to encourage the development, testing, and implementation of a model in leisure education and
- Therefore Be it further resolved that the Legislature of the State of _____ urge the Education Commission of the state to actively seek congressional endorsement of the aforementioned resolution.

Source: Mundy and Odum, 1979, pp. 221-222

Appendix B

First Pilot Study

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First Pilot Study

Last Modification in the Questionnaire

Abduljawad

From: M.Sleap [M.Sleap@educ.hull.ac.uk]
Sent: 07 January 2000 13:54
To: Abduljawad
Subject: Re: Questionnaire.

Hello Abdul,

I have looked carefully at your email questionnaire and feel that it is now of a very good standard. I have one or two minor suggestions which you may wish to incorporate now or later when you have some pilot responses.

Your address is the Institute for Learning not the Institute of Education.

I would put and instead of a colon (:) in the definition of Education for Leisure.

3. Could you describe instead of identify
5. Is c. not the same as f.
15. Omit ... if you are successful with your...
16. I would reduce the length of this – you could omit
... other PE teacher or ... (Add s to colleague)
... as far as you are concerned...
... the discussion you might have of...

B.

Age Which box do I tick if I am 30 or 35, etc???

Hope this helps

Mike

The First Draft of the Questionnaire that was Tested in the First Pilot Study

Cover Letter and the Questionnaire

Date: 7/7/1999

Questionnaire Design For
A Comparative Analysis of Emphasis Given to
Education for Leisure in the
UK and Saudi

This questionnaire is part of the research work for a Ph.D. study at the University of Hull, which will explore the Emphasis Given to Education for Leisure in the UK comparing with Saudi Arabia.

I am a PE teacher. I would be most grateful if you could help me by giving your views and opinion about education for leisure in PE lessons in your school. They are for the purpose of research only and your answers to the next questions will be confidential.

I really appreciate the time spent in completing this questionnaire; and thank you for your help and co-operation.

The researcher

A. Abduljawad
Postgraduate Student
University of Hull
e-mail : a.a.abduljawad@educ.hull.ac.uk

Notice:

This notice did not appear when the questionnaire was distributed but the researcher wrote to explain the purpose of the column, headed (For Office use, please leave blank). This column was to code the answers. It helped in translating the data to numerical data to write afterward in the SPSS programme in order to analyse the data.

Education for Leisure in teaching PE

This section is the cornerstone of my research. It aims to try and find out the emphasis given to Education for Leisure in your PE teaching.

In answering the rest of this questionnaire could you bear in mind that Education for Leisure is defined as:

Education which can help to improve people's self-concept, quality of life and social interaction, while at school and after leaving school. It means that people need to be helped to find leisure which is fulfilling. It implies that people need to be educated: that they are not able to develop their leisure fully without this help.

1. How would you rate the importance of education for leisure in your teaching of PE {on a scale from 0 (Not Important) to 10 (Very important)}?

Please circle the number you would choose:

0	1	2	3	4	5	6	7	8	9	10
	↑				↑				↑	
Not Important			Important			Very Important				

2. Please could you say WHY you rate education for leisure as you do (as fully as possible)?

3. If someone asked you, 'Do you have a specific education for leisure aim as a PE teacher?', what would your initial response to such a question be:

- | | |
|---|--------------------------|
| a. "Yes-my leisure aim is ----" (immediate responses) | <input type="checkbox"/> |
| b. "Yes-my leisure aim is ----" (delayed responses) | <input type="checkbox"/> |
| c. "Yes-but don't ask me to tell you what it is!" | <input type="checkbox"/> |
| d. I would like to think I do, but to be honest I've never really thought about it" | <input type="checkbox"/> |
| e. "I'm not sure" | <input type="checkbox"/> |
| f. "No, I don't think I've an education for leisure aim" | <input type="checkbox"/> |
| g. "No, I don't have an education for leisure aim" | <input type="checkbox"/> |

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2

4. After giving yourself some time for consideration, could you now please describe for me your education for leisure aim as a PE teacher.

(If, even after consideration, you feel that you don't have a 'Education for Leisure' aim, would you please explain why you feel this way, and then go on to answer Q32)

5. Would you say that education for leisure is more concerned with:

(Please tick only one box)

- | | |
|---|--------------------------|
| a. pupils' future leisure only i.e. post school leisure? | <input type="checkbox"/> |
| b. pupils' present leisure only i.e. current leisure? | <input type="checkbox"/> |
| c. future and present – but emphasis on future ? | <input type="checkbox"/> |
| d. future and present – but emphasis on present ? | <input type="checkbox"/> |
| e. equal emphasis on future and present? | <input type="checkbox"/> |
| f. don't know | <input type="checkbox"/> |

6. In comparison with your other PE aims, would you say that your teaching of education for leisure is: *(Please tick only one box)*

- | | |
|--|--------------------------|
| a. the most important? | <input type="checkbox"/> |
| b. one of the most important? | <input type="checkbox"/> |
| c. just as important as any of the others? | <input type="checkbox"/> |
| d. not as important as some? | <input type="checkbox"/> |
| e. not as important as most? | <input type="checkbox"/> |
| f. it is impossible to say that one of my aims is more important than another? | <input type="checkbox"/> |
| g. undecided? | <input type="checkbox"/> |

7. Since you started to teach PE, would you consider that your teaching of education for leisure has changed in importance? Has it:

- | | |
|--------------------------------|--------------------------|
| a. become much more important? | <input type="checkbox"/> |
| b. become more important? | <input type="checkbox"/> |
| c. no change in importance? | <input type="checkbox"/> |
| d. become less important? | <input type="checkbox"/> |
| e. become much less important? | <input type="checkbox"/> |
| f. difficult to say? | <input type="checkbox"/> |

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3

8. If education for leisure has changed in importance since you started to teach, please tell me what has caused you to feel this way.

9. If asked to speculate, do you think that in the future education for leisure might play a more/less important or unchanged role in your PE teaching than it does at the moment?

- | | |
|--------------------------------|--------------------------|
| a. much more important role? | <input type="checkbox"/> |
| b. more important role? | <input type="checkbox"/> |
| c. no change? | <input type="checkbox"/> |
| d. less important role? | <input type="checkbox"/> |
| e. become much less important? | <input type="checkbox"/> |
| f. difficult to say? | <input type="checkbox"/> |

10. If you think that education for leisure might play a more/less important role in your future PE teaching, please tell me what has caused you to feel this way.

11. Some PE teachers might consider education for leisure to be more/less important in their teaching with certain year groups. Others might rate it the same throughout. How would you rate the importance education for leisure for each of the listed pupil ages that you currently teach?

Please indicate which number you would choose for each pupil age group (*please write n/a against any which you do not teach*).

0 1 2 3 4 5 6 7 8 9 10

	↑		↑		↑
	Not Important		Important		Very Important
a.	11 year old pupils			Number	
b.	12 year old pupils			Number	
c.	13 year old pupils			Number	
d.	14 year old pupils			Number	
e.	15 year old pupils			Number	
f.	16 year old pupils			Number	
g.	17 year old pupils			Number	
h.	18 year old pupils			Number	
i.	19 year old pupils			Number	

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12. What do you think might influence PE teachers' views on their education for leisure aims?

13. How important they are in their teaching?

14. Could you please describe for me anything which you feel has been, or is influential in how you view your leisure aim?

15. I've asked you to describe education for leisure and its importance in your teaching of PE. I'm also interested in how PE teachers attempt to put education for leisure into practice.

Will you please describe for me what this entails as far as you are concerned?

(please as fully as possible).

16. Do you attempt to judge if you are being successful as far as education for leisure is concerned?

- a. Yes: and have no difficulty in doing so

☐
- b. Yes: but have difficulty in doing so

☐
- c. Yes: but have great difficulty in doing so

☐
- d. Yes: but find it impossible to do so

☐
- e. No attempt is made

☐

17. If you attempt to judge if you are successful with your education for leisure aim, could you please tell me about such attempts e.g. what entails, any problems you might have etc.

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6

18. I'm interested in any communication, discussion you might have, if any, about 'education for leisure' and 'leisure aims' in the teaching of PE.

Yes often	Yes Some- Time	Yes But Rarely	No
--------------	----------------------	----------------------	----

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. | Are you ever involved in discussion about ' <u>Leisure aims</u> in PE' with the other PE teachers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. | Are you ever involved in discussion about ' <u>Education for Leisure</u> in PE' with the other teachers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. | Do you ever talk about your ' <u>aims</u> in PE' with the pupils you teach? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. | Do you ever talk about your ' <u>Education for Leisure</u> ' in PE with the pupils you teach? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

19. I'm interested in any LEA 'support' you might have received for education for leisure and leisure aims in the teaching of PE

Yes often	Yes Some- Time	No: But would have welcomed this
1	2	3

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a. Have you ever received guidance on <u>'Education for Leisure in PE'</u> from your LEA e.g. written guidelines from adviser? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Have you ever received guidance on <u>'Leisure aims in PE'</u> from your present LEA e.g. written guidelines from adviser? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Have you ever attended in service courses which have been mainly concerned about <u>'Education for Leisure in PE'</u> ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Have you ever attended in service courses which have been mainly concerned about <u>'leisure aims in PE'</u> ? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

20. Are you currently involved in extra curricular activities i.e. pupil clubs at lunchtime, after school, at the weekend etc.?

- a. Yes ☐
- b. No ☐

If yes could you specify which one please?

21. Throughout this questionnaire, the term Education for Leisure has constantly been used. Could you please tell me what of the term Education for Leisure means to you?

Education for Leisure is -----

22. What is the PURPOSE of teaching PE in your school?

In this part you will be asked a series of questions concerning how important each of the following is in your school.

How would you rate the importance of the following aims for PE? {on a scale marked off from 0 (Not Important) to 10 (Very important)}

0	1	2	3	4	5	6	7	8	9	10
↑			↑			↑				
Not Important			Important			Very Important				

Please indicate which number you would choose opposite of each statement:

- | | |
|--|---------------|
| a. Developing physical skills | Number: _____ |
| b. Promoting good health | Number: _____ |
| c. Preparing for leisure in adult life | Number: _____ |
| d. Developing aesthetic appreciation | Number: _____ |
| e. Promoting discipline in the school | Number: _____ |
| f. Personal and social development | Number: _____ |
| g. Link the school with the community | Number: _____ |

Other purposes please give details:

- | | |
|----------|---------------|
| 1. _____ | Number: _____ |
| 2. _____ | Number: _____ |
| 3. _____ | Number: _____ |
| 4. _____ | Number: _____ |

23. Please describe in your own words how effectively you think that PE in your school prepares young people for leisure in adult life.

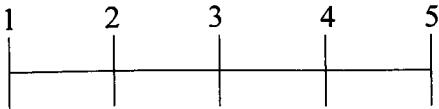
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24. Please tell me about ways in which PE in your school prepares young people for leisure in adult life, by writing the appropriate number.

- 1= More than once a week 3= At least once a term
2= At least once a month 4= At least once a year
5= Never



- | | |
|--|---------------|
| a. Offers experience of a wide range of physical activities | Number: _____ |
| b. Extra Curricular Activities organised on a recreational basis | Number: _____ |
| c. Information provided about recreational opportunities in the region | Number: _____ |
| d. Pupils taken to recreational facilities in the region | Number: _____ |
| e. Personnel from recreational facilities visit the school | Number: _____ |

Other ways:

- | | |
|-------|---------------|
| _____ | Number: _____ |
| _____ | Number: _____ |
| _____ | Number: _____ |

25. In order to give me some insight into your own 'leisure' life, could you please tick the appropriate boxes to describe for me your leisure preferences:

- | | |
|--|--------------------------|
| a. being active | <input type="checkbox"/> |
| b. engaging in sport competitive | <input type="checkbox"/> |
| c. prefer more passive activities such as watching T.V | <input type="checkbox"/> |
| d. preferred to spending time in the pub with friends rather participation in sport leisure activities | <input type="checkbox"/> |
| e. free time is the time to visiting relations | <input type="checkbox"/> |
| f. do nothing in particular | <input type="checkbox"/> |

Other, please specify:

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B

B

I hope you don't mind if I finish this questionnaire by asking you a few personal questions?

26. Are you

One	male?	<input type="checkbox"/>
Two	female?	<input type="checkbox"/>

27. How old are you?

20 – 25	<input type="checkbox"/>
25 – 30	<input type="checkbox"/>
30 – 35	<input type="checkbox"/>
35 – 40	<input type="checkbox"/>
40 – 45	<input type="checkbox"/>
45 – 50	<input type="checkbox"/>
50 & above	<input type="checkbox"/>

28. If you have any children, how many do you have?
(If none, could you indicate with a 0)

a.	age under 10	<input type="text"/>	children
b.	aged 10 and over	<input type="text"/>	children

If you've managed to reach the end, well done and many thanks!
I hope that you found completing the questionnaire of some interest? I'd like to thank you very much indeed for taking the time to help me in my research. Your co-operation is invaluable and really appreciated.

If you would be willing to take part in a follow up interview please tick this box ☐

If so please provide your name and address or your telephone number.

Name:	<input type="text"/>
Address:	<input type="text"/>
Telephone No.	<input type="text"/>

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D

D

The Second Draft of the Questionnaire that was Tested in the First Pilot Study

Cover Letter and the Questionnaire

Questionnaire Design For A Comparative Analysis of Emphasis Given to Education for Leisure in the UK and Saudi

This questionnaire is part of the research work for a Ph.D. study at the University of Hull, which will explore the Emphasis Given to Education for Leisure in the UK comparing with Saudi Arabia.

I am a PE teaching assistant in King Abdulaziz University in KSA. I would be most grateful if you could help me by giving your views and opinion about education for leisure in PE lessons in your school. They are for the purpose of research only and your answers to the next questions will be confidential.

I really appreciate the time spent in completing this questionnaire; and thank you for your help and co-operation.

The researcher

A. Abduljawad
Postgraduate Student
University of Hull
e-mail : abduljawad@bigfoot.com

Questionnaire Answered by Experts in PE field for Testing in the First Pilot Study

1- Section A: Personal Details

1.1. Are you

male?

☐

female?

☐

1.2. How old are you?

20 – 25 ☐

25 – 30 ☐

30 – 35 ☐

35 – 40 ☐

40 – 45 ☐

45 – 50 ☐

50 & above ☐

1.3. If you have any children, how many do you have?

(If none, could you indicate with a 0)

age under 10

children

aged 10 and over

children

1.4. For how long have you taught physical education? _____ years.

1.5. Could you tell me how old are the pupils that you currently teach?

1.6. Are you currently involved in extra curricular activities i.e. pupil clubs at lunchtime, after school, at the weekend etc.?

a. Yes

☐

b. No

☐

If no please go to question 1.7

If yes could you specify which one please? _____

1.7. In order to give me some insight into your own 'leisure' life, could you please tell me what do you usually do in your free time?

----- If this space is not enough, you can use the back of this page.

2- Section B: Education for Leisure in teaching PE

This section is the cornerstone of my research. It aims to try and find out the emphasis given to Education for Leisure in your PE teaching.

2.1. Could you please tell me what the term Education for Leisure means to you?

If this space is not enough, you can use the back of this page.

2.2. How would you describe the importance of education for leisure in your teaching of PE?

If this space is not enough, you can use the back of this page.

2.3. Could you describe for me your education for leisure aim as a PE teacher?

If this space is not enough, you can use the back of this page.

2.4. Do you have a specific education for leisure aim as a PE teacher?

----- If this space is not enough, you can use the back of this page.

2.5. Could you say to what extent education for leisure is concerned with pupils' present or future leisure in your school?

----- If this space is not enough, you can use the back of this page.

3- Section C: Partnership

3.1. Did you ever receive 'support' from the LEA for improving the education for leisure in the teaching of PE? If no please tell me what you expect the LEA to do? If yes could you give me an example?

----- If this space is not enough, you can use the back of this page.

3.2. What is the PURPOSE of teaching PE in your school?

(Please explain as fully as possible)

----- *If this space is not enough, you can use the back of this page.*

3.3. To what extent does your school administration promote teaching PE in general and Education for Leisure in particular?

----- *If this space is not enough, you can use the back of this page.*

3.4. Do you think cultural factors influence people’s attitudes to sport activities run by the PE staff outside school hours? If so, how?

----- *If this space is not enough, you can use the back of this page.*

4- Section D: Teaching experience and situation

4.1. Please describe in your own words how effectively you think that PE in your school prepares young people for leisure in adult life?

----- *If this space is not enough, you can use the back of this page.*

4.2. Please tell me about ways in which PE in your school prepares young people for leisure in adult life.

----- *If this space is not enough, you can use the back of this page.*

4.3. What do you think might influence PE teachers' views on their education for leisure aims?

----- *If this space is not enough, you can use the back of this page.*

4.4. Do you think your training as a PE teacher gave you adequate preparation in education for leisure? If not, what do you think it should have included?

This image shows a full page of white paper with horizontal dashed black lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

If this space is not enough, you can use the back of this page.

I'd like to thank you very much indeed for taking the time to help me in my research. Your co-operation is invaluable and really appreciated

Could you tell me how long these questions take to answer ().

Thank you.

The researcher

A. Abduljawad

Example of the Arabic Modification in First Pilot Study

بسمه و همه نظر کبریه را بر منماید و اینست که
تخصیصه نیست تقصیر آنست که تصدیق می‌نماید

○ Pfenheim

المحور الأول: المعلومات الشخصية

1-1 1-1

بسم الله الرحمن الرحيم
الحمد لله رب العالمين

لله اعلم
السنه ١٢٨٠

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<input type="checkbox"/>	35-40
<input type="checkbox"/>	40-45
<input type="checkbox"/>	45-50
<input type="checkbox"/>	50-55
<input type="checkbox"/>	55-60

2-1 إحصاء محاميك أسلفال . فكم طلق لميك؟

اطفال لم يكن لديهم أسلحة في أماكنهم مكتوبة (الوجود).

مفتوحه

مكتبة جامعة القاهرة

3- ما هي مدة خروجه من تدريس التربية الرياضية؟
عبد السلام نعم سنة ونصف

رطلاب

4-1 هل بإمكانك أن تعرفهم هم أعضاء الطلاب الذين تقوم بتدريسهم؟

هل أنت الآن مغفوك في أمثلة (إضافية) على سهل المثال. أنشطة في الفصح

الفصة الكبيرة عن أنشلة بعد إنتهاء اليوم المدرسي . فـهـ عطلة نهاية الأسبوع .



إذا كانت الإجابة بـ إذهب مباشرة إلى السؤال رقم 1.6

إذا كانت الإجابة بنعم فمن فضلك يمكنك ان تفرد أحد منهم.

6-1 هل بإمكانك أن تعلمهم ماذا يفعل نجم البهتان في أوقات فراغه وذلك إعطاء نبذة عن

ماذا تفعل في وقت فراغك في حياتك اليومية؟

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(صلى الله عليه وسلم) في سورة التوبة

هذا الفيلق من الورقة غير صالح لإحداث وجهة نظر أو غير كان أن هذا قسم خفية من هذه الورقة.



Appendix C

Second Pilot Study

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Second Pilot Study

Using Internet to Distribute the Questionnaire

Example 1 Invitation Letter Sent by e-mail

Dear Head Teacher

Let me introduce myself. I am a PhD student in Hull University (Institute of Learning), researching the emphasis given to Education for Leisure within PE schools. I have prepared a questionnaire in a web page as a new method of collecting data. My sample is limited to physical educational teachers. Your school has been chosen as part of my study sample. I would be grateful if you could pass this e-mail to all PE staff in your school. The questionnaire address is (URL):

<http://www.hull.ac.uk/php/edm7aaa1/PE/01.htm>

Your co-operation is invaluable and I really appreciate it.

Yours faithfully,

A. Abduljawad

e-mail : a_abduljawad@hotmail.com

Example 2 The Introduction Web Page
A Study of the Emphasis Given to
Education for Leisure in PE

Dear Physical Education teacher,

This questionnaire is part of the research work for a Ph.D. study at the University of Hull, which will explore the emphasis given to Education for Leisure in PE.

I am a PE teacher in King Abdulaziz University in Saudi Arabia. I would be most grateful if you could help me by giving your views and opinions about Education for Leisure in PE lessons in your school. All data collected will be absolutely confidential. The questionnaire is anonymous. Information identifying the respondent or your institution will not be disclosed under any circumstances.

This questionnaire concerns your own experiences of being a physical education teacher. You are asked to evaluate some aspects of Education for Leisure. Please rate them according to your opinion as frankly as you can.

There are three sections in this questionnaire. The first section concerns general information. The second section concerns physical education and the last one concerns education for leisure in teaching PE.

If you have any questions about the questionnaire, please do not hesitate to email me at a_abduljawad@hotmail.com. Also, if this page is unclear in any way, please let me know, and I will supply an alternative text.

I really appreciate the time spent in completing this questionnaire; and thank you for your help and co-operation.

To answer the questionnaire please click here or write the following address in your internet browser <http://www.hull.ac.uk/php/edm7aaa1/1.htm> .

The researcher

A. Abduljawad
Postgraduate Student
University of Hull
Institute of Learning
e-mail : a_abduljawad@hotmail.com

Example 3 Facilities that the Internet could Provide to the Respondent

Section A: General Information - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.hull.ac.uk/php/edm7aaa1/PE/1.htm> Go

Links: [1. General information section.](#) [2. Physical education section.](#) [3. Education for leisure in teaching PE section.](#)

7. For how many years have you been teaching as a specialist PE teacher in Secondary Education?

a. Full-time: at current school	Experience in teaching PE ▾
b. Part-time: at current school	Experience in teaching PE ▾
c. Full-time: altogether as a PE teacher	Experience in teaching PE ▾
d. Part-time: altogether as a PE teacher	Experience in teaching PE ▾

Example 4 Facilities that the Internet could Provide to the Respondent

Section D: Education for Leisure in teaching PE - Microsoft Internet Explorer

File Edit View Favorites Tools Help

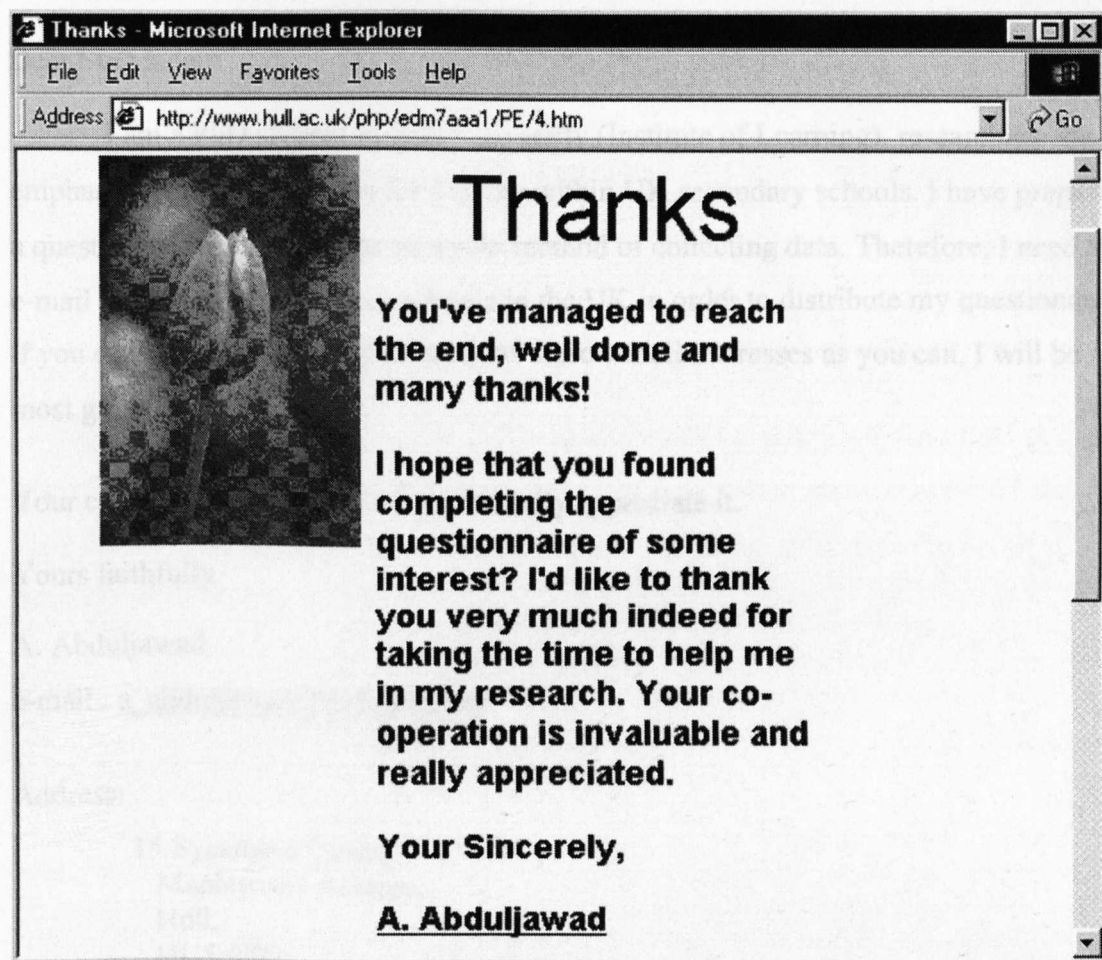
Address <http://www.hull.ac.uk/php/edm7aaa1/PE/3.htm> Go

f. Do you ever talk about your Education for Leisure in PE with the pupils you teach? ☐ ☐ ☐ ☐

13. Throughout this questionnaire, the term Education for Leisure has constantly been used. Could you please tell me what the term Education for Leisure means to you?

Please give some times to data transferring after you press the submit button.

Example 5 Letter of Thanks



Example 1 of the Correspondence to Gashar School and PE Department e-mail Addresses

Abduljawad

From: Abduljawad
Sent: 23 September 1999 10:50
To: Abduljawad
Subject: Re: Midway Schools

With reference to your request for e-mail address for Midway schools, I regret to inform you that it is not possible to provide the e-mail address for the twenty secondary schools in this area. Should you require this please contact me for this information.

Letter Requesting the e-mail Addresses of Secondary Schools in the UK

Dear Sir/Madam

I am a PhD student in Hull University (Institute of Learning), researching the emphasis given to Education for Leisure within UK secondary schools. I have prepared a questionnaire in a web page as a new method of collecting data. Therefore, I need the e-mail addresses of secondary schools in the UK in order to distribute my questionnaire, if you can help by providing as many of these e-mail addresses as you can, I will be most grateful.

Your co-operation is invaluable and I really appreciate it.

Yours faithfully,

A. Abduljawad

e-mail : a_abduljawad@hotmail.com

Address:

15 Sycamore Close,
Maplewood Avenue,
Hull,
HU5 5FD

Example 1 of the Correspondence to Gather School and PE Department e-mail Addresses

Abduljawad

From:
Sent: 29 December 1999 10:50
To: Abduljawad
Subject: Re: Medway Schools.

With reference to your enquiry regarding e-mail address for Medway schools, I regret to inform you that at present there is no list available for the twenty secondary schools in this area. Should you require their postal addresses please contact me for this information.

Example 2 of the Correspondence to Gather School and PE Department e-mail Addresses

Abduljawad

From:
Sent: 24 December 1999 09:41
To: Abduljawad
Subject: Re: (no subject).

Hi

Unfortunately we're not certain of the email addresses for schools at the moment as so many have set up email independently. However those we do know about are listed on a spreadsheet accessed through the maps of school locations. Others can be found if they have asked us to link to their website.

Sorry we can't be of more help at the moment.

Example 1 Positive e-mail Reply After the First Reminder

Abduljawad

From:
Sent: 28 February 2000 14:03
To: Abduljawad
Subject: Re: Education for Leisure within PE.

Dear Mr Abduljawad

With regard to your previous e-mail , I will complete your questionnaire as soon as I have the time to do this.

Yours sincerely

Head of PE

Example 2 Negative e-mail Reply After the Second Reminder

Abduljawad

From:
Sent: 21 March 2000 23:31
To: Abduljawad
Subject: Re: Education for Leisure within PE.

Thank you for your e-mail and various reminders.

I did pass the original to the relevant staff, and subsequently asked them whether they thought they'd find time to complete the questionnaire.

Unfortunately, it reached them at a very busy time, so I'm afraid we shan't be responding.

My apologies for not responding sooner.

Yours sincerely

Headteacher,

Letter to Head Teacher Letter Asking for Reason for not Answering the Internet Questionnaire

15 Sycamore Close,
Maplewood Av,
Hull
HU5 5FD

Wednesday, 28 February 2001

Dear Head of PE Department

I am the researcher who, on Monday 29 January 2001, sent to your PE Department a questionnaire that explores education for leisure in PE as a part of my studies at the University of Hull. If you have not yet replied, I would be grateful if you would send it back as soon as possible.

If you have recently answered my questionnaire, please ignore this reminder, and accept my apology; because the questionnaire was anonymous, reminder letters have been sent automatically to everyone who received the questionnaire.

If you have not answered the questionnaire, I would be grateful, in the interest of refining the research, if you could tell me the reason(s) why your school was not able to respond to my questionnaire. Was it, for example:

1. Lack of time?
2. Lack of interest in this subject?
3. The questionnaire is too long?
4. The PE teacher is too busy?
5. You have not received the questionnaire?

Such information is very important for my research to improve the quality of research methods in education.

Thank you very much indeed. I look forward to your reply.

Yours Sincerely

A. Abduljawad

e-mail : a_abduljawad@hotmail.com

Example 1 Cause(s) of Inability to Answer the Questionnaire

Abduljawad

From:
Sent: 10 April 2000 12:56
To: Abduljawad
Subject: Re: Cause of Inability to Answer the PE Questionnaire.

Answer to question 6, unfortunately our PE teacher is very busy. Sorry.

Office Manager

Example 2 Cause(s) of Inability to Answer the Questionnaire

Abduljawad

From:
Sent: 14 April 2000 14:00
To: Abduljawad
Subject: Re: Cause of Inability to Answer the PE Questionnaire.

Sorry, our PE department have not been able to respond to your query. They are too busy!

Appendix D

The Main Study

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Letter of Thanks to PE Department in Selected Secondary School	316

The Main Study

Cover Letter to Head of PE Department

Dear Head of PE Department,

I am a teacher from Saudi Arabia trying to learn about PE teaching in the UK. I hope you may be able to help me by completing this short questionnaire and giving the other copy to another PE teacher in your school.

The questionnaire, which explores education for leisure in PE, is part of my studies at the University of Hull.

I would also emphasise that no teacher or school will be identified by name in the study, and the findings will be used only for academic purposes.

This questionnaire concerns your own experiences of being a physical education teacher. You are asked to evaluate some aspects of Education for Leisure. Please rate them according to your opinion as frankly as you can.

There are two sections in this questionnaire. The first section concerns general information. The second concerns education for leisure in teaching PE.

If you have any questions about the questionnaire, please do not hesitate to email me at A.A.Abduljawad@educ.hull.ac.uk.

After you finished completing the questionnaire please pop it in the post using the envelope provided (no stamp required).

I really appreciate the time spent in completing this questionnaire; and thank you for your help and co-operation.

The researcher

A. Abduljawad
Postgraduate Student
University of Hull, Institute of Learning,
Hull, HU6 7RX

Cover Letter to Physical Education Teacher

Dear Physical Education teacher,

I am a teacher from Saudi Arabia trying to learn about PE teaching in the UK. I hope you may be able to help me by completing this short questionnaire.

The questionnaire, which explores education for leisure in PE, is part of my studies at the University of Hull.

All data collected will be absolutely confidential. The questionnaire is anonymous. Information identifying the respondent or your institution will not be disclosed under any circumstances.

This questionnaire concerns your own experiences of being a physical education teacher. You are asked to evaluate some aspects of Education for Leisure. Please rate them according to your opinion as frankly as you can.

There are two sections in this questionnaire. The first section concerns general information. The second concerns education for leisure in teaching PE.

If you have any questions about the questionnaire, please do not hesitate to email me at A.A.Abduljawad@educ.hull.ac.uk.

After you finished completing the questionnaire please pop it in the post using the envelope provided (no stamp required).

I really appreciate the time spent in completing this questionnaire; and thank you for your help and co-operation.

The researcher

A. Abduljawad
Postgraduate Student
University of Hull, Institute of Learning,
Hull, HU6 7RX

The Questionnaire

General Information

1. Are you
a. male ☐
b. female ☐
2. How old are you?
20 - 25 ☐ 31 - 35 ☐ 41 - 45 ☐ 51 & above ☐
26 - 30 ☐ 36 - 40 ☐ 46 - 50 ☐
3. If you have any children, how many do you have?
a. aged under 10 ☐ b. aged 10 and over ☐ c. I do not have any children ☐
4. In order to give me some insight into your own 'leisure' life, please tick in the appropriate boxes to of the leisure area(s) in which you usually take part during the year (You may tick more than one box if you wish):
- a. being active ☐ b. gardening ☐
c. engaging in competitive sport ☐ d. films/theatre ☐
e. watching T.V ☐ f. fishing ☐
g. prefer to spend time in the pub with friends rather than participate in sporting activities ☐
h. free time is the time to visit relations ☐ i. shopping ☐
j. coaching sport ☐ walking in the countryside ☐
k. Other, please specify: _____
5. For how many years have you been teaching as a specialist PE teacher in Secondary Education? Draw a circle around the appropriate number:
- a. Full-time: at current school 1 _ 2 _ 3 _ more than 3
b. Part-time: at current school 1 _ 2 _ 3 _ more than 3
c. Full-time: altogether as a PE teacher 1 _ 2 _ 3 _ more than 3
d. Part-time: altogether as a PE teacher 1 _ 2 _ 3 _ more than 3
6. What is your current position as a PE teacher in your school? Are you:

a. teacher of PE in boys' school	<input type="checkbox"/>	e. head of (in charge of) PE in girls' school	<input type="checkbox"/>
b. teacher of PE in girls' school	<input type="checkbox"/>	f. head of (in charge of) boys' PE in mixed sex school	<input type="checkbox"/>
c. teacher of PE in mixed sex school	<input type="checkbox"/>	g. head of (in charge of) girls' PE in mixed sex school	<input type="checkbox"/>
d. head of (in charge of) PE in boys' school	<input type="checkbox"/>	h. head of (in charge of) PE in mixed sex school	<input type="checkbox"/>

7. If applicable, for how many years have you:

- a. been head of the department on current school 1 _ 2 _ 3 _
- b. been head of the department during your teaching career 1 _ 2 _ 3 _

8. Which of the listed qualifications do you have, or are you currently studying for?

- a. teaching diploma / certificate Have Obtained ☐ Currently Studying ☐
- b. bachelor's degree (ordinary) Have Obtained ☐ Currently Studying ☐
- c. bachelor's degree (honours) Have Obtained ☐ Currently Studying ☐
- d. P. G. C. E. Have Obtained ☐ Currently Studying ☐
- e. master's degree (M. Ed) Have Obtained ☐ Currently Studying ☐
- f. master's degree Have Obtained ☐ Currently Studying ☐
- g. doctorate degree Have Obtained ☐ Currently Studying ☐

9. Which of the following best describes the catchment area of your school?

- a. predominantly rural ☐ b. predominantly suburban ☐
- c. predominantly urban ☐ d. equally rural / suburban ☐
- e. equally rural / urban ☐ f. equally suburban / urban ☐
- g. equally rural / suburban and urban ☐

10. Which one of the following applies to your teaching situation? Do you currently teach:

a. girls' lessons only (because girls' school)	<input type="checkbox"/>	e. boys' lessons only (mixed school)	<input type="checkbox"/>
b. girls' lessons only (mixed school)	<input type="checkbox"/>	f. mainly boys' lessons (mixed school)	<input type="checkbox"/>
c. mainly girls' lessons (mixed school)	<input type="checkbox"/>	g. mixed classes only (mixed school)	<input type="checkbox"/>
d. boys' lessons only (because boys' school)	<input type="checkbox"/>		

11. How many PE teachers are there in your school, including yourself?
Please circle appropriate number: 1 _ 2 _ 3 _ 4 _ More than 5
12. What is the PURPOSE of teaching PE in your school? In this part you will be asked a series of questions concerning how important each of the following is in your school.

	Not Important	Important	Very Important
a. Developing physical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Promoting good health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Preparing for leisure in adult life ('Education for Leisure')	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Developing aesthetic appreciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Promoting discipline in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Personal and social development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Linking the school with the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Developing the ability to make decisions when under pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Developing communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Develop the ability to plan and to evaluate own and others work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Others: please describe:			

Education for Leisure in Teaching PE

This section is the cornerstone of my research. It aims to try and find out the emphasis given to Education for Leisure in your PE teaching.

In answering this part of the questionnaire could you bear in mind that Education for Leisure is defined as:

Education which can help to improve people's self-concept, quality of life and social interaction, while at school and after leaving school. It means that people need to be helped to find leisure which is fulfilling. It implies that people need to be educated and that they are not able to develop their leisure fully without this help.

1. Do you think that Education for Leisure is more concerned with: (Please choose one only):

a. pupils' future leisure only i.e. post school leisure	<input type="checkbox"/>
b. pupils' present leisure only i.e. current leisure	<input type="checkbox"/>
c. future and present - but emphasis on future	<input type="checkbox"/>
d. future and present - but emphasis on present	<input type="checkbox"/>
e. equal emphasis on future and present	<input type="checkbox"/>

2. In comparison with your other PE aims, do you think that your teaching of Education for Leisure is: (Please choose one only)

a. the most important	<input type="checkbox"/>
b. one of the most important	<input type="checkbox"/>
c. just as important as any of the others	<input type="checkbox"/>
d. not as important as some	<input type="checkbox"/>
e. not as important as most	<input type="checkbox"/>

3. Since you started to teach PE, do you consider that your teaching of Education for Leisure has changed in importance? Has it:

a. become much more important	<input type="checkbox"/>
b. become more important	<input type="checkbox"/>
c. not changed in importance	<input type="checkbox"/>
d. become less important	<input type="checkbox"/>
e. become much less important	<input type="checkbox"/>
f. difficult to say	<input type="checkbox"/>

4. Do you think that, in the future, Education for Leisure might play a more/less important or unchanged role in your PE teaching than it does at the moment?

a. much more important role	<input type="checkbox"/>
b. more important role	<input type="checkbox"/>
c. no change	<input type="checkbox"/>
d. less important role	<input type="checkbox"/>
e. become much less important	<input type="checkbox"/>
f. difficult to say	<input type="checkbox"/>

5. What do you think might influence PE teachers' views on their Education for Leisure aims?

	Influence	No Influence
a. Local facilities available	<input type="checkbox"/>	<input type="checkbox"/>
b. Initial training	<input type="checkbox"/>	<input type="checkbox"/>
c. The value they place upon it	<input type="checkbox"/>	<input type="checkbox"/>
d. Personal knowledge	<input type="checkbox"/>	<input type="checkbox"/>
e. Personal experiences	<input type="checkbox"/>	<input type="checkbox"/>

6. Do you attempt to evaluate if you are being successful as far as Education for Leisure is concerned? Will you please say what this entails as far as you are concerned by choosing one of the following sentences? (Please choose one only):

a. Yes: and have no difficulty in doing so	<input type="checkbox"/>
b. Yes: but have difficulty in doing so	<input type="checkbox"/>
c. Yes: but have great difficulty in doing so	<input type="checkbox"/>
d. Yes: but find it impossible to do so	<input type="checkbox"/>
e. No attempt is made	<input type="checkbox"/>

7. I'm interested in any 'support' you might have received from your LEA or other bodies in relation to Education for Leisure in the teaching of PE. Will you please describe for me what this entails as far as you are concerned.

	Yes often	Yes some time	No
a. Have you ever received guidance on Education for Leisure in PE from your LEA e.g. written guidelines from adviser?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Have you ever received guidance on 'Leisure aims in PE' from your present LEA e.g. written guidelines from adviser?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Have you ever attended in-service courses which have been mainly concerned with Education for Leisure in PE?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Have you ever attended in-service courses which have been mainly concerned about 'leisure aims in PE'?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 Please tell me how often PE in your school prepares young people for leisure in adult life.

	Once per week	More than once a week	At least once a month	At least once a term	At least once a year	Never
a. Offers experience of a wide range of physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Extra Curricular Activities organised on a recreational basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Information provided about recreational opportunities in the region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pupils taken to recreational facilities in the region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Personnel from recreational facilities visit the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Pupils play for local clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Others: please describe:						

9. I'm interested in any communication or discussion you might have with colleagues in school about Education for Leisure in the teaching of PE. Will you please describe for me what this entails by rating the following sentences? {on a scale from (Yes often) to (No)}

	Yes often	Yes Sometimes	Yes, but Rarely	No
a. Are you ever involved in discussion about 'Leisure aims in PE' with other PE teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Are you ever involved in discussion about 'Leisure aims in PE' with other subject teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Are you ever involved in discussion about Education for Leisure in PE with other PE teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Are you ever involved in discussion about Education for Leisure in PE with other subject teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you ever talk about your 'aims in PE' with the pupils you teach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Do you ever talk about your Education for Leisure in PE with the pupils you teach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Throughout this questionnaire, the term Education for Leisure has constantly been used. Could you please tell me what the term Education for Leisure means to you?

You've managed to reach the end, well done and many thanks!

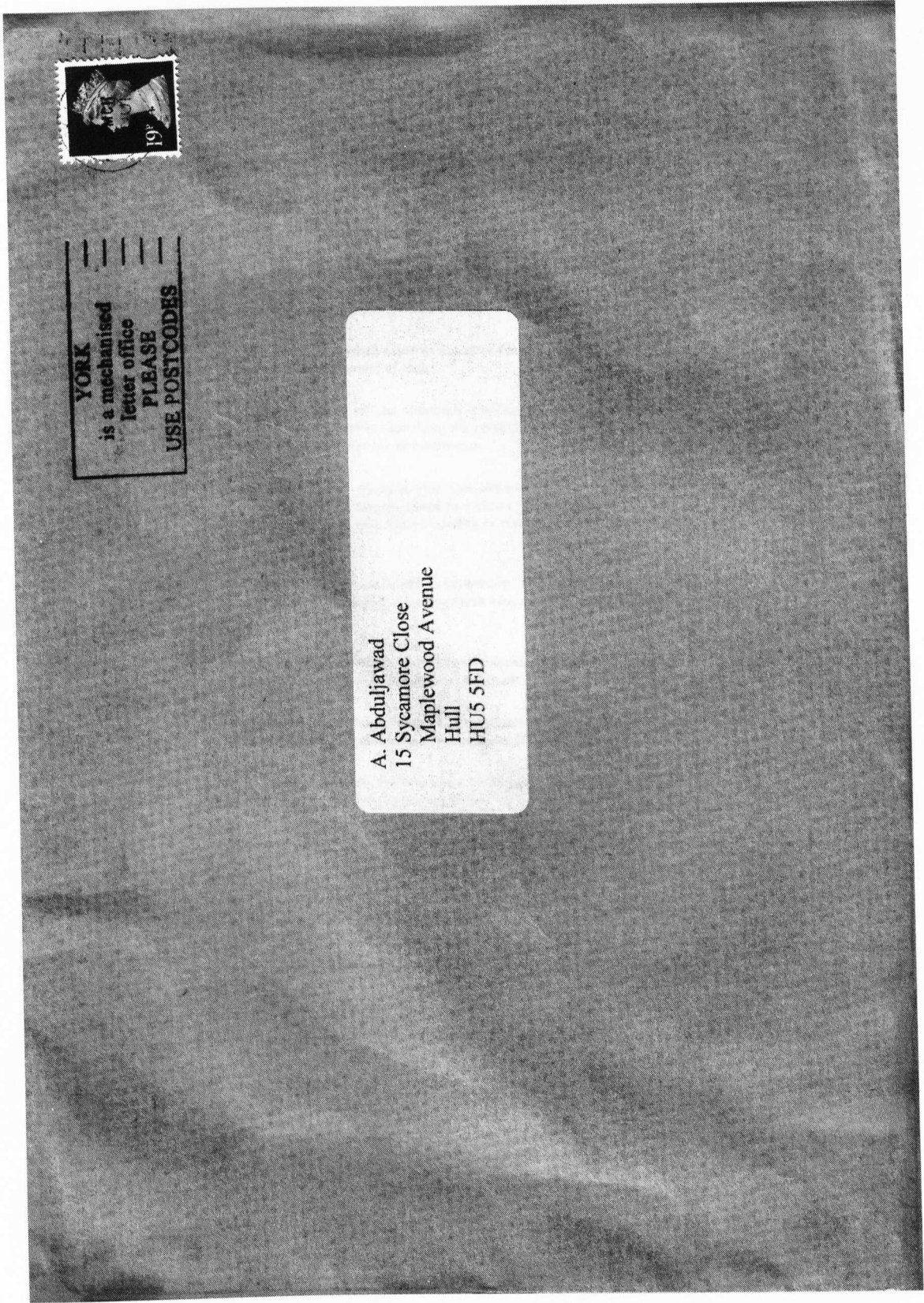
I hope that you found completing the questionnaire of some interest? Your co-operation is invaluable and really appreciated.

Your Sincerely,

A. Abduljawad

Return Envelope

Cover Letter



Cover Letter

Monday, 29 January 2001

Dear Physical Education teacher,

I am a teacher from Saudi Arabia trying to learn about PE teaching in the UK. I hope you may be able to help me by completing this short questionnaire.

The questionnaire, which explores education for leisure in PE, is part of my studies at the University of Hull.

All data collected will be absolutely confidential. The questionnaire is anonymous. Information identifying the respondent or your institution will not be disclosed under any circumstances.

This questionnaire concerns your own experiences of being a physical education teacher. You are asked to evaluate some aspects of Education for Leisure. Please rate them according to your opinion as frankly as you can.

There are two sections in this questionnaire. The first section concerns general information. The second concerns education for leisure in teaching PE.

If you have any questions about the questionnaire, please do not hesitate to email me at A.A.Abduljawad@educ.hull.ac.uk.

After you finished completing the questionnaire please pop it in the post using the envelope provided (no stamp required).

I really appreciate the time spent in completing this questionnaire; and thank you for your help and co-operation.

The researcher

A. Abduljawad
Postgraduate Student
University of Hull, Institute of Learning,
Hull, HU6 7RX

Example of the Questionnaire Format

8 Please tell me how often PE in your school prepares young people for leisure in adult life.

	Once per week	More than once a week	At least once a month	At least once a term	At least once a year	Never
a. Offers experience of a wide range of physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Extra Curricular Activities organised on a recreational basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Information provided about recreational opportunities in the region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Pupils taken to recreational facilities in the region	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Personnel from recreational facilities visit the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Pupils play for local clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Others: please describe:						

9. I'm interested in any communication or discussion you might have with colleagues in school about Education for Leisure in the teaching of PE. Will you please describe for me what this entails by noting the following sentences? (on a scale from (Yes often) to (No))

	Yes often	Yes Sometimes	Yes, but Rarely	No
a. Are you ever involved in discussion about Leisure aims in PE with other PE teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Are you ever involved in discussion about Leisure aims in PE with other subject teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Are you ever involved in discussion about Education for Leisure in PE with other PE teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Are you ever talk about your aims in PE with the pupils you teach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Do you ever talk about your Education for Leisure in PE with the pupils you teach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Throughout this questionnaire, the term Education for Leisure has constantly been used. Could you please tell me what the term Education for Leisure means to you?

You've managed to reach the end, well done and many thanks!

I hope that you found completing the questionnaire of some interest? Your co-operation is invaluable and really appreciated.

Your Sincerely,

A. Abduljameid

General Information

1. Are you

- a. male ☐
b. female ☐

2. How old are you?

- 20 - 25 ☐ 31 - 35 ☐ 41 - 45 ☐ 51 & above ☐
26 - 30 ☐ 36 - 40 ☐ 46 - 50 ☐

3. If you have any children, how many do you have?

a. aged under 10 ☐ b. aged 10 and over ☐ c. I do not have any children ☐

4. In order to give me some insight into your own 'leisure' life, please tick in the appropriate boxes to of the leisure area(s) in which you usually take part during the year (You may tick more than one box if you wish).

- a. being active ☐ b. gardening ☐
c. engaging in competitive sport ☐ d. films/theatre ☐
e. watching T.V. ☐ f. fishing ☐
g. prefer to spend time in the pub with friends rather than participate in sporting activities ☐
h. free time is the time to visit relations ☐ i. shopping ☐
j. coaching sport ☐ k. walking in the countryside ☐

k. Other: please specify: _____

5. For how many years have you been teaching as a specialist PE teacher in Secondary Education? Draw a circle around the appropriate number:

- a. Full-time: at current school 1 _ 2 _ 3 _ more than 3
b. Part-time: at current school 1 _ 2 _ 3 _ more than 3
c. Full-time: altogether as a PE teacher 1 _ 2 _ 3 _ more than 3
d. Part-time: altogether as a PE teacher 1 _ 2 _ 3 _ more than 3

6. What is your current position as a PE teacher in your school? Are you:

- a. teacher of PE in boys' school ☐ e. head of (in charge of) PE in girls' school ☐
b. teacher of PE in girls' school ☐ f. head of (in charge of) boys' PE in mixed sex school ☐
c. teacher of PE in mixed sex school ☐ g. head of (in charge of) girls' PE in mixed sex school ☐
d. head of (in charge of) PE in boys' school ☐ h. head of (in charge of) PE in mixed sex school ☐

7. If applicable, for how many years have you:

- a. been head of the department on current school 1 _ 2 _ 3 _
b. been head of the department during your teaching career 1 _ 2 _ 3 _

8. Which of the listed qualifications do you have, or are you currently studying for?

- a. teaching diploma / certificate Have Obtained ☐ Currently Studying ☐
b. bachelor's degree (ordinary) Have Obtained ☐ Currently Studying ☐
c. bachelor's degree (honours) Have Obtained ☐ Currently Studying ☐
d. P. G. C. E. Have Obtained ☐ Currently Studying ☐
e. master's degree (M. Ed) Have Obtained ☐ Currently Studying ☐
f. master's degree Have Obtained ☐ Currently Studying ☐
g. doctorate degree Have Obtained ☐ Currently Studying ☐

9. Which of the following best describes the catchment area of your school?

- a. predominantly rural ☐ b. predominantly suburban ☐
c. predominantly urban ☐ d. equally rural / suburban ☐
e. equally rural / urban ☐ f. equally suburban / urban ☐
g. equally rural / suburban and urban ☐

Coding the Questionnaire

General Information

Que 1. Variable name g1 (No.1 in SPSS) / Nominal

1= a

2 =b

0 = no respond

Que 2. Variable name g2 (No.2 in SPSS) / Ordinal

1= 20-25, 2=26-30, 3=, 4=, 5=, 6= and 7=51 & above

8= Missing Answer

Que 3. Variable name g3 (No.3 in SPSS) / Nominal

1.One child aged under 10

2.Two children aged under 10

3.One child aged over 10

4.Two children aged over 10

5.One child aged under 10 & One child aged over 10

6.Two children aged under 10 & One child aged over 10

7.Two children aged under 10 & Two children aged over 10

8.I do not have any children

9. One child aged under 10 & Two child aged over 10

11. Three child aged under 10

12. Three child aged over 10

13. Missing Answer

Que 4. Variable names g4a (No.4 in SPSS), g4b (No.5 in SPSS), g4c (No.6 in SPSS), g4d (7), g4e(8), g4f(9), g4g(10), g4h(11), g4i(12), g4j(13), g4k(14) and g4l(15) / Nominal

1= the variable Label

2= N/A

Que5. Variable name g5a (No.16 in SPSS) / Nominal

1 year Full-time: at current school = 1

2 years Full-time: at current school = 2

3 years Full-time: at current school = 3

More than 3 years Full-time: at current school = 4

N/A = 5

Que5. Variable name g5b (No.17 in SPSS) / Nominal

1 year Full-time: altogether as a PE teacher = 1

2 years Full-time: altogether as a PE teacher = 2

3 years Full-time: altogether as a PE teacher = 3

More than 3 years Full-time: altogether as a PE teacher = 4

N/A = 5

Que5. Variable name g5c (No.18 in SPSS) / Nominal

- 1 year Part-time: at current school = 1
- 2 years Part-time: at current school = 2
- 3 years Part-time: at current school = 3
- More than 3 years Part-time: at current school = 4
- N/A = 5

Que6. Variable name g6 (No.19 in SPSS) / Nominal

- 1 = a. teacher of PE in boys' school
- 2 = b. teacher of PE in girls' school
- 3 = c. teacher of PE in mixed sex school
- 4 = d. head of (in charge of) PE in boys' school
- 5 = e. head of (in charge of) PE in girls' school
- 6 = f. head of (in charge of) boys' PE in mixed sex school
- 7 = g. head of (in charge of) girls' PE in mixed sex school
- 8 = h. head of (in charge of) PE in mixed sex school
- 9 = Missing Answer

Que7. Variable name g7a (No.20 in SPSS) / Nominal

- 1 = 1 Year
- 2 = 2 Years
- 3 = 3 Years
- 4 = more than 3 Years
- 5 = N/A

Que7. Variable name g7b (No.21 in SPSS) / Nominal

- 1 = 1 Year
- 2 = 2 Years
- 3 = 3 Years
- 4 = more than 3 Years
- 5 = N/A

Que8. Variable name g8a (No.22 in SPSS), g8b (23), g8c (24), g8d (25), g8e (26), g8f (27) and g8g (28)/ Nominal

a. teaching diploma / certificate	Have Obtained	<input type="checkbox"/> = 1 Currently Studying	<input type="checkbox"/> 2 N/A=3
b. bachelor's degree (ordinary)	Have Obtained	<input type="checkbox"/> = 1 Currently Studying	<input type="checkbox"/> 2 N/A=3
c. bachelor's degree (honours)	Have Obtained	<input type="checkbox"/> = 1 Currently Studying	<input type="checkbox"/> 2 N/A=3
d. P. G. C. E.	Have Obtained	<input type="checkbox"/> = 1 Currently Studying	<input type="checkbox"/> 2 N/A=3
e. master's degree (M. Ed)	Have Obtained	<input type="checkbox"/> = 1 Currently Studying	<input type="checkbox"/> 2 N/A=3
f. master's degree	Have Obtained	<input type="checkbox"/> = 1 Currently Studying	<input type="checkbox"/> 2 N/A=3
g. doctorate degree	Have Obtained	<input type="checkbox"/> = 1 Currently Studying	<input type="checkbox"/> 2 N/A=3

Que9. Variable name g9 (No.29 in SPSS) / Nominal

- a. predominantly rural = 1
- b. predominantly suburban = 2
- c. predominantly urban = 3
- d. equally rural / suburban = 4
- e. equally rural / urban = 5
- f. equally suburban / urban = 6
- g. equally rural / suburban and urban = 7
- 8 = Missing Answer.

Que10. Variable name g10 (No.30 in SPSS) / Nominal

- | | | | |
|--|----|--|----|
| a. girls' lessons only (because girls' school) | =1 | e. boys' lessons only (mixed school) | =5 |
| b. girls' lessons only (mixed school) | =2 | f. mainly boys' lessons (mixed school) | =6 |
| c. mainly girls' lessons (mixed school) | =3 | g. mixed classes only (mixed school) | =7 |
| d. boys' lessons only (because boys' school) | =4 | | |
- Boys' lessons only (mixed school) / girls' lessons only (mixed school) = 8Missing
Answer =9

Que11. Variable name g11 (No.31 in SPSS) / Ordinal

- 1 = 1 PE teacher 2 = 2 PE teachers 3 = 3 PE teachers
4 = 4 PE teachers 5= More than 5 PE teachers
6 = Missing Answer

Que12. Variable name g12a (No.32 in SPSS), g12b (33), g12c (34), g12d (35), g12e (36), g12f (37), g12g (38), g12h (39), g12i (40), g12j (41) and g12k (42) / Ordinal

- 1 = Not Important
2 = Important
3 = Very Important
4 = Missing Answer
5 = N/A

Education for Leisure in teaching PE

Que1. Variable name EfL1 (No.43 in SPSS)/ Nominal

- | | |
|---|---|
| a. pupils' future leisure only i.e. post school leisure | 1 |
| b. pupils' present leisure only i.e. current leisure | 2 |
| c. future and present - but emphasis on future | 3 |
| d. future and present - but emphasis on present | 4 |
| e. equal emphasis on future and present | 5 |
- 6 = Missing Answer

Que2. Variable name EfL2 (No.44 in SPSS)/ Ordinal

- | | |
|---|---|
| a. the most important | 1 |
| b. one of the most important | 2 |
| c. just as important as any of the others | 3 |
| d. not as important as some | 4 |
| e. not as important as most | 5 |
- 6 = Missing Answer

Que3. Variable name EfL3 (No.45 in SPSS)/ Ordinal

- | | |
|-------------------------------|---|
| a. become much more important | 1 |
| b. become more important | 2 |
| c. not changed in importance | 3 |
| d. become less important | 4 |
| e. become much less important | 5 |
| f. difficult to say | 6 |
- 7 = Missing Answer

Que4. Variable name EfL4 (No.46 in SPSS)/ Ordinal

- | | |
|-------------------------------|---|
| a. much more important role | 1 |
| b. more important role | 2 |
| c. no change | 3 |
| d. less important role | 4 |
| e. become much less important | 5 |
| f. difficult to say | 6 |

7 = Missing Answer

Que5 Variable name EfL5a (No.47 to 51 in SPSS)/ Nominal

	Influence	No Influence	
a. Local facilities available	1	2	(No.47 in SPSS)/
b. Initial training	1	2	(No.48 in SPSS)/
c. The value they place upon it	1	2	(No.49 in SPSS)/
d. Personal knowledge	1	2	(No.50 in SPSS)/
e. Personal experiences	1	2	(No.51 in SPSS)/

3 = Missing Answer

Que6. Variable name EfL6 (No.54 in SPSS)/ Ordinal

- | | |
|---|---|
| a. Yes: and have no difficulty in doing so | 1 |
| b. Yes: but have difficulty in doing so | 2 |
| c. Yes: but have great difficulty in doing so | 3 |
| d. Yes: but find it impossible to do so | 4 |
| e. No attempt is made | 5 |

6= Missing Answer

Que7 Variable name EfL7a (No.53 to 56 in SPSS)/ Ordinal

	Yes often	Yes some time	No
a. Have you ever received guidance on Education for Leisure in PE from your LEA e.g. written guidelines from adviser?	1	2	3
b. Have you ever received guidance on 'Leisure aims in PE' from your present LEA e.g. written guidelines from adviser?	1	2	3
c. Have you ever attended in-service courses which have been mainly concerned with Education for Leisure in PE?	1	2	3
d. Have you ever attended in-service courses which have been mainly concerned about 'leisure aims in PE'?	1	2	3

4 = Missing Answer

Que8 Variable name EfL8a (No.57 to 63 in SPSS)/ Ordinal

	Once per week	More than once a week	At least once a month	At least once a term	At least once a year	Never
a. Offers experience of a wide range of physical activities	1	2	3	4	5	6
b. Extra Curricular Activities organised on a recreational basis	1	2	3	4	5	6
c. Information provided about recreational opportunities in the region	1	2	3	4	5	6
d. Pupils taken to recreational facilities in the region	1	2	3	4	5	6
e. Personnel from recreational facilities visit the school	1	2	3	4	5	6
f. Pupils play for local clubs	1	2	3	4	5	6
k. Others: please describe:						

7 = Missing Answer

8 = N/A

Que9 Variable name EfL9a (No.64 to 69 in SPSS)/ Ordinal except the last one is Nominal

	Yes often	Yes Sometimes	Yes, but Rarely	No
a. Are you ever involved in discussion about 'Leisure aims in PE' with other PE teachers?	1	2	3	4
b. Are you ever involved in discussion about 'Leisure aims in PE' with other subject teachers?	1	2	3	4
c. Are you ever involved in discussion about Education for Leisure in PE with other PE teachers?	1	2	3	4
d. Are you ever involved in discussion about Education for Leisure in PE with other subject teachers?	1	2	3	4
e. Do you ever talk about your 'aims in PE' with the pupils you teach?	1	2	3	4
f. Do you ever talk about your Education for Leisure in PE with the pupils you teach?	1	2	3	4

5 = Missing Answer

Que10 Variable name EfL10 (No.70 in SPSS) / Nominal /String

Que 11 pe_head (No.71 in SPSS)/ Nominal)

1= Head of PE Department

2= PE Teacher

Apology for not Responding to the Questionnaire

Monday, 29 January 2001

Dear Physical Education teacher,

I am a teacher from Saudi Arabia trying to learn about PE teaching in the UK. I hope you may be able to help me by completing this short questionnaire.

The questionnaire, which explores education for leisure in PE, is part of my studies at the University of Hull.

All data collected will be absolutely confidential. The questionnaire is anonymous. Information identifying the respondent or your institution will not be disclosed under any circumstances.

This questionnaire concerns your own experiences of being a physical education teacher. You are asked to evaluate some aspects of Education for Leisure. Please rate them according to your opinion as frankly as you can.

There are two sections in this questionnaire. The first section concerns general information. The second concerns education for leisure in teaching PE.

If you have any questions about the questionnaire, please do not hesitate to email me at A.A.Abduljawad@educ.hull.ac.uk.

After you finished completing the questionnaire please pop it in the post using the envelope provided (no stamp required).

I really appreciate the time spent in completing this questionnaire; and thank you for your help and co-operation.

The researcher

A. Abduljawad
Postgraduate Student
University of Hull, Institute of Learning,
Hull, HU6 7RX

Apologies -
Have been
unable
find the time
this is the 8th
Q we have
this -

The Interview

Letter to the Head of the PE Department at Selected Secondary School

15 Sycamore Close,
Maplewood Av,
Hull
HU5 5FD
Tel: 01482-562745

Wednesday, 28 February 2001

Dear Mr.

I am the student in Hull University, that my supervisor, Mr. Mike Sleaf, told you about. I have tried to contact you by the telephone number that I have () but I found a fax machine on that number. Therefore, I decided it might be more convenient to send what I would like to say to you by this fax.

I am interested in conducting a case study to explore the emphasis that might be given to EFL in a PE classroom.

I would be grateful if I could visit your school for half a day, to gain some preliminary information about the context of PE, such as what sort of plan you have for PE lessons, and to learn what sort of documentary evidence may be available to me, to enhance my understanding about EFL in your school.

Then, I hope to arrange with you another visit, for example, a week or less than a week afterwards, to observe and interview your PE teachers; the precise details will depend on what emerges from the first visit.

If you are agreeable, please let me know, when it would be convenient for you to visit your school.

I look forward to your reply.

Yours Sincerely

A. Abduljawad
e-mail: a_abduljawad@hotmail.com

Letter of Thanks to PE Department in Selected Secondary School

15 Sycamore Close,
Maplewood Av,
Hull
HU5 5FD

Friday, 6 April 2001

Dear Mr. (Head of PE Department)

Following my visit to your department on 2/4/2001 I am writing to express my appreciation for the welcome I received and the cooperation given with my study, by you and your colleagues. The activities I observed, and the interviews I was able to conduct, gave me many valuable insights into the way physical education and education for leisure are viewed and practised. This information will be of enormous value in my research, and ultimately, I hope, in improving practice in my country. I am most grateful for your appreciation of the value of my project, and for your generosity in sparing so much time and effort to help me.

Yours Sincerely,

A. Abduljawad.



Appendix E

Additional Questionnaire Data

Additional Questionnaire Data

Table 37 Contingency Table for Change in Importance of EfL, by Sex

		Sex		Total
		Male	Female	
a. become much more important	Count	16	12	28
	Expected Count	16.5	11.5	28.0
b. become more important	Count	56	46	102
	Expected Count	60.1	41.9	102.0
c. not changed in importance	Count	50	27	77
	Expected Count	45.4	31.6	77.0
Total	Count	122	85	207
	Expected Count	122.0	85.0	207.0

Table 38 Contingency Table for Change in Importance of EfL, by Experience

		Experience		Total
		PE teacher have less 3 years experience	PE teacher have more 3 years experience	
a. become much more important	Count	9	19	28
	Expected Count	7.8	20.2	28.0
b. become more important	Count	24	78	102
	Expected Count	28.6	73.4	102.0
c. not changed in importance	Count	25	52	77
	Expected Count	21.6	55.4	77.0
Total	Count	58	149	207
	Expected Count	58.0	149.0	207.0

Table 39 PE Teachers' Views on their EfL Aims in Future, by Sex

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.569 ^a	2	.753
N of Valid Cases	209		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.95.

Table 40 PE Teachers' Views on their EfL Aims in Future, by Experience

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.838 ^a	2	.399
N of Valid Cases	209		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 6.21.

Table 41 PE Teachers’ Views on their Efl Aims in Future, by PE Teachers who Have Children and Those Who do not

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.268 ^a	2	.531
N of Valid Cases	209		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.42.

Table 42 PE Teachers’ Views on their Efl Aims in Future, by their Position in School

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.181 ^a	2	.336
N of Valid Cases	209		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.05.

Table 43 PE Teachers’ Involvement in Communication or Discussion they have with Colleagues in School about Education for Leisure in the Teaching of PE

	Yes often	Yes Sometimes	Yes, but Rarely	No	Total
a. Are you ever involved in discussion about ‘Leisure aims in PE’ with other PE teachers?	23	97	66	43	228
b. Are you ever involved in discussion about ‘Leisure aims in PE’ with other subject teachers?	4	41	78	106	228
c. Are you ever involved in discussion about Education for Leisure in PE with other PE teachers?	16	91	78	43	228
d. Are you ever involved in discussion about Education for Leisure in PE with other subject teachers?	3	34	78	111	226
e. Do you ever talk about your ‘aims in PE’ with the pupils you teach?	112	93	19	4	228
f. Do you ever talk about your Education for Leisure in PE with the pupils you teach?	50	126	36	16	228

Table 44 Purpose of Teaching PE by PE Teachers who have Less than 3 Years Experience

	B	C	D	E	F	G	H	I	J
Chi-Square	11.215	26.800	42.123	13.508	27.354	25.323	28.831	29.569	20.667
df	1	2	2	2	2	2	2	2	2
Asymp. Sig.	.001	.000	.000	.001	.000	.000	.000	.000	.000
a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 32.5.									
b 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.7.									
c 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.0.									

Table 45 Difference Between Number of Schools by Size in England and the Sample Respondent

Number of Schools of Size	up to 100	101 to 200	201 to 300	Sub-Total	Total
School Sample	2		2	4	
Rate from Total Sample (%)	1.28	0.00	1.28	2.56	
England School Population	4	26	65	95	
Rate from Total School Population (%)	0.11	0.75	1.87	2.73	
Number of Schools of Size	301 to 400	401 to 500	501 to 600		
School Sample		6	7	13	
Rate from Total Sample (%)	0	3.85	4.49	8.34	
England School Population	123	212	234	569	
Rate from Total School Population (%)	3.53	6.09	6.72	16.34	
Number of Schools of Size	601 to 700	701 to 800	801 to 900		
School Sample	15	13	9	37	
Rate from Total Sample (%)	9.62	8.33	5.77	23.72	
England School Population	322	343	386	1051	
Rate from Total School Population (%)	9.25	9.85	11.09	30.19	
Number of Schools of Size	901 to 1000	1001 to 1100	1101 to 1200		
School Sample	16	11	19	46	
Rate from Total Sample (%)	10.26	7.05	12.18	29.49	
England School Population	355	358	258	971	
Rate from total School Population (%)	10.20	10.28	7.41	27.89	
Number of Schools of Size	1201 to 1300	1301 to 1400	1401 to 1500		
School Sample	15	9	8	32	
Rate from Total Sample (%)	9.62	5.77	5.13	20.52	
England School Population	239	192	142	573	
Rate from Total School Population (%)	6.87	5.52	4.08	16.47	
Number of Schools of Size	1501 to 1600	1601 to 1700	1701 to 1800		
School Sample	8	8	4	20	
Rate from Total Sample (%)	5.13	5.13	2.56	12.82	
England School Population	88	51	26	165	
Rate from Total School Population (%)	2.53	1.47	0.75	4.75	
Number of Schools of Size	1800 and over				
School Sample	4			4	156
Rate from Total Sample (%)	2.56			2.56	100.00
England School Population	57			57	3481
Rate from Total School Population (%)	1.64			1.64	100

Sources: England School Population (Department for Education and Skills, Online^a) and the School Sample Size (Department for Education and Skills, Online^b).



Appendix F

Student Interviews in UK	322
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Student Interviews in UK

Two A level Students

AL1: 18 year, A-Level Maths and Computer Studies, sports; I like football, table tennis. I like to play with friends.

AL2: 18, A-Level English Language, I enjoy sport and I enjoy football, rugby and squash, gym.

Do you practise these sport activities during school or outside school?

AL1: Sometimes at lunchtime, I meet two of my friends who like to play with me, but usually after school; we use the school sports facilities for a few hours.

AL2: Yesterday I was competing in five-a-side football but we lost unfortunately but in the end we get there every Monday and Tuesday night. And also I do gym in the afternoon.

Do you think the school affects the way that you participate in sport activity during your free time?

AL1: I feel better in my-self if I do sport every week. If I am tired or don't particularly feel like work, I do sport first. Afterwards I feel the desire to do some work. The school helps as a part of PE.

AL2: I did not enjoy everything; well, there were a couple of things I liked. But since now it is more off my own bat. I can do it when I need to and I get more time to do it and do different sports and exercises. But the school definitely plays a big part because you can go to school facilities which are very easily accessible to me; if not, I would not be able to do it. Because the facilities are here, that's what draws you in.

Do you live near the school?

AL1: No, I am 4 miles away, so I have to come to the school by car.

You do not have any sport facility near your home?

AL1: Yes, and because I come to school everyday and I am familiar with the area, also my friends live in 'selected secondary school' and two friends near me, the school is a better place to come.

Do you participate in sport because your friends like you to, or because you are interested in sport?

AL1: It is both. When I first started off, it was a couple of friends said to me, "Shall we do this", I said "ho,, ok,, yes". Therefore, I started to enjoy it and it was off in my own bat. So I used to play football, it was my friend that dragged me to that, but table tennis, that's just me, I like to do it.

AL2: If you play football you need more players, obviously, to get involved, such as when you play in the five-a-side league, you try to get as many people as possible to play. We get five or six of them who want to play every Monday and Tuesday, in the front there.

In your free time, do prefer to participate in physical activities or in any other activities?

AL1: It's hard to say, I really enjoy participating in physical sport but it is kind of highlight because I can't do it as often. Probably I enjoy it more than anything else I can do, such as computing. Sport is something I do enjoy really because it the time is a very small part of my extra-curricular activities.

AL2: Basically it's the same really. I will do more when I finish school. I intend to get to the gym more times a week and hopefully to get myself more involved in a football team maybe, but at the minute it is quite difficult to keep up normal study and do much sport at the same time. I have got other things I like to do. Mostly I like to participate in sport, but I find it difficult to do any more than I am doing at the minute because of exam pressure.

Do you think you are going to participate in sport when you finish school?

AL1: I think its highly likely because if I get the grades and I get to Hull University the facilities are there and it is better than school's and there will be more people I can play with and I'll meet people I do not know if I think I fancy a game, I'll meet those people I haven't met before who'll always be there so I can do anything, do it more, and initially I will have more time that I have at the moment.

AL2: So I have more reason; actually I chose the University I want to go to because of the football and I will get involved with the university side and I know some of they have links with some of the football clubs and I will push and I think it is a very good trial and quite fun.

Do your family support you to participate more sport activities in your free time?

AL2: Yes, my dad has always been interested in football, but I don't think he would push me if I did not like to do it. But yes, they give me the support that I need. They really are there for me.

AL1: My family encourage me. Partly they think I'm a bit unfit, they think I need more exercise but it is passive, they never come with me and do some, because they are busy. It's off my own bat and my friends, that's why I do it.

What kind of activities does the school help you to take part on it?

AL1: Apart from different sports, after that you have things like drama and dance and it is very useful because you do performance and you build your confidence.

AL2: They give you more if it goes towards the grade, for example with the A level group during the course work they give more activities and they are doing well because what the school is doing encourages us and they try to give other things that the students will take and the facilities are getting better slowly. There are a lot activities are available now in the PE lesson and we enjoy it.

Have you heard about the term EFL?

No. (both)

Two of A level Student 3/4/2001

AL3: 16, two brothers 15 and 5 years old

AL4: 16 Years.

Do your parents do physical activities?

AL4: No.

AL3: No but they occasionally walk, but my friends and I, we try to do as much physical activity as possible, such as five-a-side and football. I play football a lot, myself, I like to play football when I leave school everyday.

How many times do you do sport activity?

AL3: Before A level I used to do it (every single day) in the school and after leaving school.

AL4: Usually during the day we used to do it after dinner but it is not like big running around all the time, as in previous years.

Do you think the school affects the way that you participate in sport activity during your free time?

AL4: Yes it encourages me to take part in a wide range of sport activities but now it's hard to do it because of the timetable that we have and also the different subjects that are involved.

AL3: In the early years in PE, the PE teachers pushed us to work hard, and the school tutor, but now we do not have compulsory PE lessons.

What you think they do that?

Our PE teachers kept saying that when you hit sixteen you are at your peak and you should work as hard as possible to get a healthy heart.

In your free time do you prefer to participate in physical activities or in any other activities?

AL3: For myself, I prefer football.

Do you know how to do booking?

AL3: Yes, I tried to book a holiday with some friends.

AL4: It's usually the parents' job but I have a try and when I get stuck my parents are there to help me.

Have you heard about the term EFL?

AL4: I do not know much about it.

AL3: I remember in the early years when I did compulsory education; I think it is more concerned with injury and probably with physical health and what we should be doing and helping us to do it, but I am not sure.



Appendix G

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Education in KSA

When KSA was formed in 1932, education was not universally available but was confined to informal instruction at religious classes attached to mosques in urban areas. KSA now has a nation-wide education system that is available to all citizens, from pre-school to university, free of charge.

This appendix contains a general overview of the development, main features and organisation of KSA education, with a particular focus on secondary education, and the PE curriculum.

General Overview

Before the unification of the KSA the only education available was *Al-Kuttab*, in which a religious scholar taught pupils to recite the Holy Quran, and Basic literacy and numeracy (Al-Sonbul, et. al., 1992). These informal classes were widespread in most areas of KSA, for example Al-Hejaz (Makkah Al-Mucarammah, Jaddah and Al-Madinah Al-Munawwarah), Nagd and Al-Ahsa (Al-Hugail, 1993).

In recent years, with quantitative expansion of education largely completed, the focus has been on improving its quality. In the 1990s, some important educational innovations and reforms were introduced related to the implementation of a new curriculum, and the modernisation of secondary education. Today, Saudi Arabia has more than 17,500 educational institutions spread throughout the country (Al-Rasheed, 1996).

General Education in the Kingdom is divided into four stages: kindergarten (age under 4 to 6 years), six years of primary school and three years each of intermediate and high school. Education is open to every citizen, although it is not compulsory, except at

the elementary stage. The Ministry of Education sets overall standards for the country's education system (Zaid, 1990).

Two features of KSA education are particularly relevant in connection with this study:

1. The central role of Islam: Islamic values and practices are integrated into the curriculum at all levels and across all subjects, including PE, as a way of life for the present and future.
2. Separate male and female education: segregation between boys and girls is maintained at all levels of the education system except kindergarten, and students are taught by staff of the same gender. Both sexes study the same curriculum, except for home economics (girls only) and physical education (boys only) (Al-Saloom, 1995).

PE Curriculum within the KSA Education System

This section contains a brief view of the PE curriculum in the KSA, based on PE curriculum documents for the primary (Ministry of Education, 1968), intermediate (Ministry of Education: The Highest Committee of Education, 1971), and secondary stages (Ministry of Education: Department of Research, Curriculum and Education Aid, 1971). Therefore, all the following information was collected from those references.

Because Islamic principles are the basis of all education curricula in KSA, PE lessons are only for boys while girls are taught sewing, knitting and cooking instead, in line with cultural perceptions of the different and complementary roles of males and females in society. The PE curriculum organizes the kind of activities in which pupils take part, and provides them with the necessary physical skills to enable them to do so. The PE curriculum is set according to the pupils' age. At each school stage it contains

three different elements: 1. PE lesson content suitable to pupils' age; for example in primary school, pupils are taught many small games, while in intermediate school they are introduced to team games, gymnastics and athletics; 2. internal activities, such as competition between different classes within the school and 3. external programmes, such as extra-curricular activities. The following will shed light on the aims of the PE curriculum at each stage of the general education system.

The Aim of the PE Curriculum in Primary Schools

In primary schools, the aims of PE are:

1. To develop the basic dynamic activities such as walking, running, jumping, circling, climbing, lifting and pushing.
2. Enhancing the physical development of the pupil's body.
3. Encouraging the straightness of the body by discovering any weakness.
4. Providing the opportunity for the pupils to express themselves.
5. Development of norms related to health.
6. Teaching pupils about safety.
7. Providing physical activities to prepare them to take part in sport activities.

The Aim of the PE Curriculum in Intermediate School

In intermediate school, the aim of PE is not very different from primary schools, but the general idea is to prepare the pupils, with more focus on Islamic concepts.

The objectives of the PE Curriculum in Intermediate School

1. Development related to fitness, health and skills.
2. Development of mental skills such as sense, the ability to think, and sport literacy.
3. Development of understanding related to the best use of free time.

The Aim of the PE Curriculum in Secondary School

The aim of PE in the secondary schools is not very different from the intermediate PE aim. The emphasis is on further improvement in behaviour, mind and body. The various objectives emerge from the Islamic perspective, which addresses physical, cognitive, behavioural and social concerns.

Physical Objectives

1. Enhancing the ability of the body.
2. Enhancing ability in different kinds of activities that bring fulfilment.
3. Encouraging norms that help to improve health.
4. Providing opportunity for those who wish to join clubs to enhance and develop their skills in the desired activity.

Cognitive Objectives

1. To improve sense.
2. To improve the ability to think.
3. To improve sport literacy.

Behavioural Objectives

1. Development of desirable social behaviour.
2. Development of the characteristics of leadership and followers.

Social Objectives

1. To enable pupils to exhibit different kinds of social skills, such as co-operation with others, self-denial and friendship.
2. To prepare pupils to become part of society.
3. To provide the opportunity for pupils to express themselves, be creative and have a feeling of adventure, to able them to develop psychologically and socially.

PE is compulsory in all grades. It is taught for one 45-minute period per week. Some schools have their own gymnasium, playing field and other facilities, but many do not, and even if appropriate buildings and rooms are available, there is often a lack of equipment. The activities normally covered are gymnastics, athletics, football, basketball, handball and volleyball. However, since PE is not examined and does not count towards students' grades, it is vulnerable to cancellation by school management when they want to allocate extra time for examination preparation.