

" ESTABLISHING A STRATEGY FOR DEVELOPING SCHOLASTIC SPORTS IN STATE OF BAHRAIN ".

1. INTRODUCTION AND AREA OF STUDY:

Physical training and sports are increasingly becoming important and are attracting attention in modern age. This is partly due to the widespread use of technological methods in industry as a substitute for the human energy and effort, leaving man with nothing to do, thus becoming idle and indolent.

As a result, programmes and activities incorporated into physical training and sports are becoming one of the prerequisites of modern lifestyle in all walks of life, mainly the education sector which includes a conspicuous and significant category of the society, namely school teachers and children who constitute the lifeblood of the future generation on which society is built.

In view of this, those engaged in physical training and sports are employing scientific and systematic methods in addressing and tackling a large number of their issues, solving the problems they encounter and organizing their numerous affairs, and so physical training and sports programmes have been witnessing a remarkable progress and development since the late 1980s.

To keep in step with this progress and development, the Ministry of Education in the State of Bahrain is devoting special efforts to develop and upgrade physical training and school sports as much as possible, whether on the level of physical training and school classes or whether on the level of curricular and extra-curricular sports and physical training activities, with a view to achieving an integrated shaping of school children and consequently realizing the educational objectives intended.

Upgrading and developing physical training and school sports curricula and activities requires a clear-cut and defined strategy to outline the objectives and bases of this development. This can be achieved by taking into account a large number of factors and elements encompassing social philosophies, objectives of education and the objectives and philosophy of the school physical training curricula in view of what can fulfill the needs and requirements of the society and take into consideration the characteristics and requirements of the learners within the limits of available resources and means.

Therefore, the idea behind conducting this study started as a scientific attempt which is considered the first of its kind in the framework of Bahrain's society in connection with the education sector.

2. OBJECTIVES OF THE STUDY:

The study aims at building an integrated, comprehensive strategy for school sports in the State of Bahrain, by identifying the following basic aspects:

1. Educational philosophy and the moral objectives and framework of school sports in the State of Bahrain.
2. The administrative and technical organizational structure.
3. The trends in school curricula and ways of developing them.
4. The educational leaderships in charge of school sports (their qualifications and professional and personal efficiency).
5. Resources and facilities and how to improve them.
6. Projecting the proposed visualization in the form of a future integrated strategy for school sports in the State of Bahrain.

3. TOPICS FOR DISCUSSION IN THE STUDY:

1. What is the educational philosophy represented in the objectives of school sports in the State of Bahrain?
2. What is the administrative and organizational structure needed to manage school sports in the State of Bahrain?
3. What are the trends in school curricula and methods of improving them?
4. What are the educational leaderships in charge of school sports? (Their qualifications and professional and personal efficiency).
5. What are the resources and facilities available for school sports in the State of Bahrain?
6. What is the proposed visualization to develop and upgrade school sports in the State of Bahrain?

4. DUE PROCESS OF THE STUDY:

A) Methodology of the Study:

In conducting the study, a descriptive method was employed by using the philosophical analysis technique and the descriptive survey technique due to considerations related to the nature of the study and achieving its objectives.

B) Sample of the Study:

The study was carried out in the form of questionnaires which were distributed to a study sample of 3,086 individuals, divided into five groups: a group of intellectuals and people of wisdom in the State of Bahrain represented by 156 society leaders, a group of academic experts represented in 12 experts, a group of physical training advisors that includes 12 male and female advisors, a group of male and female teachers represented in 206 teachers from both sexes and finally a group of pupils and students that included 2,700 of them.

C) Methods Employed in Collecting Data:

In conducting the study, the method of analyzing documents and questionnaires was used as a tool of collecting data. Four questionnaires were compiled in which scientific requirements of measurement were taken into account. Each of these questionnaires was applied to one case group, with the exception of academic experts and male and female physical training advisors, to whom one questionnaire was applied.

D) Application of the Study and the Statistical Data Treatment Plan:

- The study was applied in the period between 9.6.1996 and 30.3.1997.
- The following statistical treatment methods were used:
Repetitions, percentages, averages, standard deviations - Pearson Correlation Coefficient and Chi Square Test.

5. RESULTS AND FINDINGS:

In view of the results and findings reached, and through the method of data statistical treatment method, the researcher reached a number of findings which were distributed as follows:

1. Findings related to the opinions of intellectuals and men of wisdom in the State of Bahrain on the role played by physical training and sports.
2. Findings related to the opinions of experts of physical training and sports experts and male and female advisers on the reality of the objectives of physical training and school sports in the State of Bahrain, in terms of relative importance and the extent of conspicuousness of the objectives of various educational states.
3. Findings related to the opinions of the male and female physical training teachers on the reality of physical training and school sports in the State of Bahrain. These findings included six elements: the teacher, the pupil, the physical training classes, the teaching methods and techniques, the plan and programmes and the sports equipment, facilities and playgrounds;.
4. Findings related to the opinions of school children and students on the reality of physical training and school sports in the State of Bahrain. These findings included a set of findings on three elements: physical training classes, school sports activities and the physical training teacher.

6. RECOMMENDATIONS:

Within the parameters of the study society, and in view of the findings and results reached, and in the framework of the study objectives and topics discussed, the researcher hereby proposes a number of general recommendations which deal with the following aspects:

1. Objectives of physical training and school sports in the State of Bahrain.
2. Financial resources in terms of the necessary requirements for the school sports and physical training programmes including sports equipment, instruments, tools, facilities and playgrounds and the necessary fixtures provided, and in terms of the numerical adequacy of these facilities and their efficiency for use.
3. The human resources aspect, represented in the physical training male and female teachers, level of their professional qualifications and training and the services provided for them during on-the-job training and plans to upgrade and develop their professional performance and the professional organizational and administrative structures in physical training and school sports.
4. Recommendations related to the attention and care provided for school children and the attention provided for their activities and providing incentives needed for sports excellence.

5. Recommendations related to school training centres and extra-curricular activities for school children.
6. Recommendations for the exchange of scientific and academic expertise and knowledge with other countries, sending out a number of professionals abroad to keep abreast with the latest trends in the scientific sides of the physical training and school sports and calling in experts of the highest professional standards from other countries within the general framework of education in the State of Bahrain.
7. Recommendations related to school sports curricula, syllabuses and activities and the school timetables.
8. Recommendations related to the bases of co-operation and co-ordination with various competent authorities in the State to benefit from all available resources in order to improve and upgrade physical training and school sports.

7. PROPOSED STRATEGY:

In view of the findings outlined above which were reached through field surveys and philosophical analysis and through the specialized scientific references and previous studies and research conducted in relation to the topic of the current study, and in the framework of the documents associated with the subject of the study which have been analyzed and examined, and from the experience of the research she has drawn from her career in the physical training and school sports field, a proposed strategy has been devised, which has taken into account the circumstances, philosophy and trends of the Bahrain society and its rock solid traditions and ingrained customs. The proposed study also took into consideration the objective of overcoming the negative and downside aspects of the findings of the study and highlighting the positive aspects and how to capitalize on them within the parameters of the future circumstances in the framework of the time plan proposed for the strategy.

In view of the above, the elements of development in the proposed strategy contained the following:

1. Developing the general and special objectives of physical training and school sports.
2. Upgrading school curricula and implementation programmes and plan.
3. Developing human resources and qualifying professional staff.
4. Improving financial resources and increasing budget allocations.
5. Developing follow-up and appraisal processes.

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