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**Olympic Academy Establishment in Oman:
Hindrances & Enablers**

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Abstract

Oman is located in southwest Asia on the southeast coast of the Arabian Peninsula. It is an IOC member since 1982 and participates in the Olympic Games since 1984. However, despite the fact that Oman is an active member of the Olympic Movement there is no Olympic Academy in the country to promote Olympism. The main aim of this study is to investigate the hindrances and the enablers existing in the process of establishing the Oman Olympic Academy. The methodology that employed is qualitative (interviews with sports specialists from different categories who have experience in sport and Olympics in the country for many years). The results of this study were: a) reflected the current thoughts in Oman regarding the establishment of an Olympic Academy, b) allowed comparison with Olympic Academies functioning in the Asia continent, c) led to greater understanding of the challenges the establishment of the National Olympic Academy in Oman faces and d) led to suggestions towards establishing an Olympic Academy in Oman.

Chapter 1

Introduction

The mission of the International Olympic Committee (IOC), which is set out in the Olympic Charter (Rule 2, 2010), is to promote Olympism throughout the world and to lead the Olympic Movement in a successful and effective way. The IOC supervises all the National Olympic Committees (NOCs) in the world. It has many duties to improve the values of Olympism and level of sports performance worldwide. In addition, the IOC protects the message of the Olympic movement in more than 204 NOCs in over five continents. Moreover, the IOC supports all the NOCs to improve the level of athletes and sports education programs in their countries. Recently, it provides many training programs and sport courses for athletes to inspire their skills and knowledge in sport's field. Furthermore, the IOC has supported Sports International Federations in Olympic Games and continental sports activities.

On the other hand, since the IOC was established in 1894, it has tried to promote Olympic education. Furthermore, the IOC identifies education as the backbone of the Olympic movement and the universal message to all people which involve in sport's field. Therefore, the attempt of de Coubertin, the father of the modern Olympic Games, to establish an International Olympic Academy (IOA) was achieved during the IOC session in Rome in 1949 when the IOC members accepted the report which was presented by Kestseas, an important Greek figure in sport and member of the IOC in that time (Koulouri & Georgiadis, 2007, p.27).

Georgiadis (2011) mentioned that the IOA began its activities in Olympic education in 1961 in Ancient Olympia in Greece. The IOA organizes a variety program and activities such as scientific academic training, artistic and social activities, in order to promote Olympic education. Also, the IOA works to co-ordinate the foundation and operation of the National Olympic Academies (NOAs) all over the world, as well as the supervision of their work. The number of NOAs is increasing since the first NOA was established in 1966. Currently, there are almost 143 NOAs operation in the world which work and operate their activities with respect to the Olympic Movement in their countries. Furthermore, those NOAs prepare their participants to participate in the IOA programs, organizing programs related to Olympic education, spreading awareness of Olympism among their citizens and acting as an Olympic education centre.

In Oman, there is still no NOA institution even though Olympic specialists have mentioned on several occasions the significance of Olympic Academy as an education body working along with the NOC. Particularly, Georgiadis (2011, p.6) stated that, "the mandate of National Olympic Academies (NOA) can be summed up as being cultivate, disseminate, study and apply the values advocated by the Olympic Movement in their countries through cultural and other educational programs". However, the establishment of an NOA is not easy. There are a lot of challenges facing any changes in Oman society, especially in term of politics, education and of course sport. Therefore, the Oman Olympic Committee (OOC) has tried to implement the role of NOA, however, it has been not easy to do that with a small number of staff mostly unqualified in the sports field or Olympism. Also, there are a lot of responsibilities that should be done by NOA, but due to with its the non-existence, the OOC has not fulfilled those responsibilities.

In spite of that, the researcher will discuss sports in Oman and their achievements in the second chapter. However, there is a small number of Omani athletes who have participated in Olympic Games without any medals since the OOC was established in Oman in 1982. In addition, the awareness of Olympism in Oman has not been spread either among schools' students or publics due to lack of an Olympic library, education programs and manuals, cultural events, mini-Olympiad between schools, exhibitions, and centers of Olympic studies. In addition, the OOC has not set up suitable criteria for selecting participants to be a part of the IOA activities. As well as, the OOC has not found a system to enable the Omani participants who participated at the IOA programs to apply what they have already gained.

1.1 Research Problem

The lack of NOA in Oman does not assist in the effort to promote Olympic education, enhance coaches and administrators' levels and improve Olympic movements. There are lots of challenges facing the establishment of Oman Olympic

Academy (OOA). To investigate these challenges, efforts are being made to help explain the general situation of Oman Olympic issues. In this study the researcher will try to investigate the hindrances facing the establishment of OOA. Furthermore, through this study the researcher tries to find the enablers that will facilitate the establishment of OOA. Consequently this study will focus on sport specialists in Oman Olympic Committee, Sport Federations, Ministry of Sport Affairs, Media Institutions and Universities in order to form proposals for future development.

1.2 Purpose of the Research

The purpose of this research is to examine the current challenges facing the establishment of OOA. Also, to identify the enablers that may be used for establishing the OOA.

1.3 Research Questions

This research posed two central questions:

- What are the hindrances facing the establishment an OOA?
- What are the enablers of the establishment OOA?

Five specific sub-questions identified in the literature on these obstacles and enablers are addressed by this study:

- 1- Do you think there is enough awareness about the significance of Olympic Education?
- 2- Do you have any ideas about the NOA's roles?
- 3- Do you believe the NOA is important in Oman?
- 4- Does the establishment of NOA develop sports specialists and athletes in Oman?
- 5- Do you think that the Omani Olympic Committee serve all the specializations assigned to the National Olympic Academy? Yes or No? and Why?

1.4 Significance of the Research

The significance of this research appeared through the identification of the obstacles facing the establishment of OOA. In addition, the enablers which this research will focus on will also show the importance of establishing an OOA. However, the results

obtained from this study would facilitate further the overall research and contributions aimed to develop the field of the Olympic Movement.

1.5 Research Tools

The researcher has chosen the semi-structured interview method as the qualitative methodology for this research, because its objective is “to obtain rich, detailed data that reflect the informant’s language, experience, and perspective ’in depth’” (Hudson and Ozanne 1994, cited in Kwortnik 2003 p.119). Moreover, it has the advantage of discovering new ideas or variables to be used in the Omani context for this study (Zikmund 1997).

The interview is one of the research techniques which involve the researcher to ask questions to people one-to-one. "Interviewing as a research method typically involves you, as researcher, asking question and hopefully, receiving answers from the people you are interviewing" (Robson, 1993, p. 267). Sometimes the researcher might be involved in group interviews.

1.6 Scope of the Research

Ideally, the researcher would like to generate innovative ideas from opinions gathered from the entire body of sports specialists about the challenges and enablers of the OOA establishment. The researcher will conduct this study in Muscat, the capital of Oman, due to the targeted group working in institutions exist in Muscat. In addition, the researcher conducted interviews with fifteen Olympic and sports specialists in an effort to trace their athletic, scientific, experiences and administrative background in the establishment of OOA. However, to improve the quality of the results, the researcher selected the target group from the OOC, Sports Federations (SFs), Ministry of Sport Affairs (MOSA), Universities and Media institutions. Each of these respondents practiced multiple sports, specialized in the sport or Olympic field and spent the majority of their career promoting and developing this field.

1.7 Summary and Organization of the Research

The study is organized into eight chapters. This chapter (Chapter One) is an introduction which describes the problems, aims, research questions, significance, methodology and scope of the study. Chapter Two presents a review of the relevant literature regarding Olympic Education, IOA, NOAs, Sport in Oman and lastly the OOC. Chapter Three characterizes the methodology of the study, research questions, selection of participants, methods of data collection, pilot study, data collection and analysis, validity, reliability and ethical considerations. Chapter Four presents the results of the analysis and findings. Chapter Five includes a discussion of findings and summary of results. Chapter Six presents the conclusion of the study: implications of action, strengths and limitations, recommendations for further research and a summary of the conclusion. The study concludes with Chapter Seven (Bibliography) and Chapter Eight (Appendices).

Chapter 2

Literature Review

2.1 Introduction

"The academic discipline known as 'sports studies' has evolved over the last few decades into an eclectic mix of research ideologies and viewpoints that seek to critically investigate the role, effects and position of sport within broader society" (Andrews, et al, 2005, p. 1). So, sports' studies have modified the culture by inspiring sports in society. Specifically, Olympic studies play a crucial role which has affected varied domains such as education, economy and politic. Moragas (2006, p.4) mentioned that the relationship between academic world and universities and Olympic Movement began with the first Congress for the founding of the IOC held at the Sorbonne University in 1894 in Paris. Furthermore, in 1982, the IOC under the presidency of Juan Antonio Samaranch opened the Olympic Studies Centre in Lausanne, to assist further Olympic researches and operate as a hub of Olympic knowledge.

In this chapter, the researcher has endeavoured to appraise and summarize the literature that is relevant to the problem. The review of related literature consists of five sections:

- A) Historical Glimpses of Olympic Education;
- B) An overview of the National Olympic Academies' Role;
- C) Models of Asian National Olympic Academies;
- D) Sports in Oman
- E) An overview of the Oman Olympic Committee.

2.2 Historical Glimpses of Olympic Education

Early on in history, the Olympic movement was recognized in Ancient Greece as a major part of the culture and identification of Greek people. In the nineteenth century, Coubertin invented the philosophy of Olympism, considered as a philosophy of life that introduces a great contribution of sport, education and art in society. Ancient Greeks

advocated the development of the qualities and capabilities of body and mind as well. In addition to that, the Olympic movement is based on precious ethical principles of the educational mission of the International Olympic Committee. Furthermore, the IOC identifies the education as the backbone of the Olympic movement and universal message to all people which involve in sports field.

“Only those who because of their education were considered capable of observing the rules of fair competition were allowed to take part in the competition.” (Georgadis, K, 2009)

Education has always been a base and foundation for the Olympic Games. Even in ancient times the Olympic Games have focused on the spread of education amongst participants. During this period, education formed the fabric of the Ancient Olympic Games through the social importance of fair play (athletes took an oath before Zeus to respect the rules of the competition) and the shamefulness of cheating. Even though the concept of Olympic Education did not exist in Ancient times, it can be said that the Ancient Olympic Games helped educate ancient society.

It was this fabric that inspired the modern Olympic Games and Pierre de Coubertin to develop the concept of “Olympic Education” which he called “athletic education” (Georgiadis, 2009, p.2). Coubertin the father of the modern Olympic Games had learned how athletes in the Ancient Olympic Games had dedicated their lives to competing and doing their absolute best in the Ancient Olympic Games. Contrary to popular belief, when Coubertin encouraged the revival of the Olympic Games it was for education reform after all, what better way to improve life than through education? It can be said that this is one of the reasons he called Olympism a “philosophy of life”. Coubertin believed that sport could be used as a tool for education and not simply physical development. Initially his concept of Olympic Education included Athletic education, Education for Peace, Social Education, Philosophy of Physical Education Culture, Art in Education, Sport Psychology and Education to Hygiene amongst others (Georgiadis, 2009; Coubertin, 2000, p.3).

The ideas and thoughts of Coubertin in field of Olympic pedagogy were achieved after he died, namely, in 1961 when the first session of the International Olympic Academy (IOA) was held in ancient Olympia. The attempts to establish the IOA started

from 1927 when Coubertin visited Greece and met with Ioannis Chrysafis a leading influence in the development of gymnastics in Greece, and Ioannis Ketseas an important figure in sport who became a member of the IOC in 1946. In 1934, Carl Diem, President of the organizing committee of the Berlin Olympic Games, visited Athens for the Classical Games and had a meeting with Ketseas about the establishment of the IOA. Afterward, Coubertin and Diem were able to convince the German Olympic Committee to found the International Olympic Institute (IOI) in Berlin. That IOI didn't exist for a long time due to the Second World War. In 1946, the IOC decided to transfer the IOI to Lausanne. As a great initiation, Ketseas presented to the Session of IOC in Rome in 1949 a memorandum on the formation and operation of the Olympic Academy. As a result of the unanimous acceptance of that report, the International Olympic Academy was born (Koulouri & Georgiadis , 2007, p.24,25).

Georgiadis (2011, p.1) stated that the International Olympic Academy began its activities on issues of Olympic Education in a tent in 1961. Article 3 of the Regulations for the organization and operation of the IOA states that the aims and objectives of the International Olympic Academy are as follows:

- The foundation and operation of an International Intellectual Centre in Ancient Olympia that will see to the preservation and propagation of the Olympic Idea
- The study and application of the pedagogical and social principles of the Olympic Movement
- The scientific foundation of the Olympic Idea, the co-ordination of the foundation and operation of the National Olympic Academies all over the world and the supervision of their work.
- The Organization of International Educational sessions and conferences on the propagation of the Olympic Ideal.

The IOA has been organizing educational programs since 1961 which can be categorized into four aspects. First, scientific academic training which is based on lectures, discussions with the lecturers, discussion groups, presentations by Olympic medallists and short presentations by the participants. Second are the artistic activities which involve painting, sculpture, dance, music, poetry, literature and photo workshops which are organized during the sessions. The third aspect involves sport activities where both sexes participate in common sports activities, traditional games and presentations

of “unknown” local and national athletics. The aspect four involves social activities such as the presentation of traditional dances, songs and costumes from different countries.

2.3 An Overview of the Role of the National Olympic Academies

The Olympic Charter (2010), refers on several occasions to the content and the form of Olympism and Olympic education. Definition of Olympism in article 2 of the Fundamental principles: "Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles". The IOA, which has developed at Olympia since 1961 as the University of Olympism, professes a comprehensive commitment to Coubertin's mandate. The National Olympic Academies (NOAs) which have sprung up since 1966 to about 100 in 2000 have in various ways given a new emphasis to the Olympism concept in schools and universities and among the sports and Olympic organizations (Muller, 2000, 528).

2.3. A. The Importance of NOAs

Currently, the number of National Olympic Academies has been increased due to the countries which know the importance and value of creating the NOA. With the IOA's support, 143 National Olympic Academies have been founded in order to diffuse the Olympic Ideal in their country; 96 of them have been found during the last 20 years (62 of them in the '90s and 34 during the last 10 years) (Georgiadis, 2011, p.6). The mandate of National Olympic Academies can be summed up as being to cultivate, disseminate, study and apply the values advocated by the Olympic Movement in their countries through cultural and other educational programs.

2.3. B. The roles and competencies of NOAs

When broken down the NOAs' competencies can be classified into several domains (Georgiadis, 2011, p.7-8). Firstly, they participate in the IOA activities by selecting and initially prepare participants for the IOA sessions, plan and organize at least one session

in their National Academy each year on the topic of the IOA special theme, maintain contact with former participants and the NOAs should prepare an annual report of its activities to submit it to the IOA.

Secondly, they advocate for the Olympic movement in schools through promoting Olympic education programs in primary and secondary education, train their administrators in field of the Olympic movement, provide further training to the physical education teachers on issues related to the Olympic education and train the winners of Olympic medals or their athletes in order to act as a role model for the young.

Thirdly, they organize Olympic education events and programs such as organizing lectures, seminars, camping for young people. Also, they organize cultural events on issues related Olympic movement, and hold competitions on Olympic sport poetry, sculpture and painting. Furthermore, they stage mini-Olympiads between schools, organize Olympic days and Olympic exhibitions.

The fourth domain is developing Olympic education manuals and materials. In this domain NOAs develop Olympic manuals for all levels of education schools in the Summer Olympic Games, Winter Olympic Games and Paralympic Games, in order to distribute these materials to the educational establishment. In addition, publish a review of Olympic education, and encourage historic and philosophical research projects on the Olympic Movement at the national level.

The NOAs create and develop Olympic education legacy tools as the fifth domain of their roles by creating an Olympic Museum, Olympic archives, and Olympic thematic library. As well as, they organize a film library for the Olympic Games.

The last domain is raising public awareness of the Olympic Movement in a variety of ways. To begin with, communicate with public and private organizations and the media in order to raise awareness and inform citizens about the principles of Olympism. Next, create a website with information on its aim, structure and activities. Another establishes centres for Olympic Studies in universities within the country for the

training of students and cooperation with professors of humanities, as well as a chair of Olympism in universities.

As shown above, NOAs are the Olympic Education custodians of each country with NOCs. They advise, develop and implement National Olympic Education programs for NOCs. Without them, NOCs would not fulfil their mandate to promote Olympism in their respective countries.

2.3. C. The challenges facing NOAs and Sport in general

Most of the NOAs around the world try to do their best to fulfil the role given by the IOA. However, there are several NOAs that are not active or not independent. Consequently, Kostas Georgiadis the Honorary Dean of the IOA, has given the solution: "Today more than ever before, the IOC is called upon to support the work of the IOA, and thereby, of NOAs". (Mestre, 2010, p.5-6).

The meaning of support which Georgiadis has mentioned in his speech is not limited to financial support, which already existence through Olympic Solidarity. Particularly, Master (2010, p.7), claimed that in Africa, besides the lack of financial and substantial resources there is also support needed to overcome challenges like lack of facilities, teachers, and materials for teaching and education. As result, the IOC should support the IOA's status in the Olympic Charter (OC), which assists in resolving its current challenges, as well as enhances its position in the framework of Olympic Education.

The IOC in its Charter protects Olympic institutions and helps them to overcome the challenges and problems. There are many challenges facing Olympic institutions besides the lack of financial, facilities and materials. One of them is that governments intervene in the operation and work of the Olympic institutions, which violates the autonomy of these institutions. Papadogiannakis, (2010, p.3), stated that a lot of governments intervene in Olympic and sports institutions through financial support, regular or special grants, or through legislative provisions. Therefore, these institutions should enhance their relationship with the governments in a way that gives them

independence. Moreover, the NOCs should cooperate with their governmental organizations to maintain harmonious mutual work (Rule 29, 5).

On the other hand, there are a lot of people who are belonging to the NOAs calling for independence and autonomy. However, Kouvelos, (2010), p.1, said that, the concept of autonomy should be clear in the case of NOA, to avoid any misunderstanding leading to total separation of the NOA and NOC. In addition, without the NOCs and the IOC organizational and financial support to the NOAs, these educational institutions cannot fulfil their role. As result, the IOC, the IOA, NOAs and NOCs should work in harmony and combine their action together to achieve the goal of the Olympic Movement.

The researcher mentioned above that there are many challenges facing Olympic institutions and sport in general. In particular, in 2000 the United Nation (UN) launched the project of the Millennium Development Goals (MDGs), aimed to sustainable development worldwide. In addition, the UN has used sport in order to reach its goals. In 2010, at the 65th General Assembly of the UN, the IOC executive board member Nawal El Moutawakel confirmed that "The Olympic Movement is using the power of sport to promote the MDGs in countries across the world and cooperate to this end with all sectors, from governments to UN agencies, funds and programs, NGOs, the business community and civil society at large. While we indeed are doing our best, we are fully aware that more must and can be done. This is a clarion call to sports organizations and billions of sportspersons, their supporters and fans throughout the world, to play their part" (IOC, 2012).

To this end, numerous countries have applied the MDGs project, however, several challenges appeared in each country. For instance, in South Africa a key challenge is finding the financial and human resources which needs to bring its programs to scale. South Africa also struggles with a lack of sporting facilities (UN 2008, p.140).

In Spain, there are 17 autonomous regions in addition to two autonomous cities and a key challenge which has been shown in the way of attracting them into agreement on sport policy. Another key challenge has been the improvement of sport activity among student at schools.

In Sri Lanka, sport suffering from insufficient facilities for the general populace especially in rural areas. International trainers, equipment, and high technology training methods are limited to the urban areas. (UN, 2008, p.150)

2.4 Models of National Olympic Academies in Asia.

To focus on the NOA and its roles in a more practical way, the researcher has selected three National Olympic Academies from Asia to write about their missions and visions, as well as how they handle their work. These academies operated in their countries as a centre of Olympic Education to deliver clear message of Olympism.

The researcher selected the NOAs from Asian continent, which are considered the most active at the Asian continent. Furthermore, the researcher's target in this research

is to clarify the role of each academy separately including its management method and the different activities that are presented to its community.

Firstly, the researcher has chosen the National Olympic Academy from the State of Qatar, which is one of the Gulf Cooperation Council (GCC) countries. The Sultanate of Oman where this study conducted also belongs to the GCC countries. Qatar and Oman have close customs and traditions as well.

Secondly, the researcher has chosen the Iranian National Olympic Academy, which is from the Western Asian countries. Iran borders Oman from the northern side and is the Arabian Sea is between them.

The third choice of the researcher was National Olympic Academy of Malaysia (MOA), which is located in Southeast Asia. The MOA is considered one of the advanced academies in that region.

2.4.1 Qatar Olympic Academy (QOA)

On the 1st of March 2006, Qatar Olympic Academy (QOA) was founded as a subcommittee of the Qatar Olympic Committee (QOC). The QOA has as its structure and aims to study and research in the field of Olympism. Particularly, its aims are to study and research in the philosophy of the Olympic Games from ancient times to modern, as well as the effects of the Olympic Games in aspects of education, .society, sport and politics

QOA offers a variety of courses which are categorized in three domains: QOA courses, Olympic Solidarity courses and International Academy courses. **The first domain** is the QOA courses such as Exercise Physiology, Sport Marketing, Sport Terminology and Teaching student with special needs. To begin with, through the course of Exercise Physiology, QOA aims to increase the knowledge of athletes and coaches in exercise physiology. This course is designed to define and apply exercise physiology in their lives, especially in their training

(Qatar Olympic Academy. <http://qatarolympicacademy.org/>, accessed .March 2013)

The Sport Marketing course aims to offer further understanding of the importance of brand communications of master planning at different levels of the organization. Moreover, this course introduces the elements of marketing and sponsorship in order to know how to deal with the stakeholders. The participants in this course usually are senior managers and marketing professionals from clubs, national federations and the private sector. The Sport Marketing course assists the private sector to network with Qatar Sports Federations and Clubs.

Next, the Sport Terminology course is intended from QOA for the employees of the Sport Affairs Department and uses *The Historical Dictionary of the Olympic Movement* as its main text. The duration of the course is 80 hours of sport-specific English terminology and students engage in adult reading circles and other interactive methodologies to improve their command of English sport terminology.

Finally, the Teaching Students with Special Needs course is targeted toward the physical education (PE) teachers. This course aims to identify the classification types of disabilities students and to manage the associated learning processes with individual education programs. In addition, the PE teachers learn the new techniques of classroom management in order to include the disabled athletes in physical education classes in schools.

The second domain of QOA courses is the activation of the Olympic Solidarity courses such as an Advanced Sport Management course, General Administration course and International Coaching Certificate Enrichment Program. To begin with, the aim of the Advanced Sport Management course is to present the latest knowledge in sport management which is already applied in Olympic sport organizations worldwide. Next, the General Administration course is based on the *Sport Administration Manual*, a publication of Olympic Solidarity. Rogge (2001, p.2), mentioned that the course seeks to "enhance knowledge of the Olympic Movement, its values, the issues facing sports and the administration and management of sport". The course in General Administration

of QO's edition is the main prerequisite to reach the Advanced Sport Management course. The targeted participants are the young or the new employees of the QOC or any Olympic sport organizations. The International Coaching Certificate Enrichment Program is in collaboration with the United States Olympic Committee, Olympic Solidarity and the University of Delaware. This course aims to enhance the skills of coaches worldwide and exchange their experiences.

The third domain of QOA courses appears through the IOA's courses and activities. The QOA benefits from IOA programs through sending students and leaders from Qatar to those programs. Georgiadis (2011, p.2) stated that the IOA offers eight programs and courses to all NOAs and NOCs worldwide. Firstly, the International Seminar on Olympic Studies for Postgraduate Students is designed by the IOA to enhance understanding and knowledge of all aspects of the Olympic Movement. Secondly, the eligible senior staffs who work at higher educational institutes may apply through QOA to join the International Session for Educators and Officials of Higher Institutes Physical Education. This session aims to gather educated staffs who work at Higher Institutes of Physical Education to discuss the issues related to the Olympism. Thirdly, the International Session for Young Participants at the IOA targets young people aged between 20-35, who are primarily Olympic athletes, students and people interested in field of the Olympic Movement and active in their respective NOAs or NOCs. Moreover, the IOA aims to gather these participants in order to educate and motivate them to use their knowledge and experience gained from the session to promote Olympic values and ideals in their respective countries. Fourthly, the Master's Degree in "Olympic Studies, Olympic Education, Organization and Management Olympic Events", at the IOA aims through this degree to enhance its programs and create people who will be specialists in field of Olympic Studies.

The fifth program of the IOA is the Joint International Session for Presidents or Directors of NOAs and Official of NOCs. The aim of this session to bring people together who are engaged in creating Olympic education programs to share their knowledge, experiences and ideas so as to promoting the Olympic Movement worldwide. Sixth, the International Session for Directors of NOAs, first organized in 1986, aims to support NOAs by exchanging ideas and supporting the foundation of new

NOAs. In 1992, the Directors of the NOAs participated in the Joint Session for President or Directors of NOAs and Officials of NOCs, which is held alternately with Session of Directors of NOAs. Seventh, the International Session of Sports Journalists, aims to gather Sports Journalists worldwide in one place to discuss issues related to media and the Olympic Movement, as well as to obtain more information about the history, values, messages and ideals of the Olympic Games. In addition, this session provides great opportunities for IOA and NOAs to cooperate with Sports Journalists to promote Olympism.

The last program offered by the IOA is the International Session for Olympic Medalists. The IOA considers Olympic Medalists as ambassadors of the Olympic Movement and they play a significant role as a role model for young people in their respective countries. As a result, the IOA has established the session of Olympic Medalists since 2007.

All of the IOA programs and activities are activated by QOA and it is considered to be one of the most beneficial NOAs from those programs. Also, QOA seeks to improve their staff and hire professional employees from around the world in order to play an important role in the Olympic Movement.

On the other hand, QOA started to work as a professional institution through their Strategy which is called "A BUSINESS PLAN PROJECTING THE QATAR NATIONAL VISION 2030". The president of QOA, Sheikh Saoud Bin Abdulrahman Al Thani, (2012, p.1), stated that the Business Plan outline is the new strategy for developing QOA and its activities from 2013 to 2017. The QOA's vision is to become the leading academy for sports and Olympic education nationally, in the Arabic-speaking region and within the international Olympic Movement. The main objectives of QOA Business Plan are to contribute to reaching the Olympic Movement vision and mission, and to contribute to the growth of sports in Qatar and to become a hub of sports and Olympic development in the Arabic-speaking region. Furthermore, QOA aims to attract and satisfy their key stakeholders by offering the highest quality of professional education programs which develop and enrich national and regional sport leaders, managers and coaches in order to help them lead in sports and the Olympic Movement. Also, QOA seeks to provide distinct

products and services for their key stakeholders in the Arabic-speaking region. (QQA, 2012, P.3)

The QOA's Business Plan contains the strategy of how it markets its products and services through evaluating the international market and looking for opportunities which can give them access to the Arabic-speaking market. Also, the Business plan contains the activities which offer the key stakeholders such as the Arabic Coaching Program, Sport Management Program, Arabic Master Coach Program and Olympic Values Program. Moreover, the QOA aims to market its activities as products and services through marketing and public relations, to become the leading brand for sports and Olympic education and research in the region. In QOA's plan, different channels will be used like "TV, direct marketing, website and social media alongside ongoing press notices and promotion of events and activities" to communicate its strategy, goals and mandate.

The State of Qatar expressed obvious keen interest in sport field within its activated framework of Qatar National Olympic Academy. Since QOA was established, it has worked effectively compared to other National Academies. The Qatari sport officials care for the sport field, via activation and development of this Academy to reach an International level. As well, Qatar has developed a full long-term strategy for a period of almost 20 years. This strategy is an evident sign of a future vision for the academy to give confidence for partners and beneficiaries to link with this Academy. Therefore, this is exactly what the Sultanate of Oman should work on to establish NOA in clear and logic targets. (QQA, 2012, P.21)

Moreover, QOA is interested in qualifying its staff, administrators, and local trainers which help in the progress of the work of the Academy. To this end, this interest shall be applied in the Sultanate of Oman in case of establishing NOA as a site for qualifying and training Olympic and sports leaders. The Sultanate of Oman should place priority on academy work to take advantage of these points in the development of the Academy's operation for future.

2.4.2 Iran Olympic and Paralympic Academy (IOPA)

The Islamic Republic of Iran's National Olympic Committee (IOPC) established its National Olympic and Paralympic Academy (IOPA) in 1994, and adopted the IOPA original statutes in the same year. In 2000 the statutes of IOPA were amended to correspond with the new facilities added to their complex. In 2002, the IOPA complex started to be a centre of IOPA activities and researches. Also, on 20th June 2002 the President of the IOC, H.E, Jacques Rogge, inaugurated the IOPA as a place for those people who are seeking knowledge and actions which support and develop the promotion of the Olympic Movement in Iran and abroad. The IOPA was introduced by the Asian Olympic Council (AOC) as the high level centre of training since 2005. Furthermore, on June 12 of 2007, the Regional Anti-Doping Organization's central Asia office started its work in IOPA as one of the 14 regional and international offices around the world. (IOPA, <http://www.olympicacademy.ir/home-en.html>, accessed April 2013)

The NOC of Iran was established by IOPA as an educational, scientific, cultural and specialized organization seeking to follow the objectives:

- To propagate the fundamental goals of Olympism and familiarize the society with the purposes and ideals of the Olympic movement.
- To spread the spirit of chivalry and strengthen the fundamental ethical values.
- To prepare national athletes and provide consultations for them to participate in the Olympic, Asian, regional and Islamic Solidarity Games.
- To study, research and utilize the sport sciences to improve sports performance
- To improve knowledge level and the human resources skills
- To promote mutual sports, scientific and cultural cooperation in national, regional and international levels.
- To provide facilities, training, educational, research, sports medicine services
- To organize educational courses, seminars and scientific sports symposiums on national and international levels

- To organize cultural and art programs, book or photo exhibitions and sports film festivals

IOPA has organized a variety of activities and events since it was established in 1994. IOPA set up 35 regular Olympic education courses in different Olympic fields, targeting youth, undergraduates and physical education teachers in every year. Furthermore, the IOPA tries to spread Olympic values at schools among students and familiarize them with the concepts of Olympic Games, Olympic Ideals and Olympism. On November 2006, the IOPA hosted the First International Symposium on the History of Sport, as an initiative to bring together those people from worldwide who are interested in the field of Olympism in Iran, as well as to introduce its activities and roles as a development academy which is seeking to collaborate with the IOA to spread Olympic Education. Also, IOPA published several publications such as *The Olympic and Paralympic Ideals*, to introduce Pahlevani's Value, Pahlevani's Story and the results of the Olympic Sport and Literature contest.

IOPA organized various cultural programs during Olympic Week that were broadcasted on Iran TV. Moreover, in collaboration with local universities, the IOPA held a scientific and sport congress and had an important role in the promotion of the Olympic Movement. In addition, in collaboration with the Islamic Solidarity Sports Federation, IOPA structured different technical courses such as an International Taekwondo Coaching Course and International Power Lifting Coaching Course.

IOPA Complex is considered the important part in the academy, which facilitates all activities and applications of ideas. This complex contains facilities such as multipurpose gyms including volleyball, basketball, handball, judo, taekwondo, karate, fencing and wrestling. Also, it encloses a Physical Abilities Assessment and Improvement Centre, Hotel, Aquatic Exercise Centre, Conference hall, Educational classrooms and Synthetic turf and Tartan Field.

IPOA broke down its structure in to various departments and centres. To begin with, the Education Affairs Department is responsible for promoting Olympic values, fundamental principles of Olympic and educating students at school according to the

Olympic Charter. Also, the Education Affairs Department aims to plan and organize educational courses to attract sponsors and familiarize people with Olympism, to plan and hold sports seminars and congresses, especially on topics related to the Olympic Movement, and publishes educational books on the topics of the Olympics and Paralympics, especially the biographies of sport champions, prominent coaches and those who have devoted their lives to sports.

Next, the Research Affairs Department, in collaboration between IOPC and Research-Scientific Institutes, is responsible for managing and supervising sports research projects. The duties of this department are to develop sports research activities especially in athletic sports, to enhance the quality of athletic sport and national teams, to evaluate and approve the research topics presented by scholars and to establish relations with Sport Federations in order to further recognize necessary topics.

Moreover, the IOPA's structure includes seven centres operating in varied fields. Each one of them plays an important role to spread and promote Olympic Movement and to enhance the performance of Iranian athletes on one hand and on the other to fulfil its aims and duties. Those centres are:

A) Aquatic Exercise Centre

The Aquatic Exercise Centre aims to provide recovery and SPA services for national athletes after exercise, to provide recovery services in use of Agora Tub, Vision Tub, Aquatherm sand station for relaxation and to implement research plans and thesis in collaboration with the physical education universities.

B) Sport Medicine Centre

The Sport Medicine Centre enhances the performance of Iranian athletes and coaches through applying researches of sports medicine. In addition, this centre responsible to plan and hold appropriate educational courses in the field of Sports Medicine, Sports Nutrition and Sports Rehabilitation for national athletes, coaches, experts and others involved in competitive sports, to compile, translate and publish specialized books and magazines on Sports Medicine, to study, educate and collect Anti-Doping strategies and policies, and to provide specialized consultation and medical services for the national

athletes and organize educational courses, congresses and specialized seminars in this field.

C) Physical Fitness Assessment Centre

Physical Fitness Assessment and Improvement Centre were founded in 1997, to assess physical abilities of national athletes who will participate in the Olympic Games or Regional Games. This centre play a significant role in promoting sport sciences in the country through evaluating athletes' physical abilities and submitting the classified results to the respective coaches and team managers. Furthermore, this centre provides professional sports services for athletes and high level coaches by organizing different courses and workshops as well as performing the research projects and collaborating with the other universities.

D) Sports Psychology Centre

Sports Psychology Centre was founded in 2005, to enhance athletes' performance by using Sport Psychology activities. This Centre aims to improve lifestyle of the national athletes, to provide psychological consultations to champions and national coaches, to publish booklets, brochures, bulletins and posters related to sports psychology, and to implement the specialized and applied researches in the field of sports psychology.

E) Museum and Studies Centre

The IOPA has created the Museum and Studies Centre to develop research and to publications the activities related to sport and the Olympic Movement. The museum reflects the concern of IOPA via the Olympic legacy and the history of the Olympic Games. Moreover, the Museum and Studies Centre aims to study the history of traditional and Olympic sports in Order to improve sports and historical researches, to establish relations with research institutes related to the Olympic history and native sports history, to promote the sports museum of national Olympic a Paralympic Academy, and to compile and publish the books of the seminars and contents organized by this centre.

F) Sports Management Centre

The Sports Management Centre was established in 2006 to be as an assistant arm of the IOPA, seeks to promote and apply the sports management knowledge among sports organizations in Iran. In addition, Sport Management Centre is responsible of providing management methods in the field of employment and improve human resources in Sports Federations, promoting the management skills in the national teams' organizations, improving service quality in organizations and Sports Federations, helping sports organizations for improving planning process and strategic supervision, and attracting sports management's experts and scholars in national and international levels to discuss and share ideas.

G) Library and Information Services Centre

The centre of library and Information Services was established in October 2004. This centre has the richest collection in the field of Sports Sciences, Physical Education and Olympic and Paralympic sports. Furthermore, this centre consists of four sections; Publications, Reference books, Internet and Xerox services. The IOPA aims through the centre establishment in order to index and classify sources including books, reports and documents, according to the international standard, to establish a direct connection with clients and provide the services, to present services to insurers through information bank and situations, and to sell books, video tapes and CD-ROMs on sport and physical education.

Iran used the establishment of the National Olympic Academy to create an athletic complex with multiple facilities to be the source of Olympic and sports Champions. The method of Iran is different somehow from the Qatar Olympic Academy. The QOA as an institute or educational institution aims to prepare sports leaders, training administrators and coaches at the local level and exclusively Arab-speaking region. On the other hand, Iranian Academy method is to qualify and train athletes & administrators leaders, and coaches so as to implement the tasks which are entrusted to it by IOA. In addition, IOPA's method displayed the benefit of the laboratories, factories and the available sports facilities for qualifying athletes to compete in different Olympic and sports competitions.

If the Sultanate of Oman wants to establish a National Olympic Academy, this academy should not oppose the Sultan Qaboos Developing Sports Capabilities Academy (SQSCA). The government of the Sultanate initiated the Sultan Qaboos Academy in the forthcoming period to work on preparing and qualifying athletes for regional and international sports competitions. Therefore, if the Sultanate Oman established an NOA, there should be co-operation between the two academies. For instance, it is possible that OOA could be an educational institution concerned with the preparation and qualification of sports leaders, as well as the duties approved by the IOA, such as publishing Olympic education booklets to promote and support the Olympic Movement. On the other hand, the SQSCA role is to qualify and train Olympic athletes.

2.4.3 Malaysia Olympic Academy (MOA)

Malaysia Olympic Academy was founded on 1st of January in 1994. The Olympic Council of Malaysia established its NOA to be as its educational and training arm. The OCM aims through the MOA to develop the human resource of OCM and the National Sports Federations, as well as, to offer sports educational programs. Additionally, since the MOA was established and was managed by its director.

In 2009 the Executive Board of OCM approved to expand the structure of MOA. Therefore, the OCM appointed Y. Bhg. Prof. Dato' Dr. Zakaria Ahmad, to be the first chairman of MOA. Afterward, the MOA designed its strategic plan in order to fulfil its duties and responsibilities. Particularly, S, T. Eng, (2010,p.2), stated that the MOA strategic plan comprises the following aspects as the main guidelines in the implementation of the educational and training programs:

a) Vision

To be a centre of excellence for sports education, training and human resource development in accordance with the ideals and aspirations of the Olympic Movement and the values of Olympism.

b) Mission

To develop and nurture knowledgeable, skilled and ethical human resources for sports and the Olympic community through equality sports education and training. To develop, Manage, Organize, coordinate and monitor programs and activities as well as provide resources, expertise and opportunities for individuals and sports organizations to grow, develop and enhance themselves.

c) Aims

To design and monitor sports education and training programs of the OCM. Also, to provide opportunities for personal, organizational growth and development in sport management and related disciplines for members of the Olympic community and its associates.

The NOA of Malaysia has begun implementing its vision, mission and aims through conducting a variety of programs. These programs targeted different levels of sports organization. Furthermore, the MOA divided its programs into two disciplines. First is the core training programs which include an Advanced Sports Management Course (ASMC), Basic Sports Administration Course (BSAC), and Sports Leadership Olympism and Young Leaders. Second is the elective and seasonal courses which comprise a Training of Trainers Course (TROT) and Human Resource Development.

In addition, Eng (2010), mentioned that the director of the MOA must have a degree with Education background, as well as a sport background as a player at the state level or above. The role of the director is to act as manager of education and skill training programs, curriculum & programs designer, coordinator of technical training, organizer of sports clinics and workshops, and consultant in sports education and training methodology. Moreover, the director's tasks are to manage, organize and coordinate all activities and programs of the MOA, to network and establish links with educational and training institutions, to establish links with institutions of higher learning to accredit the programs of the Academy, and to develop and manage the resource center of OCM.

The MOA is fully supported by OCM to be a national and regional center for sport education, training and human resource development. The MOA tries to promote its programs and activities locally as well as for the countries around it.

The MOA encourages scientific researches especially in field of the Olympic Movement. The first research in Olympic field which was already implemented in Malaysia was called "Knowledge, Attitude, Behavior of Malaysian Teachers, Students, Trainees and Undergraduate toward of Olympic Games". The results of that research showed that the behavior and attitude of the respondents toward hosting Olympic Games were positive and they are ready to be part of the Olympic Games in Malaysia. In addition, a large number of respondents agreed that the facilities and expertise of Malaysia afford to host the Olympic Games. Also, they strongly believed that hosting the Olympic Games raise the standard of Malaysian sports and promote unity among their country (Khoo, Eng, Hoe, Bee & Mean, 2009).

The researcher's aimed in presenting MOA's method in this research is to display the variety between Olympic academies methods located in the Asian continent. In this study, after introducing QOA, which lies in the Arabian Gulf, and IOPA as method of West Asia, he concludes by displaying the last method from Southeast Asia.

The Sultanate of Oman can take advantage of MOA's method when establishing the NOA via the following points:

- 1-Through its various programs, which provided for the purpose of qualification. Also, the MOA keenness to prepare and equip participants to participate in the programs offered by the IOA.
- 2- Criteria and qualities that should be available in the academy director and the educational qualifications.
- 3- Logical and realistic terms of jurisdiction regarding jobs, and responsible officials in MOA.

2.5 Sports in Oman

Oman is officially called the Sultanate of Oman. It is an Arab state in southwest Asia on the southeast coast of the Arabian Peninsula. According to the 2010 census, the population of Oman is 3,608,545 people. Early on in history, sports were recognized in the Arabian Peninsula as a major part of the culture of its citizens (Jenny et al, 2007). The Sultanate of Oman is one of the Arabian Gulf countries where sport has gained much popularity and notoriety. Since the coronation of His Majesty Sultan Qaboos bin Said in 1970 as Sultan of the Sultanate of Oman, sport has attracted consideration on the country's welfare agenda.

His Majesty's vision is to create a sports policy that will lead to the provision of modern sports facilities as a key strategy to ensure favourable participation in sports within the Arabian Gulf countries. In this regards, Sultan Qaboos and Oman government have embarked on a long-term sports policy as undertaken by the General Administration of Sport and Youth Affairs as supervised by the Ministry of Youth Affairs (MOYA). This was to help the process of sport development for the country's youth, both male and female. According to (Qaboos, 1977, p. 61) the " Ministry of Youth Affairs has been actively developing its services for our young people. We have approved proposals to draft plans for the construction of sports stadium of international standards where our sportsmen and women can compete with visiting teams from other countries."

Since 1990, MOYA has supervised all the sports activities. Furthermore, the Sultan of Oman keens to the development of sports in his country through establishing the High Organization of Youth Sports (HOOYS) in 1990 (Altook, 2005). Oman's government targeted investment in sports with an eye on their political aspects. What Oman's government has done for sport led to a significant observation that could be used as an instructive guide to understand why and how sports policy and decision-making in developing nations like Oman and the Arabian Gulf countries focused on the field of sport. It is crucial to examine the extent to which the efforts of HOYA, HOOYS and Ministry of Education (MOE) in the 1990s improved the standard of sport by using

the sports experiences of expatriate teachers in sports to translate the president's vision and strategy into realism.

In the early 1980s, His Majesty established the first stadium, "Qaboos Sports Complex," in capital city of Muscat. Most of the international sports in the Gulf Cup from 1984 to 2009, such as football, volleyball, basketball, and handball, have been hosted in this famous complex. Also, the Omani national teams have performed well in both the Gulf Cup and international competitions in football and volleyball games. In January 2009, Oman's football team won the football Gulf Cup and the volleyball team achieved second place in the Volleyball Cup. Also, in the same year the men's handball team won the silver medals in Handball Cup. The Omani football national team under age of 17 squad performances in the 1995 Under-17 World Championships in Ecuador was also hailed as remarkable by achieving the fourth place (Ahmed, 2000). As a result of the monitoring of the Oman Olympic Committee (OOC) and the HOOYS activities, some of the best young players compete for the Omani national teams (as cited in J. Ochs, 2000, p. 146). From that time, government officials, media and corporations have focused on football teams and encouraged football as a main sport in Oman.

Recently, after such international sporting achievements, 2004, His Majesty established a specialized organization, the Ministry of Sports Affairs (MSOA), which is considered as the supervisor of sport in Oman. Oman's sporting accomplishments have been succeeded by other sports such as Athletics and Hockey in Asian tournaments and other international sports events. Furthermore, the vision of the Oman government assumes that establishment of a system in sport ensures optimum utilization of resources (technical, material and human) available in the field of competitive sport and sport for all. Therefore, the MSOA seeks to deliver a clear message through the provision of services and sports facilities with the quality of the practitioners to activation of the areas of organization, communication, and marketing, in order to support the athletes and to create partnerships with relevant institutions.

On the other hand, in Oman there is also an Oman Olympic Committee (OOC) which was established in 1982 based in Muscat city. OOC, an organization belonging to the Olympic Movement, undertakes to respect the provisions of the Olympic Charter and the World Anti-Doping Code and to abide by the decisions of the IOC.

In March 1982, IOC president Juan Antonio Samaranch visited Oman in order to prepare for Oman's accession to membership in the IOC. Since its establishment, the OOC has been seeking to maintain and strengthen the principles of the Olympic Movement. Since that time, the OOC has joined other international organizations. In 1982, the OOC joined the Union of National Olympic Committees (UNOC), and at the same year joined the Asian Olympic Council (OOC, 1990).

On 25th of April 2013, the OOC held the first ever elections to democratically elect their Board of Directors. A decision to this effect was taken during an OOC Extraordinary General Assembly on 30 December 2011. This election has reflected how the OOC is committed to apply the Olympic Charter rules. In addition, the researcher believes that this election should open a new era for sport in Oman through developing the Olympic Movement to increase the awareness of Olympism among Omani citizens.

2.6 An Overview of Oman Olympic Committee (OOC)

Based on the royal awards by his majesty Sultan Qaboos to youth and sport personalities, the Sultanate of Oman is at the beginning of a new phase of development both sport and the Olympic movement. Additionally, Oman moves with a serious step towards focusing on movements of sport and Olympism to map out the future through a deep and true study, in order to achieve its goals at a higher level of ability and efficiency through the professional use of utilities and available sources, with efficient coordination between the private and governmental sectors, and by engaging time and place factors with the aim to achieve the expected success (OOC, 2013, p.1).

2.6.1 The OOC's Relationships

Since its establishment in 1982, the OOC has been focused on implementing the governmental vision in reality through its activities and achievements. In particular, the OOC (2013) stated in its annual report that building and strengthening the relationship with the organizations and institutions whether locally or internationally could help the .OOC to achieve its objectives (OOC, 2013 Annual Report, p.1)

Firstly, the relationship between the OOC and the IOC is formed of many programs and activities. This relation is evaluated in accordance with the efficiency of the OOC, based on the speed of delivering the piece of information and the method of preparing to execute these activities. Therefore, the OOC is keen to play an influential part in the same manner, and to maintain a good reputation, which stems from positive interaction with the IOC and its main various sub-committees. As well, the OOC is keen on developing the work to support its position. Since the establishment of OOC, the accomplishments were achieved and the mutual events were organized between the OOC and IOC.

Secondly, with the same amount of care and attention shown by the OOC toward the IOC, the OOC is maintaining positive interaction with the Union of National Olympic Committees (UNOC), which is considered as a platform of national Olympic committees in meetings of the IOC. As well as, the OOC is keen to highlight its

suggestions and visions in the continued manner of subjects which have been searched and studied by the UNOC in an appreciated way.

Thirdly, the relation with the programs of Olympic Solidarity has given OOC opportunities to benefit from its varied programs. The OOC is considered as one of the most beneficial countries of the program of Olympic Solidarity in many fields. That comes from an appreciation of its keenness on sending coaches and administrators abroad to attend different training courses. Furthermore, the OOC organizes many sessions inside the country which abide by the regulations of the technical conditions to the candidates. It also works in accord with the basics and principles. The OOC has gotten in the last period training, scholarships and sessions for the administrators and trainers.

Fourthly, the relationship with the Union of Olympic Committees of Cooperation Council for the Arab Gulf States has been considered as the most unique one. The OOC has given the relationship with Union Olympic Committees of the Gulf Cooperation Council (UOCGCC) a special priority as it represents the aspirations and ambitions of Gulf Cooperation Council (GCC) states citizens of mutual gulf sports and sustainable development. This relation aimed to activating the sports, Olympic values, ideals, as well as, the development of athletic performance in collaboration with all other bodies in the GCC States, in order to make the sport the most important part in peoples' lives in the GCC.

The sultanate of Oman participates in all activities, events, conferences, meetings, seminars, sessions and championships that take place at the level of GCC states. Additionally, Oman as a state is keen on frequently participating in the Omani Sport Federations and clubs with the same events. One of the most important achievements accomplished by the OOC through its joining with the committees of GCC is presenting the comprehensive proposal of establishing Gulf

Sport Union (GSU) 2000, which chose the Sultanate of Oman as a first place to hold all activities. That decision came after the eighteenth meeting of presidents of GCC Olympic committees which was held in Qatar in January 2003. The GSU was held after approving its establishing on the first meeting in Kuwait and the second and third at Muscat 2004.

One of the most important sporting achievements at the level of the GCC countries is the Omani national team's victory in football in the Nineteenth Gulf Cup which was held in Muscat in 2009. Also, the national teams of volleyball, beach volleyball, tennis, weight lifting, bodybuilding, Sport of Special Needs, handball, Taekwondo, and the sports and women's championships gained multiple championships and tournaments held under the umbrella of the Union of Olympic committees in the Gulf Cooperation Council.

2.6.2 Supporting Committees of the OOC

The OOC has created various supporting committees in order to distribute its roles, as well as to abide to the IOC regulation. Moreover, to activate any fields related to improving Olympic Movement in Oman. The OOC created five supporting committees and each one of them has its duties and activities (OOC, 2013 Annual Report, p.6).

2.6.2. A Women's Sport Committee

Based on the global trend of women's participation in all levels assigned to planning and decision-making, which was adopted by the United Nations and its international organizations, the IOC, in order to instil the Olympic spirit and sports morals, is keen on activating the principle of participation of women on the boards of NOCs.

In this context, in 2003 the OOC formed a committee on Women's Sport including some women who are academically qualified and have the appropriate experiences,

particularly from groups that graduated from the Department of Physical Education at Sultan Qaboos University or who graduated from teachers' colleges, to contribute in advancing women sports with clubs, sports federations and the OOC. The committee aimed to achieve the active participation of women in the sports field in accordance with the religion, customs and traditions of Oman. The Women's Sports Committee (WSC) organized numerous courses for coaches, referees, tournaments, activities and events during the last period and participated in women's sports sessions that were held up under the umbrella of the Organization Committee for women Sport of the GCC. Also, it won numerous medals and advanced positions, as well as participation in tournaments of volleyball, basketball, athletics, table tennis and handball of the teams and starlets that are held by Arab Union.

2.6.2. B Anti-Doping Committee

An anti - Doping Committee was formed in OOC in recognition of the seriousness of the use of steroids in sports, which has become a growing global phenomenon that threatens sport and athletes and leads to disastrous results through falsification of sporting achievements, public health and moral education.

The Sultanate of Oman has participated with 72 other countries in signing a statement in Copenhagen in March 2003 expressing the moral and political obligation of governments to adopt a global law in order to stop doping and support the work of the World Anti-Doping Agency (WADA). The WADA approved the membership of government of Oman. Hence, Oman became the member number (96) among the signatory States to the Copenhagen statement.

In accordance with the issuance of the Royal Decree No. 56/2004, dated on 26th of May 2004, to ratify the statement of Copenhagen to curb doping in sport, the cabinet issued the decisions which were related to the administration of anti- doping of the Sultanate in the first session No. 11/2004, held on May 18th, 2004 and ratified them in its session No. 13/2004, held on June 1st, 2004.

2.6.2 C Sport for All Committee

The Sport for All Committee was established by the OOC within the support committees to care for sport activities and events for all, support them morally, media field and financially, to achieve its goals which representing inadequate opportunities for the largest number of men and women of all ages, as well as people with special needs to practice sport in its broader and deeper form away from the field of competitive sport or sports tournaments through collective participation in the various activities and events.

2.6.2 D Sport Medicine Committee

The Sport Medicine Committee is one of the most influential elements in the development of performance, the achievement of sporting and upgrading sports levels of players. It has contributed to addressing the problems faced by professionals in the field of training and athletes themselves, particularly with regard to the rules and criteria for the selection of the players, the suitable conditions for the exercises of physical activities, ways and means of prevention of injuries and work to reduce them and how to treat and rehabilitate. Furthermore, it is important to keep athletes healthy, physically and psychologically, and on that basis the Committee of Medicine Sport has been formed.

2.6.2 E Sport and Environment Committee

The thought of establishing a Committee of Sport and Environment in the OOC developed out of the concern of His Majesty Sultan Qaboos bin Said for preserving the environment, which is the embodiment of the close relationship between the environment and the economy, society, culture, arts and sports. He sought integration and synergy between government organizations and non-governmental organizations, individuals and communities to protect the environment and conservation of the natural resources to achieve the principles of sustainable development. In addition, the initiative was in line with the objectives of the IOC and its quest to pursue peaceful environmental behaviours when organizing various sporting events and work to strengthen the relationship between sports activities and environmental conservation. Sport and Environment Committee is aiming to develop and consolidate the environmental values which related to the sports activities among athletes, to achieve

the environmental awareness, conservation of natural resources and the adoption of better environmental behaviours consistent with the objectives and principles of sustainable development.

2.6.3 The OOC's Achievements

The OOC 2013 Annual Report summarized the OOC achievements from 2000 until 2012. This report was distributed in the general assembly .of the first ever election of OOC which was held on 25th of April 2013

This report revealed the various achievements of OOC in terms of technical, :administrative and regulative functions briefly as follows

-The most important achievement was that Sultan Al-Touqi won the silver medal in the equestrian show jumping in the first Youth Olympic Games held in Singapore in 2010.

- OOC characterized in its posts in Asian Beach Games, which began in 2008, in Bali, Indonesia, where at the time the beach football team of Oman won the gold medal.

-In December 2010, Muscat, Capital of Oman, hosted the second Asian Beach Games, and won 15 medals. Oman got tenth place in the overall standings, with the participation of 45 Asian countries.

The Sultanate of Oman received a variety of 10 medals during its participation in the-third Islamic Solidarity Games hosted by Indonesia, during the period from 18 to 30 September 2013. The Sultanate of Oman was ranked the tenth grade in the overall standings and with the participation of 47 Islamic states (Alwatan Newspaper accessed - .October 2013)

2.7 Summary of Literature Reviewed

The preceding has summarized the primary research relevant to the establishment of a NOA in Oman. However, there is a lack of literature about the hindrances and enablers of establishment NOA, whether in Oman or other countries. Therefore, the researcher presented a literature review which related the main topic of the research from different angles.

Obviously, we noted that most of the studies, reports, websites and newsletters are description of the events and different activities for both academies and Olympic Committees especially in terms of Oman Olympic Committee. Unfortunately, the researcher could only find two references. The first one is a documentary book titled *years of the Olympic Committee of Oman*. The second one is a report on the activities of Oman Olympic Committee during the period from 2000 to 2012.

This lack of material demonstrates the importance of establishing an NOA in Oman to work on the documentation and preparation of various studies and articles for Oman Olympic movement in general.

In this research, the literature review focused on the themes of a historical glimpse of Olympic education. Also, it referred to previous studies and references to this topic. Moreover, it presented an overview of the NOAs and their roles. There are many dimensions to these NOAs and their cooperation with IOA. Also, the literature review in this study focuses on the OOC and its activities and achievements since its establishment in 1982. According to the literature review and results, this study

indicates the three models of NOAs in the Asia in order to know how each one of them works and activate its strategy.

Based on the above mentioned we can take advantage of Qatari, Iranian , and Malaysian Olympic Academies from their experience, and their work system. We can clarify this separately.

The IOPA in addition to its work in spreading the Olympic Movement, and its role as defined by the IOA, it focused on the preparation of Olympic Champions via the Academy's facilities, experts and trainers. As well as, to help sports federations in providing their requirements in what so ever they need, especially in the technical aspect of sports in order to raise the level of international posts, and participation in Olympic sports. Therefore, the Sultanate of Oman can benefit from IOPA by how preparing athletes to compete in sport and Olympic Games.

On the other hand, the sultanate of Oman can take advantage from MOA via their Logical and realistic terms of jurisdiction regarding jobs and their responsible officials, in order to raise the level of awareness among Olympic athletes and citizens in general.

The third Olympic academy which was mentioned in this study QQA. The QQA method is characterized by its long-term plan, which intersects with Qatar political and economic targets to establish QOA as the center for Olympic Movement for the Arab-speaking region. Furthermore, QOA attract multi –interested persons in Olympic field from those countries, through applying various programmes on annual basis. Consequently, many Arabs participate in the programs launched by the QOA, because Qatar depends on Arab and foreign expertise of stakeholders, and professionals in the Olympic aspect to work within the academy's' staff to provide them with what so ever new in this regard.

Finally, Oman can take advantage of the three above experiments when intend to establish, NOA. Those academies have passed those experiments whether positive or negative, it will also face the Sultanate of Oman when planning to establish OOA.

Chapter 3

Methodology

3.1 Introduction

“Some researchers choose a methodology and then try to find a problem to match it ” (Conrad & Serlin, 2006, p.355). Incidentally, researchers always choose appropriate methods to obtain information and results which increases the significance of their studies. In this chapter, the researcher selected an interview as the main method, an overview of the research design, data collection procedures, the methods of verification, and finally how the data was gathered and analyzed.

3.2 Purpose of the Research

As the researcher mentioned in the first chapter, the purpose of this research is to investigate the current challenges facing the establishment of OOA, and in order to reach that purpose the researcher conducted interviews as a primary research method. Also, part of the goal is to identify the hindrances and possible beneficial proposals suggested by decision-makers in sports bodies and sports specialists in Olympic organizations which can gather the hindrances and enablers through this method. However, the results obtained from this study can facilitate further the overall research and contributions aimed at creating the OOA. It is important to identify enablers that may be used to establish the OOA.

The themes which were the focus of the interviews were:

- 1) Duties of Oman Olympic Committee.
- 2) The importance of OOA.
- 3) Hindrances facing establishment the NOA in Oman.
- 4) Enablers to establishment NOA in Oman.
- 5) Develop sports and Olympic specialists by establishment OOA.
- 6) With or against the establishment of the NOA in Oman.

3.3 Interview Questions

All interviews were conducted without an interpreter; as expected, in most of the interviews Arabic was used. This entailed translating the English language research questions into forms that were linguistically and culturally relevant as well as a true and accurate translation of the English interview. Similarly, the accurate translation of responses into a format which met the rigorous data analysis procedure of this thesis provided further challenge.

Questions	Form of Questioning
1- Do you think that the OOC serves all the specializations assigned to the NOA?	If yes, how so & why? If No, how so & why?
2- Does the establishment of the OOA represent a great support to the Olympic movement in the Sultanate of Oman?	If yes, how so & why? If No, how so & why?
3- In your point of view, what are the challenges and obstacles that may face the establishment of an NOA in the Sultanate of Oman?	Explain
4- From your point of view, what are the enablers that would facilitate the establishment of a NOA in the Sultanate of Oman?	Explain
5- Do you think that the programs and training courses, which will be offered by the OOA, work to enhance the informative technical and administrative sides for those who are specialized in the Olympic and sporting fields?	If yes, how so & why? If No, how so & why?
6- Do you agree with the establishment of a NOA in	If yes, how so & why?

the Sultanate of Oman?	If No, how so & why?
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3.4 Purposive Sampling

The sample size is an important key in sampling strategy. The majority of studies in education strive to use large quantities of participants, but this depends on the researcher's aim and purpose. It might also depend on whether or not the researcher is trying to generalize the results to the wider population. The sample size of this research is based on the purpose of the study and the nature of the population under mentoring (Cohen et al, 2007). Moreover, the sample refers to a subset of a specific population to increase particulars about the overall population by selecting a smaller number of specific fields and individual cases (Gratton & Jones. 2007 and Brog & Gell).

In this research, a small sample of sports specialists such as government and OOC officials, SFs board members, PE professors, journalists and coaches have provided factual information about this Olympic field and it is the first such study to be conducted in Oman. Therefore, a qualitative method of data collection had been employed in order to add valuable information to this study. However, the selected sample is reasonably represented by using a specific criteria and group size to obtain good quality results. These were then examined to discover the main problem of development and the current situation of Olympic Movement in Oman (Cohen et al, 2007). The 15 participants consisted of Omani sport specialists from several sectors such as OOC, Ministry of Sport Affairs, SFs, Sultan Qaboos University and Media Institutions. The selected sample had been classified according to some variables such as the number of years of experience, occupation, qualifications, nationality, age and gender (See Appendix 1).

In order to do that, the participants read a covering letter which clearly stated the rules and regulations that were administered in the interview before they proceeded to fill out any part of it (See Appendix 1).The concerned authorities where the participants work were contacted in writing in order to gain permission to administer the interviews.

Having been granted permission the participants proceeded in responding to each question of the interview. This was to ensure that the research was consistent to ethical and legal considerations (Cohen et al, 2007). Finally, the sampling strategies that were applied were: systematic, stratified, cluster, convenience, dimensional and snowball sampling. For practical reasons, interviews were conducted to every sector in their places because it was easier to gain access to the sample. The sampling strategy focused on some interesting people such as officials from Ministry of Sport Affairs, Olympic demonstrators and SFs' board members as well (Cohen et al, 2007).

3.5 Methods of Data Collection and Research

Interview method of data collection in this study was used to obtain some of the characteristics of human behaviour and activities (Cohen, 2003). This kind of method was helpful for the researcher to gather a wide range of data, depending on the aim of the research and researcher's technique in his/her study. The study utilizes different qualitative techniques to provide a more meaningful view of the research (Kagan. 2007). Also, this method supported me to focus more on the aims of the research and it has helped the researcher to overcome the obstacles of this method (Cohen, 2003). In this study, suitable method that would suit this research question was selected. In this regard, the participant's proposals mentioned in the literature were linked to the challenges facing the establishment of OOA. Consequently, this research applied semi-structured interviews as strategies for data collecting and researching.

3.5. A Interview

According to Cohen et al (2007, p.349) "interviews enabled participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view". The interview is a particularly useful way for getting the story and great discussion from the participant's experience of their life (McNamara, 1999, p.60). Consequently, the interview can provide in depth details about a topic. In this study, the interview method of data collection was used to enhance the validity of the study and overcome the intrinsic weaknesses of each method (Denscombe, 1998, p.109). Actually, interviewers had many goals to choose interviews as a strategy of data collection in their studies.

Cohen et al (2007, p.7) suggest that, there are many purposes of the interview such as to assess a person in some respect, to promote an employee, to test or develop hypotheses and to gather data, as in surveys or experimental situations. As an investigator, the main aim of this research was to benefit from and utilize the sports specialist's previous experience to help address challenges faced in the development of the Olympic field. In this regard, the interview enhanced this study by exploring the information and identifying more details to support further studies (Gratton & Jones, 2007, p.57).

There are four main kinds of interview: a structured interview, a semi- structured interview, open-ended interviews and focus group interviews (Cohen et al, 2007, p.352 & David, 2006, p.110). In this study, the researcher selected the semi- structured technique because this kind of interview can give an appropriate time and opportunity for participants to employ their experience and opinions in this investigation about the obstacles facing the establishment of OOA (See Appendix 4). The semi-structured interview has a combination of particular question-answer options and broader questions that request freestyle responses (Niles & Laila, 2009, p.163). Also, the interview questions were simple and easy. The researcher focused on the group of specialists who worked in the sports sector as high authorities and decision makers. These included respondents from: MOSA, OOC, SFs, Sultan Qaboos University and Media Organisations (See Appendix 3 figure 4). Furthermore, the duration of the interview (20-25 minutes) was mentioned clearly at the beginning. Also the form of the interview included the personal details for interviewers (See Appendix3).

A huge amount of information was collected from respondents, especially from the government and OOC officials which were responsible for the establishment of OOA. Some engaging questions such as:” Could you tell me more about that?” were used to involve the interviewees and to get more information from them (Manfred & Celia, 2004, p.282). One of the main goals of using interviews as a method of data collection in this study was that it provided many valuable insights from the sports specialists. It was vital to collect the visions and opinions of the people responsible for creating proposals to get enablers facilitate creating OOA and to overcome the challenges facing the OOA establishment in Oman (Victoria, 2006, p.34).

3.5. B Pilot Interviews:

Two pilot interviews were conducted before the study itself to test that the methodology would yield viable data, and to identify and rectify any inconsistencies before embarking on the main study data collection. In particular, it was important to discover any shortcomings in the design and administration of the interview questions and to assess the clarity and precision of the instructions. The pilot interviews trialled open-ended topics and identified how and when supplementary questions or prompts were required to ensure the depth, range, and quality of information.

3.6 Data Collection Procedures

In this study, to gather the main data, semi-structured follow-up interviews (See Appendix 3) was used. Gorard (2001 p.9) advises that, "Question design is the key to survey analysis". In contrast, interview questions were designated for the high authorities and sports leaders in Oman. These interviews conducted at a time and place the respondent suggested. The in-depth interview was semi structured and each lasted between 20 to 25 minutes duration. Many of the interviews took place in Muscat in coffee shops, colleges, or through answers to interview questions sent it by E-mail. However, the interviews for the high authorities and sports leaders were conducted in a place of their choice either during their spare time or at work. Also, the researcher read the introduction to each of the participants, who were asked the questions by the interviewer in sequential sequence. Furthermore, the researcher had equipped each interviewer with a shared voice recording and manual notes as well as their permission. In addition, the main information included the date, time, interview duration and guidance notes for the interview. Incidentally this would be helpful and supportive for future studies conducted in Oman. As the researcher, the letter of authorization was designed to inform the reader of the study's purpose and procedure. From the researcher experience in Omani society the formal authorization letter is an essential piece of evidence especially within high authorities. Finally, the researcher mentioned that the participant's identity would be kept anonymous for each participant and organizations.

3.7 Data Analysis

The researcher has chosen the semi-structure interview method to be the qualitative methodology for this research, because its objective is “to obtain rich, detailed data that reflect the informant’s language, experience, and perspective “in depth” (Hudson and Ozanne 1994, cited in Kwortnik 2003 p.119). Moreover, due to its advantage of discovering new ideas or variables to be used in the Omani context for this study (Zikmund 1997).

"The meaning of the data depends on the context in all the modes of information gathered, it is appropriate to include the context as part of the assessment" (Lisa, 1994, p.128) however, context analysis is an important part of research in their studies. According to Daniel et al (1998, p.62), "analysis unit as a general heading for sampling, recording and context affect the analysis of the data". As a result, any research depends on the kind or types of analysis. Morrison et al (2011) states that, the context analysis has three kinds such as orienting context, instructional context and transfer context. Each one describes the way of obtaining data analysis. In this study, the researcher collected the main information and participant's knowledge to answer the researcher's main question. Also, the researcher was transferring all the information about the participants, environment and results in schedule, figures, graphs and percentages. Furthermore, the software program Microsoft Excel enhanced the descriptive statistics and results by representing them in tables. Moreover, the entire interview was recorded on voice recorder to allow the researcher to compile full transcripts (See Appendix 4). Tape-recorded interviews are generally transcribed word for word since it has instructions for it (Nancy and Susank, 2005, p.168).

3.8 Response Rate

In this study, the researcher administered all of the interviews with participants during a six week period. So, the response rate was expected to be (n=15/100%).

3.9 Validity and Reliability

"The use of interview method is sometimes proposed as a means of enhancing the validity and reliability of the research" (Julius & Chris, 2000, p.137). In this regard, the validity and reliability contribute in great ways to the measurement and evaluation of this research. "the measurement of any phenomenon always contains a certain amount of chance error" (Carmines & Zeller .1979, p.11). Qualitative data has been applied in this study; consequently the validity and reliability required careful consideration to clarify (Lacey and Luff, 2007). As the researcher, reliability was a main input to evaluate the quality of any study which was applied to validate the sources of the study's results (Gratton and Jones, 2007). In this research, the primary instrument of data collection was the interviews, therefore the validity of research must be addressed and the research instrument must be supposed to have exterior validity (Merrile, 2003). Accordingly, the procedure for the strategies data collection was supervised by the researcher himself in this study. From personal experience, the research had first-hand knowledge of the topic. This attribute provided valuable insight to aid in data collection. As investigator the setting or placing for participants were suitable. Finally, questions were selected in the interviews which were clearly related to the main research.

3.10 Ethical Considerations

"Ethics is commonly described as the study of moral conduct" (Fite, 1903.p.3). Also, the demonstration of care and apprehension for the research study required qualitative researchers to express ethical principles (Pat. 2004). As investigator, each researcher had to compile ethical considerations during the interview such as the length of duration, clarity, layout and anonymity of the participants. In this study, full information was provided and the interview's instruction for the participants was read in a comfortable atmosphere (Nachmias and Nashmias, 1992). Moreover, the researcher explained to some participants the questions and purpose of this study because they did not have enough knowledge of the NOA roles. However, appointments with high authorities were recorded when they were interviewed. Also, the researcher faced some obstacles in the timing and setting for the interviews because many participants were too busy because of their work. Furthermore, other high authorities requested that to send the interview questions before the interview in order to prepare their self. Finally, the investigator mentioned that the participants were free to withdraw at any time during the study (Pat 2004).

3.11 Timetable

This research was the first full investigation into Omani Olympic field. The timeframe for this research was estimated by applying study procedures. However, this study was applied on the sectors that were responsible for sport in Oman. Each part of research indicated that how long it had taken (See Appendix 2).

3.12 Summary of Methodology

This chapter includes a description of the researcher's methods and rationale for their use in the present study. Methodological strategies related to the participants, data collection and data analysis are discussed. Finally, the validity, reliability and ethics considered for this study are detailed.

Chapter Four

Results of Findings

4.1 Introduction

The results section is the most important part of the research and report because it presents the author's contribution to the body of knowledge (Eunsook & Willis, 2000). The results relating to the perception of selected sport specialists regarding the challenges facing the establishment of OOA are presented and analyzed in this chapter, as well as the factors which assist the establishment of OOA. Also, the results of the interviews are organized into individual part.

4.2 Participants Demographics

Participant demographics is an essential part of the research in this study to gather a lot of information and data on participants such as their age, gender, years of experience and qualifications (Marguerite et al, 2010). As a researcher, the demographics gathered depend on the purpose of the study because it indicates the kinds of samples and type of research as well. In this study, participants were sport specialists, high authorities and decision makers from a variety bodies such as MOSA, OOC, SFs, Sultan Qaboos University and Media Institutions (See Appendix 3). There were 15 participants who responded in this research.

All of participants who were interviewed in this study were male (n= 15/100%). Also, the majority of participants (n=7/47%) were aged from forty one to fifty, but the minority of them (n=3/20%) were aged between thirty one to forty and over fifty years 5

participants (33%) (See appendix 3, figure 1). Most of the participants were from MOSA, OOC and Media (n=9/60%), but other participants from SFs and Sultan Qaboos University were (n=6/40%) (See appendix 3 figure 3). However, the vast majority (n=13/50%) were citizens (See appendix 3 figure 4). Most participants (n=5 /36%) have a master degree but, a few n=1/7%) have only a diploma degree (See appendix 3, figure 5). Lastly, the highest number of respondents has more than 12 years experience (n=14/93%) while, only 1 respondent (7%) had experience between 8 years to 12 years (See appendix 3 figure 6). There is more information about the findings of participant's demographics in Appendix 3.

4.3 Interviewing Issues:

Interview Technique: As noted, open-ended questions were used to build upon answers and thus to explore themes, and issues related to hindrances and enablers of establishing OOA. The questions sought to explore factors relevant to the research questions by probing participants' perceptions, experiences, views and reasoning, with further questioning eliciting concrete examples and deeper explanations of certain issues.

During the initial telephone contact with interviewees, this researcher introduced himself and the research topic. The majority of the participants expressed a desire to participate in this study, to the extent that some wished to be interviewed immediately.

The participants were assured that confidentiality procedures were, and remain, in place; and permission to tape-record the interview was obtained in all cases. The participants were further assured of the erasure of responses when the research is completed. Most of the interviews were conducted in the Arabic language and few numbers were in English language. Also, some of the participants were out said of Oman. Therefore, the researcher has sent the interview questions via E-mail to those participants in order to answer and send it back.

Digital voice-recorder: All participants agreed that the researcher could record the interviews by using digital voice recorder

4.4 Findings of Interviews

The researcher followed a systematic process to analyze 15 semi-structured interview transcripts. The process of data management and analysis was drawn from the dominant research paradigm (Miles & Huberman 1994). Data analysis was determined inductively through multiple readings of interview transcripts and multiple interpretations of data leading to findings connected to the research objectives. Findings thereby arose directly from analysis of raw data. This process enabled the development of classifications from the raw data which led to a model to capture some common thoughts, key themes, and constructs. Some of the major themes that emerged were on the perceptions on a current role of the OOC, the importance of establishing OOA, the challenges facing the establishment of OOA, the enablers which facilitate the establishment of OOA, developing sports specialists by establishment OOA, over view of establishing NOA in Oman. The names of the participants used here have been changed for anonymity purposes.

4.4.A Duties of Oman Olympic Committee

When participants were asked the first question, if the OOC serve all the roles of the NOA, most of them (n=13/87%) agreed that the OOC not fulfil all the specializations of NOA. Each participant has his view in regard of the first question.

Participant A: *No, the OOC did not achieve most of the specializations of the NOA for the following reasons:*

- *No clear plan for the OOC.*
- *There is no vision and message for the OOC that would result some goals which in turn reflect some workshops and executive plans.*
- *The human resources did not reach to a high level in terms of number and specializations.*
- *The SFs did not reflect its support to the OOC.*

Participant D above 50 years old who was working at OOC said that: *No, because there are no experiences of the staff, no OOA existence, and no financial resources except the governmental support.*

Participant F a football coach answered the first question through that: *No, because the role that represented by the Oman Olympic Committee in spreading the Olympic events and spreading the Olympic education at the school is very weak, as well as, to the preparation of the Olympic education booklets and devices. So, it needs to have an assisting side as we see the role of the SFs is more prominent than the OOC itself.*

Participant B, his age between 41 to 50 years male, mentioned that: *No, because it does not have the organizational sides and the specialized human being staff in this field.*

4.4.B The importance of OOA

Many of the participants (n=13/87%) in the interviews have made it clear that they were not satisfied with the OOC's work. Therefore, they believe in the importance of the establishment of the OOA. The third question was: Does the establishment of the OOA represent a great support to the Olympic movement in the Sultanate of Oman? Yes or No? and Why?

Participant N, who is considered one of the decision makers at the OOC, answered that: *Sure, the academy will contribute in preparing and habilitating the sport characters who will in turn participate in supporting the Olympic movement in Oman.*

Participant K, represent one of the Sport Federations, exposed that: *Yes, the academy will work on spreading the Olympic awareness in the society as it will support the unions to habilitate the officers who are working in it in addition to creating the homogeneity between the society and the sport establishments.*

Participant H, above 50 years old male, stated that: *Yes, of course as this academy when it will be established it will enhance and develop the Olympic concept since it will be as a big chance to support the scientific research which represents the main core of the Olympic achievement and awareness.*

Participant P, who has written a lot articles related to the sport and issues relevant, said that: *Yes, it represents a big support if the academy has been given its authority as it will assist to analyze the sport affairs from an academic point of view*

4.4.C Hindrances facing establishment a NOA in Oman

During the interviews all the participants expressed their realistic views regarding the challenges and obstacles facing the establishment of the OOA. The participants used their experience to answer the second question.

Participant N, his age between 41 to 50 years old male, expressed his thoughts about the hindrances by saying few words: *There is one challenge only that is the absence of understanding the significance of the academy by the officials of some SFs and clubs.*

Participant J, has experience more than 12 years, answered the third question regarding the challenges facing the establishment of OOA by saying: *The culture of establishing the academy is neither acceptable nor comprehended by the official people. Also, the absence of the enough awareness about sport significance and what it will depict on the society. Moreover, the financial sides of establishing the academy.*

Participant I, hold master degree, said that: *There are no challenges but those who are working in the OOC should understand clearly the role of the NOA and its significance.*

Participant E, aged 31 to 40 years male, mentioned that: *I can summarize the hindrances as follow:-*

- *The lack of clearance of the sport rules in the country and the identification and the description of each establishment specialization including the relation of the OOC with the SFs which causing the clash among the responsibilities that result in the non- achievement of the goals.*
- *The non existence of the human beings staff that is eligible to lead and run the Olympic movement in the country.*
- *The lack of sport facilities specified for Sport for All.*

4.4.D Enablers to Establishment NOA in Oman

Another theme that kept emerging during the interviews is the “enablers” toward establishment Olympic Academy in Oman. Each interviewee explained his thoughts about the factors which will facilitate the establishment of the OOA.

Participant G, aged between 31 to 40 years male, stated that: *One of the most important matters that may facilitate the way to establish such a project is the increment of the social consciousness of sport's significance. There should be a high consciousness by sport associations and committees of the important existence of such academy which will constitute beside to the mass media a very strong side to pressure the government to start with this step considering this academy will serve the SFs and committees in the preparation of Olympic heroes and discovering them at the earlier stages.*

Participant C, consider one of the decision makers at the ministry of Sport Affairs, said that: *There are several factors to establish the OOA. First, availability of sports facilities. Second, availability of financial budget. Third, the Omani generation who is available to be at the volunteering side as well as to use the technical field. Fourth, the governmental encouragement for all the activities which are directed to the young people and this will be conducted through the National Committee of Youth in addition to the budget increment for the SFs and the OOC. Fifth, the statutes of OOC require the establishment of a NOA.*

Participant L, has experience more than 12 years in field of Olympism, answered that: *The enablers to establishment OOA are the awareness of the persons in charge at the OOC about the significance of the establishment of the academy, the statute of the OOC assures the establishment of the NOA, the enthusiasm and the desire of some Omani staff to indulge into the Olympic field, and the Omani media.*

4.4.E Develop Sports and Olympic Specialists by Establishing OOA

Most of the participants (n=12/80%) in the interviews have similar ideas that the establishment of OOA will enhance the level of sports and Olympic specialists. They consider the establishment such scientific institution most be useful especially for long term strategy. The question was: Do you think that the programs and training courses, which will be offered by the OOA, work to enhance the informative technical and administrative sides for those who are specialized in the Olympic and sporting fields? Yes or No? and Why?

Participant D, explained that: *Yes, the sport conscious comes from the creation of educational institution that works on providing the Olympic awareness and concepts. Also, the OOA will assist the researchers in the field of sport. Furthermore, the programs and courses which will offer by OOA will assist the SFs to increase their sport level.*

Participant N, answered that: *Definitely, as those programs and training courses will enhance the level of the sport leaders who will deal in future with the different Olympic establishments and those programs will facilitate the communication process with those regional establishments.*

Participant F, said that: *Yes, it will increase the level of administrative and scientific knowledge as well as the practical experiences to set up a developed structure that cope with the scientific modernity as well as improving the technical and administrative work according to the scientific standards built on the results of studies and researches in the different sport games.*

4.4.F With or against the establishment of the NOA in Oman

In this theme the participants asked if they agree with the establishment of NOA in Oman. Majority of them were agreeing for hurrying the establishment of the OOA. The researcher got their response through asking them: Do you agree with the establishment of a NOA in the Sultanate Oman? Yes or No? and Why?

Participant I, mentioned that: I agree and for two reasons:

1- Believing in the importance of education (Training and Developing).

2- Supporting the IOA and the IOC to constitute NOA.

Participant E, answered by saying few words: *Yes, with the assurance to provide all the fundamentals before the establishment.*

Participant C, strongly agrees to establish NOA in Oman by saying that: *Yes, I strongly demand to constitute rapidly a NOA as it will be the core of the Olympic Philosophy.*

Participant A, his approval was conditional by answering that: *Yes, if it will not be crossing with Sultan Qaboos Academy to Develop the Sport Skills.*

4.5 Summary of Results

In this chapter, the demographics of each category of participants in this study were presented. Also, six themes emerged from an analysis of the data and each theme had a number of supporting sports specialist categories. Lastly, the researcher presented the findings of the interviews.

Chapter Five

Discussion of Findings

5.1 Introduction

The means of this research attempted to find more systematic and comprehensive ways to identify the obstacles facing the establishment of the OOA. Also, to figure out the supporting factors the establishment of the OOA. This chapter is divided into seven portions which explore the following:

- 1) Finding the relationship to the literature.
- 2) Participants' Demographics.
- 3) Duties of OOC.
- 4) The importance of OOA.
- 5) Hindrances facing establishment a NOA in Oman.
- 6) Enablers to establishment a NOA in Oman.
- 7) Develop sports and Olympic specialists by OOA establishment.
- 8) With or against the establishment of the NOA in Oman.

Also, each section has basic descriptive statistics and an explanation of the results " a straightforward, yet rigorous, way of organizing the data, presenting the results and providing some basic analysis of the data" (Denscombe, 2007, p.253). Moreover, each part has a discussion of the findings for the interviews. The researcher followed up the answers from the opinions from the interviews which appear during the chapter.

5.2 Finding the Relationship to the literature

This part of the chapter contained findings which are related to the current literature and research. Statistics in this research were gathered through semi-structured interviews. Accordingly, questions were used to support the response to the grand question of the current situation of Olympism in Oman. To determine the perceptions and opinions of sports specialists and government officials following the study, the afore-mentioned questions guided the research. The explanation of the results referred to the development of the opinions about the findings as they were compared to the concepts of this study. Furthermore, the interpretation of the results engaged

clarification and bordered ideas related to the main questions and illustrated why the findings were essential (Bogdan & Bilken, 1992). However, the procedure used to investigate existing data as contrasted to accessible details were related to a deductive investigation (Patton, 2002, P.65).

In categorizing the results of this research, the findings of interview transcripts were answered by the main question of this study. However, the interview was divided into six themes which related to the interviewer's questions. The six main themes were: duties of OOC; the importance of OOA; hindrances facing establishment the NOA in Oman; enablers to establishment NOA in Oman; develop sports and Olympic specialists by OOA establishment; with or against the establishment of the NOA in Oman. This chapter advanced these themes in comparison with literature and study. Fortunately, the sports specialists and high authorities of sports organizations surveyed proved to be extremely knowledgeable on the issues facing the establishment of the NOA in Oman. Their views were noted and made a valuable contribution to the study including useful future proposals on how to overcome the current problems. The literature discussed for this issue was ample. The findings determined from the results of the research revolve around the participants' demographics of the selected government officials, sports decision makers, PE instructors, journalists and sports coaches. Lastly, the first study that was made into Olympic field in Oman was exposed as many current challenges in sports are specific to the Olympic field.

5.3 Participant Demographics

All of participants that were selected for this study were male (See appendix 3 figure 2). Due to the religion and culture, the concept of sports for women is still a novelty in the community. "the strategy for Arab women in western Asia till the year 2000 is based on heritage of Arab Islamic civilization and the religious and spiritual values of the region" (Haddad & Esposi, 1998, p.50). Recently, the political sector has played an important role in encouraging the women to contribute more to Omani civilization by increased participation of women in the field of education, and as ambassadors and sports leaders. To further this aim, MOSA and the OOC have

established a committee of sports for women to mobilize female sports and conduct several sports activities. Most of the respondents in this study were a highly experienced group. Their years of experience were more than 12 years (93%). As a result, their experience has contributed a wealth of knowledge to this research that has brought integrity and wisdom to the findings (Burgess, 2006, P.104). Moreover, the majority of respondents (47%) in this study were between 41-50 years old. Also, most of them have worked as a high authority in MOSA, OOC and SFs. Furthermore, the majority of the decision makers in OOC and SFs are volunteers. In this study, sports specialists and high authorities who work in several sectors in society provided great detail about the current problems of Olympic field in general. From the researcher enriched experience in this field, the future in sport might be bright because the majority of sports specialists are scholars and still young with some sports experience.

5.4 Theme One: Duties of OOC

Regarding the interview results, as the researcher mentioned before the six questions that were offered in the interviews have been related to the five themes of the study. So, each question includes many aspects of the themes. In addition, all the participants who were interviewed have different explanations based on their experiences and qualifications as well. The first question, if the OOC serve all specializations of the NOA in Oman. In this regard, participant A stated that, "No, the OOC did not achieve most of the specialization of the NOA".

Additionally, the OOC has focused in participations at the GCC games, the Asian games and the Olympic Games, however, the OOC ignored the duties related to the NOA. Therefore, the participant F mentioned that "the role that represented by the OOC in spreading the Olympic events and spreading the Olympic education at the school is very weak, as well as, to the preparation of the Olympic education booklets and devices. So, it needs to have an assisting side as we see the role of the SFs is more prominent than the OOC itself". Furthermore, participant M explained that "the recent trend of the OOC is only the outside participations and not representing the message of the Olympic Movement".

On the other hand, the Sultanate of Oman which has not NOA must integrate the OOC's duties and NOA's duties to enhance Olympic Movement in their respective country. "Each National Olympic Committee, in order to comply with its obligations, cooperates directly or, to be more realistic, I should say, must cooperate with the National Olympic Academy of each country that forms, or to be more realistic once again, I should say, must form an integral part of the NOC's structure"(Kouvelos, I, 2010, p.1)

In field of strategies and planning at the OOC, participant A explained that the OOC does not have a clear plan which includes vision and message explains the OOC goals. Also, the participant B stated that "the OOC does not have the organizational sides and the specialized human being staff in this field". However, the participant G has another argument by saying that the OOC has less authority which would enable it to take its active role at the stage of assigning the national strategies to habilitate the sportsmen and spreading the sport culture in the society, because its funds come by the MOSA. As well as, the OOC does not have real partnerships with social institutions like Ministries of education, Ministry of Health, Municipalities and Ministry of Social Development which the OOC need their cooperation to spread Olympic culture.

The OOC needs to design strategy to be one of the competitive Olympic Committee at the Asia continent. Particularly, Micheal Porter (p. 64), exposed that "competitive strategy is about being different. It means deliberately choosing a different set of activities to deliver a unique mix of value". The strategy is most important thing should OOC start to design it if the OOC want to change their image, not just in Oman even outside of Oman. Through creating the OOC's strategy, the OOC will try to acquire the satisfaction of the stockholders to obtain their support. From the researcher experience as decision maker at the Basketball Federation believes that Oman government trust the organized institutions which have vision and modern strategy. For instance, Oman government increased the budget of Oman Football Federation in 2011 from one million OMR to approximately 4 millions OMR which equals 10,390,160 USD (Koooorra Wa .Bas, 2012, accessed October 2013)

In addition, through the respondents of the interviewees there is agreement by the participant C, participant K and participant N by mentioning that the OOC does not

fulfill the duties of NOA due to the new board of directories. Also, this new board of directors works during the recent period to put a structure for the OOC and its basic system whose specialization is to establish a NOA.

Therefore, the OOC board of directors which the first ever elected board must design new era of OOC. The participants in this study put their hopes and wishes to see new OOC's image by achieving the satisfaction of the stockholders.

5.5 Theme Two: The Importance of OOA

The NOAs play important role to spread Olympism worldwide. "The aim of each National Olympic Academy is, through Olympic education programs, to cultivate and disseminate the Olympic Ideal, study and apply the universal educational and social principles of the Olympic Movement, in conformity with the Olympic Charter, within the national and cultural boundaries of each National Olympic Committee, in cooperation with the IOA and the IOC" (Georgiadis 2011, p.7-8). As result, the NOAs has great role since the first NOA established. For instance, the Hellenic Olympic Academy (HOA) has done crucial role since it established especially before and during the Athens Olympic Games 2004. The HOA has worked with the Athens Organising Committee of Olympic Games (ATHOC) and other institutions before seven years of that Olympic Games held, by preparing the PE teachers for teaching Olympic Education at the schools. Furthermore, the ATHOC create curriculums for all levels of the schools and published booklets in order raise awareness among Greek people (Georgiadis 2009, p.4).

In Oman and throughout this study, the researcher has investigated the importance of establishing the OOA. Also, this study searched that if the establishment of OOA will support the Olympic Movement in Oman. The question was: Is the establishment of the OOA representing a great support to the Olympic Movement in the Sultanate of Oman? Yes or No? and Why? .

All participants believed in the importance of the NOA establishing in Oman and that it will be supporter for spreading Olympic Movement in Oman. For instance, participant

M answered that "Yes, because the specializations of the NOA are all helping in applying and spreading the principles of the Olympic Movement". Furthermore, participant L stated that "Yes, it is a big supporter to the Olympic Movement and it will be the centre for researches and studies as well as, all activities that will be organized by the OOA at schools and the society would help greatly the Olympic Movement too".

On the other hand, establishing the OOA will raise the awareness of Olympic values and principles among Omani people. Participant J confirmed that "The aims of the NOA is precious and it will work on changing the culture of the sport society and even the Oman culture in general considering the importance of sport in health and security sides". Furthermore, the awareness of Olympism will enhance the knowledge of sport heroes and inspiring them to build their careers to be role model. Therefore, participant D explained that "the OOA will enrich the sport movement with the concepts of the International Olympic Movement. As well as, it will spreading the awareness about the significance of the sport side among the society members which will assist in the continuous attachment of the society members with sport in addition to finding out educated Olympic sports people". Participant B, added that the OOA will support the Olympic Movement in terms of sport and technical side and will have the huge effect in creating competing heroes in the different games". Therefore, if the OOA established and starts its programs must prepare people who will support it and spread the Olympic awareness among sportsmen and Omani people in general. Particularly, participant N said that "the OOA will contribute in preparing and habilitating the sport characters who will in turn participate in supporting the Oman Olympic Movement".

All of these factors which came through the interviewees views will assist the idea of establishing NOA in Oman. Moreover, the majority of the participants are representing high authorities in field of sport who knows well what Omani sports need. Therefore, this study has explained and clarified the importance of establishing NOA in Oman.

5.6 Theme Three: Hindrances facing establishment the NOA in Oman

Regarding the interview results, all the participants who were interviewed have diverse views about the hindrances and challenges that will be faced by the OOA establishment. Participant D claimed that there is no real intention and initiative willing

from the OOC to establish an OOA. Also, participant C mentioned that "There is neither intention nor conviction at the OOC board of directors of the significance of the NOA". In contrast, Participant F has another view by saying that "The financial budget is considered as the most important obstacles to establish the OOA".

On the other hand, participant K has same view with participant E regarding the lack of qualified staff or Olympic specialists who can run the OOA. He stated that there is not enough Omani human staff to run the academy. In this regard, there are few specialists in the field of Olympism in Oman and we can count them. Due to a lack of courses and program in the Olympic field the number of Olympic experts is very few. Consequently, Participant A assured that "There are no staffs capable to establish the academy".

However, participant N exposed that the contrast between the goals of the OOC with those of the MOSA considered the main hindrances of establishing the OOA. A lot of governments intervene to the Olympic and sports institutions through financial support regular or special grants, or through legislative provisions (Papadogiannakis 2010, p.3). Therefore, the OOC should enhance its relationship with MOSA, the body that represents the Oman government, in way that gives them the independence. In particular, the Olympic Charter, 2010, rule 29-5 stated that the NOCs should cooperate with their governmental organizations to maintain harmonious mutual work.

In addition, participant K claimed that "All the rules and regulations are not prepared to establish the academy as the large existence of the bureaucracy and officialism will not speed up the establishment of the academy". From the researcher experience, decisions like establishing NOA no need a long time, however, in Oman due to the bureaucracy system will need time and the response may be not being satisfied. Moreover, there is a lack of awareness among the decision makers regarding the significance of establishing NOA in Oman. Participant M stated that "There is one challenge only that is the absence of understanding the significance of the academy by the officials of some sport associations and clubs".

Throughout the interviews, the researcher summarized the hindrances and challenges that might face the OOA establishment. To begin with, the decision makers do not have

the intention and initiative to establish an NOA in Oman. Next, funding the OOA needs a suitable financial budget in order to meet the demands of stakeholders; in addition, the OOA appears as a scientific research centre. Another is the lack of Olympic specialists and qualified staff at OOC.

The fourth challenge is no strategic plan for the OOC before this study. Participant F mentioned that one of the main challenges is the lack of long term planning and the absence of strategies to develop the administrative work in the OOC. The fifth challenge is the lack of awareness of the existence of NOA in Oman. The last challenge is the bureaucracy and officialism among the institutions that have influence over the decision of establishing OOA.

5.7 Theme Four: Enablers to establishment NOA in Oman

Regarding the fourth theme in the findings, the interviewees have mentioned various views about the enablers and factors that will assist the establishment the NOA in Oman. The majority of respondents (60%) in this study were agreed that the existing sports infrastructure in Oman is the main factor which can facilitate the establishment of the OOA. Participant A stated that the existence of the basic infrastructure in Oman can

operate the OOA. Also, participant D assured that the existence of the sports infrastructure like sports complexes which located in different areas in Oman will assist the OOA to organize its programs.

In regard to financial support, participant C claimed that "One of the crucial enablers of establishing OOA is the governmental encouragement for all the activities which are directed to the young people. For instance, the government established the National Committee of Youth, as well as, the budget increment for the SFs and the Olympic Committee". Therefore, participant I mentioned that it is easy to get the financial support for operating OOA. Oman government support any activities targeting youth people. Omani youth seek to improve their knowledge and skills through volunteering in various fields. Participant C stated that "The Omani generation who is available to be at the volunteering side as well as to use the technical field". Furthermore, there is a good percentage of participants (47%) mentioned that the desire of the Omani young people that can be prepared to run the OOA matters after its establishment. Participant H exposed that "there is a good number of the specialized sport experienced people who are well prepared scientifically and practically and they are looking to continue their postgraduate studies in the Olympic fields".

On the other hand, participant G has valuable view by saying that "One of the most important matters that may facilitate the way to establish such a project is the increment of the social conscious of sport significance. There should be a high awareness by SFs and committees of the important existence of such an academy which will constitute beside to the mass media a very strong pushing side on the government to start with this step considering this academy will serve the SFs and committees in the preparation of Olympic heroes and discovering them at the earlier stages". Currently, the mass media have crucial role in the world. In the twentieth century, sports became a major role the media for the development of sports in the world and the development of the sporting culture among the people through television and newspapers. Television has contributed by encouraging new competitions, develop marketing strategies and by inspiring sports culture in societies (David et al. 2009). Therefore, in order to establish OOA, the OOC must use the mass media to facilitate taking decision in short time.

In addition, one of the significant factors to establish OOA is that the statutes of OOC require the establishment of a national Olympic academy. Participant L stated that "the statute of the OOC assures the establishment of the National Olympic Academy". Beside the statute of OOC assured the establishment the OOA, there is truth desire of the Sultanate of Oman in activating the Olympic charter which refers the significance of the NOA.

From the finding of the interview results regarding the enablers of the establishment OOA, participant K claimed that there are two important factor of establishing OOA. First, the existence of the Physical Education (PE) departments at some of the public and private universities. Second, the studies that search in the Olympic frame including this study will help the officials to make the decision. The existence of the PE departments will assist the OOA to deliver the scientific programs, as well as, use the PE departments' laboratory for sport testing.

According to the fourth theme in the findings, there are various factors might help the establishment of the NOA in Oman:-

- The existing sports infrastructure in Oman.
- The Oman's government encourage all the activities which are directed to the young people.
- The Omani generation is available to be at the volunteering side as well as to use the technical field.
- Take advantage of the media to define the importance of the NOA.
- The statute of the OOC assures the establishment of the NOA.
- The existence of the PE departments at some of the public and private universities in Oman.

5.8 Theme Five: Develop sports and Olympic specialists by OOA establishment

Regarding the fifth theme in the findings, all participants agreed about developing sport and Olympic specialists throughout the OOA's programs. Participant F explained that the OOA will increase the level of administrative and scientific knowledge as well as the practical experiences to set up a developed structure that cope with the scientific modernity. Also, the OOA will improve the technical and administrative work according to the scientific standards built on the results of studies and researches in the different sport games. Moreover, participant A assured that "the OOA will inspire the sport specialists because the specialized people in the academic and sporting field need to enhance their competence in sciences, skills, knowledge and even the values".

However, there were some views that advocate the quality of programs which will be offered by the OOA. Participant J said that "It depends on the type of the training courses and how to be conducted. So, when those training courses and programs will be good enough it will help to increase the level of the coaches, administrative and even the sportsmen. As well as, through the Olympic programs that will send the Olympic message in a civilized way". On the other hand, participant P explained his view by saying that "the answer here depends on the tasks and duties that will be forwarded to the academy as well as the team that will run it. So, it may help and may be the opposite. It is supposed that person in charge will not give the academy the permission to contact directly with the other establishments in the society. In that case, its movement inside the sport society will be limited by the rules and regulations as well.

In addition, participant E illustrated that "one of the most important challenges is the lack of human resources in the Olympic field. Therefore, the OOA's programs will assist the country people to lead their Olympic movement". Furthermore, as the researcher experience in Olympic field, the curriculums of the Olympic programs and the training courses are usually excellent. Those programs will assist to achieve the variety and high quality of information as well as to increase the status level of both the administrators and the coaches.

5.9 Theme Six: With or against the establishment of the NOA in Oman_

The question of the last theme was direct; Do you agree with the establishment of a NOA in Sultanate Oman? Yes or No? and Why?. All the interviewees' answers were

agreed with the OOA establishment. Participant L stated that "Yes, as it will increase the level of the sport leaders and will be reflected positively on the Omani sport in general". Also, participant assured the participant L answer by saying that "Yes, as what this academy is presenting of searches and studies will help in developing the Omani sport in general". However, participant P answered the question with condition. He said that "Yes, but according to the following condition; Assessing a clear vision and envisage for the work that the academy will handle. The OOA is not to be a mere new sport establishment without any clear visions and goals through which the academy will contribute in developing the Omani sport".

Furthermore, participant H has illustrated his view by mentioning that "I agree and see that the academy is very important for the specified roles that the IOA has written besides to the following ones. First, the OOA could be a regional Olympic centre that would enrich the role of the Sultanate of Oman in developing the Olympic movement at the international, Arabic and Gulf countries levels. Second, it will be playing a very important role in supporting the development chances of the national sport achievement".

From the researcher personal experience, the OOA establishment will get support from the most decision makers when they now what is mean and what benefits will be acquired throughout it. Lastly, the researcher agreed with a participant M opinion when he said that it is the time that the Sultanate of Oman has to have such academy. There are a lot of factors that would help to establish the OOA. To begin with, the first elections of the OOC board of director that was held for the first time on 2013. Next, increasing the budgets of the different sport institutions. Another, is the sports facilities existing in Oman.

Chapter Six

Conclusions

6.1 Introduction

The previous chapter has described in detail the findings of this study. The purpose of this chapter is to present a summary, to draw conclusions and to make

recommendations for present and future research based on upon findings. This research primarily focuses on the Olympic field in Oman. In addition, this research has highlighted the current challenges facing the establishment of the NOA in Oman. Furthermore, this research has focused on the enablers that will facilitate the establishment of the OOA. This particular study will be a great contribution toward raising awareness about the Olympic Movement. All the participants who took part in this research are directly involved in sport as government officials, OOC members, SFs members, PE instructors, coaches and journalists. Furthermore, it covers the main issues and obstacles facing the establishment the NOA in Oman, such as sports regulations, the lack of Olympic strategy, the lack of Olympic awareness, the financial support and quality of staff and officials. On the Other hand, this study identified the enablers that can facilitate the OOA establishment. For instance, the existing of sport facilities, Oman government supporting youth activities and the OOC statute assured the NOA establishment in Oman. The interview method of data collection has been used to generate reliable information from results of the findings. The sports specialists' wealth of experience in the area motivated them to really get involved in answering the interview and enriched their responses.

The experiences of 15 participants in the interviews were remarkable. The participants were government officials, coaches and sports leaders in MOSA, OOC, SFs, Universities and Media Institutions. Also, an interview with government officials has provided important knowledge and a proposal for the future that will be useful to help face the enormous challenges facing the OOA establishment. The government officials' responses and suggestions were very much in line with the collected data. As the researcher mentioned earlier, all the participants have observed the main obstacles by drawing a good plan for the sport's future. After the analysis of the statistics from all the interviews, the following conclusions are accessible:

- Oman has a lack of Olympic awareness due to the lack of programs regarding Olympic Education organized in schools and lack of Olympic programs. Furthermore, the OOC have not organized a lot of Olympic activities could support the promotion of the Olympic Movement such as mini-Olympics, seminars and exhibitions.

- The lack of Omani studies searching in Olympic field. However, there are some descriptive reports mentioned the participations and activities of the OOC.
- Oman can benefit form other NOAs like Qatar Olympic Academy, Iran Olympic and Paralympic Academy and Malaysia Olympic Academy. The management and operation the NOAs differ among themselves. Therefore, the researcher has written about those NOAs to be as experiments should the decision makers get benefit from them.
- The programs and activities which presented by any NOA help to instil the Olympic principles and values among people in their respective countries. Moreover, establishment the NOA enrich sport research field. Also, trough its library and museum can support the introduction of the history and philosophy of Olympic Games.
- There is no strategic plan for the OOC and its structure is not clear. Most of interviewees were not satisfied on the OOC approach and its work as well. In this case, the OOC must design strategy to contribute in creating new image consistent with new era.
- Providing a budget is an essential factor to establishment the NOA in Oman. According to GIL (2010, p.240), "Financial performance is among the top goals of any facility owner and that is why budgeting plays such an important role in the facility". Moreover, Oman government support any activities targeting the youth. Therefore, the OOC should prepare the OOA project in professional way to convince the government to fund the project.
- Sports media has played a major role in improving sports in the world. "Sports and media interaction is more than collaboration" (Andre and Gerd, 2010, p.116). For example, it has increased sports culture in the society and attracted private companies as sponsors by covering Olympic events. The OOC officials need to draw a suitable plan in coordination with the Ministry of Media (MOA) and newspapers to cover all the Olympic events. However, Al-Reiamey (2010,

p.73) claimed that "sports journalists need specialist technical courses in developing their abilities in technical analysis".

- The OOA establishment does not need a lot of facilities. According to various opinions of the interviewees, the existing sport facilities in Oman will be enough to organize the OOA activities. Furthermore, the OOC building is formatted to run the basics of the OOA.
- The OOC statutes assured the establishment of the OOA. Particularly, statutes of OOC, (article 3-10, 2012), stated that "Work towards implementing such project as the Oman Olympic Academy and Oman Olympic Museum with the aim of encouraging Olympic education and training and preparing culture bulletins associated with the Olympic movement".
- The existence of the PE departments at some of the public and private universities will support the OOA operation. The OOA can create a partnership with Universities to benefit from their lecturers and physiological laboratories.
- Oman has a few numbers of Olympic specialists due to the lack of Olympic programs and courses. The OOC should prepare and qualify Olympic specialists through courses and programs dedicated in Olympic field. Consequently, these programs will enhance the level of the coaches, administrators, players and PE teachers technically and scientifically in Olympism.

6.2 Comparison between Oman and Case studies of other countries

In recent years, the Sultanate of Oman has tried to follow other Asian Countries in extending sports facilities and sports halls. For example, MOSA established sports halls and stadiums in many parts of Oman such as Sur, Nizwa, Sohar and Al- Seeb (BURJ OMAN LLC, 2009). Oman has also hosted a GCC Cup 2009 in those new sports hall. Despite these developments, Oman has a limited number of sports facilities in comparison with Iran, Qatar and Malaysia. Qatar is an example of a Arabian Gulf

country which has very modern sports facilities and sports halls for clubs, schools and associations." The Aspire Sports Dome in Doha, Qatar, is the largest domed, indoor multi-purpose sports hall in the world" (Mitchell, 2008, p.26). Sports facilities and sports structures provide an appropriate environment for sports. In Iran specifically IOPA has its complex which operating in a variety sports.

However, the sport limited facilities in Oman are not huge challenge. Many of interviewees (n=8/53%) mentioned that the sport facilities in Oman will be enough to operate and activate the programs of the NOA. In addition, the Oman government support sports activities targeting Omani people. As result, if the sport decision makers convince Oman government in regard of establishing OOA, they will get good budget to finance the OOA establishment.

The OOC organized a very little number of Olympic courses every year such as the Olympic Solidarity course and Administration course (OOC, 2013, p.9). In contrast, the IOPA set up 35 regular Olympic education courses in different Olympic fields, targeting youth, undergraduates and physical education teachers in every year (IOPA, accessed May 2013). Furthermore, the QOA organizing various programs and training courses and it is considered to be one of the most beneficial NOAs from those programs (QQA, 2013).

The new strategy of QOA makes it one of the best NOAs in Arab region. The QOA's vision is to become the leading academy for sports and Olympic education nationally, in the Arabic-speaking region and within the international Olympic Movement. On the other hand, the OOC does not have strategy which through out of it the OOC could know what they want exactly. Furthermore, there is no vision and message for the OOC that would result some goals which in turn reflect some workshops and executive plans.

The clear vision, mission and aims of the MOA facilitate the activation of the Olympic programs in Malaysia. In addition, the MOA identified the criteria and qualities that should be available in the staff those who working on it. In contrast, in Oman specifically in the OOC staffs are not qualified in Olympic field.

To conclude, due to the combination of sports facilities, clear strategies, the number of qualified staff and the number of Olympic courses every year in Qatar, Iran and Malaysia, these countries have become the highest-performing Asian countries in the Olympic field. All of these factors enable them to achieve a high standard in Olympism and to host international and Olympic events in their homes.

6.3 Implications for Action

With regards to the findings of this study, the implications for action permit the author or writer to propose what people could accomplish in the different sectors (Roberts, 2004). In this research, the qualitative data has offered significant details and resulted in accomplishing the main aim of this study. The findings of the results and conclusions revealed the challenges facing the OOA establishment and the factors that facilitate the establishment as well. Moreover, they investigated the high authorities' perceptions of the obstacles facing the establishment the NOA in Oman. These perceptions have provided a rich description of the present state of the current challenges in OOA establishment and the future proposals. The sample for this study included sports specialists and sports managers from several fields. Some of them may not have responded honestly to all questions set in the interviews. This point may be considered as a limitation.

6.4 Implications and Recommendations for Sports Authorities.

- Invite foreign Olympic and sports experts to establish a large study identifying all problems and challenges facing sports in general and Olympic Movement in Oman.

- Drawing future strategies in Olympic field by creating a logical plan based on the number of schools, sports clubs and Olympic specialists in most of Omani states.
- Design the OOA project and present it to the government in order to get the financial support. The project must be professional and logical which would help to convince the high authorities taking the decision positively.
- Revisit the administrative and the technical hierarchy at the OOC. It could be a great key to modify the old structure with development of administrative enhancement in Olympic field.
- Annual evaluation of the OOC in general and OOA in specific. The operation of the OOA should be effectively and continually in the whole year according to the long term plan.
- Continue to cooperate with different ministries which have had an impact on this Olympic field, such as MOSA, Ministry of Media (MOM) and Ministry of Education (MOE). For Example, MOE has improved the PE curriculums by adding units that related to the nutrition, fitness and health awareness. The OOC should discuss with the MOE how they can raise the Olympic awareness among students.
- Discuss the possibilities and opportunities of utilizing Physical education faculty members in universities and colleges as consultants and instructors of the OOA programs. Also, try to benefit from the PE laboratories of the universities to apply some measurements that might need it by the Olympic and sports researchers.
- Benefit from the other NOAs around the world. Those NOAs have a huge experience specially the old NOAs and faced a variety challenges.

- Establish communications with IOA to provide courses for players, coaches, and officials. Also, trying to benefit from them in the process of implementing the various programs.
- Create new criteria for selecting the participants of the IOA programs based on specialization, qualification, experience and effectiveness in Olympic field.
- Establish an Olympic library that contains all the details about Olympic history, the modern Olympic Games and related issues and any updates related to the Olympic field.
- Benefit from sports complexes in different states in Oman by organizing various Olympic programs. As result, these programs will assist to spread the Olympic Movement all around Oman.
- Benefit from MOM for covering and promoting Olympic activities. In this regard, the OOC can get a sponsor to cover all Olympic activities. In addition, through this covering the OOC can spread the Olympic culture among Omani people.

6.5 Strengths and limitations

"It is important to reflect on the research process itself- both because it is possible to learn valuable lessons which can then guide later projects and because conclusions and recommendations are best understood within the context where they have been developed" (World Bank Working paper No.125, 2008, p.18). From the results of this study, several factors of strengths and limitations have been observed. The main strength element was that this was the first Olympic research in Oman. Also, it utilized several categories of participant in the Sport field, such as government officials, OOC members, SFs members, PE instructors, sports journalists and coaches. However, this research also included variable limitations that might limit the capability to generalize some of the results in this study. The following limitations are recognized by the researcher:

- The scope of this study focused on Muscat only.
- The number of the participants in this study was little.
- There is no previous study or research written about Olympism in Oman.
- The accuracy of this research is dependent on the honesty of some foreign participants and governments officials in responding to the interview.
- This study is limited to the voluntary and timely responses of some participants who were abroad to complete and return the questions.
- The results of this study come mainly from male participants and no females.
- The method that used in data collection of this study was the semi-structured interview method only.

6.6 Recommendations for Further Research

This specific research into the investigation of the challenges facing the NOA establishment in Oman and the enablers as well. It is a preliminary study that requires a great organization and main subjects can be created. Therefore, further studies in the Olympic field are definitely required. Some of the recommendations and suggestions for further research are:

- Repeat this research with a larger number of participants. This would provide more meaningful results.
- Repeat this research in all the regions and states in Oman. It may be beneficial to overcome the obstacles in Olympic field and obtain some new ideas that might be facilitated the OOA establishment.
- Repeat the present research study using specific field and matters in Olympic movement in Oman such as Olympic education, Olympic legacy, sports policies and sports marketing.
- Repeat this study by using triangulation of two or more methods of data collection.

- Establish a clear sports policy and future strategy to ensure fundamental improvement in Olympic field.
- Establish the local Olympic Education or Certification Program to qualify and educate leaders, coaches and players in Olympic field. It may be also a great scheme to utilize some opinions from developed countries to create variety Olympic programs.
- Plan and create diverse fundraising strategies to increase income on all levels. This will help the OOC to facilitate the operation of the OOA.
- Foster cooperation between OOC, MOM and MOE to provide teaching and training programs in the schools and cover all the local Olympic events. It would be highly beneficial to increase Olympic culture in society and interaction too as sponsors.
- Care must be taken when evaluating the limitations of this research and future research must be aware of employing the generalized opinions of this study on other locations.

6.6 Summary of Conclusion

Chapter six reviewed the conclusions of this research, which was followed by the implication for action, as well as comparison between Oman and the case studies of other countries. Also, this chapter observed the strength and limitations of this study. Finally, the recommendations for further research were proposed.

Chapter Seven
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Chapter 8

APPENDIXES



APPENDIX 1

Title of the Research
;Olympic Academy Establishment in Oman
Hindrances & Enablers

Dear Candidates:

I am entitled to obtain the Masters Degree in the field of “Olympic Studies, Olympic Education, Organization and Management of Olympic Events” at the University of Peloponnese in collaboration with the International Olympic Academy (Greece).

The Interview is a major part in my research at the Master program through which I aim to specify the obstacles (hindrances) as well as the enablers or criterion to establish a National Olympic academy (NOA) in the Sultanate of Oman.

It is my great pleasure to request your cooperation and assistance to enrich my study (research) with your opinions and point of view. Your participation will be through your ideas, thoughts and opinions about the difficulties and challenges that may face the establishment a NOA in the Sultanate of Oman at the same time we need to know about your point of view of the assisting factors which might facilitate the way to constitute this type of academy.

Your participation in this study will be a volunteering one and be assured that all the collected information will be secured as well as using the replies in the shape of data collection serving the recent study. The answers will take between 20 to 25 minutes only to finish them.

For your kind attention, the specialization of the NOA can be summarized as follows:

1. Participating in the activities and programs which offered by the International Olympic Academy (IOA).
2. Spreading the education of Olympics at the schools.
3. Organizing certain Olympic programs and activities.
4. Preparing some booklets, brochures and educational devices for the Olympic education.

5. Developing the Olympic Education by establishing an Olympic library, museum and exhibitions.
6. Increasing the public knowledge about the Olympic movement.

Thanks a lot in advance for your participation in this study and your contribution is highly appreciated.

Hisham Salim Al Adwani

MA candidate, Peloponnese & IOA, Greece 2013

The Interview

Kindly circle your choice:

1. **Sex:** 1. Male 2. Female
2. **Age:** 1. (21-30) 2. (31-40) 3. (41-50) 4. (above 50)
3. **Nationality:** 1. Citizen 2. Expatriate

2. Is the establishment of the Oman Olympic Academy (OOA) will represent a great support to the Olympic Movement in the Sultanate of Oman? Yes or No? and Why?
3. Throughout your point of view, what are the challenges and obstacles that may face the establishment of a National Olympic Academy (NOA) in Sultanate of Oman?
4. From your point of view, what are the enablers that would facilitate the establishment of a NOA in Sultanate of Oman?
5. Do you think that the programs and training courses, which will be offered by the OOA, work to enhance the informative technical and administrative sides for those who are specialized in the Olympic and sporting fields? Yes or No? and Why?
6. Do you agree with the establishment of a National Olympic Academy in Sultanate Oman? Yes or No? and Why?

*Thanks a lot for your cooperation and participation in this study.
If you need to obtain the results of the study, kindly mention your e-mail address.*

APPENDIX 2 Timetable of this Study

Month	February	March	April	May	June	July	August	September	October	November
Research literature	Reading and note-taking of the research literature									
Research Design	*	*	*							

Data Collection				*	*						
Data Preparation						*	*				
Data Analysis							*	*			
Writing Up						*	*	*	*		*

APPENDIX 3
Interview Results

Figure. 1 - Age of Participants.

Age	21-30 Years	31-40 Years	41-50 Years	50+ Years

% =N	N/A	20%N=3	47%N=7	33%N=5
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Figure. 2 - Genders of Participants.

		Gender	Male	Female
Nationalities of	% =N		N=15 100%	N/A
		Nationality	National	Foreign
	% =N		87%N=13	13%N=2

Figure. 3 - Participants

Figure. 4 - Participants Belong to:

Participants	Ministry of Sport Affairs	Oman Olympic Committee	Sports Federations (Officials and Coaches)	Universities	Players	Media
% =N	20%N=3	20%N=3	27% N=4	13% N=2	N/A	20% N=3

Figure. 5 - Participant's Level of Education

Education	Property	Secondary	Undergraduate	Postgraduate
% =N	N/A	7%N=1	33%N=5	60%N=9

Figure. 6 - Participants' Years of Experience

Years Of experience	Less than 3 Years	4-7 Years	8-12 Years	12+ Years
% =N	N/A	N/A	7%N=1	93%N=14