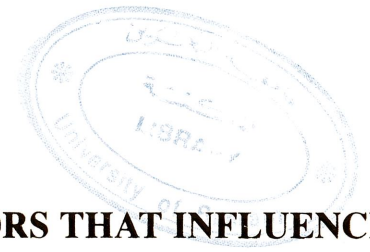
UNITED STATES SPORTS ACADEMY



FACTORS THAT INFLUENCE FEMALE STUDENTS OF THE UNIVERSITY OF BAHRAIN WITH PARTICIPATION IN SPORT ACTIVTIES

An Applied Dissertation Project submitted to the faculty of the United States Sports Academy in partial fulfillment of the requirements for the degree of

Doctor of Sport Management

By

Samia AI- Qattan

Chair: Dr. Cynthia E.Ryder

Daphne, Alabama

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Approval
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DEDICATION

This dissertation is dedicated to my daughter Dina and to my two sons Hisham and Mohammed. Thank you for coming with me all the way from Bahrain to the United States. Your company brought me joy and comfort in times of stress while studying and taking care of you. And to my husband, Yousif, who was a tower of strength. His unwavering love and encouragement were major factors in helping me to reach my goal. Last but not least, to my mother, my father, my sisters and brothers without their support, I would not have been able to continue in my educational pursuits and make a dream come true.

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ABSTRACT

Al-Qattan Samia, for the Doctor of Sport Management degree at the United States Sports Academy, presented in July, 2005. Title: Factors that Influence Female Students of the University of Bahrain with Participation in Sport Activities. The dissertation committee chair is Dr. Cynthia E. Ryder.

The general purpose of this study was to investigate factors that influence female students to participate or not participate in sport activities organized by the Sport Activity Department at the University of Bahrain (UOB).

The subjects were 500 undergraduate female students selected at random from the seven colleges that comprise the University of Bahrain. Questionnaires were designed to answer five questions:

1. What are the factors that encourage female students to participate in sport activities that are organized by the Sport Activity Department at the University of Bahrain?
2. What are the factors that discourage female students from participating in sport activities that are organized by the Sport Activity Department at the University of Bahrain?
3. What are the most common sport activities in which female students choose to participate in that are available through Sport Activity Department at the University of Bahrain?
4. What are the differences among female college students regarding their participation and non-participation?
5. What are the differences among the colleges in which the female students are enrolled that influence their participation or non- participation in sport activities?

Questionnaires were distributed to 500female subjects, and 489 were correctly completed and returned. Only 12 students reported that they regularly participated in the University of Bahrain's sport activity program while the remaining 477students reported nonparticipation. The three sections in the survey of this study: (1) Demographic Information, (2) Factors that facilitate female students at the University of Bahrain to participate in sport activities, and (3) Factors that hinder female students at the University of Bahrain from participating in sport activities.

The data collected from the questionnaires were analyzed using a Statistical Package for Social Scientists (SPSS) for Windows version 12.0 software for database building and data analysis. A descriptive statistical analysis, frequencies, percentages and one-way ANOVA, MANOVA were used to analyze the collected data.

The results of the study showed that: (1) The majority of female students at the University of Bahrain are nonparticipants in sport activities. (2) The social, time, and other factors as dominant factors preventing female students at University of Bahrain from participating in sport activities. (3) The time factor is a dominant factor for nonparticipation in sport activities. (4) The majority of the female students reported that they do not participate in sport activities because of lack of information regarding type of activities available on campus, inconvenient locations, crowded facilities, and inconvenient operating hours. (5) One quarter of the female students indicated that "religion and traditions" is one of reason for not participating in sport activities. (6) Large portion of female students value the academic achievement over sport activities. Based on the findings and after careful consideration, the researcher formulated number of recommendations.

CHAPTER I

INTRODUCTION

Bahraini women are a formidable force. Their considerable achievements to date, both in their traditional role as wives and mothers, and in the public domain where their positions and professions testify to educational excellence and cultural awareness, are evidence of this strength. (Bahrain's Supreme Council for Women 2003).

Sport is an integral part of the social and cultural infrastructure of any nation. It can make a difference in the broader educational process and may enhance the quality of a person's life. Sport activities attract and retain good students. Sport activity programs add value to the entire curriculum process. Moreover, academic performance is fostered and improved through sport. There are positive correlations between performance in sport and levels of academic achievement.

A study in 1992 by the Colorado High School Activities Association and the Department of Education in the U.S.A. revealed a significant increase in grade point average (GPA) and attendance in students who participated in sport or fitness activities. Dropout rates from athletes and non-athletes were significantly lower, 7% and 8.98 % respectively (National Federation of State High School Associations Survey Resources, 1992).

Health benefits for females are equal to the benefits that men receive from sport activities. Sport activities have a positive impact on health and productivity by

encouraging students to lead more balanced and active lifestyles. Sport also relieves physical and mental stress as well.

Regular physical activity (at least 30 minutes 3 days a week) has been shown to be protective against breast cancer (Willett 2003). In addition, participation in sport activities provides a valuable developmental experience for students through participation. A unique opportunity for involvement in a new area is available through sport activities. Students are offered the opportunity to learn and develop new skills, experiences and attitudes that are transferable to other areas of life and add value to graduates in the job market. Individuals are enabled to realize their potential in a broader educational sense, as well as in social and team-building activities. A sense of purpose and a social network are afforded the student in sport activities. Self-esteem is strengthened, and a positive impact on health and productivity may be achieved (UCS, 2002).

Students are encouraged to lead a more balanced active lifestyle while improving overall fitness through sport activities. Research has shown that individuals who do not participate in sport have a higher incidence of obesity, depression, anxiety, and cardiac disorders. Factors preventing exercise and sport participation are: lack of interest, time constraints, lack of facilities, and work related pressures (Wankel, 1998).

Although there is controversy as to whether or not athletic participation enhances or decreases academic achievement, there have been several studies and surveys that provide evidence that athletic participation not only enhances academic achievement, but also can have positive effects in other areas. Previous research has shown that athletics can increase self-esteem, social status, and future success in education. At-risk students

and students with academic problems have also been shown to perform better when involved in athletics (Schley, 2002).

Holloway (2002) reviewed literature that supports the notion that extracurricular activities, such as athletics, enhance the academic mission of schools. From his literature review, he concluded that athletic participation reduced the probability of school dropout by approximately forty percent. Involvement in these activities appeared to support at-risk students by maintaining, enhancing, and strengthening the student-school connection. Holloway argued that educational decision makers should re-examine the practice of not allowing students to participate in extracurricular activities to encourage "harder work in the classroom." He asserted that disallowing participation for this reason may have a negative effect on the overall academic achievement of the students (Holloway, 2002).

The University of Bahrain is the largest university in the Kingdom of Bahrain and its female student body is greater than the male. This research will concentrate on finding factors that influence female students to either be participants or not participate in sport activities. There has been research focused on elementary school, middle school and high school sport activity participants for both males and females. However, little research has been done on the female student at the university level.

Statement of the Problem

The general problem was to investigate factors that influence female students to participate or not participate in sport activities organized by the Sport Activity Department at the University of Bahrain.

The Subproblems for this study were:

1. Obtain permission from the University of Bahrain officials to conduct the study,

2. Develop a survey instrument.

Research Questions

The following research questions were addressed in this study:

1. What are the factors that encourage female students to participate in sport activities that are organized by the Sport Activity Department at the University of Bahrain?
2. What are the factors that discourage female students from participating in sport activities that are organized by the Sport Activity Department at the University of Bahrain?
3. What are the most common sport activities in which female students choose to participate in that are available through Sport Activity Department at the University of Bahrain?
4. What are the differences among female college students regarding their participation and non-participation?
5. What are the differences among the colleges in which the female students are enrolled that influence their participation or non- participation in sport Activities?

Definition of Terms

For the purpose of this study, the following terms were defined operationally as follows:

Customs – A pattern of behavior acquired through frequent repetition. The well established practices; habits and traditions of an individual.

Kingdom of Bahrain -- The Kingdom of Bahrain (Bahrain means "two seas in Arabic") consists of an archipelago of 33 small islands in the Arabian Gulf.

Non – Participants in Sport Activities-- Those who do not participate in any of the sport activities programs.

Participants in Sport Activities -- Those who participate and share with others the sport activities program.

Sport-- Sport is defined as organized physical activity performed in specific time periods within specific dimensions where records are kept.

Survey -- Is a standard list of questions to collect information from a selected group of individuals regarding their opinions attitudes, knowledge or practices.

Tradition-- A specific practice of long standing. An inherited pattern of thought or action. An established custom.

University of Bahrain -- Established in 1986 when Gulf Poly Technical College and the university college merged.

University or college-- Institutions of higher education that offer upper level course work and confer degrees.

Scope of the Study

Data generated by this study will focused on the most important factors for participation and non-participation in sport activities for female students that are offered by the Sport Department at the University of Bahrain. A survey in composed based on the review of literature related to the topic and suggestions from the researcher dissertation committees. A panel of experts helped to verify and provide both face and construct validity of the survey instrument. The survey instrument was

developed and implemented in 2005 for female students in the seven colleges at the University of Bahrain.

Delimitations

The following delimitations were made for this study:

1. The focus of this study was on female undergraduate students at the University of Bahrain.
2. Only female students from Bahrain were surveyed. Female students from other countries were not selected.
3. The data collection occurred in April, and May 2005.
4. Demographic variables of the survey sample were collected for descriptive purpose only.

Limitations

The following limitations were identified for this study:

1. Findings of the study were limited by the voluntary responses of the subjects.
2. The results of this study cannot be generalized to all female students in the Kingdom of Bahrain.
3. The lack of control over the environment in which the participants completed the survey may have affected the findings of this study.

Assumptions

The following assumptions were made regarding this study:

1. The female students responded to the questions accurately and honestly.
2. The respondents understood the content of the questionnaires and demographic survey.

3. The respondents were motivated to participate in this study.
4. This study assumed that the author would be able to make exact or near exact translation of all questionnaires and demographic survey from English to Arabic.
5. Subjects participated in this study voluntarily.
6. Data was collected and compiled from all subjects in the same manner.

Significance of the Study

This study investigated the factors for female student participation and non-participation in sport activities organized by the Sport Activity Department at the University of Bahrain. The research results may help to understand female students' interest in participating in sport activities at the University of Bahrain. Furthermore, this study will investigate the various factors involved with attracting female students to participate in sport activities. This study may have direct long-range implications. In direct terms, the findings of this study may provide administrators and faculty members of the Sport Activity Department at the University of Bahrain with important information about how to improve the effectiveness of the sport activities program for female students. More specifically, the findings may lead to suggestions regarding program improvement.

It is hoped that the results of this study will be of value for further research and in providing baseline information on the level of involvement in sport and physical education of female students at the University of Bahrain. It is also hoped that this study will be of value in the planning of programs aimed at increasing the activity level of female students. Hopefully, the results of this study may be used as a reference by the University of Bahrain to evaluate or develop sport activities offered to female students.

CHAPTER II

REVIEW OF LITERAURE

Introduction

The first international conference on women and sport, which brought together policy and decision makers in sport at both national and international level, took place in Brighton, United Kingdom, May 1994. It declared that,"despite growing participation of women in sport in recent years and increased opportunities for women to participate in domestic and international arenas, increased representation of women in decision making and leadership roles within sport has not followed."

There are many benefits for females who participate in sports, including improved physical health, greater self-esteem, and respect from peers. These are some of the factors that encourage women in both Middle Eastern and Western societies to participate in sports. However, there are also many discouraging factors, including negative perceptions about female students' sexuality, unequal treatment, and perpetuated myths. This literature review will describe both sides of the issue, in an attempt to draw a clear picture of which factors most influence female students' decisions to participate in college sports.

The researcher focused this review of related literature on five specific sections. The first section is a brief summary on the Kingdom of Bahrain. The second section is the establishment and development of the University of Bahrain. This section mainly concentrates on the Deanship of Student Affairs and Student Activities Department. The

third section discusses the female education and the beginning of female sports in Bahrain. The fourth section emphasizes the issues of the tradition and customs in relation to Muslim women in sport. Finally, the fifth section discusses the factors that facilitate and prevent female students in university sports participation.

Brief Summary on the Kingdom of Bahrain

General Background:

Bahrain has been a center for Middle Eastern trade for centuries. The island was the site of the ancient Dilmun civilization dating back nearly 4,000 years. The land of Dilmun, an ancient name for Bahrain, is considered a contemporary of the Biblical city of Ur in Mesopotamia (what is now southern Iraq). Between 4,000 and 2,000 B.C. Bahrain flourished as a trading center. Ancient texts and tablets refer to a place with abundant fresh water, "two days south of Mesopotamia following the wind."

Early religions also venerated Bahrain. There are legends of "a place where people lived as immortals, where the gods chose to dwell, where lions did not devour men and wolves did not rend lambs." These legends are all thought to describe the Dilmun civilization on the island of Bahrain (Military Sealift Command website, 1999).

From this historical perspective, Bahrain became a commercial trading center. Long under the influence of more powerful neighbors, the al-Khalifa family, originating from the central Arabian Peninsula, established themselves as Bahrain's rulers in 1783 and have ruled ever since. A series of treaties in the 19th century gave Britain control over Bahrain's defense and foreign affairs. In the 1930s, Bahrain became the first Arab state in the Arabian Gulf region to develop an oil-based economy, but its modest

petroleum reserves have caused it to diversify into various manufacturing and service areas (Al-Sabt, 2001).

Bahrain is an Arab Islamic state, which enjoys full independence and sovereignty. It is a constitutional monarchy as indicated in the Constitution and in the Royal decree on succession. The government system in the Kingdom of Bahrain is based on separation of legislature, executive and judiciary powers with their cooperation according to the Constitution rules. Believing in Shura (Consultative) principle as a basic for government, two councils have been established by decree-law No (15) of 2002, the Consultative (Shura) Council and House of Deputies (AlNwab). The Shura Council's task is to offer opinion and advice on various questions submitted to it by the Cabinet, and which cover bills, general policy matters, economic and social development projects, as well as any other issues on which the Cabinet may seek the Council's advice. The House of Deputies' task is to monitor the executive power's actions and behaviors. It participates with the Shura Council in issuing bills approved by the King (The National Report on Development of Education in Bahrain 2004).

Table 2.1
Country Overview:

Conventional long form name:	Kingdom of Bahrain
Local long form name:	Mamlakat al Bahrayn
Legal system:	Based on Islamic law and English common law
Population (July 2004E):	677,886 (includes 235,108 non-nationals)
Total Area:	665 sq km (3.5 times the size of Washington, DC)

Table 2.1
Continued

Languages:	Arabic, English, Farsi, Urdu
Ethnic Groups:	Bahraini Arab (63%), Asian (19%), others (18%)
Terrain:	Mostly low desert plain rising gently to low central escarpment
Elevation extremes:	Lowest point: Arabian Gulf 0 m, highest point: Jabal ad Dukhan 122 m
Climate:	Arid; mild, pleasant winters; very hot, humid summers
Currency:	Bahraini Dinar (BHD), $1 = 0.377 BHD
Natural resources:	Oil, associated and non-associated natural gas, fish, pearls.
GDP:	Purchasing power parity - $11.29 billion (2003 est.) Composition by sector: Agriculture: 0.7%, Industry: 42.1% and Services: 57.2% (2003 est.)
Age structure:	0-14 years: 28.4% (male 97,179; female 95,043) 15-64 years: 68.4% (male 271,015; female 192,342) 65 years and over: 3.3% (male 11,426; female 10,881) (2004 est.)
Median age:	Total: 29 years (male: 31.9 years, female: 25.3 years (2004 est.)
Population growth rate:	1.56% (2004 est.)

Table 2.1
Continued

Birth rate:	18.54 births/1,000 population (2004 est.)
Death rate:	4.03 deaths/1,000 population (2004 est.)
Gender ratio:	1.03 male(s)/female Under 15 years: 1.02 male(s)/female 15-64 years: 1.41 male(s)/female 65 years and over: 1.05 male(s)/female Total population: 1.27 male(s)/female (2004 est.)
Life expectancy at birth:	Total population: 73.98 years, (Male: 71.52 years-Female: 76.51 years) (2004 est.)
Literacy:	Total population (age 15 and over can read and write):89.1% (male: 91.9%, female: 85% (2003 est.)

Source: The World Factbook, 2004

The Establishment and Development of the University of Bahrain

Bahrain has the oldest public education system in the Arabian Peninsula. The system was established in 1932 when the government assumed responsibility for operating two preexisting primary schools for boys. Subsequently, separate facilities for girls and various secondary programs were established. Since the 1970s, education has been one of the largest current government expenditures. In 1927 the first group of Bahrainis to receive a university education enrolled at the American University of Beirut in Lebanon (Library of Congress, 1999).

Education in Bahrain has always been about more than ensuring that students are qualified and can find jobs; it has always tried to instill in the young values that are central to Bahraini society. Schools have sought to encourage tolerance of others, good citizenship and the importance of responsibility (Gulf Centre for Strategic Studies 2001).

The roots of the University go back to the late sixties when the higher institutes for male and female teachers were established. These institutes later developed into University College of Art, Sciences, and Education in accordance with Amiri Decree no. (11) in 1978. The Gulf Technical College was established in 1968. It was later renamed the Gulf Polytechnic college by Amiri Decree no (20) on February 18, 1981. These two colleges remained independent and offered bachelor's degrees in the disciplines of Art, Science, Education, Business Administration and Engineering. May 24, 1986, His Highness the Amir, issued Decree no. (12), which established the University of Bahrain by merging the two colleges. The funds, assets, and liabilities of the two aforementioned colleges were transferred to the new university. On April 18, 1999, Amiri decree no. (18) was issued, amending some of provisions of decree no. (12) for 1986 (UOB publication 2001).

Student Activities Department

The sport activities apartment serves the student in a wide area of student activities, and plays an important role to find the strength in each student. It provides facilities to cultivate sport capabilities. These programs are organized to provide a good atmosphere for sport activities It allows students to participate in different kind of sport capabilities.

Sports Activities are divided into two parts: -

1. Internal Activities:-

To allow students time to participate in sports of their choice during the University's free hours daily and during vacations. Students are allowed to concentrate on sport activities according to their university level and college of attendance. The university's championships include:- (a) College championships (b) Student association championships (c) Students club championship (d) Open championship.

Outside the university championship;

There are several physical activities which are held outside the university. They include: (a) Local universities championship, (b) Open sport fest, which is held by the General Organization for Youth & Sport (GOYS), (c) Industrial tournaments, and (d) Indoor championship.

2. *External Activities: -*

Participating in sport activities, and conferences in the Arabian Gulf in accordance to the university level, and colleges (a) GCC Universities in the Arabian Gulf championship. (b) Arabic Universities tournament.

The sport programs and contests, which are organized by the Department:-

There are eight different championships in: Soccer (boys/girls), Basketball (boys/girls), Handball (boys/girls), Badminton (boys/girls), Table Tennis (boys/girls), Billiards (boys/girls), Baby Foot (boys), and Gymnastics (boys/girls).

The following (Table 2.2) shows Employees, title and number, in the division:

Head of the Division	1
Data Entry	1
Sports Specialist Grad one For Activities	1
Sport Specialist Activities	1
Sport Specialist Activities (Ladies)	3
Sport Technical Activities	2

The following (Table 2.3) shows the Sport Facilities at the University of Bahrain:

Location	Type	Number
Sukhair Campus	Multipurpose Court	1
=	Squash Courts	2
=	Strength Training Courts	2
=	Saunas	2
=	Soccer Fields	2
=	Swimming Pool	1
Isa Town Campus	Multipurpose Court	1
=	Soccer Field	1
=	Running Track	1
=	Outdoor Fields	4

Source: University of Bahrain

The College of Education at the University of Bahrain established an academic department for Physical Education in 1982. This department has both female and male students. Many female students have graduated with a B.A. in Physical Education from this department and are currently employed as teachers. These students are trained to work as teachers of physical education classes together with their male colleagues, guaranteeing participation of women at all levels in the sports field. (Al- khaja, 2001)

The Education and the Beginning of Female Sports in Bahrain

Bahrainis are among the best-educated people in the Arab world. This education guarantees a workforce that is skilled and ready for the highly technical demands of today's global economy. Secondary school enrollment now measures 97%, or better. In 2001, the National Action Charter stipulated the importance Bahrain places on education. The Charter laid out a vision that the Government of Bahrain "guarantees the educational and cultural services for its citizens. Education is compulsory and free." As a result, the Bahraini literacy rate is among the highest in the Arab world, averaging 85.2 percent. Literacy among Bahraini males stands at 90 percent and 80 percent among women. (OERB, 2004)

"One of the main objectives of education as it came in Bahrain's Article (3) of the Educational Law Project of 1989 - to enable the individual to make use of his/her leisure time by practicing voluntary social work, participating in cultural and scientific sporting activities, enjoying the arts and literature, and encouraging him/her to live in a cooperative group (The National Report on Development of Education in Bahrain, 1996).

Sport activities began in 1946 by the origination of simple exercises for groups and individuals programs among boys in elementary schools. The Minister of Education played an important role in developing and advancing physical education. At that time, girls were separated from boys and each had separate buildings and separate administration functions. In 1928, girls started their education in Bahrain. There was not any kind of special sports activities except simple exercises. In 1947, Khadika AL Kubra elementary school joined Um Al Moumanin Elementary School for Girls in a large festival. Mothers of the students, ladies from the religious sector, a woman from high society, and special dignitaries were invited. The girls performed traditional dances and some Swedish exhibitions (Al-Jeeb, 1990).

Until the mid sixties, girls were not involved in any sport activities outside their schools. In 1967 for the first time, girls and boys joined together to celebrate in the first education anniversary. Girls performed folklore dances, and boys performed the exercises. Competition among group games started between high school and two middle schools (at that time they were the only schools). The Bahrain public endorsed sports for girls. Parents attended their girls' practice and gave them the support and encouragement they needed. A number of schools improved sports teaching methods, and organized programs for competition between schools and neighboring countries. By 1973, the country became aware of the importance of sport for development of mental and physical health for students. The Bahraini government, with the support of the Bahrain people, built more gyms, improved equipments, and facilities, and hired more coaches. In 1975 in Alexandria for the first time girls from Bahrain represented their country in table tennis competition. Boys had been competing since 1963. For girls that were the beginning of

advancement toward international competition which it took place in Tunis in 1986 (Al-Jeeb, 1990).

None of the six states of the Arabian Peninsula are insular from another in their development of sport and physical recreation for girls and women, but they are influenced by what is going on in the other Arabian counties. Bahrain is probably the most advanced and secularised in its policies for and provision of, sport and physical recreation for females and plays a leading role (Al-Haidar, 2004 p.60).

Bahrain is particularly proud of its record in regard to women's rights. Equality is guaranteed by the 1973 constitution: women have equal rights to education, property ownership, housing and health care. The constitution, combined with an internationalist outlook, has meant that the country has been receptive to international trends promoting equality between the sexes (Gulf Centre for Strategic, 2000).

In order to promote the standard of school sports, the Ministry of Education's sports objectives call for the formation of a broad base of remarkable achievers in sports and patronizing the distinguished ones to elevate their physical and skill standards. The Ministry of Education established training centers in many schools as an extension to Physical Education classes and other school activities. In addition, GOYS (General Organization for Youth and Sport) has aggressively promoted women's physical activity. The Bahrain committee for Sports for Everybody was formed on February 19, 1991. In addition, Bahrain joined the international federation for Sports for everybody and was represented by the Goys. A number of women in administrative posts became members in the Bahrain and International Federation for Sports for Everybody. Bahrain is also a

founder of the Arab Federation for Sports for everybody, which held its founding meeting in Cairo in December 1992. (Al-Khaja, 2001)

The Tradition and Customs in Relation to Muslim Women in Sport

Democracy and Islam is an emotive issue. Many traditional western stereotypes portray Islamic democracy as an inferior system to that of the Western world. However, Bahrain's developing reform program, an indigenous Gulf initiative, has proven Arab and Islamic drives toward human development and democratic governance are increasingly in line with both international standards as well as Arab and Islamic guidelines (Gulf Centre for Strategic Studies, 2004).

A study by Walseth K. and Fasting K. (2003) entitled "Islam's View on Physical Activity and Sport: Egyptian Women Interpreting Islam" revealed "the results show that the women in the study agreed that Islam encourages sport participation for women. The women who most strongly emphasized the fact that they had to participate in some sporting activities were supporters of the fundamentalistic interpretation of Islam. Some Muslim women therefore find a non-secular relationship between sport and religion."

Al-Haidar (2004) in a research study entitled, "Struggling for a Right: Islam and the Participation in Sports and Physical Recreation of Girls and Women in Kuwait" emphasized that "girls and women are constantly in a position of conflict – between the very traditional influences in the country and more liberal ideas about women's involvement in all kinds of physical activities." She continued "it is particularly important for women that there is general acceptance that Islam does not neglect the physical aspect of recreation. In Islamic thinking, the body is the means through which women can remain healthy and so carry out their religions and temporal duties."

Bahrain society has been submitted as all other Arab States, to profound changes in its structure and function. The transformation from a society which relied on pearl-diving, fishing, dhow-building and agriculture to oil industry and then to non-oil industrial and services activities has led to the emergence of various kinds of position and expertise which brought out changes in the Bahraini social structure (The National Report on Development of Education in Bahrain,1996).

The Sydney 2000 Olympic Games Experience

After Fatima Gerashi of Bahrain pulled herself out of the water following Heat 1 of the women's 50-meter freestyle at Sydney International Aquatic Centre, she faced the same gauntlet of reporters and photographers that every other notable Olympian had faced before her. If this 12-year-old who had never before been off her home island, had never swum in an international competition seems a bit jaded, forgive her. All week she had been carrying on her tiny shoulders one newsworthy designation that she is the youngest competitor at these Games-and-became the first female from an Arabian Gulf country to compete in the Olympics. The fact that she false-started and was disqualified and thus, did not have her 51.15 entered into the official record, did not diminish a potentially revolutionary act. One that was reinforced nearly four hours later by Fatima's 16-year-old teammate, Miriam Al Hilli, who stepped into the blocks for Heat 8 of the women's 100-meter sprint at Stadium Australia wearing a modest t-shirt beneath her singlet. Her run was still a triumph. "My race felt so good, it was like a dream," said Miriam, "It is the first time for women to show their potential in sports. It's an encouragement to others. It's a first step and we will lead the way" (Anderson, 2000).

The Athens 2004 Olympic Games Experience

It was not until 1912 that women first competed in swimming. In 1928 they were permitted to run track and field events. In 1960, women were first allowed to run in races beyond 200 meters. For Muslim women, the most recent breakthrough came at the 2004 Olympics in Athens. At the 2004 Olympics, Bahraini sprinter Rakia Al-Gassra's sporting attire when she ran the women's 100m was anything but aerodynamic. Nevertheless, the 17-year-old athlete, clad in a traditional Moslem hijab, which protects a female's modesty, came fifth in a time of 11.49 seconds ahead of runners from Zimbabwe, the Federated States of Micronesia and Kuwait (Deutsche Presse, 2004).

Al-Gassra was the first woman from the Gulf States to qualify for the Olympic 100m in her own right. Her time of 11.49 seconds matched her personal best but she finished fifth in her meet and did not make the second round (Hinds, 2004).

"There must be more women from Arab countries," Al-Gassra said through a translator. "It is not enough. There must be many more" (Hersh, 2004).

Moroccan legend El-Moutawakel was the first woman from an Islamic nation to win an Olympic medal of any kind when she struck gold in the 400m hurdles at the 1984 Los Angeles Games. The fruits of that landmark victory 20 years ago were on display at the 2004 Olympics- as Kuwait's Dana Al-Nasrallah and Bahrain's Rakia Al-Gassra were joined in the 100m meet by Iraq's Alaa Jassim. "To see two girls coming from the Gulf States makes me really happy. Normally I sit up in the stands on the jury of appeal but I came all the way down to shake their hands, because it's a proud moment for us" El Moutawakel said (Raad ,2004).

Factors that Influence Female Students in University Sports Participation

Al-Amer (1996) surveyed 400 women participating in Bahrain's athletic, clubs and social centers to examine "Women Athletic Activity Performance Obstacles in Bahrain". She concluded that:

Obstacles of Habits and Traditions:

1) There are no special clubs for females; 2) more attention is paid to the athletic activities of men than those of women; 3) shortage of media in the field of women athletic activities; 4) mixing is prohibited in the general clubs. Also practicing athletic activities is prohibited in the presence of male youth.

Social Obstacles:

1) No attention is paid by organizations and companies to set a place for women athletic activities; 2) full time working prevents women from practicing athletic activities; 3) family needs require much time; 4) study circumstances for collegiate.

Administrative Obstacles:

1) No attention is paid by clubs administrators to construct women teams for the various athletic activities; 2) no follow-up or evaluation processes is carried out by the responsible administrators; 3) athletic federation does not encourage women to practice athletic activities; 4) women athletic activities are irregular.

Physical and Psychological Obstacles:

1) Discontinuity of practice due to pregnancy and labor; 2) less health care and medical supervision is provided to trainers and trainees; 3) psychological and social sides of participants and how to treat them were not studied.

Other Obstacles:

1) No courses or seminars concerning women physical activities were implemented; 2) no researchers, studies, or conferences were organized to discuss the different subjects related to sports and their problems; 3) fewer female coaches were offered external training courses compared with male coaches; 4) shortage of recognition of sports importance among girls; 5) difficulty of coaching in underdeveloped areas for female coaches; 6) low economical and living levels of some families; 7) the long distance between home and training location with no fee transportation available; 8) no budget is planned for the transportation of female coaches to the training location.

Al-Jeeb (1990) conducted a research to investigate the main reason for high school female students' disinclination to participate in sports activity. Opinions from female students, parents and teachers were collected to support the study. The research discovered the following reasons (ordered by popularity):

1) A large number of school assignments 2) poor attention to the importance of physical education; 3) parents objection towards participation of female members; 4) the negative view of sports activities; 5) ignorance that media shows towards school sports activities special females; 6) lack of self-intention; 7) lack of transportation to the exercise places.

In another study, Darwish and Owais (1983) identified constant lacks between students' participation in sport activity before and during university days. They concluded that continuous provides a participation in sport activity improves the participant's social status and better chance for success at school. Student's participation and practice in various sport activities also affected their social behavior of the person. Therefore, the parent's realization on the importance of having sports available to their children had also

increase. Additionally, friends have a similar role in supporting their classmates to participate in sports activities.

Khatab (1974) identified the most desired activities among the high school students during their free time. In her research, 500 students were randomly selected as the research sample. The conclusion of the study indicated that the main motivation for female and male students in practicing sport activities in their free time is to achieve health and physical benefit and to achieve international fame and opportunities.

Abdull-Hafeed (1979) developed a study in her research entitled "the Reasons for Female Students Physical Activity Disinclination." This paper aims to identify the reason for the female students at the Ain Shams University disinclination from participation in athletic activity. The research sample consisted of 300 female students (150 from the theoretical colleges and 150 from the scientific colleges). The researcher used a descriptive approach and applied a designed questionnaire in which the following was found: The main reasons for this disinclination were: (1) the curriculum program; (2) the lack oh the proper allocated time from the participate in the sportive activity; (3) the lack of the place for such participation; (4) no inducements and encouragements; (5) the difficulty of transportation; (6) no grades for the participation added to the final examinations; (7) the shortage in the resources; (8) the shortage in the sport supervisors at the college; (9) families do not encourage their girls to participate in athletic activities; (10) no contributions from the college in purchasing sports wear and devices.

In other study, Nakamura (2002) Researchers have identified significantly low participation rates of Muslim women in International and recreational sport, citing reasons ranging from alleged discriminatory Islamic doctrine to incompatibility with

Islamic beliefs. However, there are several examples of Muslim women participating in international competitions and recreational activities on their own terms, leading one to believe that perhaps the Western physical activity cultures are different from Islamic physical activity cultures. This study examines the physical activity experiences of Muslim women who were worn in or immigrated to Canada. There are three areas where physical activity within an Islamic framework differs from that of a Western sport ideology. They where: a flexible and modest dress code, sex segregation, and controlled access to their physical activity space. When such needs where not met by the physical education system or existing recreational facilities, subjects compromised their beliefs, participated with their religious community, or stopped playing completely.

The Title IX Era

Title IX: Definition: a part of the 1972 Education Act (U.S.) stating that no person could be denied the benefits of a federally funded educational program or activity on the basis of their gender; also called Title IX of the Education Amendments of 1972 (Webster's New Millennium Dictionary of English, 2003-04).

Women's participation in college sports has increased dramatically since Title IX was passed in 1972 (Women's Sports Foundation, 1998), but research over this period has failed to show that female athletes get the encouragement, status, respect and approval that athletic participation brings to males (Royce, Gebelt & Duff 2001). However, numerous studies indicate significant changes in this regard (Finkenberg & Moode, 1996).

Many researchers, such as Miller and Levy (1996) argue that, "Sports participation by females routinely carries a negative stigma" (p. 112). Because of this,

and because traditional images of sports are seen as incompatible with traditional roles for women Bunker(1996) female athletes are likely to be discouraged from participating in sports activities in colleges and universities. Because of factors like gender role conflict (Goldberg & Chandler), particularly if they participate in sports traditionally regarded as more masculine (Koivula, 1995).

As Duquin (1988) explained over a decade ago, being feminine is traditionally regarded as incompatible with the nature of aggressive sports, which are designed to prepare males for the physical sacrifices of adult competition, especially war: "Females are expected to keep their feminine sympathies and values off the sporting field" (p. 37).

Because athletics have traditionally been perceived as incompatible with traditional roles for women, female athletes are likely to experience gender role conflict as they attempt to identify with such incompatible roles (Royce, Gebelt &Duff, 2001). However, while negative stereotypes of female athletes still permeate society, research has found little such conflict.

In a recent University of Portland study, questionnaire and interview data from male and female college athletes and non-athletes suggest some explanations for this. The data revealed the following (Royce, Gebelt & Duff, 2001):

- Female athletes were accorded greater respect than were male athletes
- All groups' ratings of the femininity of female athletes were above the neutral point, though the ratings of men and non-athletes were significantly lower than those of women and athletes; and
- Consistent with the multiplicity perspective, female athletes reported experiencing their feminine and athletic identities as distinctively different aspects of self.

Researchers hypothesized that it is possible for a female athlete to be seen as both feminine and respected for her athletic roles because the issue of her femininity often is separated from the issue of her role as an athlete, thus allowing her to manage stereotypically incompatible identities without conflict (Royce, Gebelt & Duff, 2001). To investigate these hypotheses athletes and nonathletes at a NCAA university were questioned about these issues by both questionnaire and interview.

The study's findings supported the hypothesis that collegiate female athletes are respected and are seen as feminine by men and women, athletes and non-athletes alike. Not surprisingly, athletes accorded more respect to female athletes than did non-athletes, but even the non-athletes' respect ratings were, on average, positive (Royce, Gebelt & Duff, 2001). Media coverage of women's sports may play a role in shaping these attitudes.

Based on interviews of female college athletes, Duff, Hong and Royce (2001) concluded that media coverage of their sports increases the status of female student athletes among their peers. As one woman was quoted as saying, "The local paper devoted a whole section to our high school's sports When the rest of the non-athlete student body sees that the athletes are receiving praise and attention from the community they may perceive them as more important" (p. 5).

In an effort to determine which factors affect motivation and participation rates in a same-sex physical education class, a recent study examined students' overall self-esteem and perceived self-confidence, the influence of family and peer attitudes towards physical education, and the students' perceived usefulness of physical education (Bogatay, 2002).

The findings revealed that self-esteem and perceived confidence in their abilities of a specific unit of study seemed to be the strongest indicators affecting motivation and participation in the physical education setting. In addition, the data suggested that perceived usefulness and peer and family support of physical education were additional major factors that affected female's participation and motivation during the same-sex class.

The purpose of the study by Duff, Hong & Royce (2001) was to determine which factors affect motivation and participation rates in college sport activities offered by colleges. Several studies strongly suggest that various factors increase participation rates and positively affect motivation. Self-esteem and self-confidence are factors that affect participation and motivation of females in sports.

A family unit's present activity level and attitude towards sports can affect a student's participation and motivation (Bogatay, 2002). Bandura's social cognitive theory states that adolescents develop their attitudes from influences around them (1986). In 1998, Morey and Karp used interviews, observation, and Likert questionnaires to measure the effect the family's influence had on the daughter's perception of sports. Negative attitude from parents and other family members contributed to the lack of participation, apparent dislike, and even the questioning of the effectiveness of sport activities. This study suggests that a family's attitude has a direct effect on a female student's participation level.

Perceived confidence of skill and ability may also lead to positive or negative experiences in sports (Bogatay, 2002). Tiggerman (2001) determined that self-confidence is usually a predictor of achievement in athletics. When difficulties arise, females with

self-confidence show a greater effort to master a new skill than those who lack self-confidence.

In the athletic setting, references of gender bias made by the teacher affect participation and performance rates of females (Bogatay, 2002). A teacher who makes derogatory comments about how women play sports sends out powerful messages to students about the differences between being male and female. "Maleness becomes marked as physically strong and skilled and females as weak and unskilled" (Wright, 1999).

A student's perception and awareness of gender roles affects her level of participation in sport activities (Bogatay, 2002). Chepyator and Ennis (1997) conducted a study on social constructions of gender in relation to sports activity choice. During a coeducational, team activity, male behavior was seen as aggressive, dominant, competitive, and self-confident. While competing with the males in the same environment, female behavior was seen as supportive, nurturing, and codependent. These "feminine" qualities lowered the participation rate of many females in this setting.

These findings suggest that same-sex sport activities would end male intimidation and competitiveness often present in a coed setting, thus increasing participation rates of the females.

In the book Boys and Girls Learn Differently, Michael Gurian writes, "Boys begin puberty often finding themselves in strange moods, aggressive, clumsy and awkward, focused on girls but scared of them, and relatively unable to verbally discern the complexities of their own developing nature. Girls begin puberty often faced with mood swings, vacillation of self-confidence, hyper attention to how they fit into the

world of other girls, and competition with other girls for the attention of boys" (Gurian, 2001, p.205). This reiterates the importance of examining gender strengths and weaknesses and deciding what is best for each one's development.

Background:

For a long time, the female athlete has been a controversial public figure. According to Cahn (1994, Chapter 4), "Noted for her muscular physique, her athletic virtuosity, and her bold entrance into a traditionally male arena, she has embodied society's hopes, fears, and conflicts about ever changing definitions of womanhood. Sometimes celebrated as the quintessential modern woman, other times condemned as a repulsive aberration from proper femininity, the woman athlete has provided a focal point for larger cultural debates about gender relations and, specifically, the much disputed question of whether men are "naturally" or physiologically superior to women."

However, despite the controversy and media attention, most women played sports simply because they enjoyed the pleasures and challenges of athletics (Cahn, 1999). Through sport activities, they found opportunities to develop skills, win medals, broaden their social worlds, and push their physical and mental limits through athletic competition and teamwork.

In the early 1800's women participated in many sport activities, including skating, ball games, road races and even boxing (Cahn, 1999). However, it was not until the late 1800s that women entered organized sports in significant numbers. In the post-Civil War decades, wealthy women participated in country club sports like tennis and golf, while middle-class women rode bicycles, exercised, and played basketball and baseball at their high schools and colleges.

The "modern athletic girl," who seemed to thrive in every class, racial, and ethnic community, fascinated early-twentieth-century citizens of the United States and Canada (1999). Lippincott's Monthly in 1911 painted a picture of the modern athletic woman: "She loves to walk, to row, to ride, to motor, to jump and run ... as Man walks, jumps, rows, rides, motors, and runs." However, this was not a widely accepted picture. In 1912 the Ladies' Home Journal published an article, "Are Athletics Making Girls Masculine?" which raised concern about female athletes. The article questioned whether female athleticism would turn women into masculine facsimiles of the opposite sex or make sports more feminine.

When women entered serious competitions as athletes, they posed a threat to men's exclusive claim to "masculine" qualities of physical aggression, strength, speed, and power; initially, women's participation in sports suggested that physical differences between the sexes might be a relic of culture rather than a law of nature (1999). A great deal of the debate about female athleticism focused on an area of undisputed physical difference women's reproductive capacity.

While doctors had long recommended moderate exercise as a cure for menstrual irregularity and discomfort, women's enthusiasm for highly competitive sport pushed experts toward a new view of athletics as a danger to women's health. Doctors warned that excessive exercise would damage reproductive organs, diminish fertility, and over-stimulate female emotions. They even went so far as to recommend moderate competition under separately supervised female athletic programs.

As the moderate competition policy entered school and city sport activities, commercial sport promoters worked out a new solution to the conflict between femininity

and athleticism (1999). Responding to concerns that sport made women ugly and unfeminine, promoters and journalists argued that an athlete's "masculine" skills were offset by her femininity.

The media, using aquatic stars like Helene Wainright and tennis "goddesses" like Helen Wills as examples, promoted women athletes as the new standards of beauty characterized by physical energy and a sexy vitality (1999). Advertisers hosted beauty pageants as sideline events at athletic tournaments, featuring athletes as contestants.

Unfortunately, while the intentions of promoters were good, by constantly contrasting women's "masculine" athletic talents with their "feminine" attributes, their strategy apologized for women's athletic skill and confirmed the strict masculinity of athletics. As a result, while this strategy increased the popularity of women's sport in the years between World War I and World War II, it did very little to reduce the underlying tension between sports and women.

The popularity of sport in the 1920s made it seem like women's larger challenge to male authority (1999). While few women competed directly against men, the press regularly reported on female-only events as if they were mixed competitions designed to overthrow men from their existing position of athletic and social superiority. Suddenly white working-class and lower class women, African American women, and other women of color, who competed across a wide variety of sport activities, increasingly populated athletic events. The media tone shifted from appreciation shifted to one of suspicion and hostility.

By the 1960s, the troubled image and limited popularity of women's sport had created a stalemate (Cahn, 1999). Women still competed in sports, but they did so with

very limited financial support, minimal media coverage, and great suspicion about their sexual preference. However, the status subsided as a restless generation of young physical educators started lobbying for intercollegiate competition. Women within the Amateur Athletic Union (AAU) were encouraging change, and after decades of animosity, physical educators and AAU leaders united to promote women's athletics.

With the new wave of feminism in the early 1970's women's athletics entered a new era in which long-standing barriers to full participation in sport were eliminated (1999). Supported by the women's movement, advocates of women's sport demanded equal access to athletic resources and training. Their key victory was marked by the U.S. passage of Title IX of the 1972 Educational Act, which prohibited sex discrimination in any educational institution receiving federal funds. The act dictated that schools at all levels develop gender equality in their athletic programs.

Title IX started two decades of significant athletic progress in academic institutions and beyond. In women's college sports, the number of intercollegiate athletes in the United States rose from sixteen thousand to over one hundred sixty thousand between the early 1970's and late 1980's (1999). Along with this dramatic increase in numbers, women athletes enjoyed far greater acceptance and appreciation as women, such as tennis star Martina Navratilova, track champion Jackie Joyner-Kersee, speed skater Bonnie Blair, and figure skaters Debi Thomas and Kristi Yamaguchi, became household names and famous celebrities.

The recent popularity of women's sports suggests its pivotal and controversial place in current conflicts over gender and power in U.S. and Canadian society (Cahn, 1999). Within sport, issues of access and equity are still dominant. After more than

twenty years since the passage of Title IX, few colleges meet standards for gender equity in school sport, and women's athletics are now governed by male-dominated athletic departments and sports organizations.

Still, rather than being discouraged, modern women are approaching these barriers with a new sense of entitlement, supported by their own positive experiences in sport (Cahn, 1999). In its greatest expression, the demand for meaningful leisure, unrestricted access to sport and athletic self-determination involves more than forcing men to make room for women in the sports world. According to Cahn (1999) "It demands that athletic attributes long defined as masculine skill, strength, speed, physical assertiveness, uninhibited use of space and motion become human qualities, not those of a particular gender. Ultimately, obtaining athletic freedom will be part of transforming the broader social relations of gender within which sporting life takes place."

A general trend toward more interest in fitness applies in equal measure to women. As a result of Title IX, there is an increasing trend of more women playing collegiate sports, which leads to many changes in campus athletic policies and funding.

Title XI in Relation to Female Athletes in College Settings

Throughout history, the development of gender equity policy at institutions of higher education has been challenging (Beaubier, 2004). While gender equity progress is apparent with the establishment of equal starting salaries for faculty at similar rank, many problems still exist. According to Valian (2004), "there is greater movement of women than men into part-time positions advancement is slower for women than for men women earn less money than men except at entry level women are particularly underrepresented at top-tier institutions women receive fewer national awards and prizes" (p.208).

In this type of environment, it is not surprising that complications resulted from attempts to develop gender equity policy for student-athletes (Beaubier, 2004). The development of such policy has been a difficult process for Canadian officials at the national governing body of college sports. Five years after a decision to update equity and equality goals initially put forth in the1990's; no concrete policy has been formally accepted or implemented. However, an analysis of current problems experienced by Canadian policy makers suggests there may be numerous benefits in studying Title IX athletic legislation in American colleges and universities.

Title IX has existed for three decades and during this time the athletic policy has survived many political challenges (Beaubier, 2004). Analysis of the legislation recently concluded with the U.S. Department of Education's (DOE) Secretary's Commission on Opportunities in Athletics - the first federal advisory panel initiated to study Title IX. The 15-member Commission gathered information, analyzed issues, and obtained broad public input for the purpose of improving the application of current federal standards for measuring equal opportunity for those participating in athletics under Title IX.

It was not until recent years that the issue of gender equity came to the forefront in Canadian university athletics (Beaubier, 2004). For Canadian colleges, equity is described as "treatment that is just and fair ... [and] includes gender, race, ethnicity, language, disability, income and other diversities" (CIC, p.2). Canadian officials recently announced that financial support to male and female athletes would be proportional to the number of male and female student-athletes on their rosters by 2005-2006.

Title IX states "no person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination

under any educational program or activity receiving federal financial assistance" (Kaplin & Lee, 1995, p.815).

Despite the fact that Congress passed Title IX three decades ago, in terms of achieving its purpose, the policy has not been a great success (Beaubier, 2004). While the legislation has enabled women to make significant progress with regard to increasing their opportunities in intercollegiate athletics, women have yet to achieve parity with men in college sports. They make up over half of the undergraduates at universities, but female athletes only account for 42 percent of college varsity athletes nationwide. In fact, female participation in college sports remains below pre-Title IX male participation rates.

In addition, "women in Division I colleges, while representing 41% of the athletes, receive only 32% of recruiting dollars and 36% of operating dollars" (NWLC, 2002, p.2). These statistics reveal that the athletic Regulation of 1975 has had an effective but limited impact on gender equity in college sports.

Regulation of 1975 was divided into two main parts, those that dealt with athletic scholarships and those that provided guidance regarding athletics in general (Beaubier, 2004). In total the document provided institutions with 11 program areas to be reviewed for compliance. Two other areas of compliance were added to these as a result of the OCR's analysis of institutional difficulties regarding implementation. These two areas appeared in the 1979 Policy Interpretation as support services and recruitment of student athletes. Table 2.4 outlines the areas and means by which institutions can comply with the various areas that Title IX examines in university and college athletic programs.

Table 2.4

Areas and Means of Compliance

Area of Compliance	Means of Compliance
34 C.F.R. 106.37(c) 1. Athletic Scholarship	Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.
34 C.F.R. 106.41(c) 2. Accommodation of Interests and Abilities	Participation proportionate to undergraduate enrolment; or, history and continuing practice of program expansion for underrepresented sex; or, fully and effectively accommodate underrepresented sex; equivalent levels of competition.
3. Equipment and Supplies	Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.
4. Scheduling of Games and Practice Time	Number of games; number, length, and time of day of practices; time of day of games; pre-season and post-season opportunities.

Table 2.4
Continued

5. Travel and Per Diem Allowance	Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.
6. Tutors	Availability – procedures and criteria for obtaining assistance; Assistance – qualifications, training, experience, etc.; Compensation – rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.
7. Coaches	Availability – full time, part time, assistant, and graduate assistants; Assignment – training, experience, professional standing, and other professional qualifications; Compensation – rate of compensation, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

Table 2.4
Continued

8. Locker Rooms, Practice and Competitive Facilities	Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.
9. Medical and Training Facilities and Services	Availability of medical personnel; availability and quality of weight, training, and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage.
10. Housing and Dining Facilities and Services	Housing provided; special services as part of housing; dining arrangements.
11. Publicity	Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.
12. Support Services	Administrative, secretarial, and clerical support: office space.

Table 2.4
Continued

13. Recruitment of Student Athletes	Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.

SOURCE: Beaubier, Dean. (September 20, 2004). Athletic Gender Equity Policy in Canadian Universities: Issues and Possibilities. Canadian Journal of Educational Administration and Policy, Issue #34.

Trends in Women's Collegiate Sports

The accomplishments of Title IX have accelerated the growth of women's sports in universities and colleges in the United States, Canada, and around the world (Patrick, 2001). These accomplishments have sparked many trends in women's sports, ranging from an increase in participation to demands that cheerleading be considered a sport.

The presence of female students in numerous sports, ranging from softball to basketball, has grown at an unprecedented rate since the passage of Title IX and it seems this trend shows no signs of slowing down. However, University of Indiana Assistant Director of Intramural Sports Satoshi Kido reported a national trend of declining female intramural participation has occurred during the past few years (Patrick, 2001). At first glance, there does not seem to be a viable cause for such a participation decline except perhaps a potential lack of interest. When one looks further it can be determined that this

trend actually has a positive cause. The decline within intramural competition does not seem to be caused by a lack of female interest. The reason is less complex, according to Kido. "There is simply more choice these days," he states.

Since Title IX, the trend of increased female interest in college-level sports has resulted in a wide variety of recreational athletics that are open to the average student (Patrick, 2001). "There are four programming areas within rec sports; Intramurals is one, Strength and Conditioning is another, Aquatics is one, and Outreach is the fourth," University of Indiana Assistant Director of Special Events Chris Geary said.

With so many choices, participation numbers are guaranteed to fall (Patrick, 2001). Therefore, while the number of female intramural participants may be declining, the number of physical activity participants is growing. This is a positive trend for recreational sports, as it prepares female students for a lifetime of good health.

As a result of the increase of women in college sports, women are engaging in an exciting trend—participating in sports that have previously been reserved for men. For example, in the U.S., on a national level, the number of female students playing football has risen dramatically over the last few years, indicating a new trend that would have never been considered just three decades ago (Associated Press 1999).

There are more women playing and better athletes being attracted, but women's sports still needs some national unity, more funding, and for corporate sponsors to take it seriously.

Another major trend that is occurring in campuses today is the movement to include cheerleading as a sport. Sports columnist Amy Zavian challenged the position of the Women's Sports Foundation (WSF) when she proposed that cheerleading

be considered a varsity sport (NC Mat, 1999). The WSF holds that cheerleading is an extracurricular activity, in which the primary function is to entertain or increase audience enthusiasm. In addition, a 1975 Office of Civil Rights memo labeled cheerleading as an extracurricular activity "not to be considered as athletic programs for compliance purposes."

According to Zavian (NC Mat, 1999) "the Cheerleading Association says 95 percent of high school cheerleaders are girls, and 55 percent of collegiate cheerleaders are women." Advocates of proportionality have made every attempt to exclude cheerleading as a sport. However, Zavian cites many reasons why cheerleading is a sport. "Oddly enough, everyone I spoke to for this article labeled cheerleading as a sport, especially with the addition of males and difficult stunts. In fact, beyond institutional cheering, the industry has witnessed an increase in 'all-star' programs, which supports this position.

The increased athleticism of cheerleading over the past few decades has also seen the development of competitive events for cheerleaders. These competitions are voluntary, and in fact, the majority of cheerleading squads choose not to enter competition. The competitions are also secondary to the main function of the school cheerleading team, which remains one of increasing school unity and supporting the other athletic teams in competition. Cheerleading is a major trend in women's sport and one that demands future efforts for inclusion in college funding for sports.

Some negative trends stress how important it is that colleges and universities provide a safe, positive sports environment for female students. The Female Athlete Triad is best described as "the combination of the three distinct, but interrelated conditions of disordered eating, amenorrhea, and osteoporosis, which are associated with athletic

training in females (Lim, 2000)". The Triad has become an increasingly important issue in more recent years because of the passage and enforcement of Title IX and the trend of increasing numbers of female players in many sports. Female athletes are increasingly visible in society, and participation, particularly among college students, in sports and other athletic activities has increased.

However, as society continues to promote unrealistic standards for body image for females, many of these students may be at an increased risk to develop one or more of the conditions of the Triad. According to Lim (2000) "Although the internal psychological and external social pressures placed on girls and women to achieve or maintain unrealistically low body weight underlie the development of this disorder, the possible physical consequences can be especially devastating. As the components of this disorder are often unrecognized and/or overlooked because of the misconception that they are harmless, there is a pressing need to inform and prevent, as well as detect and treat the disorders among female athletes." Additionally, to maintain and promote the physical, mental and social well being of female players, the greater social influences affecting the female athlete, and more importantly, the female, must be addressed by society.

Eating disorders and the use of body-shaping drugs among female athletes can be reduced through peer-led, sport team-centered programs. For this reason, healthy, positive sports programs can counter the trend toward eating disorders.

Discouraging Factors

For many years, young women have been discouraged from playing sports by a wide variety of myths and stereotypes, including the following (Lopiano, 2002):

- If she plays sports, she will become "mannish" and "unfeminine".
- If she plays sports, she will develop an eating disorder.
- Because of her anatomical structure, she will suffer more knee injuries in competitive athletics.
- If she trains too hard, her ovaries and bladder will drop.
- Women aren't interested in playing sports.

It is well known that sports activities have numerous beneficial health effects during adult years, such as a reduction in morbidity and mortality from diseases of several body systems (e.g., cardiovascular disease) (ORWH, 2002). One unfortunate consequence of physical fitness and sports participation is the development of injuries.

In the United States, organized athletic programs involve at least 20 million students each year. The possibility of a student athlete being injured during a season ranges from a low of 21 percent to a high of 81 percent, in football (Women's Health in Sports and Exercise, AAOS 2001). This is one discouraging factor relating to health that affects the decision of female students to participate in college sports.

Despite the gains women have made under Title IX, resources for women's sports have never caught up to resources for men's sports at most colleges and universities (Nader, 2003). Women's athletic programs still lag behind men's programs by every

measurable criterion, including participation opportunities, athletic scholarships, operating budgets and recruiting expenditures.

Crawford and Godbey (1987) identify three different types of prevent to participation in sport and leisure activities (1) structural, (2) interpersonal, and (3) intrapersonal. Structural constraints are factors such as lack of facilities, equipment, time, money, and information. Interpersonal constraints are factors involving interactions or relationships between individual. An example of this type of constraint in inability in finding a suitable partner for playing badminton or tennis. Intrapersonal constraints are due to individual psychological states acting as barriers to participation including stress, depression, anxiety, religiosity, kin, reference group, attitudes, and perceived self-skill.

According to Nader (2003) "While 55 percent of our college populations are female, female athletes still receive only 42 percent of all college athletic participation opportunities, 36 percent of sports operating expenditures, 32 percent of athlete recruitment spending, and 42 percent of athletic scholarship money amounting to $133 million less than male athletes receive in scholarships each year. "

According to Nader "In order to obtain the legal rights for gender equity in athletics guaranteed them under Title IX, women across the country have successfully filed civil rights complaints and lawsuits against institutions. But until women have the same opportunities as men to enjoy the psychological, physiological and sociological benefits that sports participation can provide, we must all insist on the preservation and strengthened enforcement of Title IX."

Despite many gains in college sports in both the United States and Canada, female athletes have yet to reach parity with men. Women still represent only approximately

one-third of interscholastic and intercollegiate athletes. Additionally, women college athletes receive less than 26 percent of college sports' operating budgets, and less than 28 percent of college recruiting money. These factors are very discouraging to young women who are interested in participating in college athletic programs, as it is difficult to view women's sports as equal to those of men if funding and support is significantly different.

Even organizations that claim to promote equality in sport have a tendency to perpetuate these stereotypes themselves, an example of which is a quote found on the website of the Canadian Association for the Advancement of Women and Sport and Physical Activity: "CAAWS is in business to encourage girls and women to get out of the bleachers, off the sidelines, and onto the fields and rinks, into the pools, locker rooms and board rooms of Canada". (CAAWS, 2004)

While the association's intentions are good, by saying to get women "out of the bleachers, off the sidelines", they perpetuate ideas of typical female sport participation by instructing women to go to pools and rinks, implying swimming and ice skating, stereotypical female sports, rather than telling them to consider heading to boxing rings or basketball courts.

Females who excel in sport are often perceived as threats to a gender system that thrives on unequal social constructions of womanhood and manhood (Royce, Gebelt & Duff, 2001). Women are perceived as an imitation of the real thing and are treated with less respect, especially when it comes to sports.

Yosof &M M.S Omar-Fauzee (2003) conducted a research to examine factors preventing students at a Malaysian university from participating in sport activities during

their leisure times. Data were collected quantitatively from 303 subjects through survey instruments. This instrument measured three of types of constraints to sport participation- (1) structural, (2) interpersonal, (3) intrapersonal. Subjects were asked to provide demographic information, such as age, gender time per week spent participating in sport, ethnicity, academic standing, and academic program. Data were analyzed by descriptive statistics, t- tests, and ANOVA.

Results showed subjects were constrained most by structural factors, and least by interpersonal factors. Physical education major students reported least structural and intrapersonal constraints; female students experienced higher intensities of structural and intrapersonal to sport participation then male counterparts. Several practical suggestions were given to overcome some constraints, and increase student participation in sport activities.

Encouraging Factors

Bandura's social cognitive theory (Bogatay, 2002) "with its concepts of reinforcement, self-efficacy, outcome expectations and model-learning, points to the importance of a supportive environment to performing, establishing, and maintaining a pattern of regular physical activity" (Bandura, 1986, p. 79). College sports provide an opportunity for women to take advantage of these benefits. According to Acosta and Cerperntership (2004), there are many factors that encourage women to participate in sports. The following list was created from a longitudinal study on women in intercollegiate sports:

- Nationwide, more college women have more athletic teams available to them than ever before.

- 8.32 teams per school is the average offering for female athletes in 2004. The 2004 number of 8.32 is near the 2002 all-time high of 8.34 and far exceeds the 1972 (year Title IX was enacted) number of a little over 2 per school and the 1978 (mandatory compliance date for Title IX) number of 5.61 per school.
- Although the 2004 average number of 8.32 teams offered on each campus is slightly lower than the all-time high of 8.34 in 2002, more schools in 2004 offered women's athletics programs. Therefore, in 2004 female collegiate athletes had a total of 8402 teams available to them at the nation's NCAA schools.
- In the two-year period of 2002 to 2004, 270 new women's teams were added. In the last four years, 2000-2004, there have been 631 new teams added and in the last six years, a total of 1155 new women's teams have been added.
- The ten most frequently found college varsity sports for women are in rank order: basketball, volleyball, crosses country, soccer, softball, tennis, track/field, golf, swimming and lacrosse.
- Soccer exhibits the greatest growth of any sport in the last 27 years. It is now offered for women on 88.6 % of the campuses while in 1977 it was only found on 2.8% of the campuses.

Women have the opportunity to derive many psychological, physiological and sociological benefits of sports participation (Lopiano, 2002). Sport has been one of the most important socio-cultural learning experiences for males for many years. According to Lopiano (2002), there are many factors that encourage women to participate in sport activities in college, including the following:

- Teenage female athletes are less than half as likely to get pregnant as female non-athletes (5% and 11%, respectively), more likely to report that they had never had sexual intercourse than female non-athletes (54% and 41%, respectively), and are more likely to experience their first sexual intercourse later in adolescence than female non-athletes (The Women's Sports Foundation Report: Sport and Teen Pregnancy, May 1998).

- Women who are active in sports and recreational activities at a young age feel greater confidence, self-esteem and pride in their physical and social selves than those who were sedentary during their school years (Melpomene Institute, 1995).

- Exercise and sport participation can be used as a therapeutic and preventative intervention for improving the physical and mental health of adolescent females. It also can improve mental health by offering them positive feelings about body image, increased self-esteem, tangible experiences of competency and success and increased self-confidence (Physical Activity & Sport in the Lives of Girls, PCPFS, 1997).

- Physical activity appears to decrease the initiation of high-risk health behavior in young women. According to a 1995 survey, female adolescents high in physical activity are significantly less likely to initiate cigarette smoking than those in moderate and low leisure time activity groups (Aaron, et al1996).

- Women student-athletes graduate at a significantly higher rate (69%) than women students in general (59%), (NCAA, 2001).

- Half of all girls who participate in some kind of sports experience higher than average levels of self-esteem and less depression (Colton & Gore, Risk, Resiliency, and Resistance (Women's Sports Foundation, 1998).

- One to three hours of exercise a week over a woman's reproductive lifetime (the teens to about age 40) may bring a 20-30% reduction in the risk of breast cancer, and four or more hours of exercise a week can reduce the risk almost 60% (Journal of the National Cancer Institute, 1994).

Like males, females who participate in sports enjoy advantages such as increased strength and health, weight control, and better sleep and nutrition habits. For women in particular, weight-bearing exercise helps increase bone mass and prevent osteoporosis, and regular exercise over a woman's reproductive life can reduce her risk of breast cancer.

However, the incentives that encourage females to get involved in sports may not stop with the obvious health and fitness benefits, according to the Women's Sports Foundation, a nonprofit group advocating for increased sports and fitness opportunities for women. The foundation cites research suggesting that other benefits may include greater self-esteem and self-confidence, lower pregnancy rates, less drug involvement, higher grades, and higher high school graduation rates among girls who participate in sports.

Summary

Today, more and more females participate in a wider range of physical activities and sports than ever before in our history (President's Council on Physical Fitness and Sport, 1997). Females have become major players in the fitness realm. A recent nationwide survey conducted by the National Sporting Goods Association demonstrated that more women (55.4 million) than men (43.4 million) participate in several leading fitness activities--aerobic exercising, bicycling, exercising with equipment, exercise walking, running and swimming. A more specific breakdown reveals that an estimated 18.3 million women do aerobics, 26.5 million bikes for exercise or mountain bike, 23.8 million exercises with weights, 45.2 million walk, 8.65 million run or jog and 32.6 million swim (National Sporting Goods Association, 1995).

A campus survey at St. Mary's College in Winona, Minnesota, revealed that the grade point average of their student athletes was 10 percent higher than that of the average non-athlete (Miller, 2002). A recent report on women and sports suggests that (The President's Council on Physical Fitness and Sport, 1997):

- Regular physical activity in adolescence can reduce girls' risk for obesity and hyperlipidemia (i.e., high levels of fat in the blood) which, in turn, have been known to be associated with lower adult onset of coronary heart disease and certain cancers. Regular physical activity can also help girls build greater peak bone mass, thereby reducing adult risk for osteoporosis.
- Exercise and sport participation can be used as a therapeutic and preventative intervention for enhancing the physical and mental health of adolescent females.

- Exercise and sport participation can enhance mental health by offering adolescent girls positive feelings about body image, improved self-esteem, tangible experiences of competency and success and increased self-confidence.
- Research suggests that physical activity is an effective tool for reducing the symptoms of stress and depression among girls.
- Sports are an educational asset in girls' lives. Research findings show that many high-school female athletes report higher grades and standardized test scores and lower dropout rates, and is more likely to go on to college than their non-athletic counterparts.
- Recognition of physical activity and sport as an effective and money-saving public health asset is growing among researchers and policy makers.
- Poverty substantially limits many girls' access to physical activity and sport, especially girls of color who are overrepresented in lower socioeconomic groups.
- Excessive exercise and certain forms of athletic participation have been found to be associated with a higher prevalence of eating disorders.
- The potential for some girls to derive positive experiences from physical activity and sport is marred by lack of opportunity, gender stereotypes and homophobia. According to the President's Council on Physical Fitness and Sport (1997), women now comprise 33 percent of all college athletes and approximately 39 percent of United States Olympic team members. Reciprocally, as more female role models become available for young girls to emulate, their interest and involvement in fitness and athletic activities will continue to grow.

Despite these gains, it is important to realize that women's historical climb toward greater physical and athletic opportunity has been filled with barriers (President's Council on Physical Fitness and Sport, 1997). In the past, many individuals have condemned exercise and sport as unladylike and doctors have even warned women against overstrain and sterility. Sport sociologist Margaret Carlisle Duncan points out that stereotypes associated with traditional notions of femininity and masculinity glorified boys' strength and athletic feats while equating girls' athletic talents with "tomboyism."

Athletic participation helps female students learn about goal setting, excellence in performance, and other achievement-oriented behavior. All critical skills needed for success in the real world (Miller, 2002). Deb Erickson, a personal development trainer who has worked with women's athletic teams says that, in her experience, she finds that girls and women who participate in athletics have a more highly developed sense of personal power, freedom and autonomy.

"In sports, there is an explosion of energy that gives women and girls a chance to experience voice and power and position," Erickson said (Miller, 2002). "Girls can perform in band or choir and learn about cooperation and teamwork, but they don't get the physical release and bonding that comes from sports. Sports help women reclaim their own personal sense of power and control in their lives. Athletes have confidence and inner strength and are in tune with their own energy and power."

Today, women's achievements in physical activity and sport remain overshadowed by the cultural prominence of men's sports (President's Council on Physical Fitness and Sport, 1997). In university sports, men still receive a disproportionate share of opportunities to participate in exercise and sport.

Male-dominated sports organizations remain mired in policies and beliefs that shortchange girls and women, and parents or advocates of girls are forced to wage expensive legal battles in the pursuit of gender equity. These are some of the factors that still discourage women from participating in sports. However, as the increasing number of women athletes in colleges in the U.S. and Canada show, women are responding more to encouraging factors than discouraging ones.

Many college sports professionals believe that female athletes who do have the ambition, support and skill to compete in college sports have a tough time (Williams, 1996). Less than a third of all athletic scholarships are awarded to women, even though women tend to make up at least half the student population in the U.S. and Canada. Even though colleges are struggling to meet federal guidelines and are getting sued if they fail. Men's sports programs have more funding, more teams and players, and longer schedules.

To make sports equally available for all students, there must be support from parents and from voters in the community, said one college coach. "Sports are not just about winning or losing," she said (Williams, 1996), "They are about acting as a member of a community and showing respect for self and for others and these are lessons learned by boys and by girls."

Sports are too important to the physical, psychological and sociological well being of young people to be ignored. Girls and women who play sports have more confidence, higher levels of self-esteem, stronger self-images and lower levels of depression. It is in the best interests of colleges and universities to ensure that women are encouraged to participate in sports.

CHAPTER III

METHODS

The purpose of this study was to investigate the factors that influence the female students of the University of Bahrain with participating in sport activities. This study was an attempt to find the reasons for participation or non-participation in sport activities that are organized by the Department of Sport Activities at the University of Bahrain.

In this chapter the procedures for the subject selection, data obtainment, the content and formulation of the survey instrument and the various statistical methods for data analyses are discussed. Readers should be able to understand and replicate the research steps which are used in this study.

Selection of the Subjects

The target populations of the study were female students (n=500) at the University of Bahrain. The researcher contacted the Registration Department at the University of Bahrain in order to provide the data needed to determine the sample size of the study. A stratified random sample was used based on the data provided by the Registration Department, to determine the number of questionnaires needed to be distributed to each college at the University. Five hundred questionnaires were distributed. The Collage of Arts received 130 surveys; Business 140 surveys; Education 85 surveys; Engineering 20 surveys; Science 35 surveys; Law 35 surveys; and Information Technology received 55 surveys.

The researcher contacted the registration department at the University of Bahrain in order to stratify the sample to mirror the female population at the University of Bahrain. Participants from each of the colleges were chosen randomly.

Instrumentation

There are three sections in the survey of this study: (1) demographic information, (2) factors that facilitate female students at the University of Bahrain to participate in sport activities, and (3) factors that hinder female students at the University of Bahrain from participating in sport activities. The questionnaire employed in this study was composed based on the review of literature related to the topic and suggestions from the researcher dissertation committees and a group of panel experts.

The first 11 items of the questionnaire elicit the subjects' demographic characteristics including age, personal marital status, college of enrollment, level of class, cumulative GPA, and personal/family sports interest, etc. The second section contains the items that delve into the factors that facilitate female students at the University of Bahrain to participate in sport activities. It is measured on a 5-point Likert Scale (a total of 45 question items) from "strongly agree" to "strongly disagree".

The five factors are Physical and Health, Personal Drives, Social, Psychological, and Other. The third section of the survey contains the factors that deal with the barriers, which hinder female students at the University of Bahrain from participating in sport activities. It is also measured on a 5-point Likert Scale (a total of 47 question items) from strongly agree to strongly disagree. The six factors include Health, Facility, Social, Time, Interest, and Other.

A copy of the questionnaire in English version is found in Appendix (A).A copy of the questionnaire in Arabic version is found in Appendix (B). The questionnaire was examined by jury of content experts. The panels of seven professors were consulted for the purpose of establishing logical validity. The juries were chosen based on their expertise in Physical Education. Once the final version of the questionnaire was completed, English and Arabic experts assisted in editing the grammar and syntax to ensure comprehension. A copy of the jury of the experts is found in Appendix (C).

In order to determine the reliability of the survey, a test- retest pilot study was conducted with a sample of thirty undergraduate female students at the University of Bahrain who were chosen from among the population of the study. None of these students were included in the final sample. The survey was distributed to the subjects (n=30) two times over a two-week period. The survey was first distributed on April 5th, and the second distribution was on April19th, 2005. The collected data were coded for entry into SPSS program. The results were measured in a test-retest reliability of 0.871.

Procedures

The questionnaire was translated into Arabic from English for the purpose of this study. The researchers wrote an official letter, Appendix (D), to the chairman of the Physical Education Department to obtain approval to distribute the questionnaires. Each university was contacted by telephone a month prior to the projected date of the instrument administration for approval to distribute the questionnaires.

The questionnaires were distributed and collected on the same testing day by the researcher's colleagues in the Student Affairs Department at the University of Bahrain because the researcher was outside of Bahrain at the time of distribution.

The five hundred questionnaires were distributed among seven colleges between April 23rd to May 10th, 2005.

Table 3.1
Total Number from each College that completed Questionnaire

Colleges	Total	Accepted
Art	130	124
Business	140	139
Education	85	82
Engineering	20	19
Information Technology	55	55
Law	35	35
Science	35	35

Of 500 questionnaires, 489 questionnaires were retuned for a return rate 97.5%; there were 11 questionnaires out of 489 that were invalid because of missing demographic data or incomplete questions. The 11 invalid questionnaires were excluded from the statistical analysis.

Statistical Design and Analysis

Data collected from the questionnaires were analyzed using a Statistical Package for Social Science (SPSS) for Windows version 12.0 software for database building and data analysis. A descriptive statistical analysis, frequencies, percentages and one-way ANOVA, MANOVA were used to analyze the collected data. The descriptive analysis used frequency counts and percentages to present subjects' demographic profiles including age, personal martial status, college of enrollment, level of class, cumulative GPA and the most common sport activities that female students choose to participate that are available by the Sport Activity Department at the University of Bahrain.

One-way ANOVA was performed to determine whether there were significant differences in terms of mean score on factors (hindering) among colleges. Each question from Parts II and III was assigned a number weighting from 1to 5, 5- strongly agree, 4 - agree, 3 – no opinion, 2 – disagree, 1- strongly disagree.

Analysis of variances (MANOVA) was used to test the differences among colleges based on factors that hinder female students from participating in sport activities. When a difference among colleges was found, Tukey post-hoc test was administrated to compare when the statistically significant differences among colleges.

CHAPTER IV

RESULTS

The purpose of the research was to investigate factors that influence female students to participate or not participate in sport activities organized by the Sport Activity Department at the University of Bahrain. There were 489 female volunteer students who participated in this study. Twelve surveys were completed by female students who the demographic backgrounds of the remaining subjects (N=477) are described in detail in the following paragraphs. In addition, the results of the research questions were analyzed.

This chapter presents the results of the statistical data analysis and includes the following components: frequency distributions and percentages, correlation among demographic variables and correlation among independent factors, contingency tables (the chi-squared tests), the analysis of variance (ANOVA), multivariate analysis of variance (MANOVA) and subsequent multiple comparison procedures (Tukey's honestly significant difference procedures).

The results of this study are presented in the following sections:
(a) Description of demographic variables for female students; (b) Factors for participation; (c) Factors for nonparticipation and (d) Statistical analysis which influences ANOVA and MANOVA.

Description of Demographic

Table 4.1 presents the demographic data of 477 student volunteers for their marital status. In addition, demographic data were collected that included their age, the college they were attending, year enrolled at UOB, grade point average, high school sport

participation, member of the family participant in sport activities, specific family member participants, and sports participation outside University of Bahrain.

There were 489 female students who participated in the University of Bahrain's sports program. Of these indiviuals, only 12 responded that they regularly participate in the University's sports program and 477 responded with a negative answer. It was impossible to generalize any findings for the 12 students who reported participating in the sport program at the University of Bahrain, therefore, the focus of the study moved to the female (n = 477) non- sport participants. The following table and analysis is for the 477 students who responded with a "no" answer. Below demographic analyses are given.

Table 4.1
Frequency Distribution of the Marriage Status of the Participation (N=477)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never married	373	78.2	78.2	78.2
	married	100	21.0	21.0	99.2
	divorced	4	.8	.8	100.0
	Total	477	100.0	100.0	

Based on the marital status depicted in the distribution of 477 nonparticipating volunteers at the Uniersity of Bahrain, the results showed that 21% of female students respondents were married, approximately 78% of female students were never married, and approximately 1% of the female students were divorced. None of the female students were widowed.

Table 4.2
Frequency Distribution of the Age of the Participation (N=477)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 and less	51	10.7	10.7	10.7
	19-20	237	49.7	49.7	60.4
	21-22	160	33.5	33.5	93.9
	23 and over	29	6.1	6.1	100.0
	Total	477	100.0	100.0	

Of the 477 nonparticipating female student volunteers, over 83% were between 19 and 22 years of age. There were approximately 115 of the student volunteers who were eighteen or younger, while the remaining 6% were over 23 year of age.

Table 4.3
Frequency Distribution of the College of Enorllment (N=477)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arts(1)	118	24.7	24.7	24.7
	Business(2)	136	28.5	28.5	53.2
	Education(3)	82	17.2	17.2	70.4
	Engineering(4)	19	4	4	74.4
	Sciences(5)	31	6.5	6.5	80.9
	Law(6)	35	7.3	7.3	88.3
	Information Technology(7)	56	11.7	11.7	100
	Total	477	100	100	

The majority of the students (53.2%) in this group came from the College of Arts and the College of Business. The Colleges of Information Technology and Education also had a sizeable (28.9%) contribution. The other colleges had a much smaller representation.

Table 4.4
Frequency Distribution of the Year Enrolled of the Participation (N=477)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2005	2	.4	.4	.4
	2004	70	14.7	14.7	15.1
	2003	130	27.3	27.3	42.3
	2002	160	33.5	33.5	75.9
	Before 2002	115	24.1	24.1	100.0
	Total	477	100.0	100.0	

Five different years of enrollment were categorized in this research.The results showed that approximately 76% of the student body was enrolled at the University in 2002 or thereafter, and only 24% of them were enrolled before 2002.

Table 4.5
Frequency Distribution of the GPA of the Participation (N=477)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	non	118	24.7	24.7	24.7
	2-2.5	110	23.1	23.1	47.8
	2.6-3	107	22.4	22.4	70.2
	3.1-3.5	98	20.5	20.5	90.8
	3.6-4	44	9.2	9.2	100.0
	Total	477	100.0	100.0	

Of the students in this group, 118 did not respond to the question on GPA as they do not know (because it may be too early for them to know), and those who responded had a grand GPA of 2.86 on the four point scale. The computation of the grand GPA was carried out based on the mean for the grouped-data.

Table 4.6
Frequency Distribution of the High School Participation of the Participation (N=477)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	272	57.0	57.0	57.0
	No	205	43.0	43.0	100.0
	Total	477	100.0	100.0	

Of 477 nonparticipating female student volunteers at the University of Bahrain, 57% of the respondents have participated in sports activities during high school and 43% did not participate in any sports activities during their high school days.

Table 4.7
Frequency Distribution of the Members of the Family who Participate in Sport of the Participation (N=477)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	307	64.4	64.4	64.4
	No	170	35.6	35.6	100
			.		
			.		100.0
	Total	477	100.0	100.0	

Of 477 nonparticipating female student volunteers at the University of Bahrain, approximately 64% of the students' family members participate in some kind of sports activities. The results showed that 35.6%, of the students' family members, did not participate in any kind of sports activities.

Table 4.8
Frequency Distribution of the Specific Family Member Participation in sport of the Participation (N=477)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Father	20	4.2	4.2	4.2
	Mother	6	1.3	1.3	5.5
	Brother	142	29.8	29.8	35.2
	Sister	22	4.6	4.6	39.8
	Other	35	7.3	7.3	47.2
	No one	163	34.2	34.2	81.3
	More than one	89	18.7	18.7	100.0
	Total	477	100.0	100.0	

Approximately 34.4% of the students responded that their siblings participated in sports activities and 5.5% responded that their parents participated in sports activities. 34.2% responded that no one in the family participated in the sports activities while 18.7% responded that more than one family member participated in the sports activities.

Table 4.9
Frequency Distribution of the Sport participation outside UOB of the Participation(N=477)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	110	23.1	23.1	23.1
	No	367	76.9	76.9	100.0
	Total	477	100.0	100.0	

Approximately 23% of the respondents participated in sports activities outside the University of Bahrain while 77% did not participate in the sports activities outside (or inside) the University of Bahrain.

Tables for the Factors Influencing Nonparticipation

The volunteers were asked for possible reasons for non participation in the sports activities at University of Bahrain.

1 Health Factors:

The researcher deemed several factors that would help explain the potential reasons for non participation. Among those the first factor was health factor. The health factor queries their different physiological and psychological inabilities.

The possible reasons for non participation - such as: Awareness of Tiredness, Injuries, Dizziness, Shyness, and Physical or Health Disability – are discussed in the following tables:

Table 4.10

It makes me feel tired

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	66	13.8	13.8	13.8
	disagree	186	39.0	39.0	52.8
	no comment	82	17.2	17.2	70.0
	agree	108	22.6	22.6	92.7
	strongly agree	35	7.3	7.3	100.0
	Total	477	100.0	100.0	

Approximately 30% of the participants responded that the sports activities makes them "feel tired," 17% were neutral and the remaining 53% responded that the tiredness was not the reason for their nonparticipation.

Table 4.11

I am afraid that I will injure myself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	109	22.9	22.9	22.9
	disagree	224	47.0	47.0	69.8
	no comment	60	12.6	12.6	82.4
	agree	68	14.3	14.3	96.6
	strongly agree	16	3.4	3.4	100.0
	Total	477	100.0	100.0	

The data depicted in Table 4.11 show of the 477 nonparticipating female volunteers in the survey, approximately 18% were afraid of hurting themselves during participation in sports activities, 70% disagreed with that assertion while 12.6% remained neutral.

Further, approximately 25% of the respondents expressed that they did not have physical ability to participate in the sports activities, 55% had no problem and 19% refrained from committing themselves on this question as illustrated in Table 4.12.

Table 4.12

I don't have the physical ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	82	17.2	17.2	17.2
	disagree	182	38.2	38.2	55.3
	no comment	92	19.3	19.3	74.6
	agree	89	18.7	18.7	93.3
	strongly agree	32	6.7	6.7	100.0
	Total	477	100.0	100.0	

Table 4.13

Because I have health problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	202	42.3	42.3	42.3
	disagree	214	44.9	44.9	87.2
	no comment	23	4.8	4.8	92.0
	agree	21	4.4	4.4	96.4
	strongly agree	17	3.6	3.6	100.0
	Total	477	100.0	100.0	

The data depicted in Table 4.13 show of the 477 nonparticipating female volunteers in the survey, 87.2% respondents had no health problems, 8% of the students expressed that they had health problem while approximately 5% were noncommittal. In the same survey, 17.6% of the students expressed that they felt dizzy while exercising, 73.6% did not have that problem and approximately 9% were noncommittal as illustrated in Table 4.14.

Table 4.14

I feel dizzy when I exercise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	132	27.7	27.7	27.7
	disagree	219	45.9	45.9	73.6
	no comment	42	8.8	8.8	82.4
	agree	56	11.7	11.7	94.1
	strongly agree	28	5.9	5.9	100.0
	Total	477	100.0	100.0	

Table 4.15

I am too overweight

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	225	47.2	47.2	47.2
	disagree	186	39.0	39.0	86.2
	no comment	28	5.9	5.9	92.0
	agree	25	5.2	5.2	97.3
	strongly agree	13	2.7	2.7	100.0
	Total	477	100.0	100.0	

The data depicted in Table 4.15 demostrate of the 477 nonparticipating female volunteers in the survey, Approximately 86% did not perceive having any weight problem, 8% perceived having weight problem and 6% did not comment on this question. And, on the same survey suggested that approximately 15% felt shy of their sport ability, 74% did not have "the shy factor" and 11% did not comment as shown in Table 4.16.

Table 4.16

I am shy because of my lack of sport ability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	154	32.3	32.3	32.3
	disagree	200	41.9	41.9	74.2
	no comment	51	10.7	10.7	84.9
	agree	52	10.9	10.9	95.8
	strongly agree	20	4.2	4.2	100.0
	Total	477	100.0	100.0	

Table 4.17

I feel uncomfortable when I exercise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	88	18.4	18.4	18.4
	disagree	169	35.4	35.4	53.9
	no comment	83	17.4	17.4	71.3
	agree	85	17.8	17.8	89.1
	strongly agree	52	10.9	10.9	100.0
	Total	477	100.0	100.0	

Almost 29% of the respondents felt uncomfortable while exercising, 17% were neutral and the remaining 54% did not feel uncomfortable while exercising.

2: Facility Factors:

The survey subjects were queried if the inability in sports participation was due to the sports facility itself. They were asked if the crowding, lack of maintenance, age, lack of security, lack of coaches, distance and separate changing rooms for females were the potential reasons for their nonparticipation.

The possible reasons for "I don't participate in sport activities at the University"- such as: Over Crowded and Poorly Maintained Facilities, with Lack of Coaches and Security – are discussed in the following tables:

Table 4.18

The facilities are too crowded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	28	5.9	5.9	5.9
	disagree	96	20.1	20.1	26.0
	no comment	177	37.1	37.1	63.1
	agree	125	26.2	26.2	89.3
	strongly agree	51	10.7	10.7	100.0
	Total	477	100.0	100.0	

Approximately 37% of the students complained that the sports facilities were crowded, 26% did not have that problem and a large percentage (37%) of the respondent remained neutral.

Table 4.19

The facilities are poorly maintained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	27	5.7	5.7	5.7
	disagree	83	17.4	17.4	23.1
	no comment	229	48.0	48.0	71.1
	agree	92	19.3	19.3	90.4
	strongly agree	46	9.6	9.6	100.0
	Total	477	100.0	100.0	

Approximately 29% of the femal students at the University complained that the facilities were poorly maintained , 48% did not respond while 23% though that the facilities were appropriate.

Table 4.20

The facilities are too old

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	32	6.7	6.7	6.7
	disagree	81	17.0	17.0	23.7
	no comment	227	47.6	47.6	71.3
	agree	99	20.8	20.8	92.0
	strongly agree	38	8.0	8.0	100.0
	Total	477	100.0	100.0	

Approximately 29% of the respondents complained that the facilities were too old at the University, 47% did not respond and the remaining while 24% did not think that the facilities were too old.

Table 4.21

The facilities are inadequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	20	4.2	4.2	4.2
	disagree	90	18.9	18.9	23.1
	no comment	190	39.8	39.8	62.9
	agree	123	25.8	25.8	88.7
	strongly agree	54	11.3	11.3	100.0
	Total	477	100.0	100.0	

Approximately 37% of the femal students at the University of Bahrain felt that the facilities were inadequate, 23% felt that they were not inadequate while 40% had no opinion.

Table 4.22

There is a lack of security

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	30	6.3	6.3	6.3
	disagree	136	28.5	28.5	34.8
	no comment	208	43.6	43.6	78.4
	agree	69	14.5	14.5	92.9
	strongly agree	34	7.1	7.1	100.0
	Total	477	100.0	100.0	

Approximately 22% of the female students who participat at this study thought that the securityat the University of Bahrain was not adequate, 35% though it was adequate while 43% were neutral on their response.

Table 4.23

There is a lack of coaches

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	18	3.8	3.8	3.8
	disagree	75	15.7	15.7	19.5
	no comment	238	49.9	49.9	69.4
	agree	98	20.5	20.5	89.9
	strongly agree	48	10.1	10.1	100.0
	Total	477	100.0	100.0	

The data depicted in Table 4.23 show approximately 31% of the respondents felt that there were not sufficient coaches at the university, 50 % had no opinion while 19% felts that there were adequate number of coaches.

Table 4.24

The facilities being used for other purposes when I can use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	19	4.0	4.0	4.0
	disagree	89	18.7	18.7	22.6
	no comment	204	42.8	42.8	65.4
	agree	115	24.1	24.1	89.5
	strongly agree	50	10.5	10.5	100.0
	Total	477	100.0	100.0	

The data in Table 4.24 demostrate of the 477 nonparticipating female volunteers in the survey approximately 26% claimed that the facility was in use when they were ready to participate in sports activities, 23% did not have that problem and the remaining 43% did not opine.

Table 4.25

The facilities are too far away

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	26	5.5	5.5	5.5
	disagree	111	23.3	23.3	28.7
	no comment	91	19.1	19.1	47.8
	agree	155	32.5	32.5	80.3
	strongly agree	94	19.7	19.7	100.0
	Total	477	100.0	100.0	

Table 4.25 shows that approximately 52% of female student at the university felt that the facilities were "too far away", 19.1% did not opine while 29% did not have that problem.

Table 4.26

There are not enough changing rooms

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	18	3.8	3.8	3.8
	disagree	79	16.6	16.6	20.3
	no comment	170	35.6	35.6	56.0
	agree	103	21.6	21.6	77.6
	strongly agree	107	22.4	22.4	100.0
	Total	477	100.0	100.0	

The data depicted in Table 4.26 show that 44% of the female students volunteers in the survey felt that there were not sufficient number of changing rooms for female at the university , 36% did not comment while 20% disagreed with that assertion.

Table 4.27

There are no special facilities for female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	1.5	1.5	1.5
	disagree	54	11.3	11.3	12.8
	no comment	97	20.3	20.3	33.1
	agree	136	28.5	28.5	61.6
	strongly agree	183	38.4	38.4	100.0
	Total	477	100.0	100.0	

Further, almost 67% of the female students responded that there were not specific facilities for the female, 13% did not have problem with the joint facilities and 20% had no comments.

3. Social Factors:

The third possible reason for not participating in sports was deemed as social factor. The survey volunteers were asked if the peer group, family obligations, religious traditions, family's stress of academic over atheletics, socio-cultural stigma of mixing with the opposite gender were stopping them from participating in the sports activities at University of Bahrain.

The possible reasons for "I don't participate in sport activities at the University" - such as: Awareness of Religion, Traditions, Mixing with others, Lack of Enlargement from the University, Family and Friends – are discussed in the following tables:

Table 4.28

My friends don't exercise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	28	5.9	5.9	5.9
	disagree	111	23.3	23.3	29.1
	no comment	37	7.8	7.8	36.9
	agree	207	43.4	43.4	80.3
	strongly agree	94	19.7	19.7	100.0
	Total	477	100.0	100.0	

The data depicted in Table 4.28 show approximately 63% of the respondents indicated that do not exercise because their friends do not exercise, approximately 29% disagreed with that assertion while the remaining 8% remained neutral.

Table 4.29

Of my family obligations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	26	5.5	5.5	5.5
	disagree	132	27.7	27.7	33.1
	no comment	36	7.5	7.5	40.7
	agree	175	36.7	36.7	77.4
	strongly agree	108	22.6	22.6	100.0
	Total	477	100.0	100.0	

The data depicted in Table 4.29 show over 59% of respondents indicated that they do not exercise because of family obligations, approximately 33% disagreed with that assertion and approximately 8% did not opine.

Table 4.30

Of my religion and traditions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	100	21.0	21.0	21.0
	disagree	203	42.6	42.6	63.5
	no comment	58	12.2	12.2	75.7
	agree	69	14.5	14.5	90.1
	strongly agree	47	9.9	9.9	100.0
	Total	477	100.0	100.0	

Approximately 24.4% sited religion as the region for not exercising. However, 63.6% said that the religion was not the material factor, and 12% remained neutral.

Table 4.31

My family disapproves of sports for girls

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	148	31.0	31.0	31.0
	disagree	213	44.7	44.7	75.7
	no comment	50	10.5	10.5	86.2
	agree	41	8.6	8.6	94.8
	strongly agree	25	5.2	5.2	100.0
	Total	477	100.0	100.0	

Table 4.31 demostrates of the 477 nonparticipating female volunteeres in the survey,Approximately 14% of the female studentd sited family's disapproval for exercising, 78% said that was not the reason, while 11% remained neutral.

Table 4.32

I am embarrassed to exercise in public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	46	9.6	9.6	9.6
	disagree	118	24.7	24.7	34.4
	no comment	53	11.1	11.1	45.5
	agree	146	30.6	30.6	76.1
	strongly agree	114	23.9	23.9	100.0
	Total	477	100.0	100.0	

In the same survey, Table 4.32 shows that 54% of the female students at the University of Bahrain mentioned embarrassment as the reason while exercising in public, 34% did not agree with that while the remainder remained neutral.

Table 4.33

The university only encourages boys in sports

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	20	4.2	4.2	4.2
	disagree	90	18.9	18.9	23.1
	no comment	171	35.8	35.8	58.9
	agree	124	26.0	26.0	84.9
	strongly agree	72	15.1	15.1	100.0
	Total	477	100.0	100.0	

The data depicted in Table 4.33 show of the 477 nonparticipating female volunteers in the survey , Approximately 41% of the female students opined that the University only encourages boys in sports, 23% disagreed with that opinion while 36% remained neutral.

Table 4.34

My family stresses academics over sports

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	37	7.8	7.8	7.8
	disagree	116	24.3	24.3	32.1
	no comment	45	9.4	9.4	41.5
	agree	162	34.0	34.0	75.5
	strongly agree	117	24.5	24.5	100.0
	Total	477	100.0	100.0	

Further, 59% mentioned that one of the reasons for not exercising is family's stress of "academics over exercise," 32% did not feel that as a restriction while 9% did not opine as illustrated in Table 4.34.

Table 4.35

I believe freely mixing with opposite sex is forbidden

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	77	16.1	16.1	16.1
	disagree	126	26.4	26.4	42.6
	no comment	42	8.8	8.8	51.4
	agree	117	24.5	24.5	75.9
	strongly agree	115	24.1	24.1	100.0
	Total	477	100.0	100.0	

Approximately one-half of the female students believed that "free mixing with the opposite sex" is forbidden in the society while 41% did not feel that as a reason for not exercising and 9% remained opinion less.

Table 4.36

My friends don't encourage me to participate in sports

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	47	9.9	9.9	9.9
	disagree	139	29.1	29.1	39.0
	no comment	53	11.1	11.1	50.1
	agree	163	34.2	34.2	84.3
	strongly agree	75	15.7	15.7	100.0
	Total	477	100.0	100.0	

Finally, approximately 50% of the nonparticipating students mentioned that the friends did not encourage them to participate in the sports activities, 39% did not think that as a major reason and 11% did not opine.

4. Time Factors:

The survey participants were asked if time was a major reason for their nonparticiapation. They were asked more specifically if schedule conflict, time required for college work and othe commitments, lack of time for sports activities were driving force behind their nonparticipation in the sports activities.

The possible reasons for "I don't participate in sport activities at the University" - such as : Time Conflicts with College Schedule, College Work, and Other Commitments - are discussed in the following tables:

Table 4.37

It conflicts with college schedule

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	.6	.6	.6
	disagree	27	5.7	5.7	6.3
	no comment	22	4.6	4.6	10.9
	agree	183	38.4	38.4	49.3
	strongly agree	242	50.7	50.7	100.0
	Total	477	100.0	100.0	

The data depicted in Table 4.37 show a huge majority (89%) of the students mentioned that the time was a major non participating factor, only 6% disagreed with that assertion and 5% did not have an opinion.

Table 4.38

It takes too much time away from other commitments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	1.5	1.5	1.5
	disagree	65	13.6	13.6	15.1
	no comment	44	9.2	9.2	24.3
	agree	193	40.5	40.5	64.8
	strongly agree	168	35.2	35.2	100.0
	Total	477	100.0	100.0	

Once again, the data depicted in Table 4.38 show that 76% of the nonparticipating respondents mentioned that exercising takes away too much time from other commitments, 15% did not think so while, 9% remained neutral.

Table 4.39

I have to spend too much time with my college work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	5	1.0	1.0	1.0
	disagree	36	7.5	7.5	8.6
	no comment	16	3.4	3.4	11.9
	agree	207	43.4	43.4	55.3
	strongly agree	213	44.7	44.7	100.0
	Total	477	100.0	100.0	

Table 4.39 shows of the 477 nonparticipating female volunteers in the survey, 89% mentioned that they had to spend too much time with college work was one of the major reasons for not exercising, 8.5% disagreed with that assertion and the remainder (less than 4%) did not opine.

In the same survey, Table 4.40 shows that almost 80% of the nonparticipating female volunteers in the survey respondents mentioned that there was lack-of-time to play sports, close to 15% disagreed while 5% did not comment.

Table 4.40

I don't have time to play sports

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	7	1.5	1.5	1.5
	disagree	65	13.6	13.6	15.1
	no comment	24	5.0	5.0	20.1
	agree	192	40.3	40.3	60.4
	strongly agree	189	39.6	39.6	100.0
	Total	477	100.0	100.0	

Table 4.41

The time for sports activities is too limited

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	2.7	2.7	2.7
	disagree	60	12.6	12.6	15.3
	no comment	201	42.1	42.1	57.4
	agree	134	28.1	28.1	85.5
	strongly agree	69	14.5	14.5	100.0
	Total	477	100.0	100.0	

Approximately 43% mentioned that time for sports activities was "too limited," while nearly just as much did not comment on that question and the remainder (13.1%) disagreed with that assertion.

Table 4.42

It takes too long to change

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	32	6.7	6.7	6.7
	disagree	149	31.2	31.2	37.9
	no comment	101	21.2	21.2	59.1
	agree	117	24.5	24.5	83.6
	strongly agree	78	16.4	16.4	100.0
	Total	477	100.0	100.0	

Finally, approximately 41% of the nonparticipating respondents mentioned that it takes too long to change to participate in the sports activities, 38% disagreed with that viewpoint while 21% remained opinion less.

5. Interest Factors:

The participants were asked if they had interest in sports activities in general. For this they were asked questions especially on their motivation, boredome with sports, lack-of-their favorite sports offering, their choice between sports and studies.

The possible reasons for "I don't participate in sport activities at the University" – such as: Lack of Interest in Sports, Exercise, and the Lack of Skills & Motivation - are discussed in the following tables:

Table 4.43

I am not interested in sports

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	81	17.0	17.0	17.0
	disagree	186	39.0	39.0	56.0
	no comment	28	5.9	5.9	61.8
	agree	120	25.2	25.2	87.0
	strongly agree	62	13.0	13.0	100.0
	Total	477	100.0	100.0	

Over 38% of the nonparticipating respondents mentioned that they were not interested in sports, 56% mentioned that they were interested while approximately 6% did not opine.

Table 4.44

Exercise is boring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	106	22.2	22.2	22.2
	disagree	240	50.3	50.3	72.5
	no comment	43	9.0	9.0	81.6
	agree	54	11.3	11.3	92.9
	strongly agree	34	7.1	7.1	100.0
	Total	477	100.0	100.0	

Over 72% of the respondents in this survey disagreed with the assertion that "exercise is boring", 9% did not comment while 18% agreed with that assertion.

Table 4.45

I don't think my sports skills are good

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	68	14.3	14.3	14.3
	disagree	172	36.1	36.1	50.3
	no comment	90	18.9	18.9	69.2
	agree	101	21.2	21.2	90.4
	strongly agree	46	9.6	9.6	100.0
	Total	477	100.0	100.0	

The data depicted in Table 4.45 show of the 477 nonparticipation female volunteers in the survey close to 31% evaluated themselves as their sports skills being inadequate, over 50% disagreed while close to 19% remained opinion less.

In the same survey, Table 4.46 shows that almost 46% agreed that they did not have motivation to participate in sports activities, approximately 42% disagreed with that assertion and 12% remained un-opinionated.

Table 4.46

I am not motivated to participate in sports

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	57	11.9	11.9	11.9
	disagree	145	30.4	30.4	42.3
	no comment	56	11.7	11.7	54.1
	agree	166	34.8	34.8	88.9
	strongly agree	53	11.1	11.1	100.0
	Total	477	100.0	100.0	

Table 4.47

No sport that I like is offered

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	37	7.8	7.8	7.8
	disagree	130	27.3	27.3	35.0
	no comment	146	30.6	30.6	65.6
	agree	114	23.9	23.9	89.5
	strongly agree	50	10.5	10.5	100.0
	Total	477	100.0	100.0	

Approximately 34% sited one of the reasons for not participating at the sport activities that organized by the Sport Activity Department at the University of Bahrain as their favorite sports activities not being offered, 35% disagreed while 31% did not comment.

Table 4.48

I prefer to spend my time to study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	34	7.1	7.1	7.1
	disagree	102	21.4	21.4	28.5
	no comment	51	10.7	10.7	39.2
	agree	183	38.4	38.4	77.6
	strongly agree	107	22.4	22.4	100.0
	Total	477	100.0	100.0	

Over 60% of the nonparticipating female students mentioned that they prefer to spend their time in studies which was one of the reasons for non participation , while 28.5% disagreed and 10.7% remained neutral.

Table 4.49

The program(s) I am interested in are not good at UOB

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	16	3.4	3.4	3.4
	disagree	65	13.6	13.6	17.0
	no comment	197	41.3	41.3	58.3
	agree	121	25.4	25.4	83.6
	strongly agree	78	16.4	16.4	100.0
	Total	477	100.0	100.0	

Finally, the data depicted in Table 4.49 show that close to 42% of the nonparticipating female students opined that the sports activities program that they were interested were not really that good at University of Bahrain, approximately 41% remained neutral and 17% disagreed.

6. Other Factors:

The survey participants were queried on some other miscellaneous factors that may be influencing their nonparticipation; more specifically, they were asked questions on availability of the sports programs, participation venue, location of the department, gender-specific sports and if the grading a sports activity would influence their decision to participate.

The possible other reasons for "I don't participate in sport activities at the University" – such as: Lack of Programs, Grades, and Advertisements - are discussed in the following tables:

Table 4.50

I don't know what sports are available

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	9	1.9	1.9	1.9
	disagree	58	12.2	12.2	14.0
	no comment	44	9.2	9.2	23.3
	agree	230	48.2	48.2	71.5
	strongly agree	136	28.5	28.5	100.0
	Total	477	100.0	100.0	

Table 4.50 showed that close to 77% responded they did not know the sports programs availability at the University which was one of the reasons for non participation, 14% disagreed while approximately 9% did not comment.

Table 4.51 demonstrates that over 62% of the nonparticipating students mentioned that did not know the place where they could go to particip in sport activities at the University, 27% disagreed and 11% did not opine.

Table 4.51

I don't know where to participate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	16	3.4	3.4	3.4
	disagree	112	23.5	23.5	26.8
	no comment	52	10.9	10.9	37.7
	agree	199	41.7	41.7	79.5
	strongly agree	98	20.5	20.5	100.0
	Total	477	100.0	100.0	

Table 4.52

I don't know where sport activity department is located

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	24	5.0	5.0	5.0
	disagree	138	28.9	28.9	34.0
	no comment	60	12.6	12.6	46.5
	agree	153	32.1	32.1	78.6
	strongly agree	102	21.4	21.4	100.0
	Total	477	100.0	100.0	

Table 4.52 presents the rests for the survey item that stated "I don't know where sport activity department is located". Close to 54% of the nonparticipating female students did not know the location of the sports activities department at the University of Bahrain which was one of the reasons for non participation, approximately 34% disagreed while 13% did not comment.

Table 4.53

Grades are not given for participation in sport

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	30	6.3	6.3	6.3
	disagree	96	20.1	20.1	26.4
	no comment	111	23.3	23.3	49.7
	agree	129	27.0	27.0	76.7
	strongly agree	111	23.3	23.3	100.0
	Total	477	100.0	100.0	

Approximately 50% mentioned that one of the reasons for nonparticipation was that no academic grades were given for sports activities, 26% disagreed and the remainder were neutral.

Table 4.54

I am not familiar with intercollegiate program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	14	2.9	2.9	2.9
	disagree	31	6.5	6.5	9.4
	no comment	21	4.4	4.4	13.8
	agree	215	45.1	45.1	58.9
	strongly agree	196	41.1	41.1	100.0
	Total	477	100.0	100.0	

Table 4.54 demonstrates that over 86% of the nonparticipating female students showed unfamiliarity with the intercollegiate sports programs at the university , 9% disagreed while the remainder remained neutral.

Table 4.55

Lack of physical activities programs belong to female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	.8	.8	.8
	disagree	49	10.3	10.3	11.1
	no comment	193	40.5	40.5	51.6
	agree	141	29.6	29.6	81.1
	strongly agree	90	18.9	18.9	100.0
	Total	477	100.0	100.0	

In the same survey, Table 4.55 shows that approximately 48% of the nonparticipating respondents mentioned most sports program offered to females did not have sufficient physical activities, 41% did not comment while the remaining 11% opined disagreement to the assertion.

Table 4.56

Lack of advertisements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	13	2.7	2.7	2.7
	disagree	59	12.4	12.4	15.1
	no comment	123	25.8	25.8	40.9
	agree	144	30.2	30.2	71.1
	strongly agree	138	28.9	28.9	100.0
	Total	477	100.0	100.0	

Finally, the data depicted in Table 4.56 show that approximately 59% opined that there was not substantial advertisement of the sports activities program for the female students, 15% disagreed and the remaining 26% remained neutral in their response to this question.

Chi-Square Results

Various chi-square tests for independence between several pertinent demographic variables were run to see if there were associations between them. The analysis for the paired categories follows.

Table 4.57

Marital_Status versus College enrolled

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.158[a]	12	.014
Likelihood Ratio	30.061	12	.003
Linear-by-Linear Association	.245	1	.621
N of Valid Cases	477		

a. 8 cells (38.1%) have expected count less than 5. The minimum expected count is .16.

Table 4.57 demonstrates that the test of independence indicates that there is significantly strong association between the marital status and the college enrolled.

Table 4.58

Family_part * Outside_UOB Crosstabulation

Count

		Outside_UOB		
		1.00	2.00	Total
Family_part	1.00	89	218	307
	2.00	21	147	168
	3.00	0	1	1
	5.00	0	1	1
Total		110	367	477

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.243[a]	3	.001
Likelihood Ratio	18.907	3	.000
Linear-by-Linear Association	16.521	1	.000
N of Valid Cases	477		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .23.

The test for independence between Family Participation (Family_part) and Outside University of Bahrain (Outside_UOB) participation was conducted using chi-square test for independence. The chi-square test was found to be highly significant with *p*-value=0.001, implying thereby a strong relationship between Family_participation in sports activities and participation in "Outside_UOB sports activities" for the nonparticipating female students at University of Bahrain.

Table 4.59

High_school * Outside_OUB Crosstabulation

Count

		Outside_OUB		
		1.00	2.00	Total
High_school	1.00	86	186	272
	2.00	24	181	205
Total		110	367	477

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	26.118[b]	1	.000		
Continuity Correction[a]	25.008	1	.000		
Likelihood Ratio	27.707	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	26.063	1	.000		
N of Valid Cases	477				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have expected count less than 5. The minimum expected count is 47. 27.

The test for statistical independence between "High School participation (High_school)" and "Outside University of Bahrain participation (Outside_UOB)" was conducted using various statistical testing techniques. The Pearson's chi-square test, Fisher's exact test and linear-by-linear association test, all yielded highly significant results with p-value=0.000.

These in turn imply a very strong relationship between High_school participation in sports activities and participation in Outside_UOB sports activities for the nonparticipating female students at University of Bahrain.

Table 4.60

High_school * Family_part Crosstabulation

Count

		Family_part				Total
		1.00	2.00	3.00	5.00	
High_school	1.00	208	62	1	1	272
	2.00	99	106	0	0	205
Total		307	168	1	1	477

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.675[a]	3	.000
Likelihood Ratio	44.547	3	.000
Linear-by-Linear Association	31.872	1	.000
N of Valid Cases	477		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .43.

Finally, the test for independence between "Family Participation (Family_part)" and "High School (High_school)" participation was conducted using chi-square test for independence The chi-square test was found to be highly significant with *p*-value=0.000, implying thereby a strong relationship between Family_participation in sports activities and participation in sports activities during High_school for the nonparticipating female students at University of Bahrain

Multivariate and Univariate Analyses of Variance Procedures

First, multivariate analysis of variance (MANOVA) procedure is conducted with college as the independent factor and averages of health, facility, time, social, interest and other responses as dependent variables. These averages are termed as composites. MANOVA is a derivative of statistical "General Linear Model" technique. In this the

homogeneity of variances is an essential component, and thus the first step is to assure validity of this assumption, thus Leven's test for the homogeneity of variances is conducted.

Table 4.61

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Health_Composite	1.980	6	470	.067
Facility_composite	.604	6	470	.728
Time_composite	1.396	6	470	.214
Social_composite	2.055	6	470	.057
Interest_composite	1.743	6	470	.109
Other_composite	.529	6	470	.786

Before conducting any univariate or multivariate test for equality of means it is essential to check the of equality (homogeneity) of the variances of different colleges for each of the composites, so that standard methodologies can be used. For this, the test for equality of the variances for the different groups (colleges) was conducted using Leven's procedure for the equality of variances. Based on the Leven's test for homogeneity of variances at 5% level of significance, all hypotheses for the equality of variances were deemed tenable.

Table 4.62

General Linear Model

Between-Subjects Factors

		N
College	1.00	118
	2.00	136
	3.00	82
	4.00	19
	5.00	31
	6.00	35
	7.00	56

Table 4.62 shows the coding for the colleges as follows:

College of Arts :1, total number of participant form this college = 118,
College of Business: 2 total number of participant form this college = 136,
College of Education: 3, total number of participant form this college = 82
College of Sciences: 4, total number of participant form this college = 19
College of Engineering:5, total number of participant form this college = 31
College of Information Technology:6, total number of participant form this college = 35,
and College of Law: 7 total number of participant form this college = 56.

Table 4.63

Multivariate Tests Table

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.976	3187.990[a]	6.000	465.000	.000
	Wilks' Lambda	.024	3187.990[a]	6.000	465.000	.000
	Hotelling's Trace	41.135	3187.990[a]	6.000	465.000	.000
	Roy's Largest Root	41.135	3187.990[a]	6.000	465.000	.000
College	Pillai's Trace	.132	1.760	36.000	2820.000	.004
	Wilks' Lambda	.874	1.776	36.000	2044.719	.003
	Hotelling's Trace	.139	1.786	36.000	2780.000	.003
	Roy's Largest Root	.072	5.618[b]	6.000	470.000	.000

a. Exact statistic

b. The statistic is an upper bound on F that yields a lower bound on the significance level.

c. Design: Intercept+College

Table 4.63 demonstrates the following interpretation: All multivariate tests indicate overall high significant differences among the colleges where all six variables constitute a random vector of six dimension and try to explain the variability among the college responses. All four major test procedures, Pillai's trace criterion, Wilk's lambda, Hotelling's trace and Roy's largest characteristic root criterion show high significance; never exceeding in p-value beyond 0.004. This forces us to examine the College variable in the univariate setting, so that we may find potential cause(s) for the rejection of multivariate hypotheses.

The following table is the SPSS output for the univariate ANOVA with College as the dependent factors and individually the six composites as independent variables.

Table 4.64

Table One way ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Health_composite	Between Groups	9.611	6	1.602	3.534	.002
	Within Groups	213.056	470	.453		
	Total	222.667	476			
Facility_composite	Between Groups	3.542	6	.590	1.261	.274
	Within Groups	220.008	470	.468		
	Total	223.550	476			
Time_composite	Between Groups	1.967	6	.328	.822	.553
	Within Groups	187.363	470	.399		
	Total	189.330	476			
Social_composite	Between Groups	4.500	6	.750	1.451	.193
	Within Groups	242.966	470	.517		
	Total	247.466	476			
Interest_composite	Between Groups	8.098	6	1.350	2.189	.043
	Within Groups	289.806	470	.617		
	Total	297.904	476			
Other_composite	Between Groups	6.945	6	1.157	2.485	.022
	Within Groups	218.918	470	.466		
	Total	225.863	476			

Conclusion: Based on univariate analysis of variance procedure for equality of means at 5% level of significance, colleges were found to be significant with respect to Health_composite, Interest_composite and Other_composite; however there were no significant difference among the nonparticipating respondent with respect to Facility_composite, Time_composite and Social_composite. For those ANOVA hypotheses that were rejected, Tukey's "Honestly Significant Difference (HSD)" multiple comparison procedure (MCP) were conducted to find potential sources of differences.

The following table is the MCP analyses for Health_Composite, Interest_composite and Other_composite are given.

Table 4.65

Table Health_Composite

Tukey HSD[a,b]

College	N	Subset for alpha = .05	
		1	2
7.00	56	1.9085	
5.00	31	2.2581	2.2581
2.00	136	2.2647	2.2647
4.00	19	2.3092	2.3092
6.00	35		2.3571
1.00	118		2.3676
3.00	82		2.3735
Sig.		.080	.985

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 43.931.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Homogeneous Subsets

In the Table 4.64, one way ANOVA tests for equality of means for different composites across the colleges were conducted and it was concluded that the means for some of the composites were significantly different for different colleges. Thus it becomes mandatory to identify the colleges (for those composites) that differ from each other. For this Tukey's "honestly significant difference" (HSD) post-hoc test for means were conducted. Tukey's HSD suggests that with respect to Health_composite the following colleges within each group were not significantly different from each other.

Group 1 ={Information Technology, Sciences, Business, Engineering},

Group 2= {Arts, Business, Education, Engineering, Sciences, Law}.

Table 4.66

Table Interest_Composite

Tukey HSD[a,b]

College	N	Subset for alpha = .05
		1
7.00	56	2.6505
4.00	19	2.7669
5.00	31	2.9124
1.00	118	3.0024
2.00	136	3.0231
3.00	82	3.0279
6.00	35	3.1143
Sig.		.084

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 43.931.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 4.66 demonstrates the following interpretation: The Tukey's HSD suggests that with respect to Interest_composite the colleges were not significantly different. The reason for such contradictory results (recall that the ANOVA hypothesis had rejected the equality of the means) is; that Tukey's test which is universally acceptable as a very good procedure is very conservative and hence is very stingy at rejecting null hypotheses. That is why the overall significance in this case has risen to 0.084 (while keeping individual significance at 5%) as opposed to ANOVA *p*-value= 0.043. That is why the homogeneous subsets are that large, as it finds more groups similar to each other. There are several other MCPs; however Tukey's procedure is considered to be one of the best by the professional statisticians.

Table 4.67

Table Other_Composite

Tukey HSD[a,b]

College	N	Subset for alpha = .05	
		1	2
4.00	19	3.3459	
5.00	31	3.4286	
3.00	82	3.5871	3.5871
7.00	56	3.6709	3.6709
1.00	118	3.6840	3.6840
2.00	136	3.6880	3.6880
6.00	35		3.9429
Sig.		.223	.183

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 43.931.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Using the analysis of variance procedure it was concluded that the average score for Other_Composite for different colleges within the University of Bahrain were significantly different, thus it became imperative to investigate further and find possible cause(s) for rejection. For the subsequent analysis, Tukey's Honestly Significant Difference (HSD) technique was used. The results of Tukey's HSD multiple comparisons procedure are given in Table 4.67.

This procedure suggests that with respect to Other_Composite the colleges within each of the two groups listed below were not significantly different from each other; that is, the colleges within each group are similar.

Group 1={Art, Information Technology, Sciences, Business, Engineering, Education},

Group 2= {Information Technology, Education, Arts, Business, Law}.

Table 4.68

Table Correlations between Independent Factors

		Health_ Composite	Facility_ composite	Social_ composite	Time_ composite	Interest_ composite	Other_ composite
Health_Composite	Pearson Correlation	1	.227 **	.375 **	.161 **	.496 **	.184 **
	Sig. (2-tailed)	.	.000	.000	.000	.000	.000
	N	477	477	477	477	477	477
Facility_composite	Pearson Correlation	.227 **	1	.314 **	.288 **	.090 *	.247 **
	Sig. (2-tailed)	.000	.	.000	.000	.050	.000
	N	477	477	477	477	477	477
Social_composite	Pearson Correlation	.375 **	.314 **	1	.317 **	.373 **	.287 **
	Sig. (2-tailed)	.000	.000	.	.000	.000	.000
	N	477	477	477	477	477	477
Time_composite	Pearson Correlation	.161 **	.288 **	.317 **	1	.251 **	.217 **
	Sig. (2-tailed)	.000	.000	.000	.	.000	.000
	N	477	477	477	477	477	477
Interest_composite	Pearson Correlation	.496 **	.090 *	.373 **	.251 **	1	.209 **
	Sig. (2-tailed)	.000	.050	.000	.000	.	.000
	N	477	477	477	477	477	477
Other_composite	Pearson Correlation	.184 **	.247 **	.287 **	.217 **	.209 **	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.
	N	477	477	477	477	477	477

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Iterpretation: Table 4.68 lists correlations among the independent variates along with the *p*-value right beneath them. Although almost everything is highly significant because the number of observations are very high (477). However; based on the above table there is significantly high correlation of at least 0.3 between (facilty, social)= .314, (social, time) =.317, (interst, social)= 0.373, (social, health)= 0.375, and (health, interest)=0.496.

Table 4.69

Table: Correlations between Demographic Variables

		College	Att_university	GPA	High_school	Family_part	Specific_ family	Outside_UOB
College	Pearson Correlation	1	.086	.083	-.036	-.012	-.016	-.089
	Sig. (2-tailed)	.	.062	.071	.430	.796	.729	.052
	N	477	477	477	477	477	477	477
Att_university	Pearson Correlation	.086	1	.171**	.001	-.054	.033	-.192**
	Sig. (2-tailed)	.062	.	.000	.986	.241	.477	.000
	N	477	477	477	477	477	477	477
GPA	Pearson Correlation	.083	.171**	1	-.063	-.094*	.023	.012
	Sig. (2-tailed)	.071	.000	.	.171	.041	.618	.795
	N	477	477	477	477	477	477	477
High_school	Pearson Correlation	-.036	.001	-.063	1	.259**	.150**	.234**
	Sig. (2-tailed)	.430	.986	.171	.	.000	.001	.000
	N	477	477	477	477	477	477	477
Family_part	Pearson Correlation	-.012	-.054	-.094*	.259**	1	.373**	.186**
	Sig. (2-tailed)	.796	.241	.041	.000	.	.000	.000
	N	477	477	477	477	477	477	477
Specific_family	Pearson Correlation	-.016	.033	.023	.150**	.373**	1	.035
	Sig. (2-tailed)	.729	.477	.618	.001	.000	.	.442
	N	477	477	477	477	477	477	477
Outside_UOB	Pearson Correlation	-.089	-.192**	.012	.234**	.186**	.035	1
	Sig. (2-tailed)	.052	.000	.795	.000	.000	.442	.
	N	477	477	477	477	477	477	477

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation: The above table lists correlation between ordinal demographic variables. Principal mentions here are (family participation, specific family member) = 0.373, (family participation, high school)= 0.259 and (Outside UOB, High school) = 0.234.

CHAPTER V

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

The general purpose of this study was to identify the factors that encourage and discourage female students at the University of Bahrain from participating in its sports activities program. The study was well intended; however, only 12 students out of 489 responded affirmatively on their questionnaires about participating in the University of Bahrain's on going sports activities program. There were 477 who pointed out that they do not participate in any such program offered by the University.

With such a small sample of students (12) participating in the University's current sports activities program, it was problematic to articulate anything statistically with some degree of assurance (about the general population of female students at the University of Bahrain) regarding the factors that encourage sports activities participation. As the sample size of female students in the study at the University of Bahrain responding negatively about their participation in the University's sports activities program was 477, the entire focus of the research shifted to the factors that discourage the female students from participating in the University's sports activities program.

Conclusions

As pointed out earlier, the statistical analyses and subsequent conclusions are about nonparticipating female students who were enrolled at the University of Bahrain in the 2005 academic year. Based on the survey at UOB, initially five research questions were posed. The research questions and their respective conclusions follow.

Research Question 1

What are the factors that encourage female students to participate in sports activities that are organized by the Sports Activity Department at the University of Bahrain?

Demographic variables and some background information on individual's sports activities, five major factors with varying number of questions in each of the five categories were designed. This section was to be completed only by those who participated in the sports activities at the University of Bahrain. These factors focused around five different aspects of students' personal and academic life that may encourage their participation in the sports, those are:

1. Physical and Health Factors (10 questions)
2. Personal Drive Factors ((7 questions)
3. Social Factors (12 questions)
4. Psychological Factors (8 questions)
5. Other Factors (8 questions)

Of 500 questionnaires distributed to the students, 489 were returned. Of these, only 12 qualified to be put in the category where students were participating in the sports activities at the University of Bahrain. Based on such a small sample size it was a difficult task to characterize the entire population's behavior.

Research Question 2

What are the factors that discourage female students from participating in sports activities that are organized by the Sports Activity Department at the University of Bahrain?

In addition to demographic variables and some background information on individual's sports activities, six major factors with varying number of questions in each of the six categories were designed. The questions pertaining to these factors were only to be completed by those who were not participating in the sports activities at the University of Bahrain. These factors focused around six different aspects of their personal and academic life, some or all of which may be deterrents, and also influence nonparticipation in the sports activities at the University, these factors are:

1. Health Factors (8 questions)
2. Facility Factors (10 questions)
3. Social Factors (9 questions)
4. Time Factors (6 questions)
5. Interest Factors (7 questions)
6. Other Factors (7 questions).

A major glance of demographics are necessary before the conclusions of this section can be completed.

1. A majority, 79% percentage of students were unmarried
2. Over 83% of the students were between the ages of 19 and 22 years.
3. The majority of the students (>70%) were enrolled in Colleges of Arts, Business and Educations.
4. Approximately 76% of the students joined the University in 2002 or thereafter.
5. On the four-point scale their average cumulative grade point average was 2.86.
6. 57% of the students participated in the sports activities during high school.

7. Over 64% of the students had at least one family member that participated in sports activities.
8. A little over 23% of the students participated in sports activities at an outside facility.

It is the researcher's conjecture that the aforementioned six major factors or combination thereof might be deterring the students from participating in sports activities at UOB. The following are factor-wise synopses from the statistical analyses presented in Chapter IV.

1. Health Factors: 30% of the nonparticipating respondents opined exercising makes them tired; 18% were afraid of hurting themselves during the exercise process; 25% did not feel that they had the physical abilities to participate in sports activities; 15% felt shy of their sports activities and almost 29% felt uncomfortable while exercising.

2. Facility Factors: 37% of the nonparticipating respondents expressed that the facilities were too crowded; 29% complained that facilities were poorly maintained, 29% expressed that facilities were too old; 37% opined the facilities were inadequate; 22% were concerned about the security; 31% felt that there were not sufficient coaches; 26% claimed that the facility was in use when they were ready; 52% felt the facility was too far away; 44% complained that there were not sufficient changing rooms; and a large majority, 67% of female students, mentioned that there were no specific facilities for female students.

3. Social Factors: 63% of the nonparticipating respondents expressed that they do not exercise because their friends do not exercise; 59% mentioned that the reason for

not exercising was family obligations; approximately one-quarter said that religion as the reason for not exercising; 54% mentioned that they were embarrassed to exercise; 41% thought that the University only encourages boys in sports; 59% expressed that their family puts high emphasis on academics over athletics, approximately one-half felt that free mixing with the opposite sex is forbidden in their society and just as many felt that their friends do not encourage participated in sports participation.

4. Time Factors: A huge majority, almost 90% of the students, mentioned that the time was major reason for nonparticipation; more than three-quarter expressed that exercising takes too much time from other commitments; almost 90% believe that college work was one of the major reasons for not exercising; 80% opined that there was a lack of time to play sports; 43% expressed that time for sports activities was too limited and 41% thought it takes too long to change to exercise.

5. Interest Factors: 38% of the nonparticipating respondents expressed that they were not interested in sports; 72% felt that exercise is boring, 31% did not feel that they had sports skills; 46% did not think they had any motivation to participate in sports activities; 34% felt that their favorite sports were not being offered; 60% had preference for spending the time in studies over sports and 42% felt that the sports program they were interested in at the University of Bahrain were not good.

6. Other Factors: More than three-quarter of the nonparticipating respondents opined that they did not know what sports were available at the University; 62% expressed that they did not know where to participate; 54% did not know the location of sports department; 50% expressed one of the reasons for nonparticipation as grades were not given for the sports activities; almost 50% felt lack of physical activities

program for females and approximately 60% expressed that there is lack of advertisement of the sports activities at the University of Bahrain.

Based on the above, it was determined that the Social Factors, Time Factors and Other Factors along with the Facility Factor (particularly its location) seem to be dominant causes for nonparticipation in the sports activities at the University of Bahrain. The remaining factors, that is, Health and Interest Factors also seem to have some effect on non-participatory attitude. A somewhat general perception seems to be pervading among female student population at UOB that "exercise is boring."

For each of the factors a composite score was obtained by taking the average of all scores in that category. A correlation study was run and significantly linear correlation of 0.496 was obtained between Health and Interest composites. Some other significant linear correlation that seem to have moderate values were (Interest, Social) = 0.373 and (Health, Interest) =0.496. Time Factors, which seem to be dominant cause for nonparticipation seems to have a highly significant linear correlation of 0.317 with Social Factors.

Research Question 3

What are the most common sports activities in which female students choose to participate in that are available through Sports Activity Department at the University of Bahrain?

Of 500 questionnaires distributed to the students, 489 were returned. Of these only 12 qualified to be put in the category where students were participating in the sports activities at the University of Bahrain. Based on such a small sample size, it was

a difficult to characterize the entire population's preference as to what would be their favorite choices for the sports activities.

Research Question 4

What are the differences among female college students regarding their participation and nonparticipation?

Of 500 questionnaires distributed to the students, 489 were returned. Of these only 12 qualified to be put in the category where students were participating in the sports activities at the University of Bahrain. Based on such a small sample size, it was a difficult to compare two subpopulations within the University of Bahrain.

Research Question 5

What are the differences among the Colleges in which the female students are enrolled that influence their participation or non-participation in Sport Activity?

Since the number of students in the participation group were quite small, merely 12 distributed over 7 colleges, the statistical analysis would not be that practical; however the number of total sample in the nonparticipation group is 477 (97.5% of the total responding) a prudent statistical analysis can be carried out and potential factors with respect to which the colleges could be different can be determined.

First, a Multivariate Analysis of Variance (MANOVA) routine was run for the completely randomized multivariate design (CRD) using college of enrollment (Arts and Science, Education, etc.) as independent variable as the cause of variation in the response and the six-dimensional random response vectors consisting of the averages of Health,

Facility, Social, Time, Interest and Other. Before any analysis, it was imperative to justify that the variances were equal across colleges for each of the factor and that was confirmed by Levene's test. The MANOVA resulted in a significant finding, implying thereby that the colleges were significantly different with respect to the six-dimensional vector of theoretical means; that is the mean vectors are potentially different for different colleges. Next, to see which component of the means were different, univariate Analysis of Variance (ANOVA) procedures on each of the six composite were run with colleges as the independent variable and each of the six mentioned factor composites as the response variable. The ANOVA procedure corroborated with the MANOVA results and Health, Interest and Other Composites were found to be significant across colleges at 5% level of significance.

It is noteworthy that Time, Social and Facility composites that seem to be major reasons for the students' nonparticipation seem to be similar across all seven colleges at the University of Bahrain. After the ANOVA analysis concluded that colleges with respect to Health, Interest and Other composites were different, a multiple comparison procedure was conducted to determine which colleges were similar and which were different with respect to each of these significant factor composites. Using a statistical significance level of $p>.05$ Tukey's Honestly Significantly Different (HSD) procedure was used as that seems to be the post hoc procedure of choice for the professional statisticians.

For Health, the following groups of colleges were found to be different

Group1= {Information Technology, Sciences, Business, Engineering}

Group2= {Arts, Business, Education, Engineering, Sciences, Law}.

Some of the colleges are common to both groups; however, within each group the colleges are not significantly different with respect to health composite, and when compared to the different member of the second group the colleges are different. For example, the College of Information Technology was found to have different mean for the Health composite than Colleges of Arts, Education and Law.

For the interest composite, though the ANOVA procedure found it to be significant, Tukey's procedure found all the colleges to have similar means. This is not a contradiction. The statistics states that once the null hypothesis in ANOVA is rejected, a MCP may be able to find a significant difference among the means. If no pair wise significant different means can be found, then that implies that there has to be an orthogonal contrast that is significantly different from zero. A paired difference is a form of contrast and an orthogonal contrast is a linear combination of means with some other mathematical properties. Thus, if one could explore further, some significant orthogonal contrasts can be found (which may or may not be any useful information to the researchers). This also seems to imply that the average Interest across the college is similar.

For the Other Factor, Tukey's procedure suggested that the following two groups of colleges were significantly different from each other:

Group1 = {Arts, Information Technology, Sciences, Business,

Engineering, Education}

Group 2 = {Arts, Information Technology, Business, Education, Law}

From the above it is clear that the mean of the Other Factors for the colleges of Engineering, Sciences and Law were significantly different, and the rest were similar.

Discussion

The results of the study revealed that the majority of female students at the University of Bahrain are nonparticipants in sport activities that are organized by the Sport Activities Department. Based on the Arabic literatures, it seems that this is a usual phenomenon in the Arabic countries. Abdull-Hafeed (1979), Al-Jeeb(1990), and Al-Amer(1996) studies revealed that the majority of female students in different settings such high school and college do not participate in sport activities. On the other hand, based on the English literature, nonparticipation in sport activities by university students is a strange phenomenon which does not exist in the United States as it is in Arabic counties (Nakamura, 2002).

The results of the study revealed that social, time, and other (information about sport activities that are provided and its locations) factors as dominant factors preventing female students at University of Bahrain from participating in sport activities which are organized by the Sport Activities Department. These findings are supported by Crawford and Godbey (1987) study which identified that lack of facilities, equipments, time, money, and information are factors prevent individuals to participate in sport and leisure activities.

The findings of this study showed that the time factor is a significant factor that prevents female students at the University of Bahrain from participating in sport activities. In general, the "time factor" seems to be a dominant factor for nonparticipation in sport activities, especially for universities' students which can be concluded from Eklas (1979) and Al-Jeeb (1990) studies.

The majority of the female students reported that they did not participate in sport activities because of lack of information regarding type of activities available on campus, inconvenient locations, crowded facilities, and inconvenient operating hours. These findings are similar to findings of Yusof & Omar-Fauzee (2003) study which concluded that information, facilities, and operating hours were reasons for nonparticipation in sport activities.

Although, one quarter of the female students indicated that "religion and traditions" is one of reason for not participating in sport activities. The researcher believes that some religious female students would like to participate in sport activities but could not do so because sport facilities and programs do not meet their religious requirements. This finding is similar to the Nakamura (2002) conclusion which revealed that "not meeting the religious and traditions requirements" was one of the reasons for nonparticipation in sport activities by Muslim women in Canada.

Moreover, it seems that a large portion of female students at University of Bahrain value the academic achievement over sport activities. Such attitude was preferred by more than 60% of the nonparticipating who had preference of spending the time in studies over sport activities. The researcher believes that such attitudes should be changed, especially that some studies revealed that a significant academic achievement, increase in Grade Point Average (GPA) and attendance among students who participated in sport or fitness activities (National Federation of State High School Associations Survey resources, 1992).

Recommendations

Time, social, facility and other factors were the major reasons for the students' nonparticipation across all seven colleges at the University of Bahrain. These findings were corroborated by the MANOVA and ANOVA analysis as well. After careful consideration, the following recommendations were formulated:

1. The sport facilities at the University should be properly maintained because its condition is a deterrent to female students using it. The facility should be located close to the classrooms. Due to cultural perceptions, perhaps a different athletic facility should be designated for females. In addition, sufficient number of changing rooms should be available for the female students.

2. The University should increase the number of coaches in different sports to meet the demand.

3. A general perception of health awareness for all students at the University should be encouraged. Students should be required to tour the Sport Activity Department during the orientation process so they will know the location of the facility, and what it offers.

4. Providing leaders in all fields of sport with proper training and experience is essential. This can be done through practical courses and training sessions. These would prepare more instructors for leadership in sport professions.

5. It is essential to provide well planned and convenient sport activities periods within the students' daily timetable. Studies have shown that the lack of time is one of the main reasons preventing female students from participating in sport activities.

6. Efforts should focus on changing the societal and individual misconceptions regarding the sport activities. This can be done best by having the local media role of sport activities in educating and bringing up the youth.

7. Free time should provided during college day to allow students to join different games

8. The exchange of experience and information with the other countries together with communication and cooperation is highly advisable.

9. The students and their actual environment must be taken into consideration while designing the sport activities plan. The sport activities plans must meet the preferred needs and desires of different age groups.

10. Students should be required to take a one credit hour course about wellness and health without sport activities.

11. A percentage of the sport activities must be included in the students' annual reports.

12. Greater interest must be taken in our physical fitness programs to assist in the overall good health and active life of our students. Female students must be encouraged to reach higher level of balanced growth through wisely developing body characteristics such as strength, tolerance, fitness and speed.

13. The Sport Activities Department needs to provide more information to female participants regarding types of activities available for females, locations of facilities, and operating hours of these facilities.

14. Various tools could be used to promote, publicize and communicate such sport activities information to, female students. some suggested methods are: internet through

sports unit's web pages; display media such as bulletin boards, exhibits, posters and signs; print media such as campus and student newsletters, brochures, fliers and information concerning specific programs or activities.

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APPENDIX A

ENGLISH VERSION OF THE QUESTIONNAIRE

APPENDIX A

FACTORS THAT INFLUENCE FEMALE STUDENTS OF THE UNIVERSITY OF BAHRAIN WITH PARTICIPATION IN SPORT ACTIVITIES

Dear Student,

This is a purely academic questionnaire, aimed at investigating the factors that facilitate and prevent sport participation of Bahrain female students of the University of Bahrain. This research could not be completed without your support. Please set aside a little time for filling out this questionnaire. Your answers will provide a great contribution to improve the sports activities for female students at the University of Bahrain. There are no specific "correct" or "wrong" answers to these questions. Please answer each question truthfully and with careful consideration.

This information collected from this anonymous questionnaire will be applied for dissertation analysis and research only. No personal data will be disclosed to any third parties. Please feel secure in filling out this questionnaire and return it to the researcher. Thank you in advance for your support and assistance.

Best wishes,

Samia Al Qattan, Doctoral Candidate
United States Sports Academy

Part I. DEMOGRAPHIC AND OTHER BASIC INFORMATION:

Please mark using an (X) in the appropriate box. Thank you.

1. Age

☐ 18 and under ☐ 19-20 ☐ 21-22 ☐ 23-over

2. Your present marital status?

☐ Never married ☐ Married ☐ Divorced

3. Your college:

☐ Arts ☐ Business ☐ Education ☐ Engineering

☐ Science ☐ Law ☐ Information Technology

4. When did you attend the University of Bahrain?

☐ 2005 ☐ 2004 ☐ 2003 ☐ 2002 ☐ before 2002

5. Your GPA : (.....)

6. Did you participate in sport activities in high school?

☐ Yes ☐ No

7. Are any members of your family participating in sport activities?

☐ Yes ☐ No

8. (If yes, please specify)

☐ Father ☐ Mother ☐ Brother ☐ Sister

☐ Others

9. Do you participate in any sport activities outside the University of Bahrain?

☐ Yes ☐ No

10. Do you participate in any sport activities inside the University of Bahrain?

☐ Yes ☐ No

11. If (**Yes**), please specify the sport that you participate in at the University of Bahrain and answer Part (II). If your answer for the question is (**No**) skip to Part (III).

☐ Aerobics	☐ Badminton	☐ Basketball	☐ Billiards
☐ Handball	☐ Active Waking	☐ Swimming	☐ Soccer
☐ Volleyball	☐ Tae Kwan Do	☐ Table Tennis	☐ Squash

Part II. FACTORS FACILITATE SPORT PARTICIPATION:

Please mark using an (X) in the appropriate column. Thank you.

1. Physical and Health Factors

I participate in sport activities at the University:

NO	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	to increase or maintain flexibility.					
2-	to gain strength.					
3-	to lose or maintain my weight.					
4-	to be active.					
5-	to improve my body shape.					
6-	to feel good and happy.					
7-	to be healthy.					
8-	to improve my cardiovascular fitness.					
9-	to improve and increase my physical fitness.					
10-	to use my energy and effort in a positive way.					

2. Personal Drive Factors
I participate in sport activities at the University:

NO.	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	because I have exercised since I was a very young.					
2-	to spend my free time in doing something I like.					
3-	because I prefer sports to other activities.					
4-	to improve my movement skills in my favorite sport.					
5-	because I come from an athletic family.					
6-	to do something I'm good at.					
7-	because I like sports.					

3. Social Factors
I participate in sport activities at the University:

No	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	to have fun.					
2-	to create social relationships.					
3-	to meet new friends.					
4-	to be with my friends.					
5-	to improve my character by developing traits such as courage and bravery.					
6-	to enjoy unique and different activities.					
7-	to learn how to interact with others in various situations.					
8-	to create cooperation and loyalty within a group sport.					
9-	to be socially recognized.					
10-	to be involved in social gatherings.					
11-	because my parents want me to participate.					
12-	because my friends want me to participate.					

4. Psychological Factors

I participate in sport activities at the University:

NO	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	to improve my self-identity.					
2-	to feel relaxed mentally.					
3-	to control my temper and mood.					
4-	to gain more self-confidence.					
5-	to be important.					
6-	to vary my daily routine.					
7-	to avoid loneliness.					
8-	to feel that I'm an active member in my society.					

5. Other Factors

I participate in sport activities at the University:

No	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	to beat other teams.					
2-	to win prizes.					
3-	to represent the college team.					
4-	to get more opportunities for leadership.					
5-	to join in championships.					
6-	because of the availability and convenience of using facilities and supplies.					
7-	to get the chance to travel.					
8-	because of the availability of coaches and instructors in the field.					

Part III. FACTORS THAT HINDER FEMALE STUDENTS OF THE UNIVERSITY FROM PARTICIPATING IN SPORT ACTIVITIES:

Please mark using an (X) in the appropriate column. Thank you.

1. Health Factors

I don't participate in sport activities at the University because:

No	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	It makes me feel tired.					
2-	I'm afraid I might injure myself.					
3-	I don't have the physical ability.					
4-	because I have health problems.					
5-	I fell dizzy when I exercise.					
6-	I am too overweight.					
7-	I am shy because of my lack of sport ability.					
8-	I feel uncomfortable when I exercise.					

2. Facility Factors

I don't participate in sport activities at the University because:

No	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	the facilities are too crowded.					
2-	the facilities are poorly maintained.					
3-	the facilities are too old.					
4-	the facilities are inadequate.					
5-	there is a lack of security.					
6-	there is a lack of coaches.					
7-	the sport facilities are being used for other purposes when I can use them.					
8-	the sport facilities are too far away.					
9-	there are not enough changing rooms and showers.					
10-	there is no special facilities for female students.					

3. Social Factors
I don't participate in sport activities at the University because:

NO	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	my friends don't exercise.					
2-	of my family obligations.					
3-	of my religion and traditions.					
4-	my family disapproves of sports for girls.					
5-	I am embarrassed to exercise in public.					
6-	the university only encourages boys to participate in sports.					
7-	my family stresses academics over sport participation.					
8-	I believe that freely mixing with the opposite sex is forbidden.					
9-	my friends don't encourage me to participate in sport activities.					

4. Time Factors
I don't participate in sport activities at the University because:

NO	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	it conflicts with my college schedule.					
2-	it takes too much time away from other commitments like study, family, and friends.					
3-	I have to spend too much time with my college assignments.					
4-	I don't have the time to play sports.					
5-	the time for sport activities is too limited.					
6-	it takes too long to change.					

5. Interest Factors

I don't participate in sport activities at the University because:

NO	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	I am not interested in sports.					
2-	exercise is boring.					
3-	I don't think my sports skills are good .					
4-	I am not motivated to participate in sports.					
5-	no sport that I like is offered.					
6-	I prefer to use my time to study rather than participate in sports.					
7-	the program(s) I am interested in is / are not very good at the university.					

6. Other Factors

I don't participate in sport activities at the University because:

NO	ITEMS	Strongly Agree	Agree	No Comment	Disagree	Strongly Disagree
1-	I don't know what sports are available.					
2-	I don't know where to participate.					
3-	I don't know where sport activities department is located.					
4-	grades are not given for participation in sport.					
5-	I am not familiar with intercollegiate program at the university.					
6-	lack of the physical actives programs belong to female.					
7-	lack of advertisements.					

I greatly appreciate your sincere and honest responses. Your contribution to this survey is the biggest part of the objectives of the study.

Thank you very much again.

Samia Al Qattan

APPENDIX B

ARABIC VERSION OF THE QUESTIONNAIRE

APPENDIX B

استمارة استطلاع رأى حول

العوامل التي تؤثر على مشاركة طالبات جامعة البحرين في الأنشطة الرياضية

عزيزتي الطالبة,

تقـــوم الباحـــثه ســـامية القطان بإجراء هذه الدراسة للحصول على درجة الدكتوراه في الإدارة الرياضـــيه / تربـــيه رياضيه . تهدف هذه الدراسة إلى التعرف على العوامل التي تساعد على أو تمنع الطالبات بجامعـــه البحريـــن من ممارسه الأنشطة الرياضية المنظمة من قبل قسم الأنشطة الرياضية بعمادة شئون الطلبة بجامعه البحرين.

هـــذا البحث لن يحقق اهدافه المرجوة إلا بمساندتك ودعمك عزيزتي الطالبه, لذى نرجوا منك الاجابه على هذا الاستبيان المرفق بكل عناية ودقة, علماً بأن الجدية في الاجابه سوف تمكننا من استخلاص النتائج المرجوة, كما أن المعلومات التي سوف نحصل عليها سيكون لها طابع السرية الكاملة ولا تستخدم الا لأغراض البحث العلمي, والتـــي علـــي ضوئها سوف يمكن تقديم التوصيات اللازمة لتحسين وتطوير الأنشطه الرياضيه لطالبات جامعة البحرين.

مع الشكر الجزيل لكم مقدما لحسن تعاونكم معنا.

تقبلوا فائق التحية والاحترام ،،،

سامية حسن القطان

الأكاديمية الأمريكية للرياضة

القسم الأول: البيانات الشخصية

يرجى التكرم بوضع إشارة (X) داخل المربع المناسب

1- العمر

☐ 18 سنة أو أقل ☐ 19 – 20 ☐ 21 – 22 ☐ 23 – فأكثر

2 – الحالة الأجتماعية الحالية

☐ عزباء ☐ متزوجة ☐ مطلقة

3- الكلية التي تنتمين إليها

☐ الآداب ☐ إدارة أعمال ☐ التربية ☐ الهندسة

☐ العلوم ☐ الحقوق ☐ تقنية المعلومات

4- سنة التحاقك بجامعة البحرين

☐ 2005 ☐ 2004 ☐ 2003

☐ 2002 ☐ قبل عام 2002

5- ما هو المعدل التراكمي (GPA) : .....

6- هل سبق لك ممارسة اي نشاط رياضي قبل التحاقك بالجامعة؟

☐ نعم ☐ لا

7 – هل يمارس أحد أفراد أسرتك أي من الأنشطة الرياضية ؟

☐ نعم ☐ لا

8 - (إذا كان الجواب في سؤال (7) بنعم ، الرجاء ذكر صلة القرابة)

☐ الوالد ☐ الأم ☐ الأخ ☐ الأخت

☐ آخرين

9 – هل تمارسين أي نشاط رياضي خارج جامعة البحرين حالياً ؟

☐ نعم ☐ لا

10 – هل تمارسين أي نشاط رياضي داخل جامعة البحرين حالياً ؟

☐ نعم ☐ لا

11 – إذا كـــان الجـــواب لســـؤال 10 (**نعم**) فالرجاء تحديد نوع النشاط الرياضي الممارس في جامعة البحرين، كما يرجى مواصلة الإجابة على **القسم الثاني**.

☐ الأروبكس	☐ الريشة الطائرة	☐ كرة السلة	☐ البلياردو
☐ كرة اليد	☐ رياضة المشي	☐ السباحة	☐ كرة القدم
☐ الكرة الطائرة	☐ التكوندو	☐ تنس الطاولة	☐ سكواتش

أما إذا كان الجواب لسؤال 10 (**لا**) الرجاء الانتقال فوراً إلى **القسم الثالث**.

القسم الثاني

ملاحظه : (هذا القسم خاص **فقط للطالبات اللاتي يمارسن الأنشطة الرياضية** المنظمة من قبل قسم الأنشطة الرياضيه بجامعة البحرين).

عزيزتي الطالبة, في هذا القسم نرغب في التعرف علي العوامل التي تساعدك علي ممارسه الأنشطة الرياضية المنظمة من قبل قسم الأنشطة الرياضيه بجامعة البحرين.

لذا يرجى التكرم بوضع إشارة (X) على الإجابة المناسبة.

أولا: العوامل الصحية والبدنية:-

امارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	المرونة العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	لتنمية المرونة أو المحافظة عليها.					
2	لتنمية القوة البدنية.					
3	لانقاص الوزن و المحافظة عليه.					
4	لأكون أكثر نشاط وحيوية.					
5	لأتمتع بقوام جيد.					
6	للشعور بالسعادة والارتياح.					
7	لأكون في حاله صحية جيدة.					
8	لتحسين أداء الجهاز الدوري التنفسي.					
9	لتحسين وزيادة لياقتي البدنية.					
10	لاستخدام طاقتي بطريقة إيجابية.					

ثانيا: عوامل الميول الرياضية:-

امارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	لأنني أمارس الرياضه منذ الصغر.					
2	لقضاء وقت الفراغ في نشاط محبب لدي.					
3	لأنني أفضل الأنشطة الرياضية عن غيرها من الأنشطة.					
4	لأطور من قدراتي الحركية في لعبتي المفضلة.					
5	لأني من أسرة رياضية.					
6	لممارسة نشاط أجيده وأتقنه.					
7	لأنني أحب الرياضة.					

ثالثا: العوامل الاجتماعية:-

امارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	للتسلية.					
2	لتكوين علاقات اجتماعية متنوعة.					
3	للتعرف على صديقات جدد.					
4	لأكون مع صديقاتي.					
5	لاكتساب سمات الشخصيه الجيده كالجرأة والشجاعة.					
6	للاستمتاع بالأنشطة الرياضية الفريدة والمتنوعة.					
7	لأحسن التصرف في التعامل مع الآخرين في المواقف المتغيرة.					
8	لتنمية روح التعاون والولاء مع الفرق الرياضية.					
9	لكي يكون لي حضورا اجتماعي.					
10	للمشاركة في المحافل الاجتماعية.					
11	لإصرار والدي على المشاركة.					
12	لإصرار صديقاتي على المشاركة.					

رابعا: العوامل النفسية:-

امارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	لإثبات الذات.					
2	للاسترخاء الذهني.					
3	للتحكم في انفعالاتي العصبيه.					
4	لاكتساب مزيد من الثقة بالنفس.					
5	لأكون شخصية مهمة ومعروفة.					
6	للخروج من روتين الحياة اليومي.					
7	للابتعاد عن العزلة والانطواء.					
8	للشعور بأنني عضوة فعالة في مجتمعي.					

خامسا: عوامل أخرى:-

امارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	للفوز على الفرق الأخرى.					
2	للفوز بالجوائز.					
3	لتمثيل فريق الجامعة.					
4	للحصول على العديد من الفرص القيادية.					
5	للمشاركة في البطولات الرياضية.					
6	لسهولة استخدام المرافق و الأدوات الرياضية.					
7	لإتاحة الفرص لي للسفر مع فريق الجامعة للخارج.					
8	لتوفر المشرفات و المدربات المتخصصات.					

القسم الثالث:

ملاحظـــه : (هذا القسم خاص **فقط للطالبات اللاتي لا يمارسن الأنشطة الرياضية** المنظمة من قبل قسم الأنشطة الرياضيه بجامعة البحرين).

عزيزتـــي الطالـــبة, في هذا القسم نرغب في التعرف علي العوامل التي تمنعك من ممارسه الأنشطة الرياضية المنظمة من قبل قسم الأنشطة الرياضيه بجامعة البحرين.

لذا يرجى التكرم بوضع إشارة (X) على الإجابة المناسبة.

أولا: العوامل الصحية:-

لا امارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	أتعب بسرعة.					
2	الخوف من الإصابة.					
3	ضعف لياقتي البدنية.					
4	لأنني أعاني من مشاكل صحية.					
5	أشـــعر بالدوخة أثناء ممارستي للنشاط الرياضي.					
6	زيادة وزني تمنعني من ممارسة النشاط الرياضي.					
7	أشعر بالخجل لضعف قدراتي الرياضية.					
8	أحس بعدم الارتياح أثناء التمارين.					

ثانيا: عوامل مرتبطة بالإمكانيات الرياضية :-

لا أمارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	لزدحام الملاعب و المرافق الرياضية.					
2	لعدم صيانة المرافق والأدوات الرياضية.					
3	لقدم المرافق والأدوات الرياضية.					
4	لعدم كفاية الملاعب والمرافق الرياضية					
5	لعدم توفر الأمن والسلامة.					
6	لقلة المدربات و المشرفات المختصات.					
7	لاستخدام المرافق الرياضية لأغراض أخري.					
8	لبّعد المرافق الرياضية.					
9	لعدم توفر غرف لتبديل الملابس والحمامات للاستحمام.					
10	لعدم توفر ملاعب مغلقه خاصة بالطالبات.					

ثالثا: العوامل الاجتماعية :-

لا أمارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	لعدم ممارسة زميلاتي للنشاط الرياضي.					
2	لكثرة الواجبات الأسرية التي تمنعني من ممارسه النشاط الرياضي.					
3	لوقوف العادات و التقاليد عقبة أمام ممارستي للنشاط الرياضي.					
4	لمعارضة الأهل لمشاركة الفتاة في الأنشطة الرياضية.					
5	لاحساسي بالإحراج للعب في الأماكن العامة.					
6	لتشجيع الجامعة لمشاركة الطلاب (بنين) فقط.					
7	لأهتمام اهلي بالتحصيل العلمي أكثر من اهتمامهم من ممارستي النشاط الرياضي.					
8	لأعتقادي الشخصي ان الأختلاط بالجنس الاخر ممنوع.					
9	لعدم تشجيع صديقات لي ممارسة النشاط الرياضي.					

رابعا: عامل الوقت :-

لا أمارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	نظام الدراسة والجدول الدراسي بالجامعة لا يتناسب مع ممارسة النشاط.					
2	تأخذ الكثير من وقتي على حساب شئ آخر مثلاً الدراسة، العائلة، والصديقات.					
3	أداء واجباتي الجامعية تتطلب وقتاً طويلاً.					
4	لا يتوفر لدي وقت فراغ أثناء اليوم الدراسي.					
5	الوقت المحدد لممارسه النشاط الرياضي غير كافي.					
6	تبديل الملابس الرياضية يستغرق وقتاً طويلاً.					

خامسا: العوامل الشخصية :-

لا أمارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	لا توجد لدي اهتمامات رياضية.					
2	ممارسة الأنشطة الرياضية مملة.					
3	لا أعتقد أن مهاراتي الرياضية جيدة.					
4	ليس لدي دافع في المشاركة الرياضية.					
5	عدم توفير الرياضة المفضلة لدي.					
6	أفضل أن أقضي وقتي في الاستذكار على ممارسه النشاط الرياضي.					
7	البرامج الرياضية بالجامعة غير مناسبة.					

سادسا: عوامل أخرى:-

لا أمارس الأنشطة الرياضية بالجامعة للأسباب التالية :

الرقم	العبارات	أوافق بشدة	أوافق	لا أدري	لا أوافق	أعارض بشدة
1	عدم معرفتي بالأنشطة الرياضية المتوفرة بالجامعة.					
2	عدم معرفتي بالأماكن المخصصة لممارسه النشاط الرياضي بالجامعة.					
3	عدم معرفتي بموقع قسم الأنشطة الرياضية بالجامعة.					
4	لا تعطى درجات على المشاركة الرياضية.					
5	لم أتعود على المشاركة في البرامج الرياضية بالجامعة.					
6	لقلة الأنشطة الرياضية المطروحة للطالبات.					
7	لقلة الإعلانات التعريفيه بالأنشطة الرياضية المنظمة.					

أشكركم لحسن تعاونكم معي،

وتقبلوا مني فائق التحية والشكر،،

الباحثه

سامية حسن القطان

APPENDIX C

A LIST OF THE JURY OF EXPERTS

APPENDIX C

Jury Members

NO	NAME	COLLEGE
1-	Abdul Qader AL-Marzooqi	University of Bahrain
2-	Akbak Kamal	Halwam University (Egypt)
3-	Betsy R. Smith	United States Sports Academy
4-	Ergun Yurdadon	Ohio State University
5-	Ethel Allman	DePaul University
6-	Mohammad Ehsani	Tarbiat Modarres University (Iran)
7-	Nabeel Al-Attar	United States Sports Academy
8-	Patricia A. Mocivnik	University of Arkansas
9-	Steve Chen	United States Sports Academy

APPENDIX D

A LETTER TO THE CHAIRMAN OF THE PHYSICAL EDUCATION DEPARTMENT, UNIVERSITY OF BAHRAIN WRITTEN IN ARABIC

APPENDIX D

التاريخ: 2005/3/5
الموضوع: طلب تسهيل تطبيق استبيان على طالبات جامعة البحرين

سعادة الدكتور محمود شبر
رئيس قسم التربية الرياضيه بكلية التربيه بجامعة البحرين
الموقر

السلام عليكم و رحمة الله وبركاته,
تقوم الباحثه سامية القطان – مساعد البحث والتدريس بقسم التربيه الرياضيه – بجامعه البحرين بدراسة موضوعها
"FACTORS THAT INFLUENCE FEMALE STUDENTS OF THE UNIVERSITY OF BAHRAIN WITH PARTICIPATION IN SPORT ACTIVITIES"
والهدف من هذه الدراسة هو استكمال متطلبات الحصول علي درجه الدكتوراه في الاداره الرياضيه من الأكاديمية الأمريكية للرياضة في الولايات المتحدة الأمريكية.
وعليه وحتى يتسنى هذا يرجى من سيادتكم تسهيل تطبيق الاستبيان علي طالبات جامعه البحرين.

شاكرين ثقتكم ودعمكم الدائم لنا ومتمنين لكم التوفيق،
وتفضلوا بقبول فائق التحية والاحترام،،،

الباحثه
سامية القطان