Physical Education in Omani Secondary Schools: Perceived Participation Barriers Among Female Students

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The present study was conducted to investigate perceived barriers to Physical Education (PE) through educational level, school location, socio-economic status [SES], and PE achievement of three hundred and eighty four Omani female secondary school students. To achieve the objectives of the study, Barriers to Physical Education of the female survey (BPES-Female) was developed and validated for the Omani context. The results revealed: accessibility and facility barriers were recorded as the highest barriers among female students; barriers to Physical Education related to SES; customs and traditions barriers related to school location; social support and accessibility and facility barriers are predictors of PE achievement. Finally the study also suggested the need for indoor facilities, collaboration between the Ministry of Education [MOE], Ministry of Health [MOH], and Ministry of Sports Affairs [MOSA] to build indoor facilities such as gyms in the schools or close to the school environment for public use in and out of school hours to establish an active lifestyle and healthy generation.

Keywords: Academic; Accessibility and Facility; Customs and Tradition; Personal and Psychological; Social Support

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