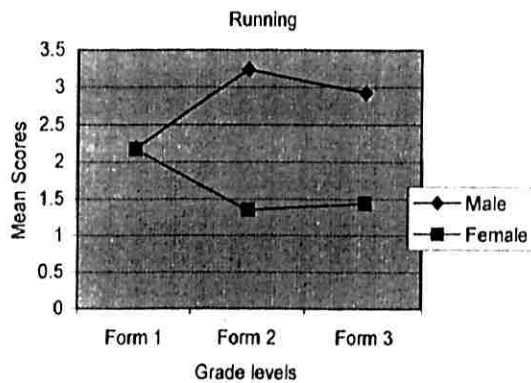
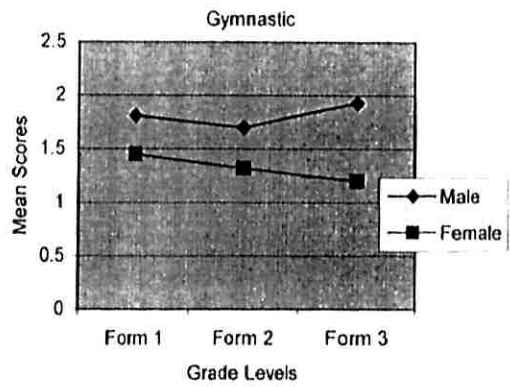
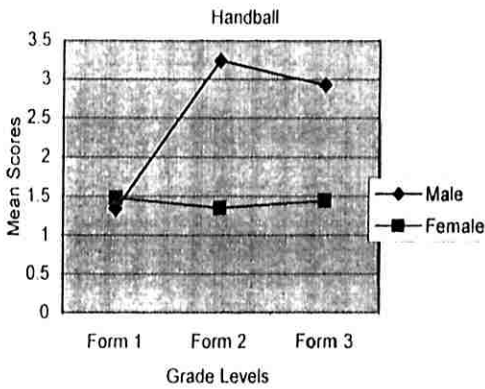
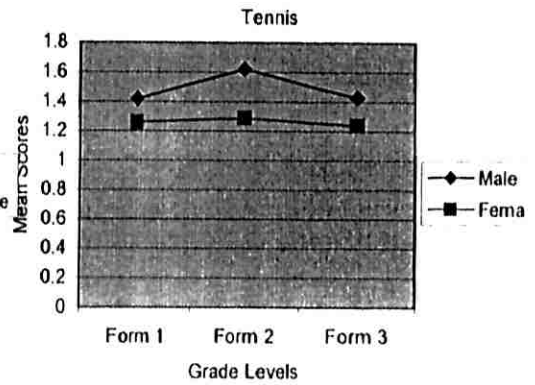
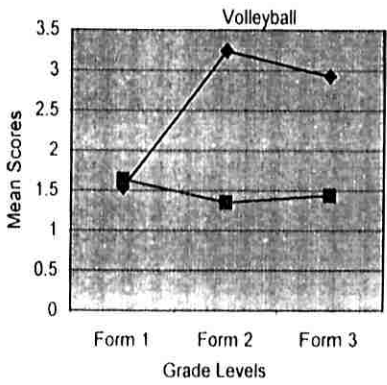
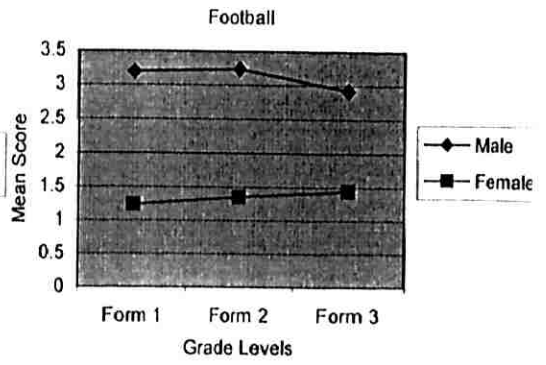
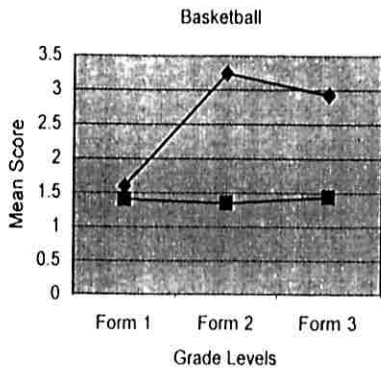
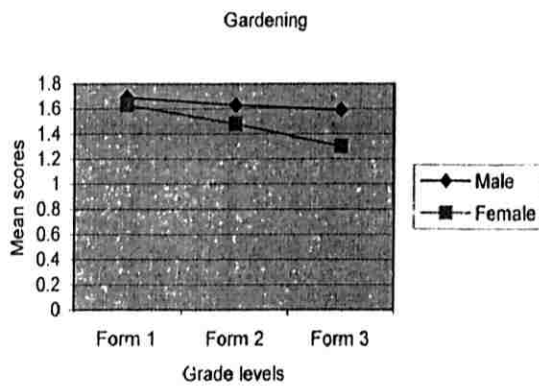
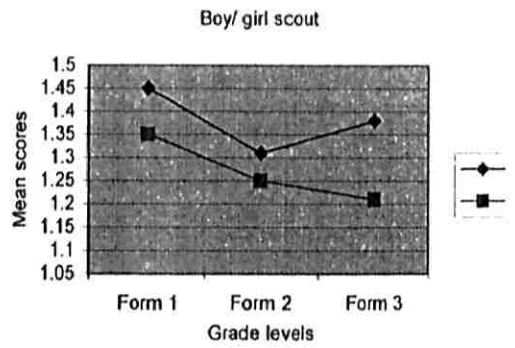
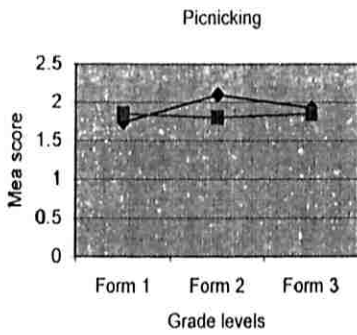
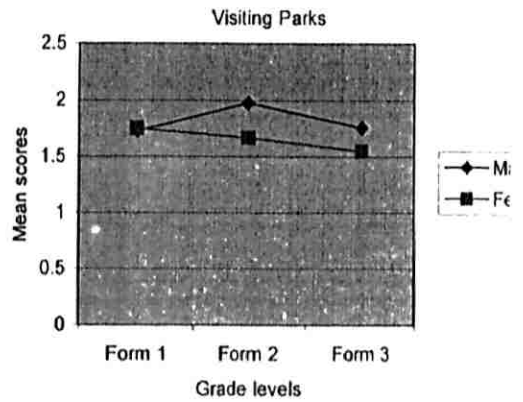
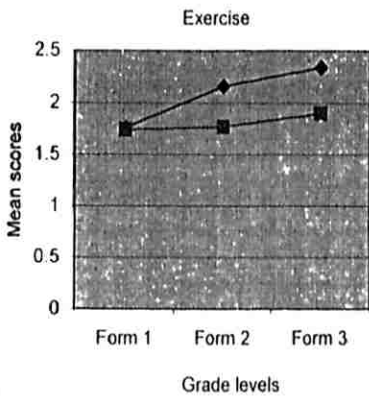
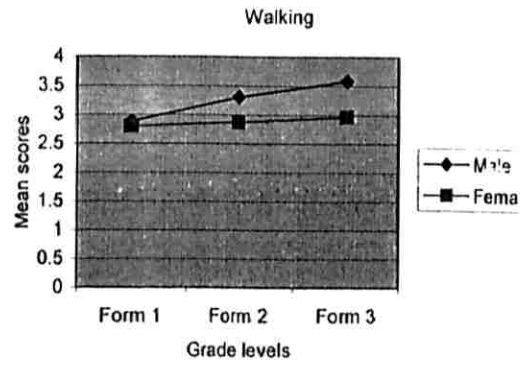
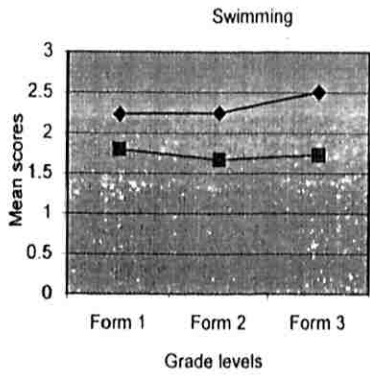


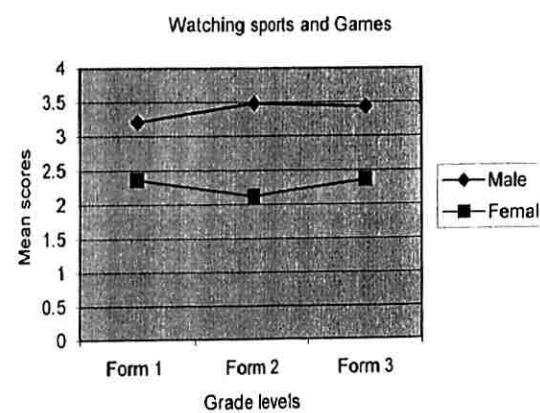
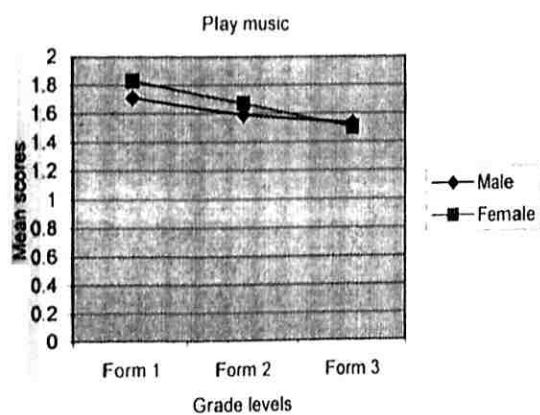
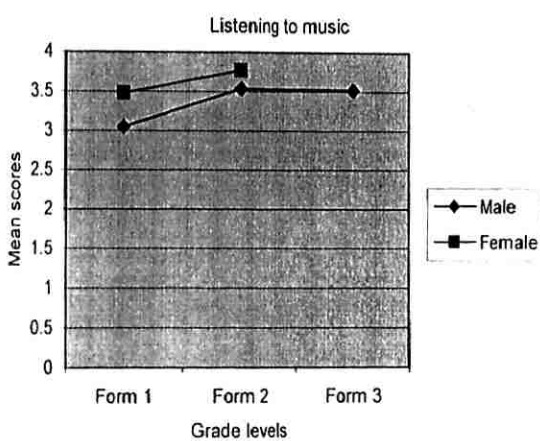
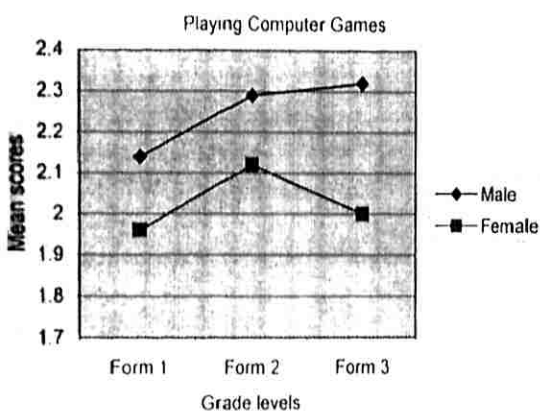
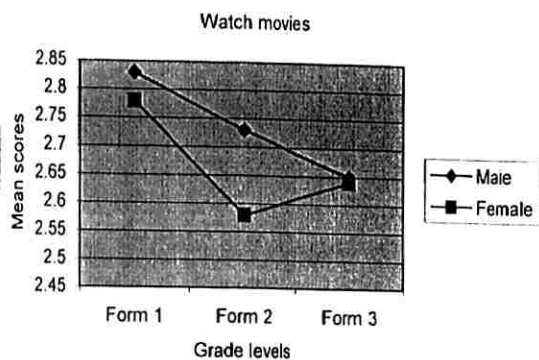
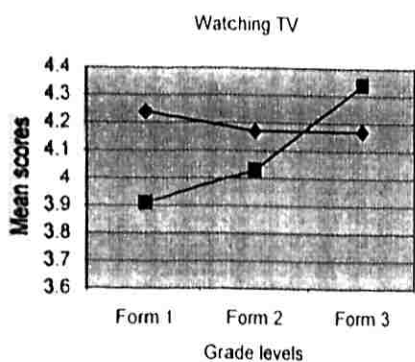
Mean Scores For Participation In Vigorous Leisure Activities By Gender And Grade Levels



Mean Scores For Participation in non-vigorous Leisure Activities By Gender and Grade Levels

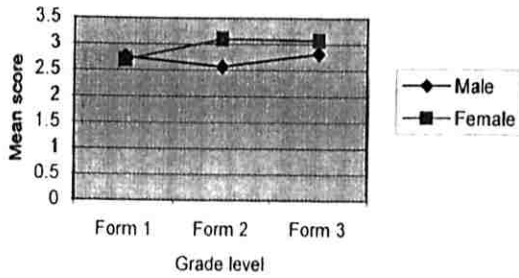


Mean Score for Participation in Audio visual Activities by Gender and Grade levels

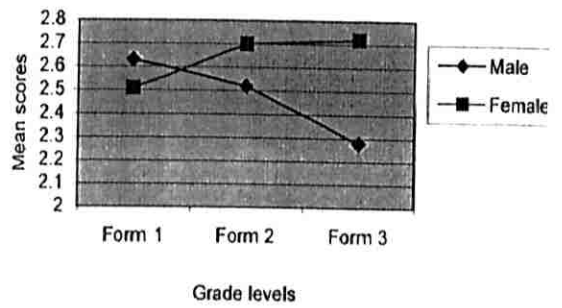


Mean Scores for Participation in Printed Media and Social Activities by Gender and Grade Levels

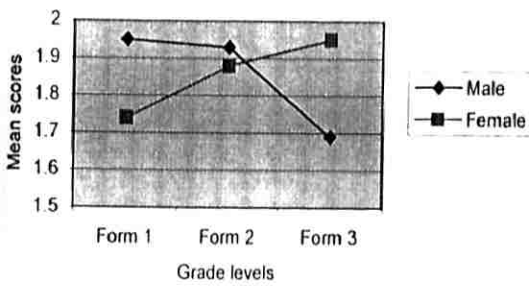
Reading Newspapers & Magazines



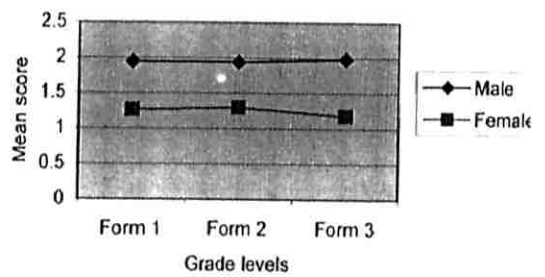
Reading Books for Pleasure



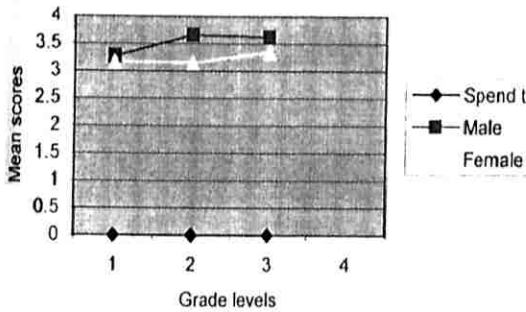
Playing Cards



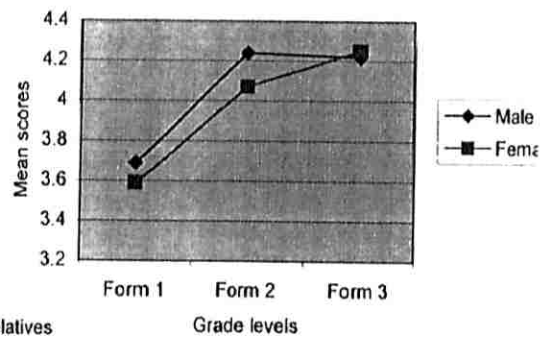
Loitering



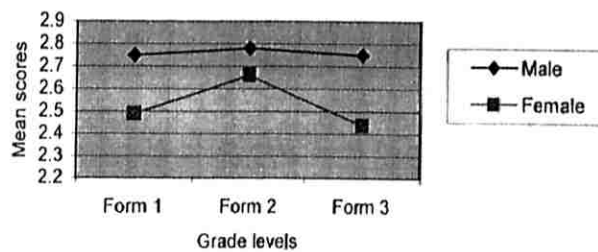
Spend Time With Friends



Spend Time With Family

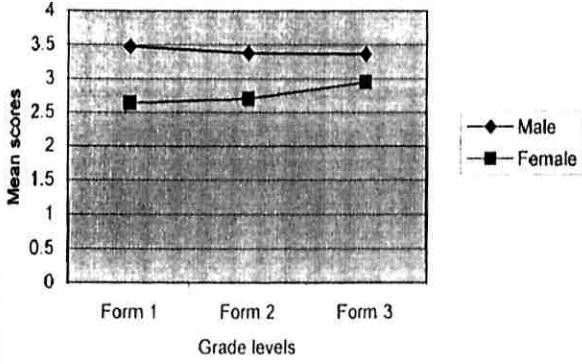


Visiting Relatives

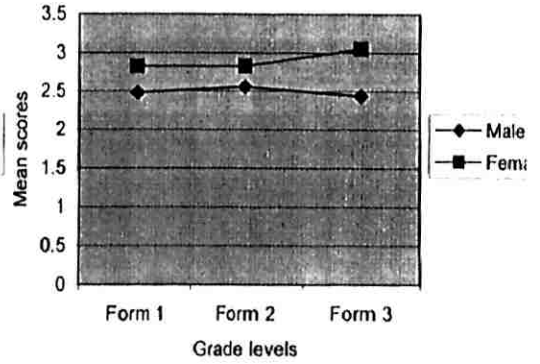


Mean Scores for Desire for Leisure Participation according to Gender and Grade Levels

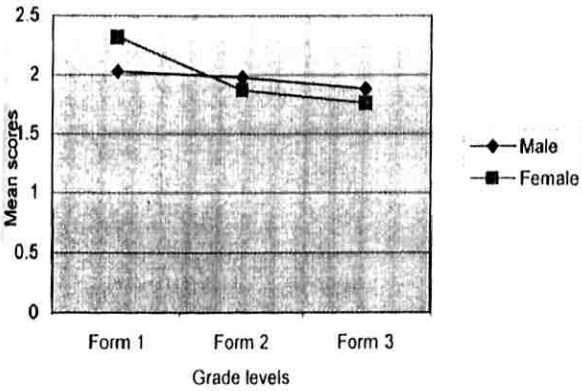
Desire for Sports



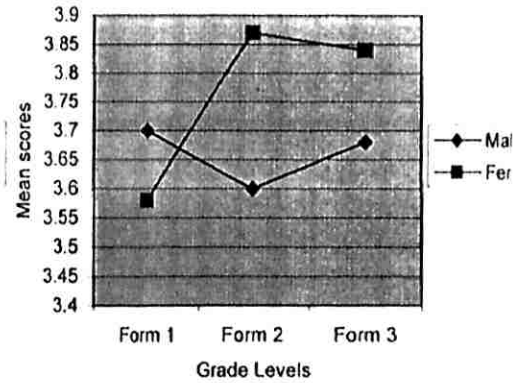
Desire for Picnicking



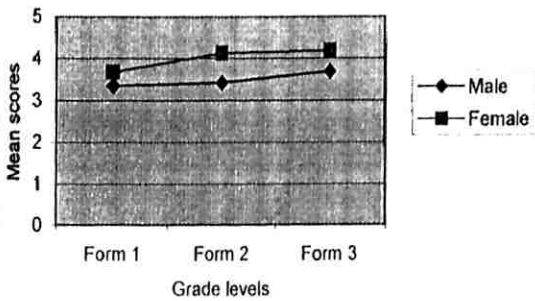
Desire for Scout Movement



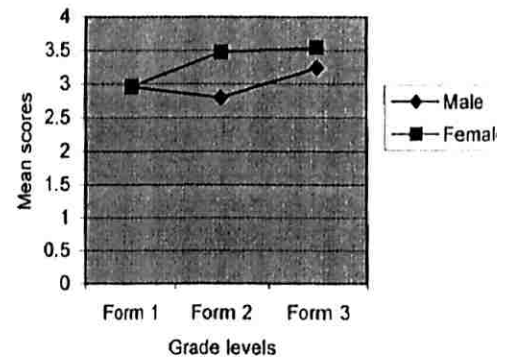
Desire for Watching TV



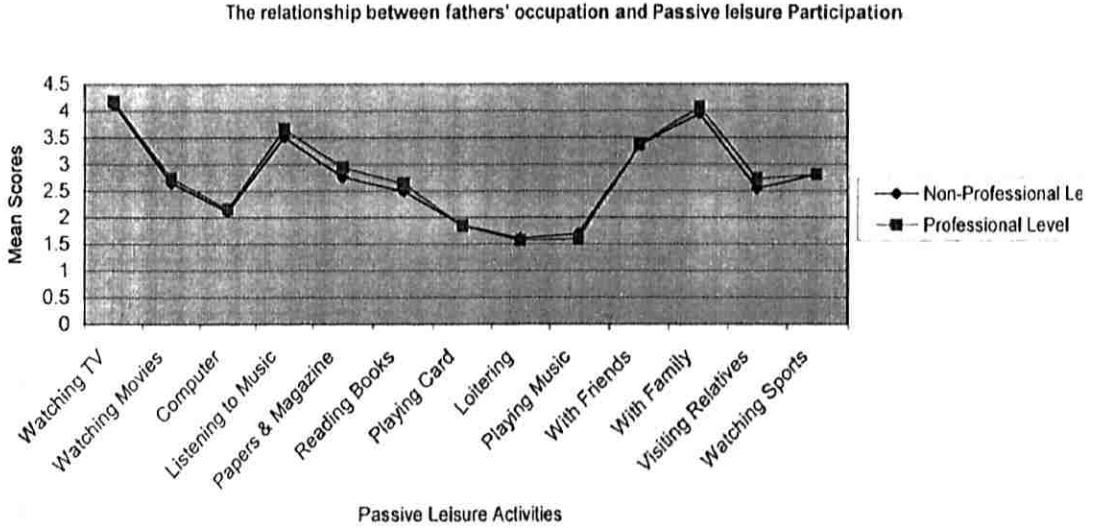
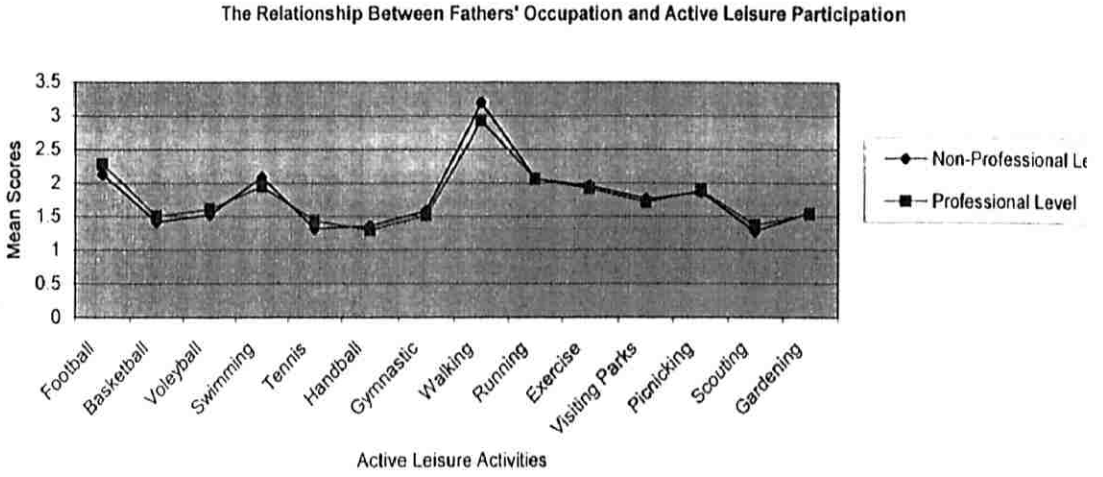
Desire for Music



Desire for Reading

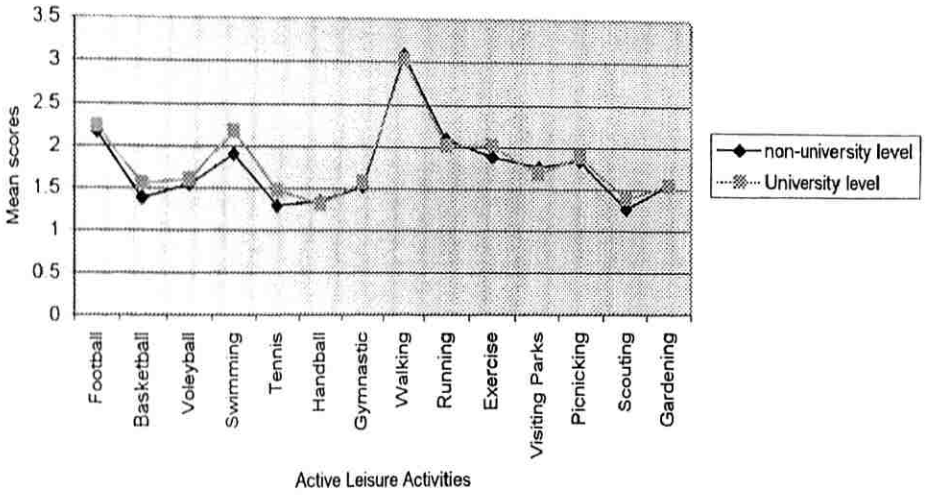


Mean Score For the relationship between fathers' occupation and Leisure Participation

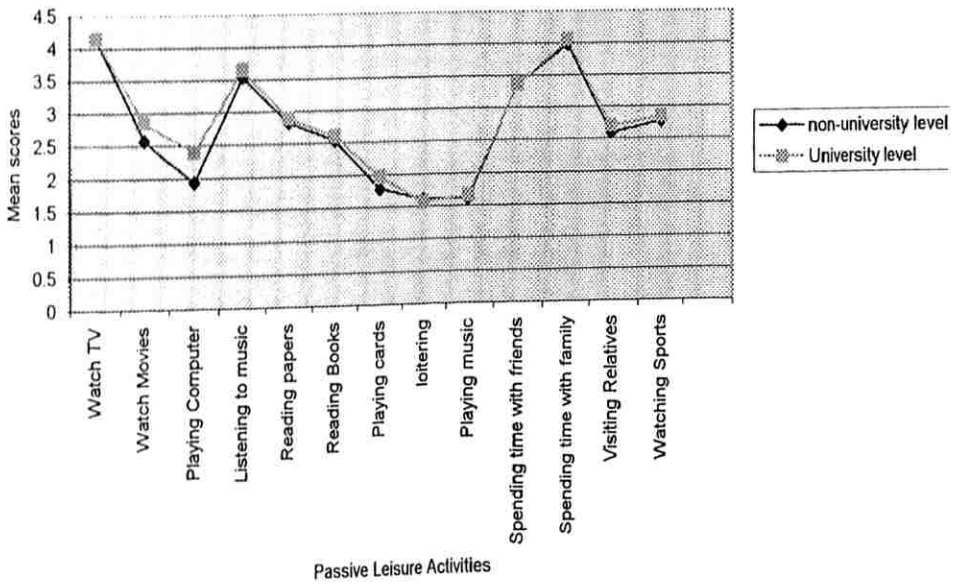


Mean Score for the Relationship Between Fathers' Education and Leisure Participation

The relationship between fathers' education and active leisure participation

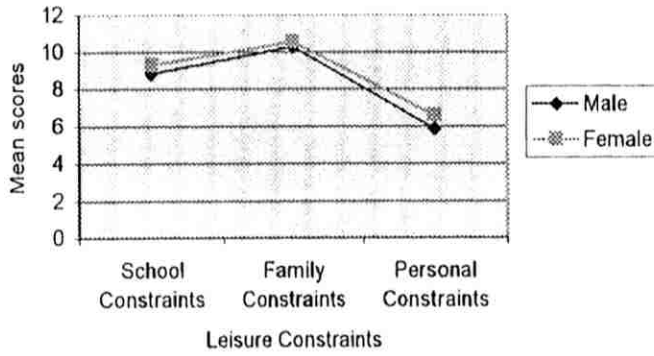


The relationship between fathers's education and passive leisure participation

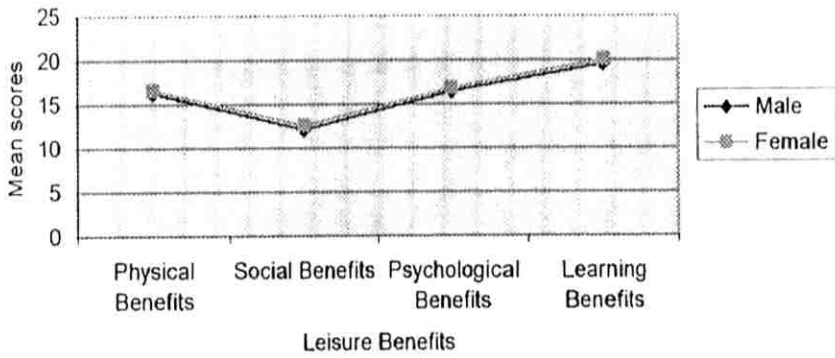


Mean Score for the Perception of Constraints and Benefits of Leisure by Gen

Perception of Leisure Constraints by Gender

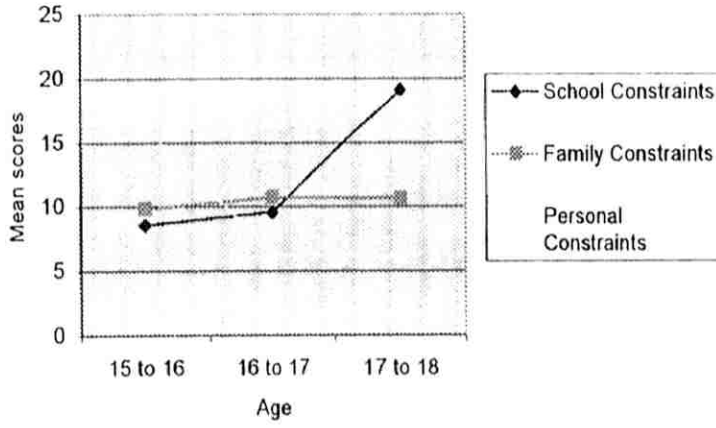


Perception of Leisure Benefits by Gender

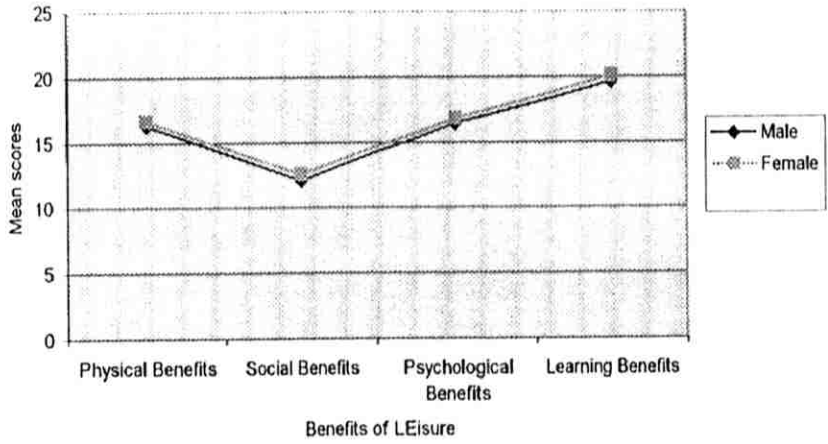


Mean Score for Perception of Constraints and Benefits of Leisure by Age

Perception of Leisure Constraints by Age



Perception of Leisure Benefits by Age



APPENDIX B

Dear Students

It is important to determine what are the reasons for participating in leisure activities among high school students in Libya. I have made this the focus of my doctorate work, because the information will be useful for planning leisure activities in high schools. Your frank and honest answers to the questions are very important; therefore your cooperation is greatly appreciated. Please do not put your name on the questionnaire since all responses are confidential.

Thank you

Sincerely

Abdul kader Atani

Faculty of Education
University Malaya

Please answer the following questions by placing a tick in the box in front of the statement.

PART 1

(1) - In what form you are?

form one

form two

form three

(2) - How old are you?

15 to 16 years old

16 to 17 years old

17 to 18 years old

(3) - Are you a male or a female student?

Male

female

(4) - What is your father 's occupation?

- professional (teacher - engineer - doctor).
- Administrator
- Technician
- Clerical Employee
- Skilled Worker
- Semi-Skilled Worker
- Unskilled Worker

(5) - What is your father's level of education?

- No formal schooling
- Primary school level
- secondary school level
- high school level
- University level

PART 2

(6) - How many days in a week do you take part in the following leisure activities?

Place a tick in the box which indicates your answer.

	Not even a day	one day in a week	two days in a week	three days in a week	four days and more in a week
Playing football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing basketball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing hand ball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Running	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doing physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visiting parks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picnicking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boy scout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	not even a day	one day in a week	two days in a week	three days in a week	four days and more in a week
Gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing computer games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing musical instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching sport and games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading newspapers or magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading books for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loitering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spending time with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visiting relatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 3

(7) - Which day or days of the week do you most often spend your leisure time?
(You can tick more than one answer)

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

(8) - where do you usually spend your leisure time ? (you can tick more than one answer)

in school

at home

out of school and home

(9) - If you take part in any physical activity during the week> on the average, how many hours do you spend in each time when you take part in sport and physical activities? (Please tick only one answer).

0 to half hour

1 to 2 hours

3 to 4 hours

more than 4 hours

(10) If you watch television during the week, on the average, how many hours per day do you spend in watching T.V.? (tick only one answer).

0 to half hour

1 to 2 hours

3 to 4 hours

more than 4 hours

(11) If you read any books, newspapers or magazines for pleasure during the week, on the average how many hours you read per day? (tick only one answer).

0 to half hour

1 to 2 hours

3 to 4 hours

more than 4 hours

(12) with whom do you usually spend more of your leisure time ? (tick only one in the box)

with friends

with family

alone

(13) Do you feel that there should be more time for leisure activities?

Yes

No

(14) How many days in a week do you want to take part in the following leisure activities? For each of the activities listed below, with a tick indicate whether you want to take part in activities one day in a week, two days in a week, three days in a week, more than four days in week, or have no desire for it.

	no desire	one day in a week	two days in a week	three days in a week	four days and more in a week
Sport activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picnicking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching T.V	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading books for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scouting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(15) Which of the following facilities do you or your family use most for spending time in leisure? (tick more than one answer)

- Public pitches
- Sport centers
- Youth hostels
- School clubs
- Public parks
- Scout movement

PART 4

(16) What are the reasons that inhibit you from taking part in leisure activities in which you like to? In each reasons listed below, with a tick indicate whether you strongly disagree , disagree, undecided , agree or strongly agree.

	strongly disagree	disagree	undecided	agree	strongly agree
lack of facilities for leisure activities in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
too much school assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
school does not organize out of school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teachers do not encourage to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
parents do not encourage to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
house is far from leisure facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lack of transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm too busy with family business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I'm physically unable to participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not know where are the leisure and recreational places	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe that leisure activities disturb my study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
my religious believe do not allow me to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 5

(17) To what extent do you agree or disagree with the following benefits from leisure activities? In each of the statements listed below, with a tick indicate whether you strongly disagree, disagree, undecided, agree or strongly agree.

	strongly disagree	disagree	undecided	agree	strongly agree
physical fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
weight control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contribute to my physical development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motivate for lifelong participation in leisure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maintain good health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reduce physical illness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
encourage contact with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide opportunities to make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learn how to cooperate as a member of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
get new experiences from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
over come a sense of isolation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	strongly disagree	disagree	undecided	agree	strongly agree
change the every day routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enjoy and relax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understanding of the benefits of leisure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reinforcing self-confidence and self-image	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
develop skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning self-reliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
feeling of self-expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
learning matters related to school subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
encourage participation in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
add new knowledge about leisure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
discover the link between study and leisure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enhancing our knowledge and culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
give my mind a rest after study fatigue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(18) In each of the statements listed below, with a tick indicate whether you agree or disagree ?

	agree	disagree
Leisure and study should be given equal importance. Study should be more important than leisure.	<input type="checkbox"/>	<input type="checkbox"/>
School activities and out of school activities should be given equal importance.	<input type="checkbox"/>	<input type="checkbox"/>
There are more health benefits to be gained from physical exercise and sports than watching television and listening to music.	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C

The Libyan Context

With an area of 1,760,000 Sq. Km, Libya forms the largest Arabic country in Northern Africa and the fourth largest country on the African continent. In the North, along the Mediterranean, its coastline stretches to some 1955 kilometers. It therefore forms a link between Africa, Europe and the Middle East. The country traces its name from the ancient Libu tribe who inhabited the region west of Egypt in the 19th and 18th centuries BC. Historian Herodotus mentioned Libya when he visited Northern Africa in the second half of the fourth century BC. Because of its strategic situation, Libya had been raided and conquered by various races from across the Mediterranean. Among its ancient, alien conquerors were included the Phoenicians, the Assyrians, the Persians, the Greeks, and the Romans, then the Arabs, and in more recent history, the Italians and the British. All the conquests made strong impact on the culture and habitat of the Libyan peoples. But not until the 7th century Islamic conquest of the region by the Arabs who defeated the Romans and made the entire North Africa a part of the Islamic Caliphate, did long term peace and stability emerge in this region. The Arab-Islamic conquest has made the strongest, deepest and most lasting effect on the country, its culture and destiny. From 1551 to 1711, Libya became a part of the great Ottoman Islamic Empire and escaped the onslaught of European colonial expansion. But in 1911, Italy annexed Tripoli and made Libya its colony. However, during World War II, the British fought the Fascist regime of Italy, took over Tripoli and Benghazi and helped the Libyans eventually to regain control of

their country. Finally in 1949 by the Resolution 289 of the UN General Assembly, Libya gained its national independence.

Ten years after independence, large quantities of prime quality crude oil was discovered and Libya became a rich country, able to utilize its new found oil wealth to modernize its people and remove its poverty and backwardness. But the turning point in the development of Libya really appeared with the Great First Revolution of 1969 that launched its Development Policy aimed at turning Libya into a dynamic nation. It made determined effort to modernize the Libyan people to develop more progressive and forward looking outlooks. With the Revolution, the country adopted its new name as the Peoples' Socialist Libyan Arab Jamahariya, the latter term meaning Peoples' Democracy.

Population, its Distribution and Structure

Compared to the size of the country, its population has been quite small; 1.56 millions in 1954, 2.26 millions in 1973, 3,637 millions in 1984, and 4,992.838 millions in, 1999. However, after the discovery of oil, it began to increase rapidly at an annual rate of 4.2 per cent, from two to about four millions people in 1986. This increase was larger for women than for men. The distribution of population is acutely diverse. Although nationally speaking the population density stood at 205 million people for each one hundred kilometer in 1986, it varied from the more developed and thickly populated northern and western provinces to the sparsely populated middle and southern desert provinces where the average population of which stood at 0.05 people per square kilometer. So, about 10 per cent of the northern part of the

country is inhabited by 90 per cent of its people while the southern part which represents 90 per cent of the area has an estimated population of just over ten per cent of the total population. The male, female ratio stood at 51:49 respectively in 1984. With economic development and modernization, the extended family began to make way for more nuclear families. The employment pattern of population has changed with economic progress so that during the period between 1970-89, the number of professionals has increased from 6.9 thousands to 44.3 thousands with an annual rate of increase 9.7 per cent, the number of technicians and supervisors has increased from 24.9 thousands to 159 thousands at an annual increase rate of 97%; the number of clerks and book-keepers has increased from 23.8 thousand to 66.6 thousand at an annual increase rate of 5.3 per cent and number of skilled and semi- skilled workers increased from 207.1 thousand to 374.0 thousand at an annual rate of increase of 3 per cent.

Sports and Leisure in Libya

With its vast experiences of cultural contacts with diverse races such as the Greeks, the Romans, the Persians and Arabs it is natural that the Libyan people possess sturdy habits of hard work and an equally strong sporting spirit. However, traditional leisure was more informal and developed through the family and socialization. Sports were traditionally restricted to formally organized teams and sporting clubs. But the Revolution in 1976 set up a special Ministry of Youth and Sports who has, since 1979, under its new Sports Policy, changed the entire objective as well as structure of sports by announcement of its motto of “ Sports for the Masses.

This means that sports participation is meant for all age groups and for both sexes with no exception; each according to his/her individual abilities. It was specifically related to fitness and health improvement as well stress reduction benefits.

To actualize this policy the government allocated sufficient budget provisions to the Ministry of Sports and launched a nationwide program of building of stadiums, Sport Centers, Playgrounds etc. Thus, between 1976 and 1986, 3 Sport Stadiums, 9 Sport Centers, 21 Sport Pitches, 190 Public Grounds, 7 Horse Riding Fields, 13 Youth Hostels and 8 Youth Seminar Resorts have been established. Since 1986, of course, the building programs of sport and other recreational activities has continued to expand.

The new policy strongly urged that sports should be meant for all Libyans, not just as spectators but more as active participants. One person or one team of players should not monopolize sports while society pays expenses of this monopoly for the benefit of this individual or team alone. Sports should not be considered only for the few professional players in teams; all Libyans should practice sports. Having determined these general objectives of sports, particular goals were then designed and huge budget provisions were created to meet all the expenses involved. Thus the Revolution has opened floodgate of opportunities for all Libyans and especially the young school adolescents for increasing participation in all kinds of leisure activities.

Schools and Sports

Education in Libya before the Revolution, like in other Muslim countries has evolved out of the traditional system. Over time, backwardness had deeply

entrenched into it. So, when modern Western colonial education including the Italian system were introduced, these were rejected. In Libya, the oppressive Italian occupation made the Libyans hate their education system it was not for the Libyan people but for colonial purposes. Since the Revolution, now the system has been completely overhauled but the school environment still remains limited to formal education.

In such an environment, the entire approach to schooling is antiquated. The curriculum is content loaded and focused on passing the terminal examinations. Parents are keen for their sons and daughters to excel in exam results and enter professions. Cramming and rote learning is the rule and not the all-round development of pupils' personality. Teachers are strict disciplinarians and mainly concerned with teaching their subjects in the formal manner. The Physical Education and Sports teachers, by and large, are trained in narrow lines and are not able to conceive all round development of physical fitness and personality development of the students. Therefore, for their Physical Education periods, they only manage to pass a ball to the boys and girls to play around by themselves. Rarely do they organize exchange programs and fixtures with other schools and institutions. Students generally associate more with School Social Workers for Counseling and Guidance and participation in extra-curricular activities. But their numbers are limited. Just one or two School Social Workers in a big school for example is not enough to plan and operate comprehensive school activities.

The curriculum is not activity based and teachers in general teachers are too busy and concerned with coverage of their syllabi and preparing students for

examinations. They do not share in the organization of extra curricular activities and to motivate students to participate in them. So while there are sufficient playgrounds and gyms in schools, the extra-curricular programs remain disorganized. Consequently, only exceptional students who had previous experience in games and other hobbies and activities are able to use them.

Parents have little regular contact with schools and teachers. At best they may attend only meetings of Parents Teachers Associations discuss issues only related to the academic problems rather than supporting schools for planning and operating the school activities. Of course, since the Revolution has introduced school reforms, which require all school personnel including teachers and students to discuss and plan for better school administration. These reforms are the essential part of the Peoples Democracy programs..

All these schooling condition therefore add to the various cultural, religious and social constraints that may inhibit young adolescents, desired participation in leisure activities in an organized way. They hardly get enough training and coaching from schools to engage in healthy and goal oriented leisure activities. Whatever leisure activities young male and female adolescents do get involved in are started haphazardly and voluntarily. Therefore except for the keen and naturally robust boys who develop taste for football, most young people resort to passive leisure activities. For girls the situation is even more restricted: they however engage in play activities at schools rather than at any place in the society.

Therefore, in Libya, if the national policy of 'Sports for All' has to be made successful, the entire schooling system has to be re-oriented to be based on the new

reform programs that require schools to be self-motivating and organized for the sake of the school and the community.