

ARABIAN GULF UNIVERSITY

College of Medicine and
Medical Sciences



Health Policy and Population
Studies Program

Attitudes of Bahrain High School Students Towards the Physical Education Program: Policy Implications

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master's
Degree in Health Policy and Population Studies

Submitted by

Ruqayah Mohammed Abdulla Abdul Hussain

Bachelor of Science in Nursing, College of Health Sciences, Kingdom of Bahrain,
1995

Supervised by

Dr. Faisal A. Latif Al Nasir

Professor of Family Medicine
Arabian Gulf University

KINGDOM OF BAHRAIN

September 2007 (A.D.)

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DEDICATION

To my parents' soul, husband and our three children, Ali, Fatima, and Rida. Without your unconditional love, enduring loyalty, and tireless support I would not have been able to attain this accomplish. You have preserved through the long nights, and days with very little support from me, yet you were always there to keep me going.

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ABSTRACT

The Kingdom of Bahrain considers education one of the most important sectors of human development (Ministry of education, 2004). The government secondary schools' physical education (PE) program provides students with regular physical activities in order to develop sports skills for use throughout their lives, and to develop positive attitudes towards physical activity as part of day-to-day living. It is an elective course for students mainly in the literary, scientific and commercial tracks. Students spend 2 hours per week in a PE class, with a total of 30 sessions in a three-month semester. Each school has its own sports hall and receives a budget for PE.

Statement of the problem: Unfortunately, there is few of data related to physical education and activity in Bahrain. With the decline in physical activity during adolescence, there is a need to equip students with skills, knowledge and positive attitudes to maintain a physically active lifestyle.

The purpose of this study is: To provide information on the attitudes of high school students towards the PE program in order to increase the role of schools in improving adolescent health, and encourage positive attitudes towards physical education among high school students.

The study attempts to answer the following questions:

- a) What are the students' attitudes towards the PE program?
- b) What factors in the PE program contribute to students' attitudes?
- c) What is the relationship between the students' gender, track of the study, and their attitudes toward PE?

Hypotheses: It was hypothesized that:

- a) High school students have negative attitudes toward PE.
- b) There are factors that significantly contribute to students' positive attitudes towards high school PE program.

- c) There is a relationship between students' gender, track of the study and their attitude toward physical education.

Methodology: Study population were grade 10, 11, and 12 secondary school students (male and female, Bahraini and non-Bahraini), in the three main tracks for the academic year 2004-2005. Their ages ranged between 14 – 21 years. A random sample of students was selected from a total 26 Bahrain government high schools. Sample size: Cluster samples were selected from the total population of 22,321 students in 757 classes, and sampling units approximately 475 students from 16 randomly selected classes from each track.

Setting of the study: The students' classroom was used for the implementation of the study.

Ethical consideration: Consent was taken from the participating schools and students.

Instrument: A self-administered structured questionnaire was completed by the students after a brief explanation of the purpose of the study. The questionnaire was coded, and consisted of two parts: the first 5-item part was related to demographic data, and the second part, consisting of 47 items, was related to students' attitudes towards PE, which was adapted from a tested instrument, the Arabic version of the *Edington Attitude Scale for high school students toward PE* (Edington, 1968).

Results: The findings from the study suggest that the PE program has a lower status than other subjects. The reasons for this may be attributed to the type of activities, lack of facilities and uninteresting content. High school students 322 (68.5%) both gender have positive attitudes toward PE, and there were significant differences in attitude between male and female students. The results showed that 26 (15.0%) males and 122 (41.1%) females have negative attitudes. And 106 (61.3%) male students versus 82 (27.6%) female students practice sport outside the school and male students

were also more positive about continuing practicing exercise in the future. The main factors contributing to the students' positive attitudes included curriculum (76.0%), self-perception (70.9%), teacher (59.1%), class atmosphere (54.0%), and facilities (36.0%), and there was no significant relationship between students' gender, track of study, and their attitudes toward PE.

Conclusion: The study concludes that negative attitudes are more among female students as a result of the PE facilities and class atmosphere. This affected their participation in outdoor PE activities.

Several recommendations are offered:

1. The secondary schools' PE programs need to consider offering students the opportunity to choose some of their PE activities in consultation with their PE teachers.
2. Students must be provided adequate time to maintain good health from the activities in which they can perform for a lifetime. Therefore PE hours need to be extended.

Policy implications: It is very important to establish/ review policies and guidelines that define and set up the purpose, goals, and safety of PE programs. Develop policies that permit and encourage all students to participate in enjoyable physical activities at least 30 to 60 minutes per day, as an essential part of the school day. Establish policies that promote enjoyable life long physical activity. Ensuring safety policies are very important in fitness activities. The study attempts to recommend several related policy implications in relation to different sectors in the country.

The results of this study can be generalized to all governmental schools, and offer an informative foundation for further studies.

Key words: Physical education, Attitudes, Gender, Track of the study.

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CHAPTER ONE

1. INTRODUCTION

Chapter One

1. Introduction

Physical activity is defined as "any body movement that results in an expenditure of energy (burning calories)" (WHO, 2003). Researches show that being involved in regular physical activity strengthen cardiovascular and respiratory system, and protect an individual from heart diseases and type 2 diabetes. It also assists in managing weight, stress to and maintaining fitness. Regular physical activity helps extend life and improve its quality.

Worldwide physical activity levels are decreasing among young people; as are physical education and other school-based physical activities. Few countries offer at least two hours per week of physical education in both primary, intermediate and secondary schools. These negative trends are expected to continue, and could be worse in many countries (WHO, 2003). The WHO report on "reducing risk and promoting healthy living", strongly supports the need to promote physical activity as an essential part of health and well being, and lists physical inactivity among the main risks factors contributing to non-communicable disease and global morbidity and mortality (WHO, 2003).

Globally, physical inactivity is estimated to have caused 1.9 million deaths in 2000, 19 million disability adjusted life years (DALY) losses annually, and about 15-20% of cases of ischemic heart disease, diabetes and cancers (WHO, 2002). Physical inactivity is considered a major risk factor for chronic disease, and it influences the global burden of disease either directly or indirectly through its impact on other major risks, especially high blood pressure, high cholesterol, and obesity.

Physical inactivity has been shown to be a significant predictor and cause of obesity in children. Children's obesity appears to be increasing with

sedentary activities such as watching television, playing computer games, and using the Internet for prolonged hours and these have replaced recreational hobbies that involve more physical activity. This becomes problematic since children with the lowest physical activities, and fitness level, and highest percentage of body fat are most likely to develop other risk factors for cardiovascular disease, including elevated blood pressure and serum cholesterol levels (DuRunt et al. 1993). It is encouraging to note that weight and blood pressure can be lowered in children when physical activity is an integral part of the treatment regimen. The adoption of a physically active lifestyle and the development of positive attitudes towards physical activity are viewed by many as major components of preventive medicine that should begin in childhood (O'Sullivan, 2002).

Schools are the place where the health of children and adolescents can be enhanced. Studies on the relationship between health and performance in school have shown that positive school climates are encouraging to improved learning and teaching. They have shown that physical exercise can improve brain functioning and increase academic success. It is believed that students who experience success at school have a better understanding of the value of good health in the future. Studies suggest that schools could be the cost effective approach to health (St Leger, 2000). Therefore, the period during high school is the time when students can establish habits and attitudes about the role that physical activity will play in their lifetime. This is the time for students to explore their preferences related to physical activity based on their abilities and interests (Kuh & Cooper, 1992, and Dishman, 1989).

Physical education is the only program in the school curriculum that provides students with opportunities to learn motor skills, develop fitness and gain understanding about physical activity. The programs increase the

students' awareness related to physical activity, as they are the place where students learn about all the benefits gained from practicing physical activities which include: disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increase mental health.

A physical education program provides students with the knowledge and skills necessary to perform a variety of physical activities, to maintain physical fitness, and to value and enjoy physical activity as an ongoing part of a healthy lifestyle. The program includes curriculum, instruction, and assessment, that is sequential from kindergarten through high school and meets the standards outlined in the school learning results (Jefferson, 2001, and Krouscas, 1999). The program provides an environment conducive to students' physical, social and emotional growth. Therefore, the attitudes and skills acquired through physical education are essential to the full development of the individual.

School physical education programs should continue to enhance students' fitness development and offer a variety of activities from which students can select. Attitudes, habits, and perceptions are critical prerequisites for persistent participation in physical activities. It is important to teach the students how to take care of themselves at a young age and adjust their lifestyle accordingly. Therefore, we should look at our school students' present attitude toward physical exercise in order to prepare them to take care of themselves now and in the future.

It is very important to establish policies that clearly define purpose, goals and safety guidelines of physical education programs. Policies provide rules that guide schools and communities in planning, implementing, and evaluating physical education and activity programs for the adolescent. To promote enjoyable lifelong physical activity, effective policies need to be

developed for the school's physical education program, extra-curriculum physical activity programs, and other school-based opportunities for physical activity (Jefferson, 2001). Therefore the Ministry of Health and Ministry of Education could develop policies that will save the lives of children from preventable chronic disease.

It is possible for local communities to make policies that can have a positive effect on children's exercise opportunities, they need to be encouraged to develop and support programs that promote physical activities for children, including after school programs, and youth sports clubs and recreation centers. In addition, the medical profession should join with educators and parents to give children a unified, clear message that physical activity is essential for health. There is an urgent need to develop national programs that help physicians in counseling clients on the importance of physical activity. Ministries of Health and Education need to call for the development of comprehensive educational policies that link health and educational goals. Based on scientific information, policy makers could develop their policies and plans to serve this age group effectively within a short span of time.

Political stakeholders in both education and health systems need to be reminded of the educational purposes of school health programs. They also need to be provided with data which enables their departments to plan more strategically and over a longer period of time so that school health promotion interventions are integrated into school programs (St Leger, 2000). Although prevention and health promotion activities are the priority for policy-makers, it is at the policy level, rather than in the area of medical care, where most decisions about prevention are made. Thus, it is important that efforts move beyond individuals to reach policy-makers.

1.1 Overview of Education in Bahrain

The Kingdom of Bahrain has paid special attention to the education sector considering it as one of the most important sectors of human development in the country. The goal is to provide education with every possible support to promote its standards for the purpose of the eradication of illiteracy.

During 1919, a number of prominent citizens in Muharraq Island discussed and agreed to establish a modern formal school. (Ministry of Education, 2004).

Although education in Bahrain is compulsory, all school-aged children attend either public or private schools. The Ministry of Education in Bahrain provides free education for all children living in the country. Education in public schools is not coeducation; there are separate schools for boys and others for girls, with the teaching and administrative staff of the same sex. However there are a few boys' public primary schools that have female teachers and administrative staff. Coeducation is applied in private schools, although few of them have separate schools for boys and girls. Coeducation is also applied at the university level in Bahrain. Currently the educational ladder in Bahrain is designed to have three levels; Primary from grade 1 to grade 6, Intermediate from grade 7 to grade 9 and Secondary from grade 10 to grade 12 (the student age in secondary is from 15 to 17 years). (Ministry of Education, 2004).

1.2 Secondary School Education in Bahrain

Although this level is considered as a continuation of basic education, it is a new phase for the student as it prepares them for higher education or entry into the labor market. The duration is three years and is divided into

six semesters. Entry is conditional on obtaining the Intermediate School certificate or its equivalent.

A credit-hours system is applied at this level and provides broad choices of subjects and courses. It permits students to adopt programs that suit their future goals. In this system, the student has a choice to follow a science, literary, commercial, technical, or textile and clothing track. The last one is solely for girls, while the religion track is for boys only. (Ministry of Education, 2004). Students can change their tracks depending on the common courses among more than one specialization.

Specialized Courses are a group of courses that students must study in one track as a major course. The following are the main tracks with their specialized courses:

- Scientific Track; the major courses in this track are: Mathematics, Physics, Chemistry, Biology, and Geology.
- Literary Track; the major courses are: Arabic Language, English Language, Islamic Education, History, Geography, Economics, Sociology, Philosophy, and Psychology.
- Commercial Track; the major courses are: Accounting (Arabic & English), Banking, Financial Math, Basics of Commerce, Economics, Insurance, Office Practice, (Arabic & English), Information Technology, Arabic Typing, English Typing, Trade and Labor. (Ministry of Education, 2004).

Free Elective Courses: the objectives of these courses are to enrich the curriculum, satisfy the students' interests and talent, and achieve balance and integration between all other core and specialized courses. The percentage of these courses out of all the study requirements is 8% for scientific, literary and commercial tracks.

The student is required to choose a minimum of 12 credit hours for Science and Literary Tracks; and 6 credit hours for the Commercial track, while the elective courses are offered according to the school conditions and abilities.

- Courses in Science and Technology (28 credit hours)
- Courses in Fine Arts (16 credit hours)
- Courses in Physical Education (8 credit hours)
- General Courses (10 credit hours)

1.3 Secondary Schools' Physical Education in Bahrain

The secondary school's physical education provides students with an opportunity to participate in regular physical activities, to develop sports skills for use throughout their lives and to develop positive attitudes toward physical activity as part of day-to-day living. It is provided regularly for the students in the following tracks: literary, scientific and commercial, but it is not offered regularly for the remaining other tracks. Students spend 2 hours per week in a physical education class, with a total of 30 sessions in a three months semester. Each school has its own sports hall equipped with the necessary sports equipment which varies from one school to another. Each school receives a budget for physical education depending on the total number of students in it. It is one Bahraini dinar per student, for the whole academic year, which covers all physical education expenditure including; buying new sports items as needed, buying T-shirts for school competitions, and other miscellaneous requirements. Physical education manuals are developed by each school according to the physical education instructor's talent.

The adoption of a physically active lifestyle and development of positive attitudes towards physical activity are viewed by many as major

components of preventive medicine that should begin in childhood. Currently, most studies which have been conducted in the region are generally related to sports only. Therefore there is a need for health professionals to conduct studies related to physical education and health, and its policy implications. In Bahrain there are few policies related to the schools' physical education programs, which are related to the teacher, students' sports suits, number of session hours to be covered, and indoor competitions rules. Initially it is required to study students' attitudes toward physical education, and to explore more the contributing factors that affect the student's positive and negative attitudes towards physical education. Exploring these issues and the related outcomes could enable policy makers to develop related policies, plan effectively needed strategies to enhance adolescent health, to focus on getting healthcare systems more prepared to include physical activity in prevention and treatment.

1.4 Bahrain Secondary Schools' Physical Education Curriculum

The Ministry of Education has introduced the physical education curriculum within a practical and reasonable framework in accordance with the new educational prospects. It is designed to meet the students' needs and interests preserving their cultural backgrounds and values.

The curriculum designers have set it after deeply thought studies, and researches made by the Ministry's curricular administration. It aims at achieving balanced developmental growth of the students in secondary schools, and also taking care of talented ones in order to help them reach the top of national contests.

The curriculum consists of three obligatory programs within the common educational tracks, and also some optional programs that provide the students with an opportunity to practice their favorite sports.

The general objectives of the physical education curriculum to:

- 1- Encourage the notion of the group and its aspects such as co-ordination, leadership and wisdom, responsibility and the respect of laws, regimes and instructions.
- 2- Help the students to acquire some extent of physical skills that help them adapt to the environment.
- 3- Make the students acquire some basic skills related to collective sports as well as to individual ones together with rules associated to each.
- 4- Set a balance between individual needs and growth prospects, balancing our needs to work and play, train and relax or toil and stretch.
- 5- Develop aspects healthy that deal with ideal style through appropriate nutritive regimes and adequate body training to avoid physical accidents.

1.4.1 The curriculum contents:

The common obligatory programs:

- 1- Physical preparation:
 - a) Notion of physical preparation.
 - b) Basic aspects of physical preparation.

- c) Training with objects such as sticks, ropes etc....
- d) Gradual build-up exercises.

2- Basic sports (Gymnastics and Athletics):

- a) Gymnastics: includes special physical preparation, ground exercises, and exercises on tools and machines.
- b) Athletics: includes special physical preparation exercises, track races, jumping races, throwing contests, and theoretical aspects (Competition rules).

3- Collective sports:

- a) Football: includes physical preparation, and related skills.
- b) Handball: includes volleyball, and basketball.
- c) Free optional programs which includes four main subjects: swimming, racket sports, modern artistic sports and expressions, and sport injuries and first-aid.

The common obligatory programs include two sections:

A- Theoretical section that includes:

- a) Defining physical preparation and its components.
- b) Concepts of physical preparation and its objectives.
- c) Theoretical aspects of physical preparation.
- d) Important physical injuries.

B- Practical section that includes:

- a) A set of chosen exercises built in graduation of composition, difficulty and tools used.
- b) The program is divided into units each dealing with one aspect of the program with a special number of hours in respect of the amount of subjects taught.

Each unit is divided into practical sessions built gradually as far as their difficulty and the tools used to deal with all aspects of muscle sets and to improve physical preparation in the students, creating such physical balance that the students lack.

The sessions include:

- 1- Free background individual exercises.
- 2- Free-pair exercises.
- 3- Individual and pair exercises differing in tools used such as sticks, ropes, balls etc.
- 4- Exercises of basic skills such as jumping, running, walking, climbing.

1.5 Statement of the Problem

Although physical activity has a great impact on an individual's health and the quality of life, many studies have shown that as students get older, attitudes toward physical education become less favorable and the level of physical activity decreases (NCCDPHP, 1997). There is few of data related to physical education and activity in Bahrain. In an attempt to combat the decline in physical activity during adolescence, health professionals emphasis upon physical education to equip students with skills and knowledge and positive attitudes to maintain a physically active lifestyle.

In order to accomplish this, and to provide a meaningful physical education experience for high school students, there is a need to study students' attitudes toward physical education programs.

1.6 Significance of the Study

1. Physical activity is an important aspect of health promotion and chronic disease prevention in the early years of life, such as adolescent age.
2. A well planned Physical education program addresses the child's fundamental need for regular physical activity to remain healthy and promotes many of the attitudes and behaviors that reduce health risks such as non-communicable disease, and guides students to becoming motivated to attain optimum health through regular use of new knowledge and skills.
3. Based on this study outcome, which are related to the students' attitudes towards physical education, and the factors that influence those attitudes, it is hoped that such information will be beneficial when establishing physical education curriculum, planning teaching methods, or setting other related decisions to the program.
4. Information about the attitude of high school students toward physical education will help in developing health promotion programs in schools, and will help in modifying and improving the quality of school's physical education programs.

5. The finding may help policy makers and health care providers to develop community based exercise interventions, and set policies that are culturally and socially sensitive to the needs of young adolescents.
6. The outcome of the study may provide the Ministry of health and Ministry of education with information that help them in initiating and establishing school- based health clinics/ or school- linked health centers as a health promotion strategy. The idea of linking schools to various community agencies would facilitate access of the students to the needed services.

1.7 Purpose of this Study

The purpose of this study is to provide a base line information on the attitudes of high school students toward physical education program, in order to increase the role of schools in improving adolescent health, encourage positive attitudes towards physical education among the high school students.

1.8 Objectives of this Study

1. To investigate high school students' attitudes towards physical education program.
2. To identify the various factors of the program that contribute to the students positive and negative attitudes towards high school physical education.

3. To identify the relationship between students gender, track of the study and their attitudes toward physical education program.

1.9 Research Questions

1. What are the high school students' attitudes toward physical education?
2. What are the various factors of the physical education program that contribute to students' positive attitudes towards high school physical education program?
3. What is the relationship between students' gender, track of the study and their attitudes toward physical education?

1.10 Time Frame of the Study

This study was conducted in governmental high schools during the academic year 2004- 2005.

1.11 Hypotheses

It is hypothesized that:

1. High school students have negative attitudes toward physical education.

2. There are factors that significantly contribute to students' positive attitudes towards high school physical education program.
3. There is a relationship between students' gender, track of the study and their attitude toward physical education.

CHAPTER TWO

2. LITERATURE REVIEW

Chapter Two

2. Literature Review

2.1 Impact of Physical Education on Physical Activity and Health

Studies suggest that the future health of many children is being threatened every day by sedentary lifestyle habits. On the other hand, it is widely believed that components of schools' and universities' curriculum such as physical training and sports have a large contribution to adolescent health, which could offset this threat (O'Sullivan, 2002).

There is an important link between physical education, regular physical activity, healthy self-concept and the quality of life. A physical education program provides an excellent opportunity to promote good health practices as well as to develop suitable attitudes towards regular physical activity. The value of physical education programs is the role they play in the development of students who will be physically, emotionally, intellectually and spiritually prepared to meet society's various demands. Thus, physical education is an essential experience in human development, as important life skills are promoted through quality physical education programs (Saskatchewan Education, 2000).

There is evidence that physical education affects physical activity. If children learn skills and develop good attitudes toward physical education and physical activity, they will probably participate more in physical activity and continue to participate as they grow older. Studies have shown that the relationship between attitudes toward physical education and childhood physical activities provides evidence to suggest that attitude may

influence participation in physical activity (Silverman, 2005, and NASPE, 2004).

It is the unique role of quality physical education programs to develop physical competence, health related fitness, and good understanding about physical activity for all students, so they can adopt healthy and physically active lifestyles, which lead to a productive life. Today's quality physical education programs are important because they provide learning experiences that meet the developmental needs of children, which help to improve a child's mental alertness, academic performance and readiness to learn, and create interest for learning. They are also important for healthy ageing, and maintaining or improving quality of life and independence (WHO, 2003, and NASPE, 2002). It was reported that the Ministry of Health and Ministry of Education can team up to create a new physical activity movement; consequently they could save precious resources, futures and lives (USDHHS, 1996).

Literatures have shown that students' attitudes toward physical education have been under investigation for a long time. Traditionally, the purpose of such an inquiry has been to identify factors that contribute to positive and negative feelings toward physical education (Krouscas, 1999). Investigators believed that having such information would improve the quality of physical education by allowing teachers to consider students insights when making curriculum or program decisions. In Bahrain and in the Arab countries there are few researches related to attitudes toward physical education and school physical activity.

2.2 Literatures related to Physical Activity in GCC Countries

Al Ansary (2002) studied women's attitudes toward physical activity in Bahrain, and compared attitudes of women who practiced physical activity with attitudes of those who did not practice physical activity. The author studied 205 women aged 18 years- 45 years, and found that 140 (70.7 %) did practice physical activity while 58 (29.3 %) did not. The results indicated that attitudes toward physical activity were perceived first as health and fitness, second as social experience, third as aesthetic and lastly as reducing tension. The study showed significant differences between women who practice physical activity and those who do not; there were more positive attitudes among those who practice.

In Kuwait, Abdul Al Raheem and Dheyab (1992), studied the attitudes of Kuwait university students both male and female toward physical activity. The researchers found that most students did so for aesthetic experience, social purposes and for recreation and relaxation.

2. 3 Literatures related to Secondary School Physical Education In the GCC and Arab Countries

S. Mossa (1983) conducted a study on attitudes of intermediate and secondary male school students toward the physical education program in the UAE, in order to identify their attitudes towards their school physical education program, and then compared both level of education and student's attitudes. He concluded that the physical education program is a very important part of the educational phase to meet their needs through its activities, and there were positive results towards practicing physical

education activities in order to improve their physical fitness. Also the existed physical education program need to be enhanced.

Mohammed and Rateb (1984) from Egypt, measured the students' attitudes toward school physical activity. This was to determine the differences between the students' grades in relation to their attitudes towards school physical activity at the 9th level of the essential studies (each gender independently), and then differences between male and female students grades in relation to their attitudes toward school physical activity. The results showed that there were differences between male and female students' grades in relation to their attitudes toward school physical activity's, and they perceived physical activity as an aesthetic experience and this got the highest grade by both gender.

A study conducted in Bahrain by Al Jeeb in 1990 on the non-participation of government secondary school girls in the competitive sports program in Bahrain, showed that non-participation of secondary school girls in the competitive sports program related to many factors such as school, social status, religion, traditions, the students' passive conception, economic status, lack of leadership, and health.

Faheem (1992) conducted a comparative study related to the attitudes of some high school physical education teachers, principals and coaches toward physical activity. The study sample included 100 females, of them 50 school teachers, and 50 school coaches and principals. The results indicated that the attitudes of school teachers toward practicing physical activity were more positive and they perceive it more as health and fitness, then as aesthetic, finally they perceived physical education as tension and

exposure to risk, while principals and coaches perceived physical activity as athletic excellence, reducing tension, and finally as social purposes.

Hussain (1995) conducted a study related to evaluation of the obligatory curriculum of physical preparation in the physical education program for first grade students at secondary schools (the credit hours system) in Bahrain. The study sample was 240 male students, and 32 physical education teachers. The study revealed that the role of physical education in relation to sport not clear, the existing objectives of physical education and school sport in the state of Bahrain need modification, in terms of relative importance and the extent of conspicuousness of the objectives of the various educational phase. In addition the quality of the existed physical education program needs to be enhanced. Similar findings was revealed by Al Jeeb in 1997, which was on developing strategies to raise scholastic sport in Bahrain. The aim of the study was to build integrated, comprehensive strategies for school sports in the State of Bahrain. The study sample was 3,086 individuals from different sectors in the state divided into five groups: a group of intellectuals, people of wisdom in the state of Bahrain society leaders, academic experts, physical training advisors both males and females, and teachers from both sexes, and finally a group of pupils and students that included 2,700 from both sexes.

Al Murbati (2003) conducted a study on girls' secondary schools in the Kingdom of Bahrain for the purpose of finding out the obstacles of carrying out indoor school physical education activities. She studied 661 female students from 16 governmental secondary and intermediate schools, and from different majors (Science, Literary, Business, and others) covering the five governorates of the Kingdom of Bahrain. The study also included 50 physical education teachers at girls' secondary schools. The

study results revealed that the most prominent obstacle facing indoor activity is that hours for practicing indoors activities are limited, and there are too many assignments from teachers. In addition, most students believe that their education would be affected by participating in indoor activities. In addition, teachers stated that there was lack of incentives for the participants in these activities, and indoor activities were not taken into consideration in the grading system of physical education courses.

2.4 Other literatures Related to Secondary School Physical Education

Earl and Stennett (1987) studied students attitudes' toward physical education and health education in secondary schools in Ontario. They found that the students who voluntarily took physical education did so because they liked the activity, sports, fitness benefits, enjoyment, and the acquisition of new skills, and reasons for not taking physical education included: that it was not as important as other subjects, that it was a poor program, that there was a scheduling conflict, and that they received enough exercise outside of school.

In 1991, Luke and Sinclair studied gender differences in adolescents' attitudes toward school physical education. The purpose of this study was to identify and examine the potential determinants of male and female adolescents' attitudes toward school physical education. Five main determinants of attitude were identified in rank order: curriculum content, teacher behavior, class atmosphere, student self-perceptions, and facilities. Overall, male and female students identified the same determinants in the same order priority.

Tannehill, et al (1994), studied attitudes toward physical education: their impact on how physical education teachers make sense of their work. The intent of this study was to examine the attitudes of students and their parents toward physical education programs in which they were involved. Student attitudes toward physical education in this study were not overwhelmingly supportive of physical education. As a content area, physical education did not rank high in relation to other subjects, and it received only modest approval. The parent sample viewed the main focus of school as academic and the development of intellectual skills, while acknowledging the importance of physical education and fitness.

Krouscas conducted a study in (1999), on middle school students' attitudes toward physical education program. The purpose of the study was to examine a physical education program and determine the various aspects of the program that appear to contribute to positive and negative attitudes towards middle school physical education. The results indicated that positive attitudes towards physical education decline between grades six and eight, and this trend was more apparent for females than males. Major categories associated with positive and negative attitudes towards physical education include curriculum content, class atmosphere, teacher behavior, dressing out, and self-perception.

Stelzer, et al. (2004) investigated the attitude toward physical education of 1107 high school students from four countries: the Czech Republic, Austria, England, and the United States. Data revealed individual differences, but the overall sample indicated a decidedly positive attitude toward physical education. Students from the Czech Republic had significantly higher attitude scores than both U.S. and English respondents,

and males showed a more favorable attitude toward physical education than females.

Hulya, and Demirhan et al. (2005) examined attitudes toward physical education and class preferences of Turkish high school students in terms of school gender composition. Students from coeducational public schools and single-sex vocational schools participated in the study. The result indicated that in coeducational school in general, boys had more favorable attitudes. Additionally, there were significant differences in preferences for the physical education class between students from single- sex and coeducational schools and between girls and boys. The finding indicated that gender and school type seem to be important factors that influence these preferences. And level of activity and involvement is less for girls than boys in coeducational secondary schools in Turkey.

Rikard and Banville (2006) studied attitudes of high school students toward fitness and sports activities taught in physical education, and perceived the effectiveness of their physical education curriculum for improving their fitness and skill level. Results indicated student preference for a wider variety in sport and fitness activities, an increase in level of challenge in physical education classes, and an increase in student motivation for participating in activities outside of school. Students were accepting or tolerant of participation in fitness activities due to known health benefits. Most students like physical education class that included some form of game play. In addition, they stressed the need for adding interesting activities that included active participation while having fun.

CHAPTER THREE 3. METHODOLOGY
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Chapter Three

3. Methodology

3.1 Research Design

This study is a cross- sectional descriptive study using standardized instrument.

3.2 Study Population

All secondary school students in grade 10, 11, and 12, male and female (Bahraini and non- Bahraini), in the three main tracks of study; science, literary, and commercial in governmental high schools, for the academic year 2004- 2005.

3. 3 Sampling

3.3.1 Sample Size:

A multistage stratified cluster random sample of students was selected from a total of 26 Bahrain government high schools by simple random sampling, using computer statistical packages (SPSS)- generated random numbers for the selected classes in each track in the schools. In order to achieve a simple random sample, each element was given a number in the sampling frame (i.e. each class in the three grades of the academic year in each track was given a number) and then random numbers were used to select the required numbers of class from each track in the schools. The outcome was 16 classes selected randomly from 11 schools (7 female and 4 male

secondary schools). Random numbers were obtained by using a spreadsheet.

These selected schools provide physical education for their students on a regular basis during the first semester of their academic year. The sampling frame was based on the Statistic Manual for the academic year 2004-2005, from the Information Documentation Center, Statistic Education Section, at the Ministry of Education.

The main sample is designed in three- stages; stratified in gender; (male and female), stratified in tracks; scientific, literary, and commercial, and then a cluster sample of the total population of 22,321 students (both genders) in all 757 classes in the main three tracks. A cluster of sampling units estimated at approximately 400 students was selected from 16 classes selected randomly from each stratum representing the study subjects. Male and female stratification was done to find the differences between male and female positive attitudes towards physical education.

A stratified proportional sample ($N= 400$), male = 145 and female 255 of students was randomly selected from the total population of 22,321 in the three main tracks; Scientific, Literary, and Commercial. Calculation depends on the estimated the prevalence of positive attitudes with 95% confidence level and precision, and was done by National Council for the Social Studies (NCSS Package, 2005) the Statistical and Power Analysis Software program. The selected numbers are proportional to the present numbers of male and female students in each track for the academic year 2004-2005.

The total number of students in each track in Bahrain secondary schools are:

- a) 2518 male and 5354 female in Scientific track
- b) 4433 male and 6010 female in Commercial

c) 1061 male and 2945 female in Literary

With a calculation proportional to the track's weight the selected sample numbers constitute the following: 142 students from Scientific track, 183 from Commercial, and 75 from Literary.

The desired classrooms were selected randomly from each track. All students registered in those classrooms were enrolled in the study. Further details regarding the main study population presented in Figure (1&2), and details regarding sample size are presented in Table (1).

Figure (3.1)

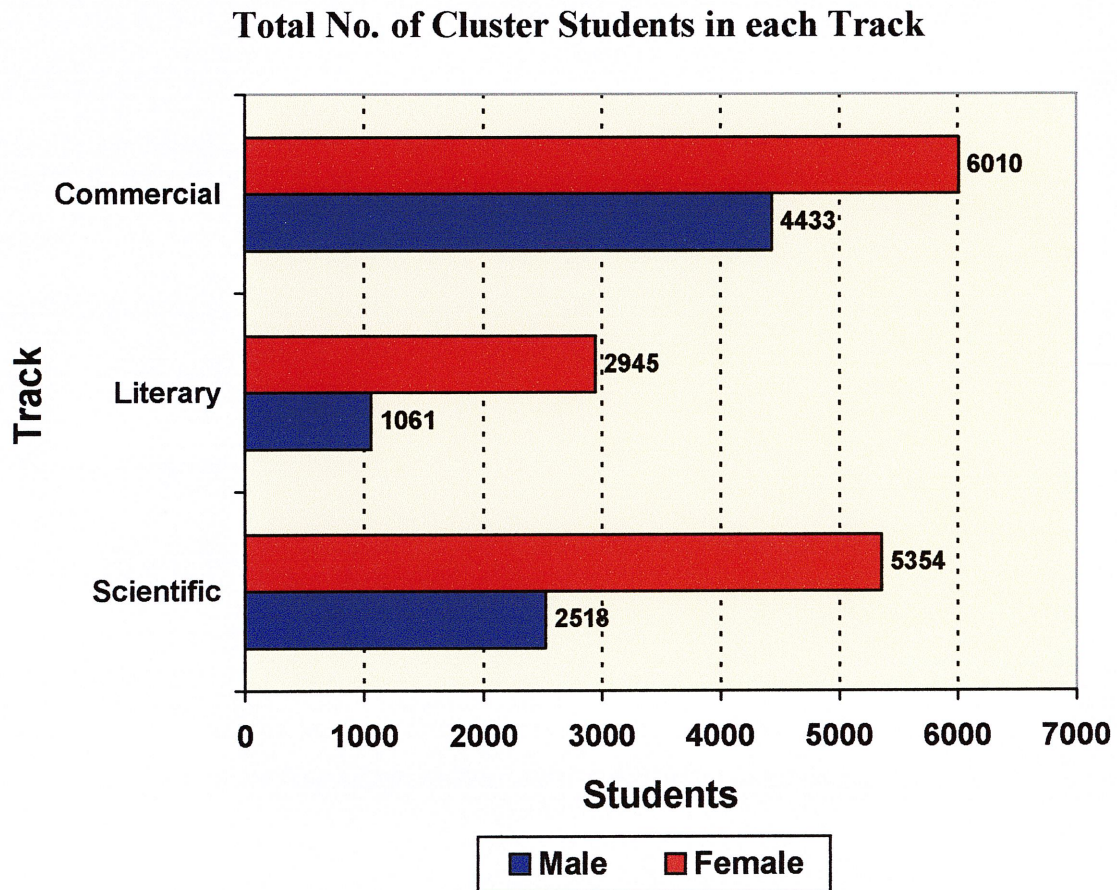
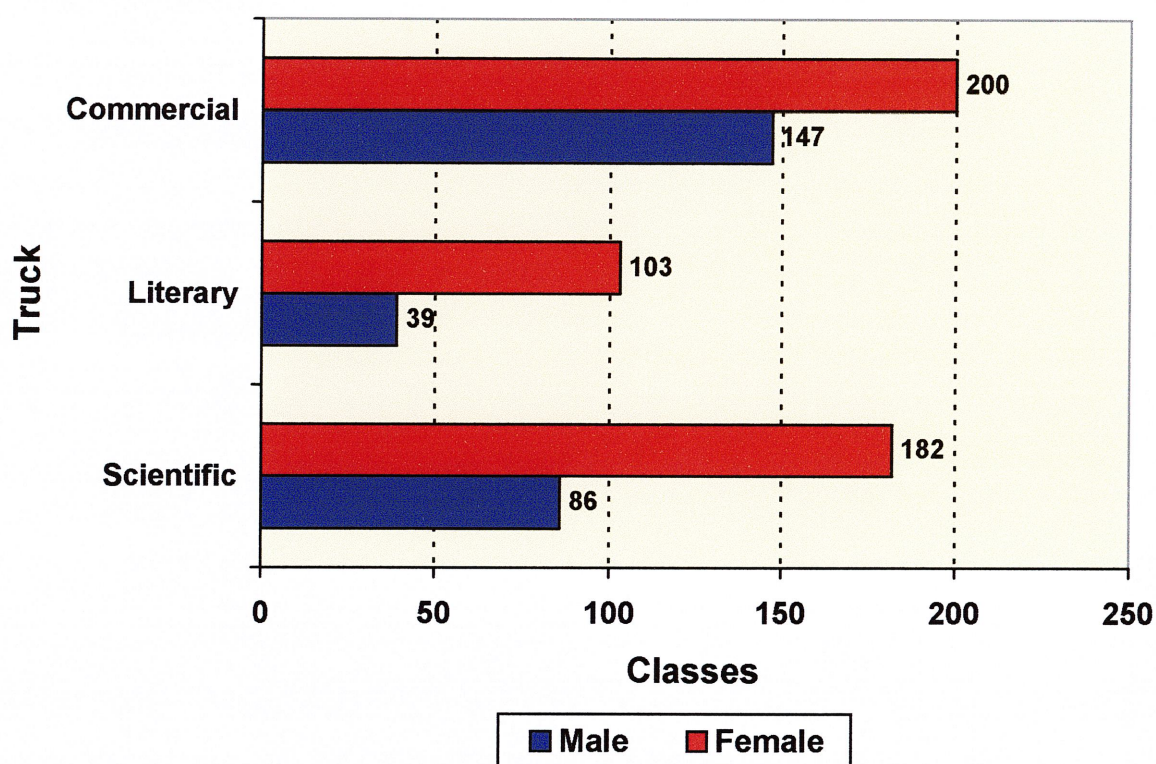


Figure (3.2)**Total No. of the classes in each Track****Table (3.1)****Selected Sample Size**

Stratification by gender	Stratification by track	Estimated No. of selected students	No. of classes needed	Actual No. of students in needed classes
Male	Scientific	46	2	59
	Literary	21	1	27
	Commercial	78	3	90
Female	Scientific	96	4	117
	Literary	54	2	60
	Commercial	105	4	122
Total	All	400	16	475

3.3.2 Setting

Students' classroom was used for the implementation of the study.

3.4 Ethical Consideration

Appropriate ethical protocol is followed, and permission is taken from the following:

1. Research academic committee of the Master program (Health Policy and Population Studies) at the Arabian Gulf University to conduct the survey. Appendix (1).
2. Permission was taken from Information Documentation Center in Ministry of Education, Statistic Education Section, to obtain the statistic manual for the academic year 2004-2005. Appendix (2).
3. Authorization was sought and obtained from the Education and development research committee in Ministry of Education, to implement the study in their schools. Appendix (3).
4. Permission was taken from the participating schools, teachers and students before they participate in the study. Students were guaranteed about the confidentiality of the study. Data was analyzed as one group, and the questionnaires are stored in the Ministry of health training department to ensure confidentiality and to avoid misusing the data. The participating schools and the Ministry of Education will be offered the study results on request. A copy of the

study will be submitted to the Ministry of Education for their information.

3. 5 Research Variables

A) Independent Variables

Physical education program, Gender, Track of the study, Age, Physical education factors (curriculum, teacher, class atmosphere, self- perception, and facilities).

B) Dependent Variables

Attitudes, Practicing exercise, Sports, Physical fitness.

3.6 Definition of Terms

For the purpose of this study, some definitions are adopted:

- Policy is also defined as "a contract of guiding principle, including one under which existing liability related to physical education and activity has already occurred or to be developed, or any instrument evidencing such a contract between health, education and other sectors in the country" (Chancellor, 2004).
- Attitude defined as "a manner of acting, feeling, or thinking that shows one's disposition, opinion etc. It's really how you respond to and approach things, consequently, attitudes may predispose individuals to adopt or reject specific health-related behaviors" (Brown. J. M. 2000).

- Positive attitude defined as "observational learning in the environment and is partially achieved when a vision of good natured change in the mind is applied toward people, circumstances, events, or behaviors" (Wikipedia, 2002).

- Negative attitude is "customary ways of thinking that eventually cause a misperception of a situation or event. The person might experience frustration, reprisal, dislike, demotivated that could lead him to distorted thinking styles and challenged attitudes. The person think of this as a list of inflexible rules about how others should act, usually based on negative past experiences" (Bauer, 2006).

- High school/ or secondary school is defined as "the final stage of compulsory education, preceded by primary education and followed by voluntary higher education. Depending on the system schools for this period is called secondary schools or high schools, and it occurs mainly during the teenage years. 9th – 12th grade is the most common grade structure for high school, this depend on the district and how it is comprised" (Wikipedia, 2001).

- "Physical education" refers to a planned, sequential program of curricula and instruction that helps students develop the knowledge, attitudes, motor skills, self-management skills, and confidence needed to adopt and maintain physically active lifestyles"(NASBE,2005).

- Quality Daily Physical Education (QDPE) is defined as "a well-planned school program of compulsory physical education provided for a minimum of 30 minutes each day to all students (Kindergarten to grade 12) throughout the school year, taught by qualified and enthusiastic professionals, and offers a variety of learning opportunities to all students on a daily basis throughout the entire school year" (CAHPERD, 1988).
- Tracks (path of study): is "The direction of the study according to the main subjects or specialty courses. There are choices to follow a science, literary, commercial, or a technical curriculum. Tracks depend on the group of courses that students must study as a major course (M. O. E, 2004).
- Exercise is "a planned, structured and repetitive bodily movement done to improve or maintain one or more component of physical fitness" (Caspersen, 1985).
- Adolescence is "a period of human development which extends roughly from age ten through 19 and usually triggered by the onset of puberty" (WHO, 2003).
- Regularly is defined as "frequent repeated or customary action, habitual performance, a succession of acts of a similar kind, usage, habit, custom, the practice of making regular entries of accounts, the practice of daily exercise" (Bach, 2005).

- Sometimes is defined as "on certain occasions or in certain cases but not always, now and then" (Labor Law Talk Dictionary, 2004).

3.7 Testing the Validity and Reliability of the Questionnaire

A) Validity

- Face validity; the questionnaire was shown to a specialists in physical education and physical activity from the Ministry of Education. It was also sent to Arabic and English teachers for wordings. The questionnaire was again sent to the instructors at The Arabian Gulf University, Bahrain University, and Directorate of Training in Ministry of Health. Modification of the questionnaire was done based on their collective comments.
- Content validity of the instrument; the instrument was shown to a panel of experts in physical education to determine the value of each statement as a measurement of attitude. The members of the panel of experts constituted of three professors, two associate professors, and two doctors. The panel expertise was in physical education teaching methods, curriculum design, instruction in physical education, sport psychology, educational psychology, cognitive psychology and learning disabilities. All the members belonged to the physical education section at Bahrain University, and Ministry of Education. The group had experience ranging from 9- 36 years. The experts were asked to judge each statement as favorable or unfavorable in relation to attitudes towards physical education and check the categorization of the statements according to Curriculum, Teacher, Class Atmosphere,

Facilities, and Student Self- perception, and to check statements that were unclear and difficult to understand. Special forms were developed for them in order to give their comments, (Appendices 4.A- 4.C). The experts analyzed the scale items to ensure that each item represented adequately the purposes, objectives of the study, and if the scale items answer the research questions, as well as if the items are related to each category of the questionnaire. Based on their comments the Arabic title was modified and 8 items were dropped because they were unclear and difficult to understand, and this modification did not affect the objectives of the study. Accordingly an appropriate correction and modification was done in the assessment tool. The likert technique was used and 6 out of 7 members agreed on a 3 point scale; Agree, Undecided, Disagree.

B) Reliability

To ensure the reliability of the assessment tool; assessment of the stability of the assessment tool is evaluated by test- retest reliability. The questionnaire is administered to the students on two occasions apart of two weeks in time, and then comparison of the scores was made. The comparison procedure was performed by a biostatistician from the Arabian Gulf University. Computing of reliability coefficient test, and factor analysis were conducted. The result was 0.89 To ensure the internal consistency of its subparts; the items which were used in the questionnaire are adopted from attitudes scales which were mostly used by other researchers in their studies such as "Edgington attitudes scale for high school Freshman Boys" toward physical education; (Edgington, 1968) refer to Appendix (5). A tested Arabic version is used, and Attitudes of high

school students scale used by Rice (1988), most of the scale items have been tested for its consistency.

3.8 Pilot Study

A pilot study was conducted on 30 students from both sex (15 males and 15 females). Students were selected randomly during their mid day break. The procedure used for sample selection was as follows: in the students mid break the researcher had a disk near their play ground, and every 3rd student who passed around the researcher was enrolled in the pilot study. The selected two schools were not involved in the main study. The pilot study was conducted to determine if problems existed with the wording of the preliminary study instructions, items of the scale, and the time needed to complete the questionnaire. And to find out if the instrument questions capture the information needed by the researcher, and if students can successfully answer the respective demographic, and the research attitudes statements. Therefore the likert scale was changed from five- point to three - point to avoid misunderstanding the Arabic scale word meaning, and 8 questions were deleted since it was not affecting the study scale, modification done for some of the questionnaire items

3.9 Method of Data Collection

3.9.1 Consent

Before beginning data collection, permission was requested from the selected school, date and time was set with each school principle. Also permission was obtained from the teachers of the selected classes and the students themselves. Some information was collected from school records,

such as number of classes according to each track, and number of students in each class, and if there was any absenteeism. The researcher her self implemented the study in the school and collected the questionnaire from the students.

3.9.2 Instrument

A self- administered structured quantitative questionnaire in Arabic language with a cover letter explains the purpose of the study, and ensure the confidentiality of the study (Appendix 6.A) was provided to the students after a brief explanation of the purpose of the study, and how to answer the questionnaire. Students were asked not to write their names on the questionnaire to ensure them about the confidentiality of their information. The questionnaire was coded, and it consisted of two parts; the first 5 items part is related to demographic data. The second part of the questionnaire consists of 50 items is related to students' attitudes toward physical education (Appendix 6.B), which was adapted from a tested instrument "Edington Attitude Scale for high school freshman boys toward physical education" (Edington, 1968). Same items were adopted from the Arabic version of the same scale translated by Alaawi, (1998) (Appendix 7). This instrument was tested and used by many researchers after being translated into Arabic language and modified to suit its culture and settings. As well as some items adopted from attitudes scale developed by Rice (1988). The scale items are divided into five categories, and each category was given a percentage of importance value by the panel of 7 experts in physical education with different specialties from Bahrain University and Ministry of Education, then the number of items in each category was calculated and distributed accordingly refer to (Appendix 8) :

- 1- Curriculum consisted of 14 items
- 2- Teacher consisted of 11 items
- 3- Class atmosphere consisted of 7 items
- 4- Facilities consisted of 5 items
- 5- Student's self perception consisted of 10 items

3.9.3 Data Coding

The questionnaire was numerically coded for the purpose of entering and analyzing data, and it was used as reference data when needed.

3.9.4 Inclusion Criteria

- 1) All governmental secondary students who are taking physical education during their academic year, both genders in three main tracks: Scientific, Literary and Commercial.
- 2) All students registered for formal education in Ministry of Education.

3.9.5 Exclusion Criteria

- 1) Student with severe handicap which prevents him/her from participating in the study.
- 2) All other tracks which were not taking physical education as a part of their curriculum, or on regular bases based on the availability of the physical education resources in their schools.
- 3) Student who did not give his\ her consent to participate in the study.

- 4) Student who did not fill in the questionnaire completely.
- 5) Students who were absent on the date of implementation of study.

3. 10 Statistical Analysis

The findings of the study were analyzed using the Statistical Package for Social Science (SPSS) software version 13. Frequency tables were used to identify the characteristic of the participants in the study. Statistical methods such as t-test were used for comparisons between levels of the demographic data in relation with scores of positive attitudes toward physical activities, and cross-tabulation tables with the Chi-square test to identify demographic information for questions 1 to 5 such as age, sex, nationality, class grade and track of the study, adding to them three questions, 6 to 8, related to practicing sport in school, outside school and how often they practice. Descriptive statistics and non-parametric tests were used in analyzing the data which is not normally distributed as two independent groups and K-independent samples for sex, track of the study, and age. Cross-tabulation was used to find out the numbers and percentage of variables and the frequency of the response of the research's attitudinal statements. Bivariate Pearson correlation coefficient was used to identify the relationship between physical education factors and positive attitudes, and the Chi-Square test was used to test the significance of the results. The level of statistical significance was set to $P \leq 0.05$.

CHAPTER FOUR

4. RESULTS

Chapter Four

4. Results

In this chapter the results of the study are explained. It highlights the descriptive analysis of the results for the purpose of answering the research questions, and following the results will be a discussion of the findings.

The result of this study will be discussed under four main headings, as per the following: response rate, frequencies of actual and expected number of participated students in the study, demographic data, practicing sports in and outside the school, and the three research questions. Each research question will be stated, and the results of each statistical and descriptive analysis will be immediately followed. This study is based upon the data collected using a questionnaire which is a modified version of attitudes toward physical education, that was adapted from a tested instrument.

4.1 Response Rate

The total number of students who participated in the study was 470 of whom 173 (98.2%) were males and they were in the following class grade; in grade 10 they were 58 (33.5%), grade 11 were 59 (34.1%), and grade 12 were 56 (32.4%) students. While 297 (99.4%) female students, were in the following class grade; grade 10 were 65 (21.9%), grade 11 were 178 (59.9%), and grade 12 were 54 (18.2%) students.

The age of the student ranged between 14 and 21 years with a mean age of 16.2.

The response rate to the questionnaire was 98.9%, although appointments were taken from each school and class in advance, there were absenteeism among students in some classes, 5 students were absent from science track (3 male and 2 female) due to sickness. The actual selected sample was

more than estimated, on the day of implementation of the study, because some of the students in the end of the first term of the academic year changed their track of the study due to several reasons such as difficulty of the subjects' content. And figure (4.1) represents distribution of the student in each track of the study.

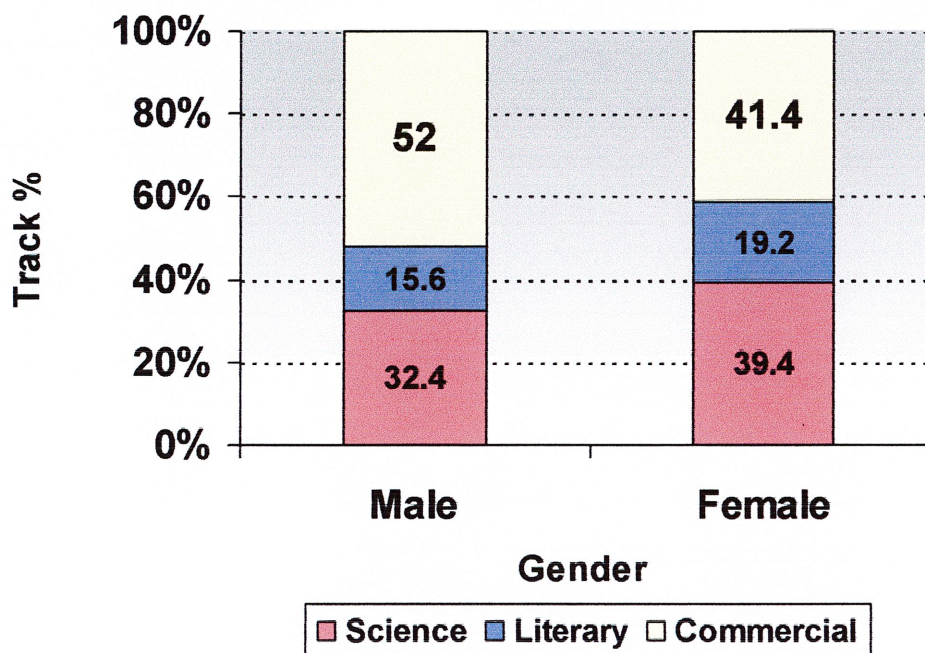
Table (4.1)

Response Rate by Estimated and Actual Sample Size

Gender	Estimated Needed	Actual Selected	Respond Rate	
	Sample	Sample	N	%
Male	145	176	173	98.2
Female	255	299	297	99.3
Total	400	475	470	98.9

Figure (4.1)

Distribution of the Students According to Gender and Track of Study



4.3 Demographic Data

The nationalities of the students were as follow: 456 students were Bahraini, [male 166 (35.3%), and female 290 (61.7%)] and 14 (3.0%) were non-Bahraini [male, and female were equal in numbers].

4.4 Practicing sport in and outside the school

With regard to practicing sport in the school, the study showed that male 130 (75 %) students practice sports in the school regularly, while 30 (17 %) practice it sometimes, and only 13 (7.5 %) male students do not practice sports in the school, while among females, the majority 240 (80.8 %) students do practice sports in the school, while 43 (14.5 %) practice it sometimes, and only 14 (4.7 %) female students do not practice sports in the school. Table (4.2).

Table (4.2)

**Distribution of Students in Relation to Practicing Sports in the School
by Gender and Type of Attitudes**

Gender	Type of Attitudes	practice sports in the school						Total	
		Yes		Sometimes		No			
		N	%	N	%	N	%	N	%
Male	Positive	117	79.6	22	15.0	8	5.4	147	100.0
	Negative	13	50.0	8	30.8	5	19.2	26	100.0
Total		130	75.1	30	17.3	13	7.5	173	100.0
Female	Positive	148	84.6	22	12.6	5	2.9	175	100.0
	Negative	92	75.4	21	17.2	9	7.4	122	100.0
Total		240	80.8	43	14.5	14	4.7	297	100.0

With regard to practicing sports outside the school, it was found that there is significant differences between male and female students in practicing sport outside the school p . value < 0.05 , among male students 106 (61.3 %) practice sports outside the school regularly, while 54 (31.2%) practice sometimes, and only 13 (7.5 %) did not do so. Among the females the majority 157 (52.9%) practice sports sometimes outside the school, while only 82 (27.6%) practice it outside the school regularly, and 58 (19.5%) do not do so. (Table 4.3).

By comparing both tables (4.2) and (4.3) the reason for majority of the students (both genders) practicing sports in school is because it may be a part of their physical education curriculum which is compulsory to practice in one of the academic semesters to obtain credit.

Table (4.3)

Distribution of Students in Relation to Practicing Sports outside the School by Gender and Type of Attitudes

Gender	Attitudes	practice sports outside the school						Total	
		<u>Yes</u>		<u>Sometimes</u>		<u>No</u>			
		N	%	N	%	N	%	N	%
Male	Positive	95	64.6	41	27.9	11	7.5	147	100.0
	Negative	11	42.3	13	50.0	2	7.7	26	100.0
Total		106	61.3	54	31.2	13	7.5	173	100.0
Female	Positive	61	34.9	90	51.4	24	13.7	175	100.0
	Negative	21	17.2	67	54.9	34	27.9	122	100.0
Total		82	27.6	157	52.9	58	19.5	297	100.0

In relation to those students who practice sports outside the school, they have been asked how often they practice sports outside the school, the findings revealed that 36.4% (63) of male practice sports more than three times a week, in comparison with only 14.5% (43) of females, moreover most of the females 33.3% (99) are not practicing sports regularly outside the school. When Chi- Square test was used to determine if participation in sports outside the school varied by gender, the result showed that there were no statistically significant differences between 21 (12.1%) male and 87 (29.3%) female students by practicing sports out of the school ($P > 0.05$). (Table 4.4).

Table (4.4)**Frequency of Practicing Sports outside the School by Gender**

practicing sport outside the school	Gender					
	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	N	%	N	%	N	%
Once a week	13	7.5	19	6.4	32	6.8
Two- three times a week	37	21.4	49	16.5	86	18.2
More than three times a week	63	36.4	43	14.5	106	22.6
Not practicing regularly	39	22.5	99	33.3	138	29.3
Not practicing at all	21	12.1	87	29.3	108	23.0
Total	173	100.0	297	100.0	470	100.0

4.5 Research Questions**4.5.1 Research Question # 1**

What are the student's attitudes toward their physical education program?

In relation to high school students' attitudes towards their physical education program, the findings indicated that 68.5% of students both gender have positive attitudes toward physical education, while 31.5% of them were having negative attitudes. In addition, attitudes toward physical education was differed significantly between male and female students. Cross- tabulation results showed that, 26 (15.0%) male versus 122 (41.1%)

female have negative attitudes towards physical education program. Pearson Chi-Square test analysis showed significance of the result $p < 0.0005$. (Table 4.5)

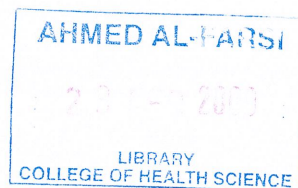


Table (4.5)

Distribution of the sample by Gender and attitudes

Gender	Attitudes						P. value
	<u>Positive</u>		<u>Negative</u>		Total		
	N	%	N	%	N	%	
Male	147	85	26	15	173	100.0	
Female	175	58.9	122	41.1	297	100.0	
Total	322	68.5	148	31.5	470	100.0	< 0.0005

In relation to effect of the tracks on students attitudes toward physical education, the descriptive analysis result by cross-tabulation revealed that track of the study didn't affect students attitudes towards physical education program, Chi-Square test was not significant ($p= 0.952$) almost all of them had a similar percentage in negative and positive attitudes toward physical education in each track. (Table 4.6).

Table (4.6)

Effect of Tracks on Students Attitudes toward Physical Education Program

Track of Study	Attitudes				Total		P. value
	<u>Positive</u>		<u>Negative</u>		N	%	
	N	%	N	%			
Science	117	67.6	56	32.4	173	100.0	0.952
Literary	58	69.0	26	31.0	84	100.0	
Commercial	147	69.0	66	31.0	213	100.0	
Total	322	68.5	148	31.5	470	100.0	

4.5.2 Research Question # 2

What are the various factors of the physical education program that contribute in positive and negative attitudes of the students toward physical education?

Among the various factors of physical education; curriculum, teacher, class atmosphere, facilities, and Student self- perception; as indicated from the study result, 357 (76.0%) students reported that curriculum in both sex was the most important factor that contributed to their positive attitudes versus facilities which was the least contributed factor to their positive attitudes as indicated by 173 (36.8%) students.

A cross- tabulation of both gender groups against the effect of the physical education program factors on students attitudes, revealed significant

4.5.3 Research Question # 3

What is the relationship between students' gender, track of study, and their attitudes toward physical education?

Chi- Square analysis showed that there is no significant relationship between students' gender, track of study, and their attitudes toward physical education, $p > 0.05$, (Table 4.7).

Table (4.7)

Distribution of Positive Attitudes by Gender and Track of the Study

		Track of the Study								
Gender	Attitudes	<u>Science</u>		<u>Literary</u>		<u>Commercial</u>		Total		P.
		N	%	N	%	N	%	N	%	value
Male	Positive	47	83.9	22	81.5	78	86.7	147	85.0	0.776
Female	Positive	70	59.8	36	63.2	69	56.1	175	58.9	0.648

Table (4.8) indicated high correlation of five physical education factors with overall positive attitudes, consequently when any of the listed contributing factors is enhanced overall positive attitudes of the students will increase significantly. (Table 4.8)

Table (12)

Correlation of Physical Education Factors with Overall Positive Attitudes

Physical Education Factors	Overall Positive Attitudes	
	r	P. Value
Curriculum	0.842	< 0.0005
Teacher	0.791	< 0.0005
Class Atmosphere	0.828	< 0.0005
Facilities	0.576	< 0.0005
Student Self- Perception	0.701	< 0.0005

5.4.4 Result of Attitudes Sentences

To determine the student attitudes toward school physical education program, subjects were asked to comment by agree, disagree, and undecided on several related negative and positive attitudes sentences, and calculation done by sum up the positive attitudes sentence and the negative attitudes sentences separately, and there were items that are reversed in meaning from overall direction of the scale, therefore the respond values were reversed for each of those items before summing for the total. Then analysis done by the statistical package for social science software and the highest mark on the scale considered as positive attitudes and the lowest was negative attitudes while the middle average result considered as neutral attitudes. The attitudes sentences result related to curriculum were as the following; 81.5% of males and 74.1% of females indicated that physical education classes have a variety of activities that good for health, and 95.4% of males and 71.4 % of females indicated that Physical education

should not be eliminated from the curriculum. Adding 90.8 % of male and 82.2 % of female students indicated that Physical education is highly important and has direct effect on individual's life. In addition 78.0% of male and 67.3% of female students indicated that physical education programs develop in students an understanding of the importance of exercise to health.

Regarding length of some activities, 42.2% of male and 41.8% female reported that some activities in physical education drag on too long more than it deserve, while 28.9% of male and 20.9% of female reported undecided. Also 31.8% of male and 46.5% of female reported that grading procedure in physical education is unfair, while 26.0% of male and 19.9% of female reported undecided. In addition, 64.7% of male and 48.8% of female students reported that physical education hours per a week are inadequate. However, 77.5% of male and 77.3% of female students indicated that physical education helps them to continue participating in physical activity in future.

The result related to modification of the physical education program revealed that 56.6% of male and 70.4% of female student indicated that physical education program is not changed since long time. At the same time 64.2% of male and 40.7% of female reported that physical education develop social relationship and cooperation between individuals, although 19.1% of male and 25.9% of female students reported undecided. 49.7% of male and 33.3 of female students indicated that activities in physical education offer students opportunities to make quick decisions and response about action to be taken during physical education activities, while 33.5% of male and 30.0% of female student indicated undecided.

In relation to teacher characteristics and behavior, 72.8% of male and 68.0% of female students reported that physical education teacher characterized by ability to manage the class. In addition, 42.8% of male and 43.4% of females indicated that physical education teacher has specialty and knowledge in physical education subject, while 30.6% of male and 28.3% of female students reported undecided.

Related to atmosphere factor 75.1% of male and 48.5% female reported that they enjoy physical education class because of the relaxed atmosphere. Also 60.1% of male and 74.1% female students indicated that physical education teacher forces them to be enrolled in specific activities. More details in appendix (9).

CHAPTER FIVE

5. DISCUSSION

Chapter Five

5. Discussion

The purpose of this study was to examine the attitudes of high school students' toward physical education program, and to identify the factors of physical education that contribute to positive attitudes toward physical education.

This chapter will discuss the results of the study. The discussion will begin with response rate, practicing sports in and outside the school, an overview of the subjects' attitudes toward their physical education program, and research questions, and will continue with an examination of the factors linked with those attitudes.

Response rate

The high response rate in this study (98.9%) could be due to several reasons.

First, total anonymity, where students were asked not to write their names on the questionnaire. Barber et al., (1999) have stated that lack of anonymity is the downfall of many un-effective evaluations.

Second, students felt secure because their physical education teacher was not available at the time of answering the questionnaire. In addition, there was no comment section so they did not have to use their handwriting. Barber et al., (1999) have observed that the respondents are afraid of providing comments as they can be easily linked to them. There is a concern of being recognized by the instructor, which in turn leads to reduced response rate.

Third, It could be due to the study setting. Using the school and the students' classroom for the implementation of the study helped a lot. Also, in taking an appointment with each school with sufficient time in advance helped a lot in increasing the response rate, and good follow up and preparation.

Fourth, It might be that students do believe that Physical education is an essential experience in human development and important life skills are promoted through quality physical education programs. And appreciate the fun and joy of being involved in its' various activities. Also they believe that Physical Education is critical for academic success. Therefore they participated and expressed their feeling in order to improve the existed program.

Practicing Sports in the school

Females (80.8%) more than males (75%) were practicing sports in the school. This could be due to the greater opportunity for females to practice their hobbies in doing exercises at school with the availability of some physical education resources and this might not get it outside the school. Moreover, female physical education instructors might have better control over their student than males, although it is part of the semester requirement to be completed for both male and female students. But regarding regulation for missing physical education class there is no strict role or punishment; by the end of the academic semester the student get a pas mark. Also female students at this age show their concerns about beauty and body fitness, and being slim rather than being obese as indicated by many studies, which show that adolescent females are generally more negative about their bodies and are more concerned with

physical beauty and maintaining ideal thin shapes as idealized by the media and societal images, (Rhea, 1998). In addition female students perceive school physical activity in relation to aesthetics (Al Ansary 2002 & Alaawi, 1998).

Al Murbati (2003) and Al Mahmood (1986) found that there are still some obstacles that prevent students from practicing school physical education activities. As stated by the students, their study was affected by participating in indoor activities, and indoor activities were not considered in the grading of physical education. This finding support our study finding that physical education program is not considered as a fail or pass subject matter. In addition, as indicated by the study, students agreed that the physical education program is not a compulsory subject for the complete academic year; therefore, they do not give it high importance. Based on these figures, it is concluded that for this sample, girls at all grade levels were more likely to enroll in physical activity than boys. These similarities in the studies' findings are because the settings of the studies are the same or similar and the physical education program are the same in all governmental school and nearly the same years after years as indicated in our study.

Krouscas, Jr. (1999), in his study found that eighth grade boys enrolled in physical education had dropped off from 90% to 72%. Furthermore, for females there was a steady and consistent drop off in the enrolling in physical education. Researchers concluded that, with each passing grade student attitudes toward physical education declined. Their findings also showed that this phenomenon was more apparent for girls than boys. Similar to our study involvement of students in physical education got same percentage, but female student were more involved than male students which they perceive as valuable chance to practice sports in the school rather than outside the school. Smith, A. and Parr, M. (2007),

Solmon, M. (2003) and Keogh, Jack (1962) in their studies suggested that following the essential value (e.g., having fun and enjoyment) is the primary motivator for adolescents' involvement in school physical activities. Smith, A. and Parr, M. (2007) and Huts, K. et al (2005) added that if a student accepts specific outcomes such as fun and social pleasure as meaningful, it is possible that he or she generalizes his or her acceptance of values related to physical education and in turn they increase their contribution to the physical education program. These findings are parallel with our study findings. The majority of male and female students do believe that physical education is highly important and has a direct effect on their life, and skills learned in physical education are of value in social life. However, the study findings showed that the existing physical education program lacked activities that meet students' needs such as fun, social pleasure, interest. The study findings conclude that if school physical education programs are to be successful, then school physical educators must know that contributing to the development of students' positive attitudes helps the students to continue active participation in the physical education program.

Practicing Sports outside the School

In contrast to the above-mentioned result, more males (61.3%) than females (27.6%) practiced sports outside the school, and 36.4% of the males practiced sports more than three times a week outside the school. In comparison, 14.5% female practice it more than three times a week, and 33.3% do not practice sports outside the school regularly. This might be due to many reasons. It could be due to the students themselves: they lack interest or motivation, do not have enough time and have lots of homework, watch television, play video games, or spend long time using

personal computers. There are also reasons related to the community: more resources such as clubs, playgrounds and sidewalks are available for males, and nothing restricts them, while for females, many cultural beliefs and values might restrict their involvement in sports outside the school. There are also limited resources for females such as few health clubs and playgrounds. In addition, there are not enough sidewalks and they are very crowded.

Such explanations are supported by Al Jeeb, (1990) and Al Mahmood's (1986) findings which concluded the findings with numbers of factors that contain most problems that cause non-participation of girls students in general school physical activities, sports and competitive sports outside school in Bahrain. The factors are: school, such as too many assignments and limited study hours; social, religion, and traditions, with parents and families preventing their girls from participation in indoor and outdoor school activities and sports; and there is no special place for them to practice sports or any other physical activities. The students have passive conception, and do not value sports and exercise as important to their life. There are also economic factors. The researchers reported that students and teachers do not get an incentive reward from the school for excellence in competitions, as expected by them. The last factor is Health: lack of knowledge related to the health benefits of practicing sports or related physical activities. In our study some findings are similar to those factors such as limited hours, the budget allocated for physical education program is very limited, therefore physical education instructors cannot involve students in outdoor competitions or motivate them, or prepare them for participating in schools competitions. The difference in our study findings is that students have a positive concept and do agree that skills learned in the physical education program are of value in social life. Also students understand the importance of physical education exercises to their health.

As indicated by many studies reasons for participation in physical activity vary from "having fun" to "improving and/ or maintaining health" (Rhea, 1998) and (DeMacro and Sidney, 1989). However in our study the students' negative attitudes related to practicing sports outside the school could be because of lack of resources availability especially for females to practice physical education activities or sports outside the school. Although the adolescent female may be concerned about her body image, social status, or performance, most of them could not offer money to join private female institutions or clubs that offer fitness exercises. Studies suggested that understanding that adolescent females struggle with these psychological and physical elements may be the key to future participation in physical education. (Rhea, 1998, and DeMacro and Sidney, 1989).

The study findings concluding that in order to enhance students' participation in sports outside the schools, leaders in schools and communities should focus on increasing the availability of needed physical education and physical activity resources, and pay more attention to those activities that enhance and improve psychological and physical elements, especially for females in their schools and communities.

Attitudes toward the Physical Education Program

Based on the study results 68.5% of students both genders have positive attitudes toward physical education, while 31.5% of them were having negative attitudes. Such findings are disagreeing with the first study hypothesis, i.e.: high school students have negative attitudes towards physical education program. In addition, positive attitudes toward physical education were higher among male 85.0% than female students 58.9%.

Findings related to students' attitudes showed the majority of the students (81.5% of males and 74.1% of females) did agree that physical education

classes have a variety of activities that are good for health, and not in favor to eliminate physical education from the curriculum by 95.4% males and 71.4% females. In addition, the majority (90.8% of male and 82.2% of female students) agreed that physical education is highly important and has direct effect on individual's life, and 78.0% of the male and 67.3% of the female students believed that physical education programs develop in students an understanding of the importance of exercise to health. The majority of the students (77.5% of male and 77.3% of female students) agreed that physical education helps them to continue participating in physical activity in future.

Almost the same percentage (68.2%) of male and female students believes that skills learned in physical education are of value in social life, and Physical education is not as important as other academic classes. In addition to 56.6% of male and 70.4% of female students indicated that the physical education program is not changed since long time, and the activities in the physical education program do nothing to develop physical fitness. This was mostly among female students. These findings might be due to the fact that some of the current physical education program activities were modified years back but their objectives were not achieved or students did not benefit from them. Also it could be due to students' low self-perception toward physical education activities especially among the females, and the majority of female students indicated that they feel physical education does not help them in improving their behavior. Studies showed gender as a factor in student attitude, and studies present evidence that girls may have attitudes that are less positive than those of boys, especially at high school age. (Silverman and Subramaniam, 1999). Student attitudes also vary as a function of skill level. Low skill students have different experiences in physical education than skillful students. The highly skilled student would display attitudes toward physical education

that are more positive, whereas students of low skill levels would be at risk of negative effect. (Solmon & Lee, 1999).

In addition, female students may favor physical education activities that emphasize aesthetics. On the other hand, there might be differences in the program activities so that a male student has more opportunity to be involved in various team sports and individual activities. Consequently, even if female students' participation in school sports is high, it could be due to the physical education teacher forcing them to be enrolled in specific activities, as indicated by the majority of female students (74.1%).

Comparing our findings with Al Murbati's (2003) study findings: they revealed that most students do not give importance to physical education because the marks of the physical education courses are not taken into consideration in the final year grade. In addition, the author emphasized, according to the students' answers, that most of them prefer to have the content of the activity totally different from the content of the main curriculum. They also suggested that physical education programs should include those activities related to health and fitness in addition to having team sports, especially basketball and volleyball. These similarities in our findings with the above authors' findings are because the physical education program is the same year after year in all governmental school and the setting of the conducted study is the same. According to those findings, emphasis should be given to the physical education programs modification in order to meet both male and female students' needs.

Rice (1988) also supports these findings. In relation to the activities preference, majority of female high school students selected team sports as first choice, and those are basketball, and volleyball, besides their individual activities. Similarly Hulya, A. F, et al.'s (2005) and Stelzer, J. et al (2004) findings indicated that attitudes toward physical education differed significantly between boys and girls in single-sex, and

coeducational schools. The attitudes score was higher among boys than girls in both schools. Also the findings indicated that the level of activity and involvement is less for girls than for boys. This finding is inconsistent with some previous studies that reported higher attitudes score in boys, by Koca & Demirhan, (2004), Stelzer, J. et al (2004), and Birtwistle & Brodie, (1991).

Krouscas, J. (1999), Treanor, Graber, et al. (1998), and King (1994) in their studies reported that, with each passing grade, student attitudes toward physical education decline. Their findings also showed that this fact was more related to girls than boys.

In addition, Christodoulos, et al (2005) reported that and the physical activity trends of the adolescent are cited in the National Health Interview Survey - Youth Risk Behavior (NHIS- YRBS) in the United States Department of Health and Human Services, (1996). They reported that as adolescents increase in age, physical activity decreases. It also reported that a lower level of physical activity was more common in females. The trend reported in the above-mentioned studies parallels our study findings that students' interest in the physical education program, and the overall usefulness of the activity can be directly related to their attitudes. The study findings conclude that attitudes toward the physical education program are less favorable among females than males. The differences might be mainly due to girls showing a strong feeling for aesthetic and social components related to school physical education activity, or dissatisfaction with some physical education activities especially the one that they are forced to practice. The former are often poorly represented in many secondary physical education programs and this might explain why girls' positive attitudes are not predictive of involvement in school physical education.

Effect of the study track on student attitudes toward physical education

Data analysis revealed that the track of the study did not affect students' attitudes. Therefore their approach, values and beliefs or level of participation in physical education activities do not indicate any differences based on the type of track. Instead, other studies found that level of school grade, age, and gender do affect attitudes toward physical education (Papaioannou 1994, Rice 1988 and S. Mossa 1983). Compared to our findings, physical education program settings in government schools are the same. In addition sometimes all types of track are available in one school and physical education instructors in those schools are the same. Physical education programs in all schools follow the same system, program content, teaching style, grading system, and type of physical education activities given, and the availability of the physical education resources and facilities is almost identical. Not only that, but it might be due to not considering the physical education program as important as other academic subjects as reported by 50.0% of both male and female students.

Taylor and Doherty, (2005), Lowry et al. (2003) and Earl and Stennett (1987) supported such a finding when they reported that the type of activity does affect attitudes. Liking activity and sports, the benefit of fitness, enjoyment, and the acquisition of new skills were the reasons why students voluntarily took physical education. And reasons for not taking physical education included the following: It was not as important as other subjects, It was a poor program, there were a scheduling conflict, they were receiving enough exercise outside school, and they felt uneasy getting sweaty and attending other classes throughout the day. Compared to our study findings there are similarities in the findings related to why they

selected physical education during one of the study semesters. In addition students reported that they consider physical education as relaxation which gives them some relief from study stress during the academic semester.

Cale and Harris, (2006) and S. Mossa (1983) reported that level of education does affect students' attitudes. In his study the secondary school student considers that physical education sessions in all educational phases are very important for students to meet their different needs through its activities. There were positive results towards practicing physical education activities in order to improve their physical fitness and development. Adding more, the researchers reported that intermediate and secondary school students do value physical education activities in relation to maintaining good health, and helping them in utilizing their free time and socializing, (Cale and Harris, (2006), Rikard and Banville (2006). Similarly to our study findings the majority of students reported understanding the importance of physical education exercise to health, and that skills learned are of value in social life. In addition, there were positive results towards practicing physical education activities in order to develop physical fitness. Nevertheless, those needs could not be met with the existing physical education program. For several reasons such as limited physical education hours (2 hours per week), limited resources and facilities, and lack of availability of written policy related to the physical education program in each school, this conclusion reflects our situation, as will be seen.

Simultaneously Van Wersch, Trew and Turner (1992) investigated age and gender differences in preference with physical activities as content of physical education. They reported that at a younger age, girls' interest in physical education is higher than boys, while at an older age, boys' interest is stronger. For both boys and girls, interest in physical education declined with increase of age. In relation to our study findings, age does affect the students' interest toward the physical education program, but this was not

the main reason. The physical education program is affected by activities provided during each class grade in the academic year. Physical education activities are different in each academic grade. In class grade 10 the school physical education program teach only warming up and cooling down exercises, in class grade 11 they teach a few aerobic exercises, and in class grade 12 team games such as football, volleyball or basketball according to the school resources.

Factors of physical education that contribute to the students attitudes toward their physical education program

In addition to examining students' attitudes toward physical education, the intent of this study was also to investigate the physical education factors that contribute to those attitudes. Several main categories were identified as contributing factors to positive attitudes. These include: curriculum, student self-perception, teacher, class atmosphere, and facilities in that order. Similar to that, Luke and Sinclair (1991), and Figley, (1985) examined potential determinants of adolescent attitudes toward physical education. They identified the five main factors that can be controlled by the teacher in the ranked order: curriculum, teacher behavior, class atmosphere, student self-perception, and facilities. Overall, male and female students identified the same determinant in the same order. The link between curriculum content and liking and disliking physical education was also found in studies conducted by the researchers Krouscas, (1999), Luke and Sinclair (1991), and Figley, (1985) They reported curriculum contents as the most important factor associated with positive and negative attitudes toward physical education. Carlson (1994) examined high school students' attitudes toward physical education, factors that influenced development of these attitudes, and the links between behavior and attitude. Factors found

to impact attitudes development were cultural (gender, idolizing best sports figures, and body and mind distinctions), societal (family, media, sport and physical education experiences, skill level and perceptions of fitness, and peers), and school (teachers).

In the following sections, each of these factors will be discussed.

Curriculum

From the five categories, curriculum was the main factor that contributed to the overall positive attitudes of the student (76.0%); curriculum significantly affected male attitudes (87.3%) more positively than female (69.3%), P value < 0.05 . From my point of view the experience male students got through practicing various types of physical education curriculum activities and team games associated with their positive attitudes. In addition boys (81.5%) and girls (74.1%) agreed that physical education has a variety of activities, and the activities in physical education offer students opportunities to make quick decisions and responses. Studies suggested that enjoyment and perceived usefulness of curriculum, as well as sense of belongingness, emerged as important aspects of students' attitudes that differentiate high- and low-attitudes students, Cale, and Harris, (2006), and Subramaniam & Silverman, (2002). In our study male and female students indicated that the physical education program twice a week in only one semester of the academic year is not sufficient. Also 42.25 of male and 41.8 of female students indicated that some activities in physical education drag on too long such as running, and the program in physical education is repetitive year after year. However 28.9% of male and 20.9% of female students reported undecided related to the above mentioned. Students avoid to use agree and disagree responses and tried to put themselves in more favorable respondents, because they might not been

sure about their answers related to the subject, or not motivated enough to put more effort in answering the questionnaire.

Silverman, (2005), Luke & Sinclair (1991) and Rice (1988) support our findings that the curriculum influences students' attitudes toward physical education in the way that those students with lower attitudes see physical education as an environment with repetitive content, and lack of relevance and competition. The physical education curriculum needs to contain more activities go with the new trend in physical education, (Cale, and Harris, 2006).

Our study findings revealed that some of the curriculums contents in the physical education program do not help in student development, or improvement in their behavior, movement skills or physical fitness, and health. Tuhami, (1995) supported our findings by indicating that issues related to the curriculum were most often cited in relation to both liking and disliking physical education.

It is important to determine that high school students enjoy their physical education classes, and physical education teachers should encourage their continued participation in activities throughout life. Teachers and administrators must not resist change in curriculum to meet the needs and the interest of students, including lengthening the period of physical education (hours per week). When physical education program teachers set their plan they should keep in consideration both male and female students' abilities, and their differences, and have a variety of choices that focus on health, fitness, social status and fun. Students should be involved in choosing the types of activities that form the physical education curriculum (Rikard, and Banville, 2006 and Daley, 1998). By giving students opportunity to share in choosing some of their physical education curriculum activities where they are likely to succeed, and observe the

positive effects of their work. This development may result in increased self-esteem.

Similarly Krouscas, (1999), Luke and Sinclair (1991) and Figley, (1985) reported that curriculum was identified as the top-rated determinant of positive attitudes. Curriculum content as the most important factor was associated with positive and negative attitudes toward physical education. Specific subcategories within the curriculum category indicated team sports and individual and dual sports as factors that contributed liking physical education, and the lack of curriculum choices as a factor relating to disliking physical education. Rikard, and Banville, (2006), and Tannehill, et al. (1993) reported that in the physical education program they should teach fitness, sport skills, team and individual sports, and recreational games.

Student- Self Perception

Student self-perception ranked second in factors contributing to the students' positive attitudes (male 80.9% and females 70.0%) toward the physical education program, (P value < 0.05). The students agreed with most statements related to the self-perception positively, reporting that emotional expression can be brought under control through participation in games.

Students do believe that exercise is important in maintaining health, and physical education helps them to develop poise. 77.5% of males and 77.3% of females indicated that physical education helps them to continue participating in physical activity in the future. Also 72.8% of males and 64.0% females believed that individual sports learned in physical education are useful in later life.

They also agreed that physical education does help in improving their behavior, they are motivated, and have interest in physical education activities, and the related classes are entertaining. In relation to competency, over half of the students agreed that they are competent in movement skills, (males 52.6%, and females 55.9%), and the other half of the students either do not agree or are undecided. The discussion on self-perception revealed that most statements regarding this factor could be related to the participants' past or current positive experiences.

In the study conducted by Krouscas, (1999), in his study, self-perception as related to positive physical education experiences was ranked third. In addition, supporting our study findings the researcher reported that the most mentioned subcategories associated with self-perception were personal interest in content, and health related benefits derived from school physical activity (Larson, A. 2006). These two subcategories accounted for the majority of all the comments associated with positive attitudes attributed to self-perception (Larson, 2006, and Tannehill, et al. 1993). Also Bucher and Koenig (1983) indicated that more important is the recognition of the self as defined by a body concept, which can be developed through participation in a well-balanced program.

Keogh, Jack (1962) in his study indicated that men and women supported the social, emotional, and physical values of physical education, but they questioned the relative value of physical education as a school subject. The researcher reported that people may view certain outcomes as being "good for them" but may be unwilling to accept a required school program as the price to pay for the value received.

The findings of the study suggested that student attitude towards the worth of physical education influences their behavior. This may be a partial explanation for their less enthusiastic responses to these programs. O'Sullivan, et al. (1994), and Carlson (1994) indicated that parents who

were a bit supportive of their children's physical education did not find it as important as other subjects in the curriculum, and believed a pass or fail accountability system was adequate. This reflected on their children who also did not perceive the learning they were being taught as important.

The discussion on students' self-perception revealed that most statements regarding this factor might be in relation to positive experiences. Although students indicated some negative attitudes related to self-perception, that seemed to be associated with their negative experience.

Physical education teachers are in a position to influence the development of their students' self-esteem. Through movement experience, physical education teachers can enhance students' perceptions of their own worth and body satisfaction, especially among the females.

Teacher

Today's physical education teachers have one of the hardest job in the schools as they attempt to get unfit, overweight, unmotivated, and generally lazy children to move and be active (Thompson, 2000). Teachers have a major impact on student attitudes toward physical education; therefore, students can have either positive or negative views of the teacher. In this study a teacher ranked third as contributing factor to the students' positive attitudes, and was affecting males more positively (71.7%) than females (51.9 %), P value < 0.05 .

Nearly half of male students indicated that the physical education teacher took a personal interest in students, while half of female students disagreed with this sentence. In addition, almost half of male students indicated that physical education teachers allow the class to help plan activities, while female student indicated the opposite. Less than half of male and female students indicated that the physical education teacher had high physical

fitness. Physical education teachers must recognize their responsibilities for supporting positive attitudes toward physical education activity and send positive messages to their students about fitness and exercise (Larson, A. 2006, Thompson, 2000, and DeMarco and Sidney, 1989).

Moreover, 42.8% of male and 28.3% female students indicated that physical education teacher have subject knowledge and specialty, could formulate the school sports' team to compete, and had ability in taking responsibility and managing the class, and they were enthusiastic. While 30.6% of male and 28.3% of female students is reported undecided. I think they do not want to criticize their physical education teacher .

It must be noted that the teacher is identified as an important factor influencing the students' attitudes, but from the study finding we can conclude that female students somehow are not satisfied with some issues related to the teacher, such as teachers' behavior and unfairness in remark, and regarding the skills both were not satisfied, almost half of the students of both genders agreed or were undecided on the teacher lacking enthusiasm. As such, teachers should be aware of those issues that influence positive and negative attitudes of both male and female students, in order to emphasize issues related to positive attitudes or eliminate those related to negative attitudes in their teaching. Perceived expectations from the physical education teacher and interactions of teachers with students can positively or negatively influence students' attitudes towards participation in physical education activities (DeMarco and Sidney, 1989).

Silverman, (2005) study explained that students with negative attitudes toward physical education do not tend to see the teacher as being helpful and interested in skill mastery and learning material, while students with higher attitudes tend to see the teacher in a positive way. Papaioannou, (1998) reported that, as predicted, the perception of a teacher who emphasizes a mastery orientation in physical education is positively related

to the perception that this teacher focuses on both boys' and girls' learning, and encourages and motivates both of them (Azzarito, and Ennis, 2003). These findings are consistent with the evidence that a teacher's emphasis on students' learning corresponds positively to the students' motivation. It is important that physical education teachers purposely structure physical education classes so that students can approach them with the confidence to succeed and have fun. (Keay, 2006 and Sullivan 2003)

For the sake of better guidance of students in physical education classes, it would be advisable for teachers to make themselves aware of the attitudes of their students. If undesirable attitudes were obstacles to learning, consequently removal of those obstacles should facilitate learning. Students who will be handicapped by poor attitudes should be helped just as students who are physically handicapped are helped. (Carr, and Martha, 1945).

Certainly there are teachers who think about their influence on student attitudes and the consequences of how and what occurs in the class impacts on all students. In addition, other teachers may not know how to reinforce the positive attitudes students already have. Being aware of these perceptions may help teachers in changing or modifying the decisions they make, and the way they teach in class.

Class Atmosphere

Class atmosphere ranked fourth as a contributing factor to students' positive attitudes. Male students show more favorable attitudes toward the class atmosphere statements than females. The majority of male students indicated that they enjoyed physical education class because of the relaxed atmosphere, while almost half of females did not. The majority of male and almost half of female students indicated that physical education atmosphere in general is not boring.

In addition almost half of male and female students indicated that safety rules are followed during physical education sessions. Less than half of male and female students indicated that physical education received full recognition and status from school administration. Less than half of the male and over half of the female students indicated that they felt embarrassed to do skill tests in front of the whole class. Over half of the both male and female students indicated that they learn the rules of sportsmanship in physical education.

The majority of male and female students indicated that sometimes they are forced to do specific activities. Almost half of the male students and less than half of the female students indicated that the school physical education hall was conducive for learning movements and sports skills. Also similarly in percentage, almost half of male students indicated that they felt a sense of freedom to move around during the physical education session because of enough space, while almost half of female students do not feel so because of limited space.

Based on the above findings, atmosphere is an important factor that influences on students' attitudes. If physical education teachers pay more attention to the class atmosphere, their teaching sessions could considerably improve their students' attitudes toward physical education.

Krouscas, (1999) indicated that class atmosphere ranked as the second major category associated with a positive physical education experience. Similarly Luke and Sinclair (1991) found that the atmosphere within physical education was identified as the second ranked determinant of positive attitudes.

Based on the study findings, the two emerging subcategories associated with class atmosphere and positive physical education experiences were as follows: the first was an atmosphere that was conducive to social interaction, and the second was an enjoyable environment. In addition,

dissatisfaction was associated with peer conflict that includes different student talent and social superiority and also students not being able to work in self-selected groups or with self-selected partners. The teachers' strategies create a learning environment in which students actively construct knowledge and meanings by making connections to their peers and by connecting physical education to their lives, their communities, and the real world (Larson and Silverman, 2005).

A supportive physical education program atmosphere provides an excellent opportunity for the development of student competencies. The feeling of importance derived from team, or group membership, the feeling of freedom of expression in movement in a favorable environment with a large physical space, and the pride in accomplishment when points are scored for a team are all competencies that are natural outcome of physical education activities (Keay, 2006, and Bucher and Koenig, 1983).

In general, a comfortable atmosphere turned students on to physical education whereas threatening student situations turned them off.

Physical education teachers have a vital role and responsibility in providing and maintaining a supportive class atmosphere in each physical education session in order to provide an opportunity for the development of a healthy attitude toward physical education among the students by introducing positive experience through well-planned and well-implemented physical education programs' strategies. It is clear that school managers, department heads, and physical education teachers and external providers have a role to play in ensuring that learning opportunities challenge practice (Keay, 2006).

Facilities

School administration and physical education teachers should have more concerns about students' attitudes toward physical education, and should pay more attention to ensuring their safety, comfort, and benefits in relation to health and fitness during their school physical activities time.

Facilities were the lowest factor (36.8%) contributing to the positive attitudes of the students, and they ranked fifth. Such a result is to be expected if physical education facilities and equipment are below standard. Almost half of the male and female students indicated that physical education facilities are easy to access at any time. And the finding revealed that 48.6% of the male and 68% of the female students indicated that they feel annoyed to use false equipment because of limited physical education resources, and equipment. In addition 48.6% of male and 69.7 of female students indicated that not doing regular maintenance for the existing physical education equipment prevents them from using and practicing on that equipment.

Al Jeeb (1997) and Al Mahmood (1986) supported our findings by indicating that government schools in Bahrain should be supported with financial resources, sports equipment, and facilities, playgrounds and the necessary fixtures, which should be adequate in number and efficiency maintained.

Similarly to our study findings Fahmi, (1992) and, Abdul Adeem and Dheyab (1992), Mohammed and Rateb (1984) indicated that leaders in schools should assign financial support for school competitions. However, more attention should be paid to the schools' facilities, playgrounds, and necessary sport equipment. In addition, the country should be well prepared well for any type of competition upon the request of the school physical education administration and teachers' recommendations.

Supporting the above finding Carr, (1945) the researcher reported that fear for ones safety was a powerful factor in failure to learn some physical education activities. He emphasized that attitudes related to unsafe activities would be important in determining success or failure of students. Compared to our study findings, Luke and Sinclair (1991) in their study findings indicated that facilities were the lowest ranked of the six major categories, accounting for only a small percentage of statements. But the factor most negatively identified by males and females was the cold weather.

In addition, in our study findings revealed that the physical education program received a minimum of recognition from the school administration as reported by 43.9 % of male and 35.5% of female students who participated in the study. Mussaiger and Al-Ansary's (2000) study supports this finding when it indicates that sports and physical activities receive little attention in schools in Arab countries including Bahrain.

Based on the study findings there is a lack of supportive organization and some of the physical education activities are only designed for the better athletes; there is a lack of appropriate accommodation and equipment and\ or they can choose only among a limited number of traditional ball sports. That much depends on the interest of the school and the teacher in school physical education and sports (De Knop, et al, 2004).

5.1 Recommendations

The physical education program is important to development and maintenance of good health. The goal of PE is to develop physically educated individuals with the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Quality physical education will develop health-related fitness, physical competence and positive attitudes about physical activity. Positive attitudes were low among female students. Therefore, in order to improve the PE program, to enhance students' attitudes, and to increase enrolment, several recommendations are offered based on the findings in the study.

5.1.1 Specific Recommendations

1. School physical education leaders should implement a comprehensive PE plan involving enjoyable, moderate to vigorous physical activity, and teaching knowledge, motor skills, self-management skills and positive attitudes. It should be taught by well-prepared and well-supported staff and in cooperation with health care providers.
2. School physical education program leaders and teachers should consider students feedback and evaluation of the physical education program.
3. School physical education program leaders and teachers should enhance students' attitudes toward physical education program by increasing students' awareness and competencies related to physical education benefits and activities by education, training, and support.

4. Schools should increase physical education program hours to more than two hours per week, and PE instructors should provide a positive environment that encourages participation in PE by developing self-confidence and maintaining a safe psychological environment.
5. School physical education program should be well-planned, and provided compulsory to all students from Kindergarten to grade 12 throughout the whole school academic year on daily bases, also to be taught by qualified and enthusiastic professionals.
6. School PE instructors should ask parents about their children's health and abilities, and involve students in planning class activities. They should also emphasize enjoyment and participation and target their activities toward students' abilities.
7. Schools should make physical education the foundation of a comprehensive school program that includes health education, after-school physical activity clubs, and high school interscholastic athletics.
8. Financial resources for the schools might need to be increased in order to increase the quality of physical education facilities and provide incentives for sports excellence and motivation for students.
9. A continuous physical education training centre should be developed in the Ministry of Education to ensure continuous training of physical education instructors.

10. Secondary school physical education programs need to consider offering students the opportunity to choose some of their curriculum content in consultation with their physical education teachers.
11. A unified national standard needs to be developed for physical education and related health issues. This is an essential tool for all involved in developing, implementing, and evaluating physical education programs.
12. Objectives and abilities should be clearly identified. There should be a strong emphasis on the importance of physical education in contributing to good health in the presence of epidemics of obesity and diabetes among children.
13. The physical education program leaders should be aware of differences of gender, cultural norms, physical and cognitive abilities, and fitness levels and family members should be involved in program development and implementation.
14. Parents should incorporate regular physical activity into the lives of all family members, e.g. going walking with the children on specific days of the week.

5.1.2 Recommendation for Future Research

1. Replicate the same study for intermediate school students in order to introduce modification and changes needed earlier, in order to build positive attitudes toward physical education at a younger age.

2. Replicate the same study for private schools in order to compare the outcome between both government and private schools, both intermediate and secondary.
3. Additional research is needed to determine the best motivational strategies for encouraging students in physical education classes.
4. Additional research is needed to determine an alternative way physical education teachers can present physical education to the students especially female students to enhance their attitudes toward the physical education program.

5. 2 Health Implications

A well planned daily physical education in schools is essential to the healthy development of children and youth. All children need and deserve quality, daily physical education, it is an essential part of childhood development, provides students with the opportunity to develop the knowledge, skills, and attitudes to be physically active. Studies show that physically active children are more likely to become physically active adults. As a result, regular physical activity has a positive impact on behavior and healthy lifestyles, enhances academic performance, improves mental health and contributes to a child's healthy growth and development, reduces the risk of cardiovascular disease, levels of obesity and overweight, and reduces the risk of osteoporosis by improving skeletal health. In addition it can significantly reduce present and future health care costs.

5.3 Policy Implications

Policies should be developed that will guide schools and communities in planning, implementing, and evaluating PE and physical activities programs for the youth. In order to increase physical activity rates among students, it is to be hoped that more funding will be allocated for PE programs. Policymakers are more aware than ever of the vital role of such activities. This would provide a solid foundation for the youth to be more involved in PE programs and indoor and outdoor activities, and to be more physically active.

Therefore the policy makers in both health and education sectors should take the leading role in making policy decisions, and they can lead by the following:

5.3.1 Policy Related to School Physical Education and Physical Activities

1. Important to establish/ review policies and guidelines that define and set up the purpose, goals, and safety of physical education program.
2. All students should be permitted and encouraged to participate in enjoyable physical activities that total at least 30 minutes per day as standard , on most days as an essential part of the school day. Most of these activities should be moderate in intensity so that heart rate and breathing rate are increased. As recommended by (NASPE, 2001) in order to meet the recommended physical education. (There should be individual plans for students with health problems and physical disabilities).

3. School physical education curriculum should involve a variety of physical activities, emphasizing lifetime activities designed to develop and maintain cardiovascular and musculoskeletal health throughout the life span. Cognitive aspects relating to the health benefits of physical activity should be emphasized, beginning at an early age, and reinforced in other classes taught throughout the school day.
4. School physical education programs should emphasize students' personal and social skills such as socialization, best effort, and following directions.
5. School physical fitness testing should emphasize health-related items, with reasonable and scientifically-based standards set for determining minimum fitness levels that students should try to attain.
6. Standardized health-related fitness tests can also be used to establish a data base documenting the fitness / activity levels of the students, so that progress toward reaching fitness goals can be measured.
7. Teachers and school administrators in health-related fitness programs should keep current with recent researches findings so they may design appropriate programs and communicate effectively with their students.
8. Teachers need to be aware of, and observe school authority policies that are available and relevant to the health related fitness and new trends in physical education.

9. Safety policies are very important in fitness activities. Some safety issues that teachers should consider are: including appropriate warm-up and cool-down activities. Ensuring that area to be used is suitable for the activity, such as large free space, safe equipments, and safe use of it, periodic check up and maintenance of the equipment.

A) Policy Recommendation for Health Professionals related to school Physical education and physical activity

1. Policies should be developed by the Ministries of Education and Health and should clearly state the rules to guide schools in planning, implementing and evaluating these programs.
2. Providing nation-wide evidence-based advocacy on the health, social and economic benefits of physical education programs in relation to physical activity and health.
3. Developing action-oriented network with ministry of education and other relevant sectors and stakeholders on physical education and physical activity.
4. Preparing health professionals, especially on physical activity counseling and program development.
5. Providing access to health and medical professions to join with educators and parents to give children a unified, clear message that physical activity is essential for health.

6. Health and medical professionals should include recommendations on the importance of physical activity at all routine health care services.
7. Promoting physical activity programs in community and family.
8. Participating in global actions to promote physical activity.

B) Policy-makers in education and culture could focus on

1. Strengthening national policies related to physical education, physical activity and Sport for all in schools.
2. Implementing sufficient physical education programs by trained teachers in school curricula.
3. Providing sufficient playgrounds and sports facilities in the schools.
4. Making schools' sport facilities available for the students and the school staff at all needed times.
5. Increasing physical education activities competitions in cultural and leisure programs and events.

C) After- School Programs recommended policy

1. Implement after- school physical activity programs, including school- sponsored sports that meet the needs and interest of all students and youths including those with disabilities.

2. Provide the appropriate training for physical education teachers, volunteer coaches, parents, and other involved adults who are responsible for the delivery of organized youth sports programs.
3. Provide access to schools and school owned physical activities facilities by students, staff, and community members during non-school hours.
4. Require that public physical activity to be facilitated accessible for the disabled students and youths.
5. Require local and regionally sponsored youth development and early physical education programs to include opportunities for physical activity.

5.3.2. Policy Recommendation for Community Programs and Involvement

A) Governorates and Municipal Councils, planning policy choices

Should include:

1. Communities are encouraged to develop and support programs that promote physical activities for all students, including after-school programs, youth sports association, recreation centers, etc.
2. Establish a physical activity health club one in each region for males and another one separately especially for females and school students with an affordable charge if necessary.

3. Organize community programs related to physical activities.
4. Support access to community based physical activity programs by offering transportation.
5. Support municipal or local authorities to implement these choices.

B) Decision related to media and information could help promote Physical activity by:

1. Disseminating of attractive messages and information about the benefits of physical activity during whole life cycle.
2. Organizing regular media programs /campaigns to promote physical activity starting from the schools.
3. Preparing journalists (e.g. sports, health or science journalists) to advocate for the benefits of early and active involvement in school physical education program and physical activity.

C) Governmental financial and economic planning decisions should aim at:

1. Looking seriously at the health, social and economic benefits of physical activity.
2. Taking relevant measures to allocate resources to concerned sectors.
3. Encouraging public and private sectors to invest in physical activity.
4. Supporting physical activity programs.

5. Raising funds through charge of certain taxes (e. g. tobacco, alcohol, soft drinks, etc.) for physical activity and other health promotion programs.

CHAPTER SIX

6. CONCLUSION

Chapter six

6. Conclusion

Physical education is a vital part of the total education of the students, because involvement in physical education activities is beneficial for both males and females. It is important that students are given adequate opportunities to develop their physical skills, develop health related fitness, and enjoy school physical education programs.

Our study was designed to examine students' attitudes toward the school physical education program, and to find out the factors in the program that contributed to students having positive attitudes towards physical education.

For the subjects of this study a positive attitude toward the physical education program was higher among the male students. The main factors that were contributing to the students' positive attitudes included curriculum, self- perception, teacher, class atmosphere, and facilities in that order.

Even though among all factors curriculum was the most vital factor contributing to the students' positive attitudes, results of this study indicated the need for a variety of activities, with a preference for team over individual sports.

Throughout the physical education curriculum, physical education teachers should encourage their students' mutual participation by planning activities with them. Although students do learn through trial and error, they also get benefit from their teachers' experiences.

Based on the study results it is important to determine that high school students enjoy their physical education classes, and not only that, but also physical education teachers should encourage students to continue participation in physical activities throughout their life by enhancing their

positive attitudes, and they should be a role model. It is expected that teachers of physical education who are enthusiastic and show positive attitudes towards teaching physical education and physical activity will be more successful in motivating students and increasing their enjoyment of physical education by delivering better quality physical education.

Teachers and school administrators must not be resistant to modifying or if needed changing the physical education programs' content to meet the needs and interest of the students.

In order to build a well qualified Physical education system in the schools, its programs should focus on helping students to achieve the three main goals of physical education, knowledge, skills, and attitude, knowing that these three goals are equally important, and each interacts continuously with the others in a well-planned program. Everyone has a role to play in enhancing school physical education program, whether it is through increased funding, school scheduling, teacher qualifications, change in habits, or parental involvement to ensure that a quality physical education program is delivered to their child. By providing daily school physical activity enhances mental and emotional well-being and contributes to physical health. However, in the planning and delivery of a physical education program provisions must be made for those students whose participation may be affected by physical limitations. Throughout the program efforts should be made to promote and maintain a spirit of co-operation and sportsmanship. Emphasize should be made in providing some activities that are effective in promoting physical fitness include: optimum functioning of the cardio-respiratory and muscular-skeletal systems; through these activities students develop insights into the systems and functions of the body and how these are affected by movement and exercise. Well planned daily physical education activities influence the healthy development of children and youth, and reduce the future burden of

the non communicable diseases, and can reduce present and future health care costs.

Regarding facilities, physical education classes must be safe psychotically, socially and physically. The teacher is responsible for ensuring safety in class, adapting teaching to meet the needs of each group and student, and creating a friendly classroom atmosphere that improves learning and promotes positive attitudes among them. Adequate equipment, and instructional materials and facilities are needed for physical education programs. By providing enough financial support to the school physical education program, these needs can be met. Therefore, physical education teachers and administrators should be encouraged to assess students' needs and re-evaluate physical education programs within their school system.

Stakeholders in both the Ministries of Education and Health, including other governmental and non-governmental agencies in the communities, should develop policies, standards, and plans that will save the lives of children from preventable chronic disease, and will help them to be active in three places - in their schools, homes, communities through positive role models and concerned health care providers.

To sum up, physical education is a comprehensive process that teaches a wide range of skills and activities with the aim of the students becoming physically educated, fit, and able to enjoy a variety of physical activities, that is, committed to lifelong health and physical well-being.

It is a continuing process of expressed chronological development of skills, talents, attitudes, and behaviors which is the responsibility of all school administrators, physical education specialists, teachers, students and policy makers in Ministry of Education in coordination with the Ministry of Health, families and community authorities to enhance physical education in the country in order to achieve the expected goals and mission. This is possible by putting those recommendations and policy implications in to

action. Such an action plan should help promote more positive attitudes toward physical education, and in the process, help young people to adopt physical activity, fitness, and health awareness as lifelong habits; they are not the only answer. The solution lies in the complex relationship between culture, economic realities, and the role and practice of education and health. If we can change attitudes toward physical education, we may be one step closer to reducing the number of adults at risk from the hazard of a sedentary lifestyle.

The conclusion drawn from this study offers an insight into students' attitudes toward the high school physical education program, and the factors that contribute to those attitudes. These study findings might contribute to the future plan of quality physical education programs in the government schools, since the study results are representative and can be generalized to all government school physical education programs. It also could contribute to future researches in this area.

Limitations of the study

The limitations of the study are considered to be as following:

1. Most of the attitudes positive answers were higher in percentage among male than female students. As these sentences are self-praising, students may not answer truthfully. Therefore there could be error in the answers.
2. The studied non- Bahraini population was only 14 (3%) students which does not reflect the actual non- Bahraini students in government schools.

3. Limited resources eg. Trained staff to help in implementing the assessment tool in the schools in different areas in the country.
4. Bureaucracy of some principals (headmasters') in some schools while making appointments for implementation of the assessment tool.

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APPENDICES

Appendix (1)

ARABIAN GULF UNIVERSITY
COLLEGE OF MEDICINE AND MEDICAL SCIENCES



جامعة الخليج العربي
كلية الطب والعلوم الطبية

Ref. :

الإشارة :

Date :

التاريخ : ٤ ديسمبر ٢٠٠٤م

حضرة الفاضلة الدكتورة شيخة يوسف الجيب المحترمة
مديرة إدارة التربية الرياضية والكشفية والمرشدات
وزارة التربية والتعليم - مملكة البحرين

السلام عليكم ورحمة الله وبركاته، وبعد ،

تقوم طالبة الماجستير رقية محمد عبدالله من جامعة الخليج العربي بإجراء بحث ميداني لرسالة
الماجستير في " السياسات الصحية والدراسات السكانية "، وسيكون موضوع أطروحتها عن " اتجاهات
طالبة المرحلة الثانوية نحو ممارسة أنشأاط الرياضي ".

هذا ونود ان نبين ان هذا البحث مقرر ضمن البرامج، وان معلومات الاستبيان ستعامل
بسرية تامة لأغراض علمية بحثية، لذلك نأمل منكم الموافقة على تسهيل مهمتها لإجراء هذه الدراسة في
القسم الثانوي بمدارس البنات والبنين.

ولكم جزيل الشكر والامتنان على تعاونكم ،،،

د. رنده ربحي حمادة
مدير برنامج الماجستير
السياسات الصحية والدراسات السكانية

نرجو منكم دعوكم لدراسة هذه الرسالة
في قسم البحث التربوي والتربوي
لجميع المدارس

د. رنده ربحي حمادة

١. مدير قسم البحث التربوي والتربوي
٢. مدير قسم البحث التربوي والتربوي
٣. مدير قسم البحث التربوي والتربوي
٤. مدير قسم البحث التربوي والتربوي
٥. مدير قسم البحث التربوي والتربوي

NM/Master04-05/Whom

P.O.BOX: 22979, SAHRAIN, TEL.: 239999, FAX: 271090

ص.ب. ٢٢٩٧٩ - البحرين - تليفون : ٢٣٩٩٩٩ - فاكس : ٢٧١٠٩٠

Appendix (2)

Arabian Gulf University



جامعة الخليج العربي

٢٩ يناير ٢٠٠٦ م

حضرة الفاضل رئيس قسم الإحصاء .. المحترم
وزارة التربية والتعليم

السلام عليكم ورحمة الله وبركاته..

تشهد كلية الطب والعلوم الطبية بجامعة الخليج العربي بأن السيدة رقية محمد عبد الله طالبة الماجستير تقوم حالياً بعمل بحث ميداني والمعنون " العادات الرياضية لطلبة المدارس الثانوية " وذلك ضمن متطلبات برنامج الماجستير في الجامعة.

لذا نرجو من سيادتكم التكرم بتزويدها بالمعلومات التالية:

♦ بيانات حول عدد الطلبة للمرحلة الثانوية للعام الدراسي ٢٠٠٥-٢٠٠٦

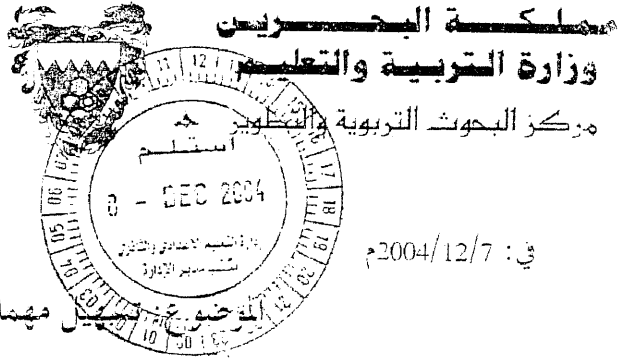
♦ بيانات عن عدد المسارات المطلوبة
"العلمي/الأدبي/التجاري/الصناعي/الديني/الأنسجة والطباعة" إحداها
حسب الصف والآخر حسب المقرر

والسلام عليكم ورحمة الله وبركاته،،

أ.د. فيصل عبد اللطيف الناصر
مشرف البحث

Appendix (3)

Kingdom of Bahrain
Ministry of Education
 Educational Research and Development Centre



الرقم: 4/366-1م ب ت/2004

في: 2004/12/7م

الموضوع: تسجيل مهمات باحث

اسم الباحثة: رقية محمد عبدالله.

الجهة الطالبة: جامعة الخليج العربي.

موضوع البحث: اتجاهات طلبة المرحلة الثانوية نحو ممارسة النشاط الرياضي.

المهمات المطلوب تنفيذها: عينة عشوائية من مدارس البنات والبنين الثانوية (علمي، تجاري، أدبي).

مرفقات: رسالة - استبيان.

حقوق استخدام الأدوات محفوظة للباحث فقط.

رأي مركز البحوث التربوية والتطوير:



بعد الاطلاع على المرفقات والأداة المطبوع تطيبتها لا يرى المركز

للباحث بتنفيذ المهمة المطلوبة أعلاه.

الاسم: لطيفة علي المناعي.

الوظيفة: رئيسة مركز البحوث التربوية والتطوير.

التوقيع:

08-DEC-2004

رأي الجهة المعنية: إدارة التعليم الاعلادي والثانوي.

بعد الاطلاع على المرفقات وبناء على موافقة المركز:

☐ توافق الإدارة على تنفيذ المهمة المطلوبة أعلاه.

☐ لا توافق الإدارة على تنفيذ المهمة المطلوبة أعلاه.

الاسم: ناصر محمد السنو

الوظيفة: مدير إدارة التعليم الاعلادي والثانوي

التوقيع:

08-DEC-2004



Appendix (4.A)

أداة البحث

صمم أداة البحث استناداً إلى الدراسات الأخرى في نفس مجال الأطروحة وقد أستعين بعدة مقاييس لاستعارة عبارات المقياس، مثل مقياس ادنجتون ومقياس كينيون النسخة المترجمة إلى العربية للدكتور محمد حسن علاوي. وكذلك مقياس صمم من قبل موريا ليوك و سينكلير وكلهم يقيسون اتجاهات طلبة المدارس تجاه التربية البدنية، ما عدا كينيون الذي أخذ منه القليل من العبارات والذي يقيس أساساً الاتجاهات نحو النشاط البدني. وقد أدخل بعض التعديلات على بعض العبارات ليتناسب مع أهداف وعينة البحث. وقد قسم المقياس إلى خمسة أبعاد :

1. المنهج
2. المدرس
3. الإدراك الذاتي
4. بيئة الدرس
5. الإمكانيات والتسهيلات

وأختيرت هذه المحاور استناداً للدراسات التالية مع تغيير طريقة القياس والتي اتبع في هذا البحث Likert Scale :

109. Luke, M.D., & Sonclair, G.D. (1991) Gender Differences in adolescents' attitudes toward school physical education. Journal of Teaching in Physical Education, University of British Columbia, Vancouver, Vol.11 (1) 31- 46.
110. Krouscas, James, Jr. (1999) Middle School Students' Attitudes Toward a Physical Education Program. Blacksburg, Virginia.
111. Figly, Grace, E. (1985) Determinants of attitudes toward physical education, Kent State University, Kent, Journal of Teaching in physical education, Vol. 4 (4) 229-240.
112. Rice, Pamela L. (1988) Attitudes of high school students toward physical education activities, teachers and personal health. Physical Educator, Murray State University, Murray, Vol.45 (2) 94-99.

الرجاء من لجنة التحكيم ملئ الاستمارة الخاص بالمحاور في الصفحة التالية مع الشكر والتقدير

Appendix (4.B)

بسم الله الرحمن الرحيم

السلام عليكم ورحمة الله وبركاته..... وبعد،

إنني طالبة ماجستير من جامعة الخليج العربي أقوم بإجراء بحث ميداني لرسالة الماجستير في تخصص السياسات الصحية والدراسات السكانية و موضوع أطروحتي عن " اتجاهات طلبة المرحلة الثانوية نحو مادة التربية البدنية المدرسية". تهدف الدراسة إلى قياس اتجاهات طلبة المرحلة الثانوية نحو مادة التربية البدنية المدرسية، و كذلك تهدف إلى إيجاد العوامل التي تؤثر على اتجاهاتهم سلباً أو إيجاباً.

هذا و أود أن أعرض على سيادتكم أداة البحث كلجنة تحكيم وذلك للاستفادة من خبراتكم وتخصصكم في هذا المجال، و لأخذ مشورتكم لتقييم صلاحية أسئلة وعبارات الاستبيان، وهل يحتاج الاستبيان إلى حذف بعض من عباراته؟.

فالرجاء الإطلاع عليه وكتابة ملاحظاتكم وإبداء آرائكم القيمة عن:

1. أبعاد المقياس و أهميته النسبية، وعدد العبارات لكل نسبة إن أمكن
2. مدى توافق العبارات مع أبعاد المقياس
3. مدى صلاحية العبارة من عدمها
4. كون العبارة سلبية أم ايجابية

ولكم جزيل الشكر والامتنان على تعاونكم .

الطالبة: رقية محمد عبدالله

التاريخ: 2005 /5 /16

Appendix (4.C)

أبعاد مقياس اتجاهات طلبة المرحلة الثانوية نحو مادة التربية البدنية المدرسية

أبعاد المقياس	موافق	غير موافق	الأهمية النسبية	الملاحظات
1. المنهج				
2. المدرس				
3. الإدراك الذاتي				
4. بيئة الدرس				
5. الإمكانيات التسهيلات				

- أبعاد أخرى تذكر مع الأهمية النسبية

.....

.....

.....

.....

.....

مع الشكر الجزيل

الطالبة: رقية محمد

Appendix (4.D)

رقم السؤال	موافق على العبارة	غير موافق على العبارة	الملاحظات
.1			<u>الأسئلة الشخصية (1 - 10)</u>
.2			
.3			
.4			
.5			
.6			
.7			
.8			
.9			
.10			
.11			<u>عبارات المنهج</u>
.12			
.13			
.14			
.15			
.16			
.17			

			.18
			.19
			.20
			.21
			.22
<u>عبارات المدرس (23 - 34)</u>			.23
			.24
			.25
			.26
			.27
			.28
			.29
			.30
			.31
			.32
			.33
			.34
<u>عبارات الإدراك الذاتي (35 - 44)</u>			.35
			.36
			.37

			.38
			.39
			.40
			.41
			.42
			.43
			.44
<u>عبارات بيئة الدرس (56 - 45)</u>			.45
			.46
			.47
			.48
			.49
			.50
			.51
			.52
			.53
			.54
			.55
			.56

Appendix (5)

Development of an attitude scale to measure attitudes of high school freshman boys toward physical education*

Charles W. Edgington

Bemidji State College

Bemidji, Minnesota

The purpose of this study was to develop a reliable and valid scale to measure the attitudes of high school freshman boys toward physical education. A preliminary form of 125 statements was constructed and submitted to a determine the worth of each statement. Using the likert technique, the scale was then administered to 300 students to establish the reliability and validity of the split-half method was 92. comparison of test results from 30 students with subjective judgments of physical education instructors for a check on construct validity was significant at the .01 level.

It was believed that the final attitude scale would be of value in determining favorable and unfavorable attitudes of an individual or group toward physical education. The scale could be used to determine the attitude of the students toward physical education. After determining the student attitudes toward physical education, steps could be taken to strengthen the favorable attitudes and to remove or change the unfavorable attitudes. Edwards (7) indicates that unfavorable attitudes are obstacles to learning. Studies have also shown that attitudes can be altered or changed through instruction (2, 6). If these unfavorable attitudes are obstacles to learning the removal or change of these unfavorable attitudes should bring about an increase in learning. Morgan (12) points out that while attitudes may change, they have a way of resisting change once they have been well formed. Therefore, it is important to determine the student's attitudes early in their high school career.

A study of various sources indicated that very few reliable and valid attitude scales have been developed in the field of physical education (3, 15). In a review and analysis of various test in the field of physical education, the national Research Council of the American Association for Health, Physical Education as meeting the established criteria. In the writer's opinion, there was a definite need for a reliable and valid attitude scale to measure the attitudes of high school freshman boys toward physical education.

* This study was completed in partial fulfillment of the requirements for Ph.D. degree at Colorado State College, July 1965, under the direction of Lonis C. Butler, Margaret E. Everett, and Robert Montgomery.

Attitude scale toward physical education**DIRECTIONS**

Below you will find a list of statements about physical education. We would like to know how you feel about each statement. Feelings about these statements vary among people. There are no right or wrong answers. Please answer each statement according to your own feelings about physical education. Please put your answers on the provided answer sheet. Denote your feelings of the statement by making an X in the bracket which best indicates your agreement or disagreement.

- 1- Physical education is mainly concerned with muscle building. (-)
- 2- Physical education should be eliminated from the curriculum. (-)
- 3- Physical education is too strenuous for the average student. (-)
- 4- Knowledge of various sports learned in physical education helps students to become more understanding spectators. (+)
- 5- Physical education should develop in students an understanding of the importance of exercise to health. (+)
- 6- Respect for human personality should be one of the qualities sought in a physical education class. (+)
- 7- Credit should not be given for physical education. (-)
- 8- Physical education has little value and should be eliminated. (-)
- 9- Skills learned in physical education are of value in social life. (+)
- 10- Cooperation is not necessary in physical education activities. (-)
- 11- Physical education is not as important as other academic classes. (-)
- 12- Emotional expressions can be brought under control through participation in games. (+)
- 13- Physical education helps students to develop poise. (+)
- 14- The main purpose of physical education is to cause fatigue in students. (-)
- 15- Physical education should not be considered a part of general education. (-)
- 16- The intellectual processes are related to the physical processes of the body. (+)
- 17- Physical education should be a required subject. (+)
- 18- Physical education should introduce only activities that are useful during the teenage years. (-)
- 19- Grades should not be given in physical education. (-)
- 20- A student should learn to respect his opponent in physical education. (+)
- 21- Physical education helps students adapt to group situations. (+)
- 22- Physical education does little in developing desirable standards of conduct. (-)
- 23- Tolerance, obedience, and respect for the rights of others are learned in physical education. (+)
- 24- Physical education should be an elective subject after the ninth grade. (-)
- 25- Exercise is of little importance in maintaining good health. (-)
- 26- There is a scientific basis for physical education. (-)
- 27- To participate in games is undignified. (-)
- 28- Physical education once or twice a week is inadequate. (+)

a + after the statement indicates a favorable attitude; - indicates an unfavorable attitude. These symbols, of course, do not appear on the student's list of statements, but are included for the information of the scorer.

- 29- Written tests should be given in physical education. (+)
- 30- Physical education is mainly concerned with team games. (-)
- 31- Physical education should be required in every grade. (+)
- 32- Students have little opportunity in physical education to receive recognition and status. (-)
- 33- Physical education classes provide opportunities to make friends. (+)
- 34- Physical conditioning is an important part of the physical education class. (+)
- 35- No real learning takes place in a physical education class. (-)
- 36- Physical education is harmful if an individual is physically weak. (-)
- 37- Credit should be given for physical education. (+)
- 38- Physical education has little to offer for the unskilled individual. (-)
- 39- Varsity athletes should be excused from physical education classes. (-)
- 40- The program in physical education should be organized so there is progression in the learning of skills. (+)
- 41- Calisthenics should be eliminated from physical education. (-)
- 42- Participants in physical education learn to cooperate as a member of the group. (+)
- 43- Physical education is important in the growth and development of students (+)
- 44- The physical education program should include activities leading to sports appreciation. (+)
- 45- Activities in physical education offer students opportunities to make quick decisions and responses. (+)
- 46- Physical education contributes to physical development (+)
- 47- Physical education should be a relaxation period between academic classes. (-)
- 48- The activities in the physical education program do little to develop physical fitness. (-)
- 49- The program in physical education is the same year after year. (-)
- 50- Students get all the physical activity they need outside of school. (-)
- 51- Taking a long walk would be a good substitute for physical education. (-)
- 52- Learning the rules of activities is an important part of physical education. (+)
- 53- The rules of sportsmanship should be practiced in physical education. (+)
- 54- Physical education is not an important phase of education. (-)
- 55- There is little carry-over value from physical education. (-)
- 56- Physical education classes should not be free play periods. (+)
- 57- Flexibility is important in physical education. (+)
- 58- Some calisthenics should be included in physical education. (+)
- 59- Physical education is needed for a complete education. (+)
- 60- Little intelligence is required for physical education. (-)
- 61- Physical education classes should provide challenging activities. (+)
- 62- Physical education is a waste of time in school. (-)
- 63- Individual sports learned in physical education can be useful in later life. (+)
- 64- Physical education is mainly for the physically gifted. (-)
- 65- Coordination can be developed in physical education. (+)
- 66- Strength cannot be developed in physical education. (-)

Summary

The purpose of this study was to develop a reliable and valid attitude scale to measure attitudes of high school freshman boys toward physical education. The reliability coefficient of the final form of the scale was .92. The validity of the attitude scale was established in the following four ways: (1) The concepts basic to the

statements to be used in the scale were selected using the objectives of physical education as criteria. (2) The statements were submitted to a jury for an evaluation. (3) Using Likert's method of internal consistency, only statements which differentiated between the high and low scorers were retained in the scale. (4) Comparison of the results of 30 students taking the scale with the subjective judgments of the instructors showed a relationship high enough to be significant at the .01 level.

Conclusions and Recommendations

The findings of this study, considered in the light of the population and design used, warrant the following conclusions:

1. It is possible to measure attitudes of freshman boys toward physical education with a carefully constructed scale.
2. A reliable and valid attitude scale to measure attitudes of high school freshman boys toward physical education has been developed.
3. The majority of freshman boys has favorable attitudes toward physical education.

Based upon a review of the literature and the experience of this study the author makes the following recommendations:

1. Further research should be conducted concerning student attitudes toward physical education at all levels of instruction.
2. Further research should be conducted to determine the reasons for favorable and unfavorable attitudes toward physical education.
3. This attitude scale could be useful in evaluating instruction related to the development of attitudes in physical education through a pretest and post-test comparison.

Appendix (6.A)

عزيزي الطالب/ عزيزتي الطالبة

تحية طيبة وبعد...

تهدف الدراسة إلى قياس اتجاهات طلبة المرحلة الثانوية نحو ممارسة النشاط الرياضي، لذا نرجو منكم المساهمة في هذه الدراسة وذلك بملى الاستمارة المرفقة. الرجاء قراءة العبارات جيداً والإجابة عليها بدقة و موضوعية حيث إن دقة نتائج هذه الدراسة تتوقف على دقة وموضوعية استجابتك، كما نود أن نطمئنك بأن هذه البيانات لن يطلع عليها أحد غير الباحثة و المشرفين على البحث، ونتائج البحث لن تستخدم إلا لأغراض البحث العلمي. وان هذه الدراسة ليست اختباراً لمعلوماتك ولكنه محاولة للتعرف على رأيك تجاه بعض المواقف أو التصرفات المرتبطة بدرس التربية الرياضية. ومن ثم تقديم المقترحات بشأن تطوير برنامج التربية الرياضية في المرحلة الثانوية.

شكراً على حسن تجاوبكم

الباحثة

رقية محمد عبدالله

Appendix (6. B)

رقم التسلسل:

الرجاء الإجابة على الأسئلة شخصياً

1. كم عمرك حالياً : سنة

2. الجنس: 1- ذكر ☐ 2- أنثى ☐

3. الجنسية: 1- بحريني ☐ 2- غير بحريني ☐

4. الصف: 1- أول ثانوي ☐ 2- ثاني ثانوي ☐ 3- ثالث ثانوي ☐

5. المسار: 1- علمي ☐ 2- أدبي ☐ 3- تجاري ☐

6. هل تمارس الرياضة في المدرسة: 1- نعم ☐ 2- أحياناً ☐ 3- لا ☐

7. هل تمارس الرياضة خارج المدرسة: 1- نعم ☐ 2- أحياناً ☐ 3- لا ☐

إذا كان جوابك نعم أجب على السؤال رقم (8)

8. كم مرة في الأسبوع تمارس الرياضة خارج المدرسة ؟

1- مرة في الأسبوع ☐

2- مرتين إلى ثلاث في الأسبوع ☐

3- أكثر من ثلاث مرات في الأسبوع ☐

4- لا أمارس الرياضة بانتظام ☐

999- لا ينطبق ☐

فيما يلي بعض العبارات المرتبطة ببعض مواقف التربية الرياضية المدرسية والمطلوب منك أن تحدد مدى موافقتك أو عدم موافقتك على كل عبارة بوضع إشارة (✓) في الخانة المخصصة للإجابة. الرجاء الإجابة على جميع الأسئلة.

3 2 1

الرقم	العبارات	موافق	لم أكون رأي	غير موافق
9.	تحتوي حصص الرياضية على أنشطة متنوعة مفيدة للصحة			
10.	يجب حذف التربية الرياضية من المنهج الدراسي			
11.	للتربية الرياضية أهمية كبرى وتأثيرها مباشر في حياة الفرد			
12.	منهاج التربية الرياضية يحقق الهدف من أهمية الرياضة للصحة			
13.	بعض أنشطة التربية الرياضية تستمر لفترة طويلة أكثر مما تستحق			
14.	طريقة توزيع الدرجات في مادة التربية الرياضية غير عادلة			
15.	المهارات المكتسبة في التربية الرياضية لها فائدة اجتماعية في الحياة			
16.	التربية الرياضية المدرسية ليست مادة مهمة مثل المواد الدراسية الأخرى			
17.	التربية الرياضية مرة أو مرتين في الأسبوع غير كافية			
18.	أنشطة برامج التربية الرياضية لا تعمل على تنمية اللياقة البدنية			
19.	برنامج التربية الرياضية لم يتطور منذ زمن بعيد			
20.	التربية الرياضية تهتم ببناء العضلات فقط			
21.	تعمل التربية الرياضية على تنمية العلاقات الاجتماعية و سبل التعاون بين الأفراد			
22.	التربية الرياضية تعطي التلميذ الفرص الهامة لسرعة اتخاذ القرارات			
23.	مدرس التربية الرياضية يهتم شخصيا بالطالب			
24.	مدرس التربية الرياضية يسمح للطلبة بمساعدته في تخطيط الأنشطة الرياضية			

25.	مدرس التربية الرياضية لديه لياقة بدنية عالية			
الرقم	العبــــــــــــــــارات	موافق	لم أكون رأي	غير موافق
26.	يتصف مدرس التربية الرياضية بقدرته على إدارة الفصل			
27.	يفتقر مدرس التربية الرياضية إلى الإلمام المعرفي والتخصصي بالمقرر			
28.	مدرس التربية الرياضية غير عادل في إعطاء الدرجات			
29.	مدرس التربية الرياضية يفتقر إلى الحماس			
30.	مدرس التربية الرياضية يجيد إعداد الفرق الرياضية المدرسية للمشاركة في البطولات			
31.	مدرس التربية الرياضية ليس لديه القدرة على تحمل المسؤولية			
32.	مدرس التربية الرياضية قريب ومحبوب من الطلبة			
33.	مدرس التربية الرياضية لا يمثل القدوة لتلاميذه			
34.	أتمتع في حصة التربية الرياضية بسبب جوها المريح			
35.	الجو العام في التربية الرياضية ممل			
36.	لا يراعى قواعد السلامة أثناء درس التربية الرياضية			
37.	تلقى التربية الرياضية كل تقدير وتشجيع من الهيئة الإدارية			
38.	أحس بالإرباك في اختبار أداء المهارة أمام طلبة الفصل			
39.	نتعلم أصول الروح الرياضية أثناء درس التربية الرياضية			
40.	بعض الأحيان أجبر لأداء أنشطة رياضية محددة			
41.	صالة المدرسة تساعد على تعلم الحركات والمهارات الرياضية			
42.	أثناء حصص التربية الرياضية لا أحس بحرية الحركة بسبب ضيق مساحة المكان			

43.	أجهزة التربية الرياضية سهلة الاستخدام في جميع الأوقات		
44.	يضايقني استخدام الأدوات البديلة نظرا لقلة إمكانيات التربية الرياضية		
45.	يضايقني عدم متابعة صيانة الأدوات الرياضية مما يجعلني أخاف ممارسة الرياضة عليها		

العبارات التالية (46- 55) تعكس إحساسك و رأيك الشخصي اتجاه التربية الرياضية عموماً والمطلوب منك أن تحدد مدى موافقتك أو عدم موافقتك على كل عبارة بوضع إشارة (✓) في الخانة المخصصة للإجابة. الرجاء الإجابة على جميع العبارات.

الرقم	العبارات	موافق	لم أكون رأي	غير موافق
46.	المشاعر العاطفية يمكن السيطرة عليها من خلال المشاركة في الألعاب.			
47.	لا تشكل التمرينات الرياضية عاملاً هاماً في المحافظة على الصحة الجيدة.			
48.	التربية الرياضية تنمي لدي رباطة الجأش والأتزان.			
49.	التربية الرياضية تساعدني على الاستمرار في ممارسة النشاط الرياضي في المستقبل.			
50.	الألعاب الفردية التي نتعلمها في التربية الرياضية مفيدة في المستقبل.			
51.	تحسنت كثيراً في الألعاب الرياضية التي أحبها.			
52.	أنا غير متحمز أثناء أنشطة التربية الرياضية.			
53.	ليس لدي الكفاءة في المهارات الحركية.			
54.	لا تساعد التربية الرياضية على تحسين سلوك التلميذ.			
55.	حصص التربية الرياضية غير ممتعة.			

شكراً لحسن تعاونكم

Appendix (7)

مقياس ادجنجتون للاتجاهات

* الغرض:

مقياس ادجنجتون للاتجاهات Edgington Attitude Scale وضعه في الأصل تشارلز ادجنجتون Charles Edgington لقياس اتجاهات تلاميذ المدارس الثانوية الجدد نحو التربية الرياضية وأعد صورته العربية د. محمد حسن علاوى.

* مستوى السن والجنس:

مستوى الصف الثالث الاعدادي والمرحلة الثانوية ويصلح للتطبيق على التلاميذ والتلميذات.

* الثبات:

بلغ معامل ثبات الصورة الأصلية للمقياس 0.92 باستخدام طريقة التجزئة النصفية عند تطبيقه على 100 تلميذا من تلاميذ الصف التاسع (يعادل الصف الثالث الاعدادي) بمدارس ولاية كولورادو الأمريكية. وبلغ معامل ثبات الصورة العربية للمقياس باستخدام طريقة التجزئة النصفية 0.89 عند تطبيقه على 50 تلميذا من تلاميذ الصف الثالث الاعدادي بمدارس محافظة الجيزة، 0.91 باستخدام طريقة التجزئة النصفية على 62 تلميذة من تلميذات الصف الأول الثانوي بمدارس محافظة الجيزة.

* الصدق:

تم احتساب صدق الصورة الأصلية للمقياس عن طريق الصدق المنطقي بوساطة خبراء محكمين وعن طريق صدق التكوين الفرضي باستخدام المجموعات

* عبارات المقياس:

مقياس أذنجتون للاتجاهات

إعداد

د. محمد حسن علاوي

- 1- تهتم التربية الرياضية ببناء العضلات فقط.
- 2- حصص التربية الرياضية تتيح الفرصة لإقامة الصداقات بين التلاميذ.
- 3- يجب عدم تشجيع التربية الرياضية.
- 4- يمكن التحكم في الانفعالات عن طريق الاشتراك في أنشطة التربية الرياضية.
- 5- الصفات المكتسبة عن طريق التربية الرياضية لها فائدة في الحياة الاجتماعية.
- 6- التعاون ليس ضروريا في أنشطة التربية الرياضية.
- 7- التربية الرياضية ليست هامة مثل المواد الدراسية الأخرى.
- 8- التربية الرياضية قليلة القيمة وينبغي عدم الاهتمام بها.
- 9- التربية الرياضية تساعد على تنمية الاعتزاز بالنفس.
- 10- الغرض الأساسي من التربية الرياضية هو أن تسبب الإرهاق للتلاميذ.
- 11- التربية الرياضية من المواد الدراسية الضرورية.
- 12- يجب اعتبار التربية الرياضية مادة نجاح ورسوب في امتحانات نهاية العام.
- 13- التربية الرياضية تعلم التلميذ احترام الآخرين.
- 14- التربية الرياضية قليلة الأهمية للاحتفاظ بالصحة الجيدة.
- 15- لا تساعد التربية الرياضية على تحسين سلوك التلميذ.
- 16- التربية الرياضية تعلم التلميذ الطاعة.
- 17- يجب أن تكون التربية الرياضية مادة اختيارية بعد المرحلة الإعدادية.
- 18- التربية الرياضية تعلم التلميذ حسن التعامل مع الآخرين.
- 19- التربية الرياضية تستند على الأسس العلمية.
- 20- الاشتراك في الأنشطة الرياضية مظهر غير محترم.
- 21- التربية الرياضية حصتين أسبوعيا لا تكفي.
- 22- يجب إجراء اختبارات تحريرية في التربية الرياضية.
- 23- التربية الرياضية تعلم التلميذ الأمانة.
- 24- يجب أن تستمر حصص التربية الرياضية حتى آخر يوم في العام الدراسي.
- 25- ينبغي حذف التربية الرياضية من الجدول الدراسي.

26- تنمية اللياقة البدنية جزء هام من حصة التربية الرياضية.

٢٧ يجب أن تلقى التربية الرياضية كل تقدير وتشجيع.

٢٨ التربية الرياضية لا تساعد التلميذ الضعيف بدنيا.

29- الاشتراك في درس التربية الرياضية يعلم التعاون.

30- أنشطة التربية الرياضية تعطى التلميذ الفرص الهامة لسرعة اتخاذ القرارات.

31- تساهم التربية الرياضية في النمو البدني للتلميذ.

32- دروس التربية الرياضية هي فترة راحة بين دروس المواد الدراسية الأخرى.

33- أنشطة التربية الرياضية تكسب التلاميذ اللياقة البدنية بدرجة قليلة.

34- يمكن استبدال دروس التربية الرياضية بالمشي لمسافات طويلة.

35- تعلم قوانين الأنشطة الرياضية جزء هام من درس التربية الرياضية.

36- دروس التربية الرياضية تعلم أصول الروح الرياضية.

37- ليست هناك فائدة حقيقية من التربية الرياضية.

38- حصة التربية الرياضية هي فترة للعب الحر غير المنظم.

39- التربية الرياضية للمتفوقين بدنيا فقط.

40- التربية الرياضية جزء هام من التربية الشاملة للتلميذ.

41- تحتاج التربية الرياضية إلى القليل من الذكاء.

42- التربية الرياضية مضيعة للوقت.

43- التربية الرياضية هامة لاكتساب مرونة الجسم.

44- لا يمكن تنمية القوة العضلية عن طريق التربية الرياضية.

Appendix (8)Serial No:

Kindly answer the questionnaire personally

1. How old are you now? Years
2. Your sex: 1. Male ☐ 2. Female ☐
3. Nationality : 1. Bahraini ☐ 2. Non- Bahraini ☐
4. Class grade: 1. 1st Secondary ☐ 2. 2nd Secondary ☐ 3. 3rd Secondary ☐
5. Track of study: 1. Science ☐ 2. Literary ☐ 3. Commercial ☐
6. Do you practice sports in the school: 1. Yes ☐ 2. Sometimes ☐ 3. No ☐
7. Do you practice sports outside the school: 1. Yes ☐ 2. Sometimes ☐ 3. No ☐

*** If the answer yes for question (7), please answer question (8)**

8. How often you practice sport outside the school?

1. Once a week ☐
2. Two – three times a week ☐
3. Above three times a week ☐
4. Not practicing regularly ☐
5. Not applicable ☐

The following are sentences related to the attitudes toward physical education program, kindly answer all questions according to your feelings toward each sentences by keeping (✓) in the selected column according to the likert scale as following:

1. Agree =A

2. Undecided = U

3. Disagree= D

1 2 3

Serial No.	Sentences	A	U	D
	<u>Curriculum</u>			
9.	Physical education classes have a variety of activities that good for health			
10.	Physical education should be eliminated from the curriculum.			
11.	Physical education is highly important and has direct effect on individual's life.			
12.	Physical education program develop in students an understanding of the importance of exercise to health.			
13.	Some activities in physical education classes drag on too long more than it deserve.			
14.	The grading procedure in physical education curriculum is unfair.			
15.	Skills learned in physical education are of value in social life			
16.	Physical education is not as important as other academic classes.			
17.	Physical education once or twice a week is inadequate.			
18.	The activities in the physical education program do nothing to develop physical fitness.			
19.	The program in physical education is the same year after year.			
20.	Physical education is mainly concerned with muscle building.			
21.	Physical education develop social relationship and cooperation between individuals.			
22.	Activities in physical education offer students opportunities to			

	make quick decisions and responses.			
	<u>Teacher</u>			
23.	Physical education teacher take personal interest in students.			
24.	Physical education teacher allow the class to help in plan activities.			
25.	Physical education teacher has high physical fitness.			
26.	Physical education teacher characterize by ability to manage the class.			
27.	Physical education teacher lack subject knowledge and specialty.			
28.	Physical education teacher is unfair in giving remarks.			
29.	Physical education teacher lack enthusiasm.			
30.	Physical education teacher can formulate school sports' team to compete.			
31.	Physical education teacher lack ability in taking responsibility.			
32.	Physical education teacher is friendly.			
33.	Physical education teacher set a poor example for the students.			
	<u>Atmosphere</u>			
34.	I enjoy physical education class because of the relaxed atmosphere.			
35.	Physical education atmosphere in general is boring.			
36.	Safety rules are no followed during physical education sessions.			
37.	Physical education receive full recognition and status from school administration.			
38.	I feel embarrassed to do skill test in front of whole class.			
39.	We learn the rules of sportsmanship in physical education.			
40.	Some times I am forced to do specific activities.			
	<u>Facilities</u>			
41.	School physical education hall is conducive for learning movements and spot's' skills.			

42.	I don't feel a sense of freedom to move around during physical education session because of the limited space.			
43.	Physical education facilities are easy to access in any time.			
44.	I feel annoyed to use false equipment because of limited physical education recourses.			
45.	Not doing regular maintenance for the existed physical education equipment prevent me from practicing on them.			

The following sentences from (46- 55) reflect your self perception toward physical education, kindly answer according to your feelings toward each sentences by keeping (✓) in the selected column

	<u>Self- perception</u>			
46.	Emotional expressions can be brought under control through participation in games.			
47.	Exercise is not important for maintaining good health.			
48.	Physical education helps me to develop poise.			
49.	Physical education help us to continue participating in physical activity in future.			
50.	Individual sports learned in physical education are useful in later life.			
51.	I improved in many of sports in which I enjoy.			
52.	I am not motivated in physical education activities .			
53.	I am incompetence in movement skills.			
54.	Physical education doesn't help in improving student's behavior.			
55.	Physical education classes are not entertaining.			

Appendix (9)

Frequency Table: Response to the Research Attitudes Questions by Gender

Survey Attitudes questions	Gender											
	Male						Female					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	N	%	N	%	N	%	N	%	N	%	N	%
Physical education classes have a variety of activities that good for health	18	10.4	14	8.1	141	81.5	46	15.5	31	10.4	220	74.1
Physical education should be eliminated from the curriculum	165	95.4	5	2.9	3	1.7	212	71.4	29	9.8	56	18.9
Physical education is highly important and has direct effect on individual's life	5	2.9	11	6.4	157	90.8	16	5.4	37	12.5	244	82.2
Physical education program develop in students an understanding of the importance of exercise to health	20	11.6	18	10.4	135	78.0	55	18.5	42	14.1	200	67.3
Some activities in physical education classes drag on too long more than it deserve	50	28.9	50	28.9	73	42.2	111	37.4	62	20.9	124	41.8
The grading procedure in physical education curriculum is unfair	73	42.2	45	26.0	55	31.8	100	33.7	59	19.9	138	46.5

Cont. Survey Attitudes questions	Gender											
	Male						Female					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	N	%	N	%	N	%	N	%	N	%	N	%
Skills learned in physical education are of value in social life	23	13.3	32	18.5	118	68.2	59	19.9	61	20.5	177	59.6
Physical education is not as important as other academic classes	96	55.5	23	13.3	54	31.2	139	46.8	30	10.1	128	43.1
Physical education once or twice a week is inadequate	44	25.4	17	9.8	112	64.7	138	46.5	14	4.7	145	48.8
The activities in the physical education program do nothing to develop physical fitness	90	52.0	25	14.5	58	33.5	150	50.5	42	14.1	105	35.4
The program in physical education is the same year after year	36	20.8	39	22.5	98	56.6	46	15.5	42	14.1	209	70.4
Physical education is mainly concerned with muscle building	120	69.4	31	17.9	22	12.7	194	65.3	66	22.2	37	12.5
Physical education develop social relationship and cooperation between individuals	29	16.8	33	19.1	111	64.2	99	33.3	77	25.9	121	40.7
Activities in physical education offer students opportunities to make quick decisions and responses	29	16.8	58	33.5	86	49.7	109	36.7	89	30.0	99	33.3

Cont. Survey Attitudes questions	Gender											
	Male						Female					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	N	%	N	%	N	%	N	%	N	%	N	%
Physical education teacher take personal interest in students	59	34.1	26	15.0	88	50.9	155	52.2	48	16.2	94	31.6
Physical education teacher allow the class to help in plan activities	47	27.2	35	20.2	91	52.6	143	48.1	49	16.5	105	35.4
Physical education teacher has high physical fitness	59	34.1	45	26.0	69	39.9	154	51.9	40	13.5	103	34.7
Physical education teacher characterize by ability to manage the class	25	14.5	22	12.7	126	72.8	63	21.2	32	10.8	202	68.0
Physical education teacher lack subject knowledge and specialty	74	42.8	53	30.6	46	26.6	129	43.4	84	28.3	84	28.3
Physical education teacher is unfair in giving remarks	81	46.8	38	22.0	54	31.2	97	32.7	56	18.9	144	48.5
Physical education teacher lack enthusiasm	75	43.4	39	22.5	59	34.1	122	41.1	50	16.8	125	42.1
Physical education teacher can formulate school sports' team to compete	44	25.4	32	18.5	97	56.1	72	24.2	79	26.6	146	49.2
Physical education teacher lack ability in taking responsibility	101	58.4	39	22.5	33	19.1	162	54.5	64	21.5	71	23.9

Cont. Survey Attitudes questions	Gender											
	Male						Female					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	N	%	N	%	N	%	N	%	N	%	N	%
Physical education teacher is friendly	29	16.8	14	8.1	130	75.1	111	37.4	42	14.1	144	48.5
Physical education teacher set a poor example for the students	91	52.6	34	19.7	48	27.7	137	46.1	57	19.2	103	34.7
I enjoy physical education class because of the relaxed atmosphere	30	17.3	13	7.5	130	75.1	120	40.4	25	8.4	152	51.2
Physical education atmosphere in general is boring	123	71.1	19	11.0	31	17.9	155	52.2	25	8.4	117	39.4
Safety rules are no followed during physical education sessions	96	55.5	29	16.8	48	27.7	137	46.1	36	12.1	124	41.8
Physical education receive full recognition and status from school administration	52	30.1	45	26.0	76	43.9	109	36.7	84	28.3	104	35.0
I feel embarrassed to do skill test in front of whole class	77	44.5	23	13.3	73	42.2	91	30.6	18	6.1	188	63.3
We learn the rules of sportsmanship in physical education	38	22.0	22	12.7	113	65.3	83	27.9	39	13.1	175	58.9
Some times I am forced to do specific activities	49	28.3	20	11.6	104	60.1	58	19.5	19	6.4	220	74.1

Cont. Survey Attitudes questions	Gender											
	Male						Female					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	N	%	N	%	N	%	N	%	N	%	N	%
School physical education hall is conducive for learning movements and spot's' skills	50	28.9	24	13.9	99	57.2	144	48.5	34	11.4	119	40.1
I don't feel a sense of freedom to move around during physical education session because of the limited space	92	53.2	22	12.7	59	34.1	130	43.8	23	7.7	144	48.5
Physical education facilities are easy to access in any time	50	28.9	38	22.0	85	49.1	148	49.8	48	16.2	101	34.0
I feel annoyed to use false equipment because of limited physical education recourses	48	27.7	41	23.7	84	48.6	49	16.5	44	14.8	204	68.7
Not doing regular maintenance for the existed physical education equipment prevent me from practicing on them	48	27.7	41	23.7	84	48.6	47	15.8	43	14.5	207	69.7
Emotional expressions can be brought under control through participation in games	30	17.3	39	22.5	104	60.1	79	26.6	60	20.2	158	53.2
Exercise is not important in maintaining good health	120	69.4	18	10.4	35	20.2	190	64.0	28	9.4	79	26.6
Physical education helps me to develop poise	24	13.9	42	24.3	107	61.8	70	23.6	68	22.9	159	53.5

Cont. Survey Attitudes questions	Gender											
	Male						Female					
	Disagree		Undecided		Agree		Disagree		Undecided		Agree	
	N	%	N	%	N	%	N	%	N	%	N	%
Physical education help us to continue participating in physical activity in future	27	15.6	12	6.9	134	77.5	66	22.2	31	10.4	200	77.3
Individual sports learned in physical education are useful in later life	26	15.0	21	12.1	126	72.8	71	23.9	36	12.1	190	64.0
I improved in many of sports in which I enjoy	35	20.2	22	12.7	116	67.1	92	31.0	23	7.7	182	61.3
I am not motivated in physical education activities	94	54.3	34	19.7	45	26.0	154	51.9	44	14.8	99	33.3
I am incompetence in movement skills	91	52.6	27	15.6	55	31.8	166	55.9	39	13.1	92	31.0
Physical education doesn't help in improving student's behavior	81	46.8	31	17.9	61	35.3	107	36.0	42	14.1	148	49.8
Physical education classes are not entertaining	123	71.1	11	6.4	39	22.5	163	54.9	13	4.4	121	40.7

ARABIC SUMMARY OF THESIS

اتجاهات طلبة المرحلة الثانوية نحو برنامج التربية البدنية: سياسات تطبيقية

ملخص الدراسة

المقدمة

قد أولت مملكة البحرين والمتمثلة بوزارة التربية والتعليم اهتماماً كبيراً ببرنامج التربية البدنية المدرسية، وهو البرنامج الوحيد في مناهج وزارة التربية والتعليم للمرحلة الثانوية الذي يمكن من خلاله أن يزود الطلبة بالفرص لتعلم المهارات الحركية، و كيفية تطويرها والعناية باللياقة البدنية، وإكسابهم المفاهيم الصحية حول النشاط البدني الرياضي وذلك من أجل صحة أفضل وحياة أطول وأكثر نشاطاً، بالإضافة إلى تحصيل المعارف، و تنمية القدرات و الاتجاهات الإيجابية نحو النشاط البدني. وهو مقرر اختياري للمسار العلمي، و الأدبي و التجاري، و على الطالب أو الطالبة أن يأخذه في إحدى الفصول من السنة الدراسية. والطلبة يقضون ساعتين في الأسبوع في حصة التربية البدنية أي ما يعادل 30 حصة في السنة الدراسية الواحدة. كل مدرسة لديها صالة رياضية وتستلم ميزانية محددة لتغطية مصاريف التربية البدنية. أن دراسة الاتجاهات يجب أن تسبق أي عملية تخطيط للمستقبل حيث يمكن استخدام الاتجاهات الغالبة لعملية التنبؤ بما سيحدث في المستقبل.

و يسهم قياس الاتجاهات في مجال برنامج التربية البدنية المدرسية مساهمته في تحديد دوافع الرفض والقبول للجوانب المرتبطة بالنشاط التربية الرياضية، مما سيسهم في عملية تطوير الرياضة والتربية البدنية. ويعتبر الاتجاه الإيجابي نحو النشاط الرياضي من العوامل التي تدفع الفرد إلى ممارسة النشاط البدني الرياضي بانتظام وعدم الانقطاع عنه في المستقبل.

مبررات الدراسة

1. هناك قلة في توافر المعلومات المتعلقة بالتربية البدنية والنشاط الرياضي في البحرين. و في محاولة التصدي لقلة ممارسة النشاط البدني الرياضي أثناء المراهقة، ينبغي العمل على إعداد و تنمية الكفايات والمهارات الحركية والمعرفية لدى الطلبة و تعزيز

الاتجاهات الإيجابية لديهم نحو التربية البدنية مما يساعدهم على أداء عملهم اليومي بكفاءة وحيوية، وكذلك لإكسابهم أساليب و أنماط الحياة الصحية النشيطة.

2. لتوفير برامج تربية بدنية ذات مدلول وجودة عالية لطلبة المرحلة الثانوية نحتاج لإجراء دراسة عملية ميدانية تكشف عن اتجاهات طلبة المرحلة الثانوية نحو برنامج التربية البدنية المدرسية وذلك من أجل تعزيز الاتجاهات الايجابية لديهم ومعالجة الاتجاهات السلبية.

3. ووضع الخطط و الاستراتيجيات المناسبة لمعالجتها.

الغرض من الدراسة

1. التعرف على اتجاهات طلبة المرحلة الثانوية نحو التربية البدنية.
2. تحديد العوامل التي تساهم في اتجاهات الطلبة الإيجابية والسلبية نحو برنامج التربية البدنية في المرحلة الثانوية.
3. توفير قاعدة معلوماتية حول اتجاهات طلبة المرحلة الثانوية نحو برنامج التربية البدنية في المدارس لتحفيز و مضاعفة دور المدارس الحكومية في تعزيز صحة المراهقين،
4. وأخيراً لتشجيع و تعزيز الاتجاهات الايجابية لدى طلبة المدارس نحو برنامج التربية الرياضية.

أسئلة الدراسة

أسئلة الدراسة كانت كالتالي:

1. ما هي اتجاهات طلبة المرحلة الثانوية نحو برنامج التربية البدنية؟
2. ما هي العوامل التي تساهم في اتجاهات الطلبة الإيجابية نحو برنامج التربية البدنية؟
3. ما هي العلاقة بين جنس الطالب، ومساره الدراسي، واتجاهاته نحو برنامج التربية البدنية؟

فرضيات الدراسة

1. طلبة المرحلة الثانوية لديهم اتجاهات سلبية نحو برنامج التربية البدنية.
2. هناك عوامل ذات دلالة إحصائية تساهم في اتجاهات الطلبة الايجابية نحو برنامج التربية البدنية.
3. توجد علاقة بين جنس الطالب، و مساره الدراسي، واتجاهاته نحو برنامج التربية البدنية.

1. المنهج المتبع في الدراسة

استخدم المنهج الوصفي المسحي لقياس اتجاهات طلبة المرحلة الثانوية نحو برنامج التربية البدنية، وذلك نظرا لملائمته لطبيعة إجراء الدراسة. وقد اشتملت عينة البحث على جميع طلاب وطالبات المرحلة الثانوية البحرينيين وغير البحرينيين منهم في المدارس الحكومية و يتراوح أعمارهم بين 14 - 21 سنة، ومتوسط أعمارهم 6.2 ، والذين هم في المسارات الدراسية الرئيسية الثلاث: المسار العلمي و الأدبي والتجاري و هم في المراحل الدراسية الثلاث: الأول الثانوي، الثاني ثانوي ، والثالث الثانوي (المراحل: 10، 11، 12) للسنة الدراسية 2004-2005.

2. حجم عينة الدراسة

استخدم طريقة العينة المرحلية ومن ثم طريقة العينة الشرائحية لاختيار الطلبة من 26 مدرسة حكومية للمرحلة الثانوية في البحرين، وهذه المدارس تدرس برنامج التربية البدنية بانتظام للمراحل الثانوية المذكورة سابقا في إحدى الفصولين الدراسيين من السنة الأكاديمية. ويبلغ عدد الطلبة جميعا فيها من الجنسين 22321 طالب موزعين على 757 صف، و مقسمين على المسارات الدراسية الثلاثة. و قد اختير منهم عينة عشوائية 475 طالب من الجنسين يبلغ متوسط أعمارهم 16.2 من 16 صفاً عشوائياً لتمثل العينة الإجمالية للدراسة.

3. حدود الدراسة الزمنية والمكانية

استخدمت الصفوف الدراسية للطلبة لتنفيذ البحث وجمع المعلومات، أثناء الدوام الرسمي للسنة الأكاديمية 2004-2005.

4. الاعتبارات الأخلاقية للدراسة

اتخذت مجموعة من الإجراءات الأخلاقية الملائمة للتطبيق العملي للدراسة الهدف من ورائها عدم انتهاك حقوق الجهات المعنية والمشاركة في البحث وللتأكيد على سرية المعلومات.

5. أداة الدراسة

- وزعت على الطلبة استبانة مرفقة برسالة توضيحية، موضحة فيها أهداف البحث، و اسم الباحثة والجهة المشرفة عليه. وكذلك أكد فيها على سرية التعامل مع المعلومات و البيانات، وقد شفرت وذكر فيها كلمات شكر للمشاركين في الدراسة. و الاستبانة مقسمة إلى قسمين:
- القسم الأول يتكون من خمسة أسئلة ديموغرافية ، و ثلاثة أسئلة للاستفسار عن مشاركتهم وممارستهم أنشطة التربية البدنية والنشاط الرياضي داخل وخارج المدرسة.
- القسم الثاني يتكون من 47 عبارة يتم من خلالها قياس اتجاهات الطلبة.

6. المعالجة الإحصائية

تم إدخال البيانات في جهاز الحاسوب الآلي، و تم استخدام الحزمة الإحصائية للدراسات الاجتماعية (SPSS For Windows Version 3) حيث تمت المعالجة الإحصائية للبيانات.

7. عرض النتائج

نسبة استجابة العينة للدراسة تقدر 98.9% منهم الذكور 173 (98.2%) و الإناث 297 (99.4%) قد يدل هذا على كون المقرر مهم ومحبيب لدى الطلبة لذلك اقبلوا على إبداء آرائهم

واتجاهاتهم لغرض تطويره. وكذلك التحضير المبكر للدراسة والمتابعة المستمرة قبل بدء تطبيق البحث من قبل الباحثة قد يكون أدى إلى هذه النتيجة.

أما بالنسبة لممارسة الطلبة للتربية البدنية والنشاط الرياضي داخل و خارج المدرسة دلت النتائج على أن 130 (75%) من الطلاب و 240 (80.8%) من الطالبات وهم يمثلون الأعلى في النسبة يمارسون التربية البدنية داخل المدرسة. بالنسبة لممارسة الطلبة للرياضة خارج المدرسة دلت النتائج على أن 106 (61.3%) من الذكور يمارسون الرياضة بانتظام خارج المدرسة بينما 157 (52.9%) من الطالبات يفعلون ذلك أحياناً، و 82 (27.6%) فقط من الطالبات يمارسن الرياضة بانتظام. بالنسبة للطلاب والطالبات قد يكون السبب كثرة الواجبات الدراسية وقلة الوقت هو السبب الرئيسي، و قد يكون قلة الموارد الرياضية في المجتمع سبباً في عدم ممارستهم الرياضة وخاصة للبنات، أو انشغال الطرفين بألعاب أخرى مثل ألعاب الحاسوب، وغرف المحادثة، أو الجلوس أمام التلفاز لساعات طويلة. وكذلك قد يكون عدم وجود التشجيع من قبل الأهل والأصدقاء. أو احتمال عدم قدرة البعض المشاركة في النوادي الرياضية الخاصة لتكلفتها الباهظة وخاصة مجموعة البنات. أما بالنسبة لاتجاهات الطلبة المرحلة الثانوية نحو برنامج التربية البدنية كانت هناك فروق جوهرية بخصوص اتجاهات طلبة المرحلة الثانوية نحو برنامج التربية الرياضية بين الطلاب والطالبات. دلت النتائج على أن الاتجاهات كانت إيجابية لدى طلبة المرحلة الثانوية بنسبة 68.5% نحو برنامج التربية البدنية، وهذا ينفي الفرضية الأولى في البحث. و كانت الاتجاهات الإيجابية أعلى عند الطلاب 85% بينما كانت عند الطالبات 58.9%. وهذا يدل على أن الطالبات لديهم اتجاهات سلبية أكثر نحو التربية البدنية. قد يكون السبب بأن أنشطة التربية البدنية لا تلبي احتياجاتهم المذكورة سابقاً. أو قد يكون أسبابه بأن بعض أنشطة التربية البدنية لم تتجز الأهداف المرجوة أثناء فترات تدريبية قصيرة، كما دلت النتائج الدراسية للبحث أن معدل ساعتين في الأسبوع للتربية البدنية غير كافية.

دلت نتائج أسئلة الدراسة على أن نوع المسار الدراسي للطلبة لا يؤثر على اتجاهاتهم نحو برنامج التربية البدنية، قد يكون سببه بأن برامج التربية البدنية موحدة في جميع المدارس الحكومية ولا يختلف باختلاف مساراتهم أو باختلاف مراحلهم الدراسية. أما بالنسبة للسؤال الثاني في الدراسة وجدت أن هناك عوامل تؤثر على اتجاهات الطلبة الإيجابية نحو برنامج التربية البدنية، مما يؤكد الفرضية الثانية في البحث، منها:

أولاً: عامل المنهج الدراسي للتربية البدنية: ساهم المنهج الدراسي للتربية البدنية بنسبة 76.0% في الاتجاهات الايجابية للطلبة من الجنسين وهذا قد يكون لتتوع أنشطة المنهج الدراسي للتربية البدنية كما أشير في عبارات البحث، وخاصة التمرينات الجماعية. مع ذلك أشير أيضاً بان بعض أنشطة التربية البدنية تأخذ وقتاً أكثر مما تستحق مثل رياضة الجري، وكذلك مدة التربية الرياضية لا تكفي لتحقيق الأهداف المرجوة من أداء التمرينات الرياضية.

ثانياً: الإدراك الذاتي للطلاب: ساهم الإدراك و الكفاءة الذاتية للطلبة بنسبة 70.9% لكلا الجنسين في اتجاهاتهم الإيجابية نحو التربية البدنية. كما أشير أيضاً بان التربية البدنية تساعدهم على كسب السلوكيات المتزنة وتحفزهم على الاستمرار في ممارسة الرياضة مستقبلاً.

ثالثاً: خصائص المدرس: ساهم المدرس في اتجاهات الطلبة الايجابية بنسبة 59.1% لكلا الجنسين. هناك تفاوت في اتجاهات الايجابية، اتجاهات الطلاب كانت أكثر ايجابيا مع خصائص المدرس من الطالبات. كذلك أشير في الدراسة، أن الطلاب يشاركون أحيانا في تخطيط بعض الأنشطة الرياضية المناسبة لميولهم. و دلت النتائج الدراسية أيضاً على أن المدرس يجب أن يكون قدوة لطلابه من حيث اللياقة البدنية والحماس والإلمام المعرفي والتخصصي بمقرر التربية البدنية ودوره في تعزيز الصحة البدنية و النفسية والاجتماعية.

رابعاً: الجو الدراسي العام لبرنامج التربية البدنية: ساهم جو حصص التربية البدنية بنسبة 54.0% لكلا الجنسين في الاتجاهات الايجابية لدى الطلبة، وكما أشير في الدراسة أن التربية الرياضية تحتاج إلى مساندة أكثر من قبل الهيئة الإدارية في المدارس، وبعض الأحيان يجبر الطالب أو الطالبة على أداء أنشطة رياضية محددة لا يرغب فيها. وكما دلت النتائج أن الطلبة أشاروا إلى احتياجهم إلى مساحة اكبر ليشعروا بحرية الحركة أثناء التمرينات الحركية.

خامساً: الإمكانيات المادية والتسهيلات الرياضية: عكست النتائج السابقة، الإمكانيات المادية والتسهيلات الرياضية التي ساهمت بنسبة ضئيلة في اتجاهات الطلبة الايجابية نحو التربية الرياضية وذلك بنسبة 36.8% لكلا الجنسين. دلت النتائج بأن أجهزة التربية الرياضية سهلة الاستخدام في جميع الأوقات، ولكن يضايق الطلبة استخدامهم للأدوات البديلة نظراً لقلة إمكانيات التربية الرياضية، وكذلك يضايقهم عدم متابعة صيانة الأدوات الرياضية مما يجعلهم يخافون من

ممارسة الرياضة عليها. وأيضاً دلت نتائج البحث بان الميزانية المخصصة للتربية الرياضية لا تفي بتحقيق الأهداف الموضوعة لبرنامج التربية البدنية. كما دلت نتائج السؤال الثالث في الدراسة بأنه لا يوجد دلالة إحصائية حول العلاقة بين جنس الطالب و مساره الدراسي واتجاهاته نحو برنامج التربية البدنية، مما ينفي الفرضية الثالثة في البحث.

الخاتمة

نستخلص من الدراسة بان هناك اتجاهات ايجابية لدى طلبة المرحلة الثانوية نحو برنامج التربية البدنية، اما بالنسبة للاتجاهات السلبية لدى طلبة المرحلة الثانوية تجاه برنامج التربية البدنية المدرسية نسبتها أعلى بين الطالبات من الطلاب، وكذلك وجدت أن هناك عوامل ساهمت في تعزيز اتجاهات الطلبة نحو برنامج التربية البدنية منها: المنهج الدراسي الذي أثر إيجابياً على اتجاهات الطلبة، و يليه عامل الإدراك الذاتي للطلاب / أو الطالبة، ثم عامل خصائص وصفات المدرس ، والجو الدراسي العام للبرنامج، وأخير الإمكانات المادية والتسهيلات الرياضية والذي كان اقل تأثيراً من الناحية الايجابية على اتجاهات الطلبة. كما لوحظ من خلال الدراسة أن هذه الاتجاهات أدت إلى عدم مشاركة الطلبة في بعض الأنشطة التربوية البدنية داخل و خارج المدرسة، لذلك خرجت الدراسة ببعض التوصيات والتي من خلالها قد تساعد على رفع و تعزيز مستوى برنامج التربية البدنية في المدارس الثانوية، نزيد من مستوى مشاركة الطلبة في الأنشطة الرياضية داخل وخارج المدرسة.

التوصيات

استناداً إلى نتائج البحث توصي :

1. أن يخطط البرامج التربوية البدنية حسب احتياجات الطلبة وميولهم ويراعى فيها جنس الطالب والفئة العمرية في كل مرحلة ليستفاد من محتوياته المتنوعة. وكذلك إعطاء الطلبة فرصة لإبداء آرائهم واختيارهم نوعية الأنشطة المناسبة لقدراتهم بالتعاون مع مدرسي

التربية البدنية، ومشاركتهم في التخطيط على مستوى المدرسة ليصلوا للأهداف المرجوة من البرنامج.

2. تمديد ساعات التربية البدنية أكثر من ساعتين في الأسبوع ليتكيف الطالب مع الأنشطة الرياضية، ويستفيد منه من الناحية البدنية والنفسية والاجتماعية.
3. توفير الإمكانيات والوسائل الرياضية في جميع المدارس بما فيه زيادة الميزانية الموضوعة لبرنامج التربية البدنية لرفع كفاءة المدرسين والطلبة والأجهزة.

السياسات التطبيقية

1. من المهم جدا وضع سياسات مدروسة تحدد الغرض وأهداف التربية البدنية و وضع دليل موجز يوضح إتباع السلامة أثناء ممارسة التربية البدنية والنشاط الرياضي في المدرسة و خارج مجتمع المدرسة.

2. و تأمل الباحثة أن يكون هناك تعاون بين وزارة الصحة ووزارة التربية بوضع سياسات وخطط وبرامج واضحة ومقننة من قبل المسؤولين و صناع القرار كل حسب موقعه للنهوض بالتربية البدنية والرياضة عموما كركيزة أساسية لتعزيز صحة الفرد والمجتمع، و حمايته من الأمراض المزمنة و المشاكل الاجتماعية.

الكلمات المدخلية:

التربية البدنية، الاتجاهات، جنس الطالب، المسار الدراسي.

جامعة الخليج العربي

برنامج ماجستير السياسات
الصحية والدراسات السكانية



كلية الطب والعلوم الطبية

اتجاهات طلبة المرحلة الثانوية بالبحرين نحو برنامج التربية البدنية: سياسات تطبيقية

رسالة مقدمة كجزء من متطلبات الحصول على درجة الماجستير في
السياسات الصحية و الدراسات السكانية

إعداد

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