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Comparative Study of the Physical Education Policies of Singapore and Bhutan

부탄과 싱가포르의 체육교육 정책에 대한 비교연구

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Abstract

Comparative Study of the Physical Education Policies of Singapore and Bhutan

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In the early 2010 the Bhutanese government realized the importance of physical education especially in the school system as sedentary lifestyle was being adopted by most Bhutanese. However since its implementation, the policy expected outcomes were not encouraging.

This study investigates the short comings of the Bhutanese Physical Education policy through comparing it with Singapore's policy as the Bhutanese Education Policy itself was formulated in line with the Singaporean Education Policy.

The research set the objective to find the major differences in the two countries and the obstacles faced by the Physical Education policy in Bhutan. In addition, the research identifies good practices that could be adopted from Singapore's case.

A qualitative research based on document analysis was used as the method to conduct this study. It mainly focused on finding the differences in the practices of the physical education at the different educational levels in the Education System of Singapore and Bhutan. This comparison helped in drawing good practices from Singapore's case which could be adopted and implemented in the Bhutanese context.

The study found out that no systematic approach is adopted in implementing Physical Education in the Education Institutions in Bhutan and Physical Education is also not given equal importance in comparison to other curriculums. In addition, the time allocation for Physical Education is not sufficient and an inadequate staffing is in practice. Whereas in Singapore's case the policy clearly defines what is expected from the Physical Education intervention and how it is projected to be achieved.

Keywords: School P.E, Physical Education, P.E Role in School, P.E Policy, P.E for Sports Development, Physical Activity, Health and P.E

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I. INTRODUCTION

1. Background

Ever since the inception of Physical Education (P.E) in the schools of Bhutan a few decades ago, it has failed to create a solid impact on the Bhutanese Education system. The P.E classes which are limited to one lesson a week (30-40 minutes) mainly rests upon the interest and motivation of the teacher designated to implement it.

Concerning the status of the implementation of P.E and sports in the schools, initiatives being taken by different stakeholders are vague and limited: the Department of Curriculum Development of the Ministry of Education (MoE) has only now appointed a P.E Officer to look into finding ways to improve the impact of PE and Sports in Schools:

The Royal University of Bhutan is in the process of planning to introduce a Sports Education and Coaching Diploma so that the “Teacher Students” at the Colleges of Education get a P.E Introduction. The Royal Education Council (REC) has developed a P.E curriculum framework and will be piloting it in small number of schools generally from Grade 1-6 in the coming years.

The Ministry of Education (MoE) and the Bhutan Olympic Committee

(BOC), upon realizing the importance of Physical Education on how it can help encounter upcoming social and health related challenges for the young people of the country have had several talks on introducing Physical Education/Sports in all the schools in Bhutan however, nothing fruitful has sprung out of these talks yet.

"1.1. Every human being has a fundamental right of access to physical education and sport, which are essential for the full development of his personality. The freedom to develop physical, intellectual and moral powers through physical education and sport must be guaranteed both within the educational system and in other aspects of social life."

(The UNESCO's International Charter of Physical Education and Sports, Article 1.1, 1978)

The Bhutan Olympic Committee, the apex sporting body in the country, has conducted an initial scoping mission which included interviews and meetings with relevant stakeholders in order to alleviate problems related to Physical Education in the country. During this scoping mission, the BOC officials met with officials from relevant stake holders namely Ministry of Education, Ministry of Health, Royal University of Bhutan, The Royal Education Council and the respective National Sports Federations and Associations.

This scoping mission concluded with a positive interest from all

stakeholders with regard to introducing Physical Education/Sports in all Schools and Institutions in the country. Furthermore, it was clear that all relevant stakeholders would cooperate with the BOC in order to reach this goal.

2. Problem

Generally, the school curriculum at large today is too academic, overloaded and examination-focused. This is partly due the Policy makers, District Education Officers and School Principals not being able to understand the benefits that sports has on the development of the children.

In order to ensure a healthy lifestyle, the quality of P.E should not be compromised. The quality of P.E should guarantee that every student enjoys a lifelong fitness and physical competence. A student can only enjoy these benefits if the P.E programs are well-organized and well-implemented.

Furthermore, there is not enough alignment between teacher training in the RUB curriculum and the School curriculum. Presently, the curriculum at the RUB is too theoretical. As of now, there is a weakness in the system when it comes to Sports and P.E implementation due to the absence of exchange and cooperation between the stakeholders.

One of the major factors is the lack of linkages between the relevant actors in sport, physical education and health and a common understanding of the

benefits that each topic provides for the other. So far, there are no clear mandates and roles of these stakeholders and furthermore, there is a lack of exchange of information and communication between them.

The Education Ministry under the auspices of the Department of Youth and Sports provides a sports competition calendar and organizes competitions between schools throughout the country in different sports disciplines however there is no continuity in sports practice through this competitions since they are carried out towards the beginning of the school year.

3. Significance

“Physical educators have long proclaimed that P.E class is an important academic discipline to a students' education” (David 2009). However, in Bhutan, Physical Education has never really been a top priority. If the past trends are to be any evidence, the hours assigned to P.E classes in schools have either always been reduced or entirely removed. This has been mainly attributed to lack of budget or using of designated P.E periods for makeup classes by the academic teachers.

The belief that actual academic learning is more important than physical activity is still prevalent among Bhutanese parents in Bhutan. It is important for parents to understand that physical activity can actually enhance their child's performance academically.

The aim for Sports in Education is to look for ways to better integrate P.E and Sport in the Bhutanese Education System. Even more specifically, the objective is to give more school kids in Bhutan a possibility to enjoy Sports. The goal of P.E is to inculcate in students, while they are still in their formative years, a sense of healthy living habits.

Here, P.E can not only help students in socializing, but it can also develop important life skills in the student. P.E also plays an important role in honing the child's growth from childhood to adolescence. The ability to take part in co-curricular activities will be a healthy benefit of P.E.

“Physical education instills a stronger sense of self-worth in children based on their mastery of skills and concepts in physical activity. They can become more confident, assertive, independent and self-controlled.” (Rachel Miras, 2007)

Physical education mostly prepares the child with aptitudes and facilitates them and enables them to use it in the future. Hence importance has to be given to schools as this is where the child grows affectively and cognitively, with the help of teachers and the physical instructors.

"Most physical education programs are holistic. The program allows student to interact together to a common goal and that is to win and excel physically. It

brings out the competitive sides of students working both body and mind but also promotes sportsmanship."

(Jaques Rogges, Former IOC President, address at the UNESCO Convention 2003)

“In the affective domain of physical education, students develop attitudes and appreciation for participation in physical activity. The affective domain is generally seen as identical with emotional well-being and encompassing assets that include positive self-regard, coping skills, conflict resolution skills, confidence, and most importantly self-esteem.” (Bailey, 2009)

Participation in sports is a vital factor in improving a student’s self-esteem. It not only contributes to a healthy personality development but also helps in developing his social skills. According to Bailey (2009), it is said that “Physical Education improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance along with the development of motor skills which allow for safe, successful and satisfying participation in physical activities.”

“It is also said to facilitate the development of student responsibility for health and fitness and strengthens knowledge learned across the curriculum” (Bailey, 2009). It helps students become more productive in the classrooms.

Students tend to perform better academically. Engaging in Physical activity helps in better flow of blood and oxygen circulation which in turn leads to a healthier lifestyle.

When these physical education classes are introduced in schools, students can choose which one suits their taste and pick accordingly. It is important to realize the positive aspects that Physical Education can have in the Bhutanese schools. It not only helps in the developing a student's moral and leadership skills, but it also makes him more social and responsible in his behavior.

"The future of the Nation lies in the hands of the youth of the country"

(His Majesty, King Jigme Singye Wangchuck, 1999 Coronation Speech)

Only regular classes in P.E can impart values ensuring a healthy life. Students can learn how to take care of themselves through regular exercise and eating healthy.

4. Organization

The methodology that this thesis will be following is a qualitative research based on documental analysis focusing on finding the differences in the Physical Education practices in Singapore and Bhutan and then drawing good practices from the Singaporean Education System that could be adopted and implemented in Bhutan.

The reason why the Singaporean Physical Education Policy has been taken as an example is based on the fact that both countries are small and have similar no. of people and the development cycle of policies adopted by both the countries are of same period i.e. 5 years. In addition, the current Bhutanese Education Policy was formulated based on the Singaporean Education Policy upon advice from the Singaporean officials.

The Research will use grounded theory which is mostly based on analyzing documental evidences available through the National Policies of the two countries. Moreover, in the Bhutanese context another document that shall be used for developing the understanding of current situation is the Bhutan Sports Baseline Survey conducted in 2010 by the Bhutan Olympic Committee to measure the participation of the Bhutanese population in Sports.

Chapter Two will provide an overview of the relevant literatures available on Physical Education and Sports in Education and its importance and also the previous researches which are relevant to the topic.

Chapter Three will cover the research methodology that is a qualitative research using grounded theory by comparing the physical education policies of Bhutan and Singapore. This chapter will also focus on identifying the similarities and the missing links in the Bhutanese Education Policy by using the Singaporean

Physical Education Policy as the benchmarking document.

Chapter Four will discuss the analysis and its results to establish an understanding of the differences and similarities in the two policies.

Chapter Five presents the findings of this research by answering the two questions of this study. The chapter will also present some of the Limitations of this study and also suggest Future Research possibilities.

II. LITERATURE REVIEW

"When young people participate in sports or have access to physical activities, they can build up their health and self-esteem, use their talents to the fullest, learn the ideals of team work and tolerance and be drawn away from the dangers of drugs and crime"

Kofi A. Annan, Former Secretary General, UN, 2005

1. Definition

“Physical activity is defined as any bodily movement produced by skeletal muscles those results in energy expenditure” (Caspersen, Powell & Christenson, 1985). Within the early developmental years, the physical activity of children may be more appropriately described as a loco motor play or active play (Pellegrini & Smith, 1998). Active play increases from the toddler to the preschool period and then declines during the elementary school years, with a peak at around 4-5 years of age.

Observational studies conducted in child care settings suggest that active play accounts for about ten percent of their daily performance (Brown, 2009). In the present study, we define active play as play that incorporates movement at a

moderate to vigorous intensity (e.g brisk walking and running) and assess whether a child's level of active play is associated with both self-regulation and academic achievement.

Although the association between active play and early achievement has not been extensively examined, research investigating fitness and physical movement has witnessed positive relations with the level of fitness and theoretical success (Smith & Lounsbery, 2009; Trudeau & Shephard, 2008).

Experimental training studies with elementary and middle school students have demonstrated that children who participate in more vigorous activity achieve higher grades (Donnelly et al. 2009) and math achievement. In addition, research also shows that students who are aerobically fit tend to be better at math and reading comprehension in grade school students and to higher grade and achievement in adolescent samples.

2. Overview of Physical Education

To give support for daily physical education and help promote Physical Education initiative many researchers and practitioners have outlined the general benefits of physical activity in the world. Hansen and McKenzie (1988) propose that we can basically highlight the benefits of 'regular' physical activity and then

the extra benefits of 'daily' physical activity will be recognized. This is based on the premise that the benefits of regular physical activity will seemingly increase or be accentuated if the activities are pursued on a daily basis (Hansen and McKenzie, 1988).

Corbin (1986), in his attempts to promote the inclusion of daily physical education into the elementary and secondary curricula, outlines some of the benefits of regular physical activity. He concluded that participation in physical activity promotes the development of cardiovascular fitness, promotes optimal physical growth, improves ones weight control and improves one resistance to disease and fatigue. Robbins study (1987) suggested further that participation in physical activity improves children's social skills and helps them to more effectively cope with stress.

Shephard (1983) added to this list of benefits stating that participation in physical activity increases knowledge and understanding of healthy lifestyles which may translate into ones adherence to an active, healthy lifestyles which may translate into one's adherence to an active, healthy lifestyle given that attitude does predict behavior. These findings provide support for the hypothesis that daily participation in physical activity will improve student's attitudes towards physical activity.

Upon realizing the benefits of a consistent and systematic physical activity program, many educators have begun to promote the inclusion of 'daily' physical education into the curriculum. The Vanves Project in France (MacDonald, 1961) was probably the most important contributor to the promotion of daily physical education (Pollatschek, 1989). The French Ministry of Education set up its own experiment in which a control group of 30 grade six and seven students received the regular amount of physical education (less than 90 minutes each week) prescribed in the school curriculum and an experimental group of the same number received 2 hours more of physical education each day.

When the three year experimental period ended, the experimental group was reported to be 'happier, healthier, keener and had fewer disciplinary problems' than the control group (MacDonald, 1961). Greater improvements in physical growth were also experienced by the experimental group. It was also found that the experimental group, despite less academic time, displayed equal or better academic records.

A similar study comparing the effects of three days a week to that of five days a week P.E programs resulted in favor of daily physical education (Johnson, 1969). Both groups were involved in similar programs for a period of two years. Students were measured using a skills test and fitness test battery and the triceps

skin fold was assessed to approximate the amount of subcutaneous adipose tissue.

In comparing the post-test results of all the subjects it was determined that the students receiving daily physical education were “superior in physical fitness, activity skill, and had less subcutaneous fat”. There were, however no significant difference in growth curves (Johnson, 1969).

Shephard (1977) was also impressed by the results of the Vanves project and designed a similar study which has served as the bench-mark against which many other studies were based. This study consisted of an equal number of students (N=600) in control and experimental groups enrolled in a number of schools. The control group received the normal amount of physical education which was usually 1-2, 45 minute classes each week and the experimental group received one hour each day.

The content of the programs was decided upon each of the physical education specialist teacher’s within each of the schools although they were given some flexible guidelines. In all schools the experimental groups reported superior scores on most measures of physical and physiological performance following the six year period of this study (Shephard, 1977). The aerobic power and strength measure best discriminated between the two groups in favor of the daily physical education group. In some schools superior academic scores were reported by the

experimental groups.

3. Background

Keeping in mind the importance of physical education and sports, school sports program was instituted in the year 2000 at the Department of Youth and Sports with a view to compliment the academic dimension in imparting wholesome education in the schools. The school sports program therefore, was conducted and organized in all the schools catering to students from Class PP to XII (elementary to high school) with the main objectives of fostering a lifestyle that was healthy and basically to ensure students had the right set of skills to get the most out of their learning.

Students from various levels are encouraged to participate. Gender, Age and Skills are not taken into consideration so as to ensure maximum participation. Schools in Bhutan, today, make sure that students enjoy some sort of regular sporting event. In addition, placement of full time School Sports Instructors (SSI) has been initiated since the year 2008. As of date, there are 87 SSIs recruited, trained and placed in schools across the country.

As the Bhutan Olympic Committee (BOC) and the various National Sports Federations (NSFs) looks after the development and promotion of sports at the grassroots level, the BOC and the NSFs are responsible for the identification,

nurturing and development of sports talent and preparing them for International or Regional competitions.

The BOC in 2010 initiated the first ever nation-wide sports baseline survey and accordingly formulated the ‘Strategic Road Map for the Development of Sports in Bhutan with the vision of ‘excellence through sports for all’ to overcome the sectors inherent weaknesses and deliver strategic, high performance outcomes for Gross National Contentment. Such an approach was desirable due to the high proportion of youth population, increasing rural-to-urban migration, increasing urbanization and the lifestyle-related problems in Bhutan.

The 'Sports in Education' policy that the BOC wishes to endorse will look into creating opportunities for school children to develop talents through organized sports and physical education which will further lead to a coordinated approach for sports development through increased participation and resource allocation for sports with clear local potential which includes national talent identification and nurturing scheme and provide career counseling that ensures guaranteed employment, along with rightful recognition of their achievements. The policy will also look into matters concerning easy access to the best training facilities for talented athletes, teams and officials and promoting a drug free environment.

Currently, youth lament the lack of recreational and sports facilities with those that are available difficult to access. Many young people also seem disinterested to participate in sports. The National Youth Action Plan in the area of recreation and sports will attempt to enable access to sports facilities and optimize sustainable use of such facilities through a common sport infrastructure development policy, consolidation of existing infrastructure facilities and development of new infrastructure to increase opportunities in sports in strategic locations across the country as to encourage youth to participate in sporting activities.

P.E program within the school setting not only sets a foundation in how children look positively at physical fitness but also helps these students in embracing a lifestyle that is healthy for life. Positive physical exercise habit formed in childhood frequently is carried over to adulthood which helps reduce illness and unnatural death.

Barrow, H. (1983) cited J.F Kennedy "If you undermine the movement in children, you are undermining the capability of thought in the children." The study of movement is probably lacking realistically in the Bhutanese Educational climate. To many people, "academia" meant "pertaining to the development of the mind". Often the goal of Education is dominated by

development of mental powers, to the exclusion of everything else.

The emergence of Bhutanese P.E is not new in schools of Bhutan. The Education Division's document for the purpose of school education in Bhutan (1996) provides a curriculum development framework of Health and Physical Education (HPE). School education in Bhutan is generally aimed at outlining seven key broad learning areas and activities for students learning through different levels (classes) as they progress through schooling. Health and Physical Education forms one of these seven learning areas.

The PE learning area emphasized as:

School should encourage all students to develop active and healthy lifestyles. The student should be provided with knowledge about their health, and an understanding of their physical and social development. They should be given opportunities to develop healthy habits and skills in interpersonal relationships. As part of the co-curricular activities schools must make provisions for physical activity in the form of physical exercises, games and sports.

Bhutanese PE curriculum framework provides an overview of knowledge, skills and values. It highlights important aims such as development of physical fitness, movement skills, appreciation for games and sports and knowledge related to different games and sports. As there is an absence of a structured P.E in the

Bhutanese schools, most of the aims are achieved through organizing and encouraging mass participation in maximum sports and games.

At present the schools are not provided with any P.E syllabus. But games and sports form the integral part of the school's co-curricular activities. All schools should conduct games and sports in their schools. All children should be given opportunities to participate in them.

Considering the immense benefit of physical education and the need to confront growing issues of youth involvement in sedentary lifestyles, primary school physical education was given a place in the Bhutanese education system in the year 1998. A draft curriculum has been developed by the Curriculum and Professional Support Division (CAPSD, Bhutan) with the following philosophy:

Lifestyles in Bhutan are changing as development expands. Unlike in the past, many school children now have the tendency for leading a sedentary type of life. Much of their free time outside the school is increasingly spent on activities ranging from viewing video films to loitering around the town areas. The common attitude of our people is that any activity outside the teaching and learning at schools hampers the academic performance while the opposite is true. Children who are physically fit and healthy can think, concentrate and learn better (CAPSS, 1999, p.1).

Lumpkin (1990) emphasized similar importance as:

Physical education has unique opportunities of potentially contributing to the improvement of one's quality of life. Millions of people across all walks of life participate in multitude of activities that are fun and that they contribute to mental, physical, and social development.

Initially, HPE curriculum was to provide to all the B.Ed. students and not as an elective subject. Later, the HPE faculty debated and reached the consensus of providing it only to the B.Ed. primary students since the emphasis that time was only on the primary.

Later, it was instructed (Cf. office order no. NIE EDN-P/EDN-ADM(05)2002/689) that Health and Physical Education as an elective subject in the B.Ed. course be started as early as possible. The HPE faculty then wrote 10 modules which was approved as per note sheet no NIE-P/PLG (22)2003-4/1360 dated 20th November 2003. Thus, the HPE curriculum in NIE Samtse was officially implemented in February 2003 with its first batch of 6 candidates.

Realizing physical activities and sports significance in shaping children's growth, the GSD (Games and Sports Division) under the Department of Youth and Sports (Ministry of Education) has been promoting P.E since the late 1990's as part of its complete education approach.

Engaging in games and sporting activity has always been associated with fit individuals. And this in turn has contributed to a productive society. Participating in sports has proved very beneficial especially for Children. Their love for sports not only benefits them physically and mentally, it also builds their character and inculcates in them values that are beyond just the field of sports. (Bhutan Sports Baseline Study, 2010) Sports in general promote discipline, a sense of belonging and builds on self-confidence. Besides health benefits, it also promotes solidarity among communities.

Physical education programs across Bhutan forms an important in the academic planning for the school going children. This chapter focuses on research based examples of the importance of P.E programs. It will discuss the need of a vibrant and robust Physical Education programme in the Bhutanese schools and examine whether such programs are meeting the national standards. A few studies and theories which can be considered as best practices can also be included to better understand the content.

“The need for a change in the PE programs is rooted with the ever rising health related issues among the students and kids in Bhutan” (The Education Policy, 2012). There was a physical training (PT) program in the schools which was implemented rigorously up until the mid-1980s. However, with the

advancement of modern science and technology, people were becoming more inactive leading to a more sedentary lifestyle. Machines had replaced much of the manual work done in the past, thereby depriving many Bhutanese people of an important source of Physical Activity.

As the country adopts more practices from the western world, youths are opting for a more sedentary type of lifestyle. Socially unacceptable behaviors such as drug abuse, violence, and sex are becoming part of the youths' lives (CASPD, 1999). Given the challenges, a HPE curriculum has been added to the primary school curriculum.

“Health problems such as obesity, heart disease, stroke and cancer are included in this growing epidemic, although serious, the situation of an unhealthy society is conceivably fixable; with appropriate knowledge and resources the trend can be reversed. In order to achieve the goal of a healthy society, innovative methods and theories that endeavor to help all children toward a self-maintained, healthy lifestyle are needed" (Monahan, 2010). However, studying the need for change in the programs must be addressed first before discussing the innovative theories.

“New Physical Education is a life-long fitness trend that incorporates well-designed programs by teachers who know how to design, implement, and evaluate

their curriculum” (Wirszyla, 1999).

The comparison of what already exists and the new proposed P.E program would introduce a structured program for the so called ‘games periods’ where not only the top athletes are rewarded but all students get involved too. Students who did not possess subpar level skills felt secluded and were left with no room to expand their skills. The Journal of Sports Psychology in Action says "fewer people have addressed performance enhancement from a leadership-building perspective" (Gould & Voelker, 2010). Students were mostly found to be least motivated and their participation was either very low or forced. It was clear that “fun” was not a word associated with their PE experience.

Since the scope and range for content and curriculum was narrow, it resulted “in an educational setting that often lacked student participation, motivation, cognitive knowledge about health and fitness” (The Bhutan Sports Baseline Study 2010). However, teachers were now being trained in an education style that was more inclusive of the all-round well-being and well-roundedness of the whole child.

“The issue with the existing P.E program could be the waiting time being more than the actual play time (Bhutan Sports Baseline Study, 2010). Human Kinetics, a leader in physical education and health suggests that “students need to

be vigorously moving and active at least half of the class time.” According to this article, “when playing team sports, there are a set number of players on each time therefore leaving many of students waiting on the sidelines, possibly never earning the opportunity to play.

Another theory becomes evident at this time when many students remembered their teachers allowing everyone to play, which equaled crowded teams and inaccurate organization of game practice. This resulted frequently with more wait time due to the more athletic and ambitious students controlling game play. When environments like this occur, the majority of participants do not earn a feeling of success.” (Rink, Hall & Williams)

4. New Physical Education

“The psychology of learning states that humans learn in three domains, cognitive, affective and the psychomotor realm” (Kretchmar, 2008). Educators of this project presented new development ideas and diversions as well as evaluate their learners in different ways to achieve information about the child.

As these zones have showed outstandingly supportive in showing people in this field, students who will adopt this method will have a tendency to be better-adjusted as their capacity to finish game based manipulative abilities will

be stronger. In spite of the fact that this methodology obliges having the enthusiastic prerequisites to execute such abilities, the different types of developments and undertakings this methodology includes will give a chance to investigate the numerous diverse approaches to carry on with a long life.

5. New Methods and Best Practices

New Physical Education methods are seen shifted toward in numerous distinctive techniques. According to Kretchmar (2008) “most physical educators are attempting to mix both health-oriented exercises with fun activities.” Since the objective of a NPE program is to push children with a fun and solid deep rooted wellness educational program, it is recommended for teachers to plan lessons that are 'joy-focused and play-oriented.' Educators can integrate lessons by coordinating physical training over the educational program and establish a long rooted exercise program for the students to engage and have a good time.

According to McClean, (1996), “technology is another popular way to integrate fitness across the curriculum. Teachers are using many forms of technology that include: heart rate monitors, pedometers, video games, computer software, and the internet. Specifically, computers provide improved support to classroom instruction. The technology most commonly used is commercial and

shareware programs that track grading, student athletic performance, and fitness.”

According to the Academy of Educational Development (1999), Bane McCracken, a Director of P.E Ona, West Virginia, "when we play sports, we keep pulse, not score." This implies that by captivating the weight from competition, physical education gets to be more worthwhile to the masses.

Concentrating your exercises on a long lasting wellness is an alternate methodology utilized by NPE which remains the most essential goal as the cognitive and emotional areas are crucial now. According to Harter (1999), “children and adolescents must feel generally competent in the Physical activities they choose and must also feel confident in their ability to achieve a specific goal (self-efficacy), and have control over the outcomes of their efforts.”

So long as children are provided with a selection of activity, it will give them a chance to perform better. Delisio (2001) identified that “students are learning about the importance of nutrition, healthful diets and different diseases or hazards that result from sedentary lifestyle. Teaching why fitness is vital for lifelong activity is necessary for adolescents to understand the concepts behind their personal health and wellness. Therefore, teachers are giving students the framework for healthful decision making and life-long activity.”

Studies have revealed that “looking at activities from a health and

wellness perspective, students are able to identify the significance of life-long fitness and reinforce its importance in the comprehension of both the short and long-term effects.” And also that “strong health education classes include analyzing the reliability and validity of media and health resources; communicating effectively using refusal and conflict management skills; setting goals; and making healthy decisions" (Health Education and Physical Education, 2007). It is clear to understand here that education related to health, therefore, aids children to comprehend the information and cope up with challenges better eventually leading to live a non-sedentary live.

Nonetheless, P.E curriculum in the education system still remains to be challenging. Studies illustrates that “many school districts do not employ properly trained physical educators, do not approve budgets to produce and maintain effective equipment, and continuously push for large class sizes” (La Fee, 2008).

“As the focus of the programs incorporate true tenants of life-long fitness, educators can create a new marketing ammunition for school boards to justify keeping or increasing budgets to support PE programs” (The New Physical Education Trend, 2001). “Direct ties to health risks and the cost of dealing with ageing generations with poor health can be used to statistically generate the

correlation between fitness for life PE programs to lessen the high cost of medical care and improve quality of life” (Health Education and Physical Education 2007).

Data available from the Bhutan Sports Baseline Survey rationalizes the subsidy for the school sports programs. Although people realize the need for a change, the challenge will still continue, “Until people of authority and stakeholders make a stand for the incorporation of PE and the ability to assess the program continuously” (Health Education and Physical Education, 2007).

Defining "fun" is difficult, because it is a relative term and people could understand or comprehend it differently. Researchers have discovered that adolescent “students feel vulnerable in gym class, especially when doing sporting activities” (Health Education and Physical Education, 2007). “Similarly they also distinguished the difference in participation levels between male and female students, noting that female students lack in participation greatly” (Di Lauro, 2008). A modified P.E will enable teachers to examine the child’s emotional domain and be able to tell what the student likes and dislikes.

This poses as a significant aspect in defining whether Physical Education is enjoyable or not. “When completing these assessments, teachers ask questions about personal feelings during and after the activity through verbal communication or written worksheets. With the data collected, teachers are able

to address differentiated instruction on a more personal manner which results with overall satisfaction for each Childs needs” (Health Education and Physical Education, 2007).

6. Identifying Multiple Methods and Practices

P.E can be made fun in several different ways. According to Leslie Lambert at Roanoke College in Virginia, "teachers are using mind maps, cooperative-learning activities, and problem solving challenges" (The New Physical Education) to involve their lessons. They also "study the concept of aerobic fitness while engaging in skill-development progressions. Some teachers are intertwining traditional outdoor activity concepts with indoor environments like wall climbing and in-line skating” (The New Physical Education). In doing so, these distinctive mixed activities inclusion in the PE class will provide a different experience for the children.

Nowadays educators have adopted creative methods to mix the traditional skills and non-traditional activities.

7. Importance of Physical Activity

“Physical activity is a key behavioral factor that likely contributes to

childhood obesity. Several longitudinal studies have demonstrated that low levels of physical activity are related to weight status in children” (Buswell, 2008).

Unfortunately, studies from the Bhutan Sports Baseline Survey has revealed that during school hour’s children maybe spending less time in physical activity. Nationally, merely 36% of the children enrolled at the schools qualify for the suggested period of games and sports (forty mins a day, five days a week). Adolescents who participated in daily PE activities dropped from 43% - 29% over just 12 years (Bhutan Sports Baseline Survey, 2010).

A recent evaluation of research surveyed the amount of physical activity in students from the lower education levels and it showed that this group of children spent a superfluous shocking quantity of extremely low amount of time in PA (The Bhutan Sports Baseline Survey, 2010).

Physical activity is essential for the wellbeing of the child as it has numerous short and long term benefits. Particularly, active students may benefit from confident effects such as better self-esteem, improved fitness, the avoidance of cardiovascular menace, and the development of bone formation. “Aerobic exercise and physical activity is associated with improved brain and cognitive health across the lifespan” (Buswell, 2008). A result from a study proposes that a rise in active lifestyle in childhood is related with "neurocognitive benefits" with

better mental control.

Congruent with the health benefits of exercise, children who engage in regular physical activity will likely carry these activity habits into the future. Studies have found that “the level of physical activity of school-age children significantly predicts their level of physical activity as adults” (Buswell, 2008). Given that physical activity has a tendency to decline as children get older; the outcomes of these research backs the health promotion of the people and physical activity in children and adolescents.

Research suggests an inactive childhood behavior increases the risk of developing diseases and problems in the future (The Bhutan Sport Baseline Survey, 2010). Sedentary behavior, especially television viewing, is likely competing with opportunities for physical activity. Several surveys found a relationship among the times spent watching TV and increased obesity frequency in children (Health Education and Physical Education, 2001).

Moreover, studies recommend that “sedentary behavior has a tendency to track into adulthood and less active children are more likely than active children to become obese adults.” Therefore, Buswell suggests avoiding the expansion of unhealthy habit by limiting TV watching time and together with other sedentary activities and has been recognized as a favorable health message to the public to

stop obesity in childhood and associated long-lasting health concerns.

8. Health and Physical Activity

Current public health research is focused on the modifiable aspects of the energy balance equation: environment and behavior. According to Anzman (n.d.) the increasing development of childhood obesity has grave health repercussions and signifies a nationwide move toward positive energy balance with both physical activity and diet representing "behavioral and, therefore modifiable aspects of this balance equation." The environmental factors that influence the balance equation include: the greater community, school, childcare and family.

School environments have been identified as important settings to establish healthy habits in children since these institutions have the greatest continuous contact with children over the first two decades of their lives. In fact, as many as 90% of youth in Bhutan aged between 5-17 years are enrolled in schools, representing a model forum to encourage physical activity and healthy eating (The Bhutan Sports Baseline Survey, 2010). Schools have the ability to inspire and encourage students healthy eating through dietary education, physical education and recess, and school health services. However, despite national recommendations for both primary schools and secondary schools, physical

activity tends to decline with age.

During the critical development stage of early childhood, lifelong habits and attitudes are established further emphasizing the impact that preschool settings have on the student's behavior. Recognizing the link between P.E activity statuses in students, efforts to establish physical exercise habits in young children are imperative for health related issues prevention throughout the lifespan.

The level of physical activity that preschoolers engage in is associated with the policies and practices of childcare centers they attend. Given the large number of children being enrolled in preschool settings in the urban areas and the variability of physical activity among these centers, these environments provide a promising opportunity to engage more children in health promoting levels of physical activity.

9. Need for Physical Education

The current preschool activity levels do not fulfill the recommendations necessary to support healthy development and establish future health habits. Increased sedentary activity and decreased physical activity are likely contributing to the prevalence of childhood and adolescent issues. Consistently, observational studies have reported that differences in physical activity levels

between schools vary systematically from one another due to several factors including the preschool environment, policies, and practices.

The environmental and educational features of preschool centers are likely responsible for and influence physical activity variability among preschool centers. Teacher-led activities have been identified in several observation studies as a promising approach to increase physical activity of preschool students.

Recognizing that early childhood is a vital opportunity to increase physical activity and establish healthy habits, several studies have investigated a multitude of factors that affect early childhood physical activity in various settings. Researchers after comprehending physical activities benefits and the health concerns in childhood have begun to examine the value add physical activity programs led by the teachers in the schools.

Although randomized trials have not demonstrated that teacher-led physical activity definitively increases preschool physical activity, observational and pilot data provide a strong case for further investigation. Investigation would aid policy makers, educators and researchers in developing recommendations and curriculum to promote preschool programs for both children and their families of the best quality.

Given the myriad of individual and social costs of health related concerns,

the interest in early childhood physical activity is not unexpected. The interest in research on the area of obesity prevention is also seeing a growth. Brown appealed to researchers to investigate "how to develop, disseminate and diffuse evidence-based physical activity interventions to early childhood educators." If training to preschool teachers in physical activity education could promote healthful exercise habits and healthy status in children, then early childhood physical activity recommendations would be easier to attain.

10. Benefits of inclusion of Physical Education in Schools

Many regional and national studies in Canada attempted to replicate the Vanves Project and in all cases similar findings were made (Kirk, 1989; Martens, 1982). One such study in Blanshard Elementary School in Victoria, British Columbia found positive results when the primary and intermediate aged students were involved in a physical education program in which they allocated an enormous time towards the P.E classes or physical activity participation (Martens, 1982).

Another component to this program was the inclusion of an active health lesson offered every six weeks focusing on the effects of exercise on the body's systems. In comparing pre-test results with post-test results over a four year

period for all students it was reported that those students involved in the daily physical education program exhibited greater fitness improvements and also they exhibited more positive attitudes towards physical education and their school work in general.

Also, academic performance had either been maintained or had improved and presumably as a result of the other benefits the student's self-confidence had improved. In this study it is interesting to note that all of the teachers were generalists and therefore a substantial amount of in-service physical education training was conducted (Martens, 1982). One may question whether or not the benefits would have been accentuated had the teachers been specialists.

In order to find out the effects of P.E on fitness, physical motor skills, academic achievement and attitudes, a P.E experimental program was introduced in Vancouver by the school board towards P.E of some 400 students in the educational levels of classes 2-6.

After the two year period of the study both of the groups (control and experimental) exhibited gains in all measures, however, the experimental group receiving 30 minutes of physical education for each day of the week exhibited gains that exceed those exhibited by the students in the control group who received only 2 periods of 30 minutes on 2 days of the week. The differences in

mean scores that favored daily physical education student were as high as 19 percent in the psychomotor domain performance measures, 8 percent in the affective domain performance measure and 41 percent in the cognitive domain performance measures (Sinclari, 1983).

Australian studies have also provided support for daily physical education. In many of their studies that replicated the Vanves project the results were in strong support of daily physical education (Coonan, 1978; Kirk, 1989; Siedentop & Siedentop, 1988).

Pollatschek and O'hagan (1989) investigated the influence that a daily P.E program has on some 222 primary school children in England. The Students who participated in the daily P.E program consisting of at least half an hour of P.E daily improved their fitness to a greater degree than the non-daily physical education program students. They were also superior to the control group in motor fitness, attitudes towards school and school performance.

Hansen and McKenzie (1988) cite Dr. Noel Grace from the Ontario Medical Association when he reports the results of a study comparing students in a daily P.E program with those participating in typical P.E program. Outcomes from Grace's unpublished study suggest that the students receiving daily physical education got sick less often had fewer disciplinary problems and their academic

record was equal or better than their peers in the non-daily program of physical education.

This was a simple comparative study wherein the school records (absences, behavior discipline, and academic records) of all involved subjects were quantified and the two groups were compared. Dahlgren (1987) found similar results in a study and also that the students in daily P.E showed ‘less absenteeism and greater productivity in their academic work’.

Physical inactivity involves little or no movement and today has been recognized as one of the leading causes for death in the world (Global Advocacy for Physical Activity [GAPA], 2011). Any human movement created by using the muscles in exchange of energy could be considered as Physical Activity. “Regular participation in health enhancing physical activity has numerous health benefits including a reduction in coronary heart disease and stroke, diabetes, hypertension, colon cancer, breast cancer and depression” (Mathers, Steven, and Mascarenhas 2009; World Health Organization 2003).

For adolescents, physical activity has many modes. These include physical education, active school transport, extra-curricular and community-based sport and physical activity. For youths, schools could play a vital role in making the children comprehend the importance of physical activity. With these P.E

programmes, children can learn and build up confidence through the help of their peers, instructors, teachers and parents.

“Schools are also a setting for under-represented population groups to access quality physical activity experiences” (Kirk 2005). Today, a new worrying trend has started worldwide where the time allocated for P.E has been reduced, insufficient P.E instructors and also an absence of play grounds in schools.

The effect posed by Physical inactivity, especially which relates to serious health issues could be seen in most countries and Bhutan cannot be excluded in this list. “Despite the benefits that physical activity brings to children’s well-being, national and international studies consistently point to children’s declining participation in physical activities and the consequences of this decline on their health” (Booth et al., 1997; De Knop, Engstrom & Skirstad, 1996; Johns & Ha, 1999; Sallis et al. 2000; World Health Organization, 2000).

Bhutanese adolescent’s health’s are better compared to that of most under-developed countries; health related issues are increasing and this could be pertaining to the fact of a lack of an adequate exercise program. The CAPSD (2010) also showed that P.E programs can play a key influence on the child’s physical activity engagement apart from parental influences.

In Bhutan the main aim of Education has been to achieve a wholesome

education for the children both inside and outside of classrooms. Yet, we cannot say for sure if this has been in practice in actuality and has been implemented in the schools. Students at the lower standards from classes PP-X normally get the opportunity to engage in physical activities once a week where a 30-40 minute period is devoted towards its conduction (The Bhutan Sports Baseline Survey, 2010). “Even during recess or after-school periods, students are not encouraged to play or participate in any physical activity due to the school policies imposed that prioritizes academic subjects rather than bats and balls” (Johns & Ha, 1999).

Thus P.E is not considered as an important aspect in the school system. Numerous researches have sustained a progressive relation with active children and their educational performance. Still, a few other researches have revealed no relation whatsoever (Daley & Ryan, 2000; Fisher, Juszczak & Friedman, 1996). For instance, Budde in his study found that “providing bilateral coordinative exercises was more effective than teaching a normal sport lesson in physical education for student completion of coordination and attention tasks.”

A study conducted by Ericsson in 2008 found out that a group of students who were physically more active and received motor training for an hour daily scored higher in math as compared to a control group who received physical education only two times a week. Sallis in 1999 found that “by using a physical

education curriculum designed to maximize physical activity, reading standardized test score were higher for students in the physical education specialist group, and reading language, and the basic battery standardized test scores were higher for students in the trained teacher group, as compared with those in the control group (not receiving the chosen curriculum or training).”

However, Fisher who used a questionnaire with adolescents found no linkages between students who were participating in sports and the relation with their performances academically. “Although, the number of studies documenting the relation between physical activity and children learning outcomes, there is still no consensus on whether physical activity can exert a significant effect on children’s cognition” (Bailey, 2006; Sibley & Etnier, 2003), especially, when it comes to classroom-based physical activities.

“If a physical education and public health perspective is taken into consideration, it is important for classroom teachers, administrators, and school psychologists to understand the benefits of incorporating physical activity into the school day, as the value of intervention is only as successful as its implementation” (Ahmed et al., 2007). There are various researches that have reported results with regard to the educators and policy maker’s perception of physical activity in a school curriculum.

Even though some teachers are positive about the benefits of physical activity there are still many with no interest and capabilities to implement P.E during a school hour. “There are also some teachers who hold negative perceptions of physical activity and its value in replacing instructional time, even when they are not leading the physical activity i.e. recess, physical education” (Faucette & Hillidge, 1989; Morgan, 2008). Yet, there are studies that show that recess with physical activity breaks between classes improves a student’s attention level and willingness to work on cognitive tasks (Pellegrini & Bohn, 2005).

Administrators and school psychologists can also play an important role towards achieving this goal. There is evidence that school administrator’s interpret free time as dispensable and thereby has an important effect on the free periods time allotment. “As professionals who specialize in optimizing learning for all students and because of their importance in schools, they can advocate for the continued need for recess and physical activity breaks in the classroom to support the healthy physical and social development of school children” (Simon & Childers, 2006).

Although psychologists in schools are busy working towards involving children who are having trouble with learning or asking their teachers on a weekly

basis, it is also possible that these psychologists might be not aware of the importance that physical activity poses in encouraging the students.

Therefore, “consulting with teachers and administrators on interventions that will benefit all children’s learning and physical well-being can be one of the most effective means in creating change on a systems wide level” (Ysseldyke, 2006). It is essential to reduce the studies in this field in order to gain a broad idea where it involves a classroom centered physical activity. As of now, there are no researches or publications available on the benefits of a classroom centered physical activity program.

There has been little or no research that examines the effect of incorporating a physical activity in the schools. Hence, the aim and objective of this paper is dual in the sense that it tries to understand and evaluate school based P.E activities quantitatively. Moreover, it also examines if physical activity in the schools have any association with the results the students..

11. Attitude towards Physical Activity: Measurement and Development

The main aim of P.E is the development of positive attitudes towards physical activity (Bain, 1980). It is the goal of P.E program that the children begin to enjoy and recognize the value of games and sports as an outcome of P.E class’s involvement. The assumption and the hope of physical education teachers is that

these students, as a result of this attitude improvement, will then develop more active lifestyles (Bain, 1980).

The implication, therefore, is that improving students attitudes towards games and sports is an significant objective of the P.E program and in advocating daily physical education many researchers and physical education teachers in the field suggest that regular physical activity helps shape positive attitudes towards physical activity (Corbin, 1986; Godin & Shephard, 1986; Robbins, 1987).

Given that a student's attitude towards physical activity is important it is essential that researchers investigate and develop a greater understanding of those factors that inhibit and promote the development of a positive attitude towards physical activity. The study on student's attitudes towards physical activity has examined the effect of a number of school related variables on children attitudes towards physical activity.

The role of the teacher (Patterson & Faucette, 1990), the impact of previous physical education program (Adams and Brynteson, 1992), the value of a six week daily physical education program (Tolson & Chevrette, 1974) have all been investigated for their effect on individuals attitudes towards physical activity. Certainly one research on the different aspects of the physical education instruction and curriculum and their effect on student's attitudes towards physical

activity need to be pursued.

12. Daily Physical Education and Students Attitudes

Studies have shown that a consistent physical activity helps shape positive attitudes towards active, healthy lifestyles (Corbin, 1986; Robbins, 1987; Shephard, 1983; Sinclair, 1983). Susust (1987) studied Grade 5 students' attitudes towards physical activity after they had been involved in a daily P.E program for 16 months. Although there were no pretest scores to compare the results to, 94% of the children involved in the daily physical education program were either happy or very happy about taking part in physical activity "in order to make them healthy". Ninety percent of the children were either happy or very happy about participating in physical activities "which get their body in better condition".

There are various evidences which indicate that increased levels of participation in physical activity and exercise programs are associated with improved health (Blair et al. 1985). The personal and societal benefits of good health are well documented so research attempting to identify those factors that most contribute to active lifestyles must be pursued if optimal health is to be achieved through physical activity. Sallis, Ornstein and Dishman in their study revised the scientific literature on well-known factors of regular exercise and

categorized them into personal, environmental, and activity characteristics.

Reports have shown that the physical activity patterns of children have proved to be predictors of adult physical activity patterns (Powell & Dysinger, 1987). In their investigation on the impact of both youth and adult involvement in P.E and organized sports found that although a weak, yet positive relationship exists, the necessary concern about the determinants of both childhood and adult physical activity participation has not been addressed in the literature.

If an active lifestyle in adulthood is a major goal of the school based physical education program then the determinants of childhood physical activity patterns need to be specifically determined through research studies. Unfortunately, there has been little research done in order to explore the direct influence of P.E programs on childhood participation in physical activities outside of the physical education class (Dishman, 1988)

Dishman has reviewed a lot of studies on exercise and physical activity adherence in children and youth and he too suggests that “youth experiences in sport and physical education” and the specific components of the P.E must be investigated as determinants to both childhood and adult activity patterns. The results from an earlier study by Monotye (1986) are also in support of the plea for more research on the impact of physical education programs.

There are numerous evidences that indicate that students who participate in sports and games have a high intellectual level. Emmot suggested that “team sports and games (masculine stereotyped play activities) promote the development of visual spatial abilities and field-independence.” This basically means that sports and games that require team participation might indirectly influence academic performance. Students who are independent on the field associates extremely well with performance in mathematics and physics (Emmot, 1985).

“Besides, environmental and biological factors, teachers may have the greatest impact on children’s development of motor skills during the early elementary school years” (Greendorfer, 1980). This means that, it is vital to deal with with the challenges that are being faced by teachers at the elementary school level.

According to research, the two most prominent problems that come up are inadequate coaching time and poor evaluation (The Bhutan Sports Baseline Survey, 2010). The physical education specialists hardly had the chance to pre-asses their students within the allocated 30-50 minutes/week. In most cases only the bright and the weakest ones are identified and thereby leaving most of the students who fall in-between frequently showing little improvement with regard

to the development of their motor skill.

Ulrich (1985) noted that “most of the available motor development tests measure the product of motor performance in terms of time, distance, or accuracy.” As a result, the tests provide very little information that is useful for the instructor with regards to which aspect of the child’s movements are faulty. However, a competency-based test can give one accurate results of specific behavioral components within each skill. Test results can then be used to create instructional programming which is then accomplished by designing activities that will assist the student in gaining competence in performance criteria not yet mastered (Physical Education for Head Start Children: A field based study, Arlene A. Ignico).

“The development of exercise, physical activity and healthy lifestyle behaviors among children and adolescents can mean reduced health risks later in life” (Dobbins, 2009). Hence, providing quality education throughout early critical and impressionable stages is vital component in combating potential health risks. Educational institutes have been recognized as important hubs and thus should be encouraged to further develop physical education and physical activity programs that are appropriate and motivating for students (Naylor and McKay 2009; Pate, 2006).

More schools are seen implementing school-based physical activity intervention programs (Salmon, 2007). Indeed schools may be best place to provide the most holistic and developmentally appropriate experiences in health and physical activity. A multitude of factors including the children's time spent in school and the factors of the curriculum such as physical education have the potential to be modified and adapted to meet a range of outcomes, ensure schools are well positioned to provide access to these experiences.

Despite having an environment potentially rich enough to impart this knowledge, schools have a various other educational outcomes and directives to meet. Within the physical education curriculum, providing knowledge of strategies to alleviate potential health risks is a small component of an overall objective; opportunities for development across the psychomotor, affective and cognitive domains should also be provided (Bailey et al. 2009). To achieve these many outcomes, physical educators are required to implement different teaching styles, strategies and programme to assist student learning and development.

“Researchers in public health, epidemiology, and physical education have consistently demonstrated the importance of physical activity in promoting fitness and health” (Almont & Harris, 1998; Caspersen, 1989; Dishman & Buckworth, 1996; Kujala, Kaprio, Sama, & Koskenvuo, 1998; Ross Gilbert, 1985; Sallis

1997). For an instance, researchers like Sallis and Owens have come to the conclusion that people who are involved in some sort of physical activity have fewer chances of being depressed and associated with heart related problems.

“Children and adolescents physical activity habits are poor and they are becoming physically inactive as they age” (Ross & Gilbert, 1985). For example, virtually 50% of all young people do not participate regularly in vigorous activity, and only 41% of fifth-twelfth grade students obtain enough vigorous activity to derive cardiovascular benefits (Ross & Gilbert, 1985).

Scholars who studied the relations between “physical activity, youth fitness, and health have suggested that school physical education may be the only institutional setting which can provide an opportunity for most children to be consistently physically active” (Sallis, 1997). Most schools now have physical education programs that require student participation and most children and youth attend school, although regulations may vary according to state (National Association for Sport and Physical Education, 1997).

Therefore we can say that P.E contributes or poses as an excellent chance for the students to improve their health even though obstacles such as lack of facilities and so on still persist. We can also say that P.E instructors along with the teachers play an essential role in determining if the students involved in P.E

classes engage in great heights of physical activity or not. Aizen & Madden (1986) stated that “teacher’s intentions to teach physically active classes are critical, because intentions are major behavioral determinants”

Physical Education in Bhutan has never really been a priority when it comes to a child’s wholesome education. This undervaluing and the instrumental attitude towards PE in Bhutanese school curriculum have been criticized for not only resulting in an unbalanced education that restricts children’s physical development but also in undermining student’s health.

“In most preschools, physical and cognitive activities are a normative part of the curriculum, and it is within these early years that children are asked to exhibit some level of self-regulation for the first time” (Diamond, 2000; Salmi, 2010). It is here where children are asked to shift from movement to focused attention, complete activities, and inhibit pre potent actions. These actions require fairly sophisticated cognitive processing that taps brain systems involved in both motor control and self-regulation.

Therefore, it is evident that there is a need for a robust P.E curriculum in the current Education Policy which will help the students comprehend the pros and cons associated with the outcomes of physical activity. By evaluating this, the findings from the school’s program will support in the addressing some of the

challenges. Studies targeting a program's flaws and strength are essential in order to understand the program.

To facilitate the transformation process, an in-depth feasibility study of the program itself is necessary; this is applicable whether it is budgetary limitations, shortage of safety equipment, shortage of trained human resource, or the students' inclination. Hence, the drive for P.E is derived from all of these concerns besides the aim to stick to the nationwide P.E standards that were mentioned earlier.

On a positive note, research has shown that incorporating new methods of Physical Education encourages children to participate in the adoption of a healthy lifestyle with the help of these principles.

III. METHODOLOGY

1. Introduction

This section of the study will outline how the research method was designed and used and also give justification on the use of qualitative approach for the study. Background information on the area being studied, such as sample policies, is also highlighted in this section. It also includes comparisons made between the policies two countries with regard to development of physical education and increasing the physical activity of Bhutanese students.

In this chapter describing the process methodology, the transformation and evaluation of the Bhutanese Physical Education Policy and the Singaporean Physical Education Policy is also examined to draw inferences and how the creation of these policies influence their adoption and success in the respective countries. Outlined below are the research objectives, significance of the evaluation, collection of information and its analysis and also assumptions and limitations that were considered during the study.

2. Objective

To gather knowledge backed by information and statistics towards the area of P.E, the policies of both Bhutan and Singapore were studied so as to highlight the differences and good practices from the sample policies by comparing the two using the Grounded Theory which is a Qualitative Research approach.

This study will highlight the importance of physical activity and good practices that can be incorporated in the Bhutanese Physical Education with the help of the Singaporean Physical Education Policy.

Grounded theory approach entails the study of a textual database and this prerequisite has been fulfilled by the comparison of the policies of the two countries. This comparative study helps understand the dynamics of the relationship of an individual variable with others. The perception of how each variable affects the others is termed as “theoretical sensitivity” and this is particularly influenced by how the researcher understands the literature and its quantification through the use of techniques that are designed to enhance sensitivity.

Advent of new technology and the adoption of new ideas backed by scientific scrutiny and research have helped monitor the health and safety of students. This has been made possible due to the availability and continued

tracking of the information related to the state of current state of Physical Activities in the two countries.

3. Method

This paper presumes the characteristic of a qualitative research, meaning the method in processing the research, archival data were collected in the initial stages to identify the phenomenon and pick out the potential documents to be analyzed and reviewed. For content analysis, the mode and the context of the social communication was also examined.

This was done by studying the transcripts of recorded communication in the form of any communication which could be translated into text such as photographs and video and audio recordings since content analysis is the study of “any technique for making inferences by systematically and objectively identifying special characteristics of messages” (Holsti, 1968).

Before actual analysis of the data, certain rules called the criteria of selection must be established to in order to keep the information objective. Qualitative analysis of the content is thus streamlined by these rules which help identify, organize, index and retrieve the data.

The data analysis must justify the information being offered by understanding the context in which the communication was made. The actual message of the communication must not be adulterated or molded to fit the needs of the research. This can be done by studying how the subjects and researchers of the written documents function in its perspective. This ensures that the content analysis then becomes an effective method for obtaining accurate information from the communication being offered by the subjects (Glassner & Loughlin, 1987).

Determination of specific frequencies and creation of relevant categories can be conducted by examining the ideological mindsets, themes, topics, symbols and similar phenomena if the examinations are conducted by studying the context in which these messages were conveyed. This can be achieved if the study is grounded to the data that has been collected.

After doing so, archival data research was conducted for the second time limiting searches to those related only to Physical Education as one of the characteristic of Qualitative Research Method is to explore the subject's situation and conduct the study in its natural setting.

The aforementioned documents have significant relevance to this research because they provide important information about the actual situation and

conditions surrounding Physical Education and Sports in Bhutan and focuses on the context of the two policies which will be compared.

The research would be carried out in the following manner;

1) Identifying the problem

As one of the questions of this research study is “What are the obstacles or challenges that hinder the functioning of quality Physical Education in the Bhutan?”, problems or obstacles related to the functioning of quality Physical Education will be addressed in the initial stage through the data’s which have been collected. Answering this question will give a clear projection of what problems the Bhutanese Physical Education Program is facing at the moment.

2) Identifying a benchmarking Policy

Upon identifying all the major problems that hinders the implementation of P.E in Bhutan, the practices from Singapore will be taken as an example to benchmark it. The reason the Singaporean Physical Education Policy was taken up as an example is because of the fact that Singapore has proven to have a good physical education system in their schools, the population size is of similar and the mere fact that the Bhutanese Education Policy itself was developed upon consultation with the Singaporean Government.

4. Data Collection

As this is a comparative analysis thesis, policies and documents deemed important were reviewed and suggestions and significant value add were made upon the review of all these documents. The documents are;

1) Bhutan School Sport Program

The new physical education curriculum for the Bhutanese elementary schools was piloted in 1999 academic session in 22 elementary schools across the country. This was the first of its kind since the inception of the modern Bhutanese education system in the early 1900's. The idea of this study originated out of a genuine concern for the enhancement of the elementary PE program.

The focus of the study was to ascertain the inhibiting factors and opportunities experienced by the PE pilot teachers and the students in implementing the new curriculum.

The study ascertained that the Bhutanese physical education pilot teachers are experiencing both intimidating impediments as well as some noteworthy opportunities for successful implementation of the PE curriculum.

Some of the inhibiting factors involved teacher expertise, lack of resources; the curriculum guides itself and the beliefs and attitudes of teachers, student's parents, and administrators about P.E. The findings also suggest that in order for the

Bhutanese P.E program to be appropriately implemented, P.E teachers need to enhance their understanding of the subject and stakeholders need a common vision. They should be able to visualize P.E as an active healthy living not competitive games and sports.

2) Singapore School Sport Program

The Singaporean education system entails the inculcation of physical education across all levels ranging from Primary to Secondary and Pre-University. Physical Education is afforded such significance because it is an important value driven system which helps the students improve team cooperation, social and communication skills etc...

By allowing the students to enjoy a wide range of sports, physical education programs will help build their character by developing the spirit of fair play, competitiveness and sportsmanship in the classes.

3) Bhutan Sports Baseline Survey

BSBS 2010 was designed to provide baseline information for strategic and local sports planning purposes. This first-ever nation-wide survey on sports was initiated and implemented by BOC, in close cooperation with the national sports federations of Bhutan. The results of BSBS 2010 represent the status of sports in Bhutan and provide a sound basis for strategic planning and policy for

development of the sports sector in the country.

4) Bhutan Education Policy

The education policy in Bhutan aims to deliver an excellent robust schooling experience to the students. A knowledge based wholesome education across different subjects and interests such as culture, science, literature, music, sports and arts are emphasized in order to make the students understand the positive effects of education personally and the kingdom at large.

Keeping in mind the national needs, the curriculum should be relevant and appropriate to the interest, aptitude and ability of the students. It should prepare the Bhutanese school going children with a set of skills which is essential for work while also stimulating the creativity and consciousness of the students in order to help them excel in the class and also in life.

The education system also strives to provide quality education which will help its graduates to compete in and be appreciated universally. Hence the Ministry places the student at the center when policies are formulated.

5) Singaporean Education Policy

The Education Ministry of Singapore's vision is "Thinking Schools, Learning Nation". In order to hone citizens that can contribute towards the development of the country, the Education Ministry constantly revisits and

amends its policy to ensure that the curriculum is imparting skills and knowledge which can cope up with the modern day challenges.

In order to accommodate the needs of a diverse ethnic background of people in Singapore, the policies of Singapore plays an important role in the schooling system while also keeping a holistic and broad-based approach in order to generate productive citizens.

5. Data Analysis

After the completion of data collection, the documents collected will be analyzed to address the two research questions; **“How does the Physical Education Policies of Singapore and Bhutan differ from each other in terms of Curriculum?”** and **“What are the major obstacles or challenges that need to be addressed for the functioning of Physical Education in Bhutan?”**

Since the study focuses on the effects of the policies on the students, it is only appropriate that their views and opinions be taken in to consideration. This has led to the adoption of the naturalistic paradigm which allows the researcher to understand the data in its own context.

Attention also had to be paid to the kind of approach adopted for the study in order to select an approach that would offer the most suitable coding scheme,

origin of code and trustworthiness. While conventional content analysis approach calls for the coding categories to be derived straight from the documental facts and figures, a focused method helps in analyzing the findings of the study.

Evaluation and assessment of important keywords available in the document is monitored by the explanation of the original context and this is a feature of a summative content analysis. Every method and technique addressing trustworthiness is delineated specifically with the most appropriate analytic procedure (Approaches to Qualitative Content Analysis, S E. Shannon).

Few steps of content analysis which will be followed during the research are: Copying and reading through the transcripts – taking notes when coming across interesting and relevant information. These notes are then categorized on the basis of their content. Categories are then identified for interlinks and then listed as major/minor.

A comparative analysis is then done in order to understand the variables and their effects on each other. This research entails the study of many transcripts hence the procedure may be repeated for every transcript. Once the information has been categorized, the categories are then reviewed to ascertain whether some categories can be merged or if some categories can be further broken down into sub-categories.

Content analysis is a lengthy process and it requires the researcher to keep reviewing the data repeatedly to ensure that the analysis is accurate and as much objective as possible.

Example of identifying the major categories and comparing them...

Table X highlights the differences in PE time allocation

COUNTRY	Time allotted for Physical Education in Schools
SINGAPORE	X no. of periods of X hours per week
BHUTAN	X no. of period of X minutes per week

Table X1 highlights PE Instructors/Coaches ratio to Citizens

COUNTRY	Ratio of Physical Education Teachers or Coaches to Population
SINGAPORE	X : X approximately
BHUTAN	X : X approximately

IV. RESULTS AND INTEPRETATION

1. Findings

The findings of this study address the aims and objectives set for this research through answering the queries established by the research questions. The research was able to compare the Physical Education Curriculum of Bhutan and Singapore with a focus on importance given to Physical Education. The findings of the research are categorically presented below;

The first step towards analyzing the strength of both the systems is directed towards identifying the education structure, the number of teachers and the number of students.

Table 2.1 Overview of Bhutanese Education System 2012

	No. of Schools	Enrollment	Teachers
Early Childhood Development	10	294	26
Community Primary Schools	261	29,702	1,000
Primary Schools	81	22,813	799
Lower Secondary	89	48,706	1,627
Middle Secondary	44	32,292	1,177
Higher Secondary	24	16,155	754
Private Schools	24	7,444	388
Sub Total	523	157,112	5,745

Table 2.1 provides an in-depth overview of the status of education in Bhutan. The Bhutanese education system is basically divided into 4 levels comprising of; Early Childhood Development (Kindergarten), Primary, Middle and High schools as exhibited in the table above.

In Bhutan there are generally two types of education system available for the people, Government and Private based. Both the system follow the Ministry of Education's Policy however, the quality of education is better in the private schools as more qualified staffs are available to them due to the extra budget they have at their disposal due to the higher school fees imposed.

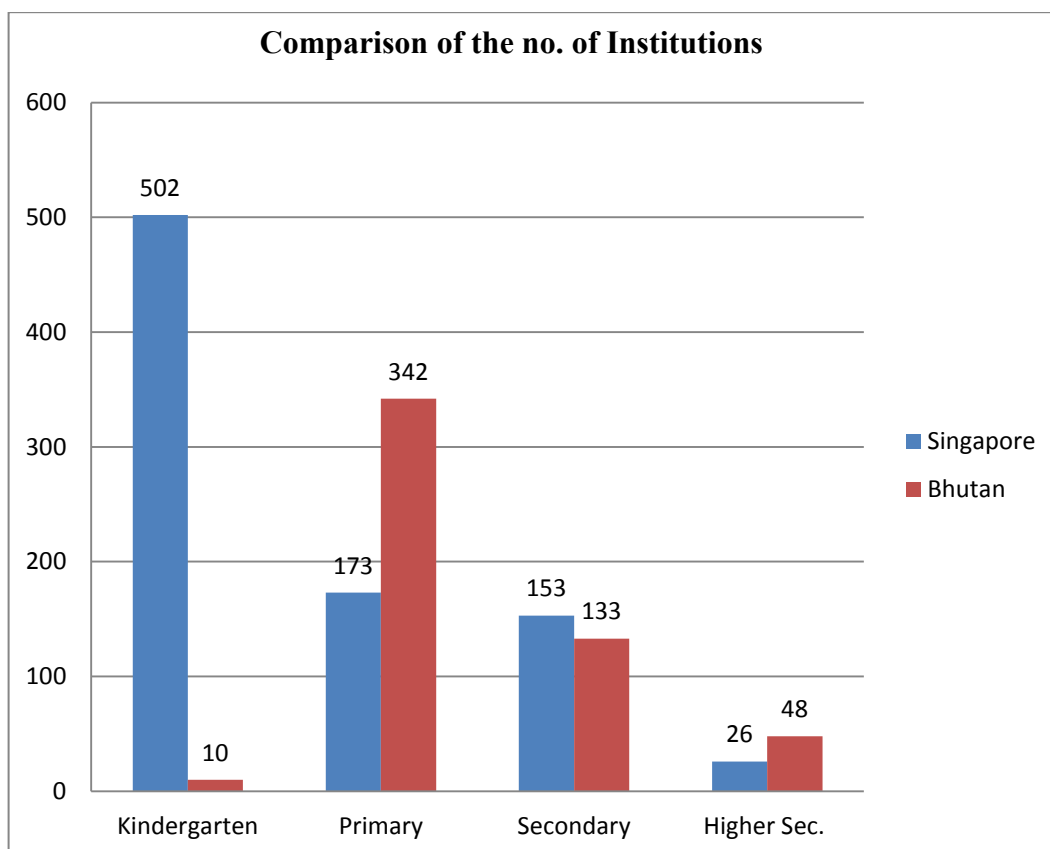
Table 2.2 Overview of Singaporean Education System 2012

	No. of Schools	Enrolment	Teachers
Kindergarten	502	-	-
Primary Government Government-aided	132 41	256,801	13,308
Secondary Government Government-aided Independent Specialized	120 28 3 2	196,220	12,183

	No. of Schools	Enrolment	Teachers
Mixed Level	5	37,225	2,572
Government	3		
Autonomous Independent	5		
Junior College	9	20,468	1,789
Government	4		
Government-aided Independent	0		
Sub Total	854	510,714*	29,852*

Table 2.2 provides an overview of the education system in Singapore. In Singapore's case the educational system is divided into 4 parts as well namely; Kindergarten, Primary, Secondary and Mixed Level which is equivalent to Higher Secondary schools in Bhutan. The comparison of the education system of Singapore with the education system of Bhutan is discussed under the title Comparison of the Educational Systems of the two countries in later part of this chapter.

Figure 1 Education Strength of the two countries



As expressed in the Ministry of Education’s long term vision, the Royal Government of Bhutan plans to provide a quality education to its citizen where it meets the objectives where it tries to make the students aware of Bhutan’s unique culture and heritage and also values to the younger generation who are referred to as the “future of the country,” the world of work, instilling in them the dignity of labor.

“Bhutan aspires to be a self-reliant, economically prosperous, environmentally sustainable, democratically sound and a culturally vibrant nation”

(His Majesty’s address at the 3rd Convocation of the Royal University of Bhutan for Samtse and Paro Colleges of Education, February 17th, 2009.BBSC).

Keeping that in mind it was found essential that the Bhutanese citizens must possess creative skills which will allow them to respond to the emerging global challenges thereby contributing towards the building of the nation. Thus, realizing the importance of Education, the Royal Government of Bhutan under the command of the Royal Charter gives utmost importance to making its entire population educated.

It was found out from the Education Policy of Bhutan that the general goal of education was basically a provision of a wholesome education which would prepare the students to be responsible, mature, and productive citizens who will uphold the pride of the nations and their parents.

However, with an absence of a robust school sport program in Bhutan, the Ministry has been facing hindrances and obstacles in achieving its goals and objectives. As highlighted clearly by the President of the Bhutan Olympic Committee, a nation like Bhutan who is known to the outside world as the

“happiest country”, one can only progress as a happy nation if its citizens are healthy and active and if games and sports play a major role in shaping the personalities of the population.

"How can a nation achieve happiness without sports?"

(HRH Prince JigyelUgyenWangchuck, President of the Bhutan Olympic Committee's address during the Olympic Day Celebrations at Kanglung College, Trashigang 1st June 2012)

A detailed study from the Education policy of Singapore found out that, similarly to the Bhutanese policy, Singapore also strives to impart whole education with a broad based approach. However, in addition, it was also found out that in Singapore's case, importance is provided to holistically foster the school going children to become value driven individuals with morals, intellect, physically sound and socially and aesthetically aware. This helps the person with their character development, social cooperative skills, self-management, creativity skills, and knowledge application, etc.

The “world-leading” education system of Singapore helps the student to discover and hone their own talents. And by doing so, the students foster and develop a passion for lifelong learning. The Singaporean School Sport program has received world-wide recognition today due to the Ministry of Education's

acknowledgement that “excellence” shall not only be measured in terms of academics solely by components such as wholesome education that includes extra-curricular activities such as Physical Education. Therefore it was found out in Singapore; physical education plays an important role as an indicator in the measurement of “excellence.”

Figure 2 Enrollment of Students at different educational levels

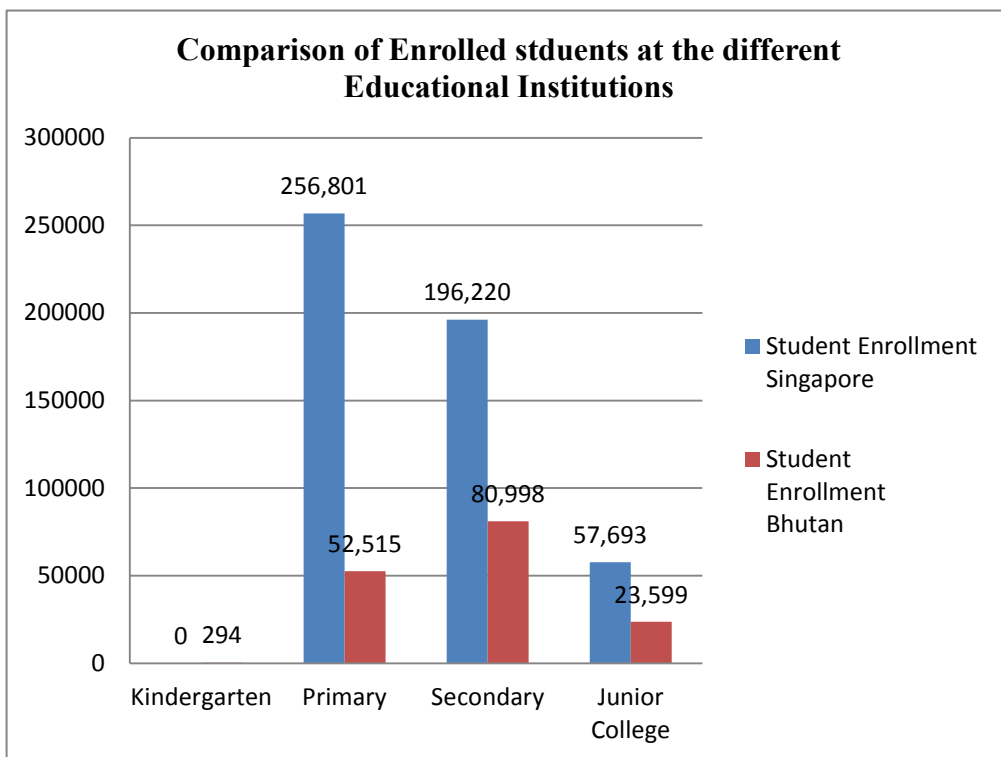


Figure 2 compares the no of enrolled students in Singapore and Bhutan in the year 2012 alone. As Singapore is a country with relatively higher population it

is obvious that there is more no. of children enrolled at the education institutions.

Apart from general education in Bhutan, the education system also consists of vocational education, non-formal education, continuing education and monastic education. The General education or the “traditional school” system is by far the biggest and considered by many as the only educational structure in Bhutan. And in Singapore’s case the General education system is the largest followed by vocational training institutes.

The respective Education Ministries of the two countries are responsible for formulating policies related to the education system, the Royal University of Bhutan, the only University, is responsible for the management of the tertiary education in Bhutan.

Analytical study of the education structure of the two countries found out similarities in both Bhutan and Singapore. The education system in the two countries have a student studying at the primary level for 7 years, 6 years in the secondary level consisting of 2 years each in lower, middle and high secondary which is then followed by the 3 to 4 year degree program.

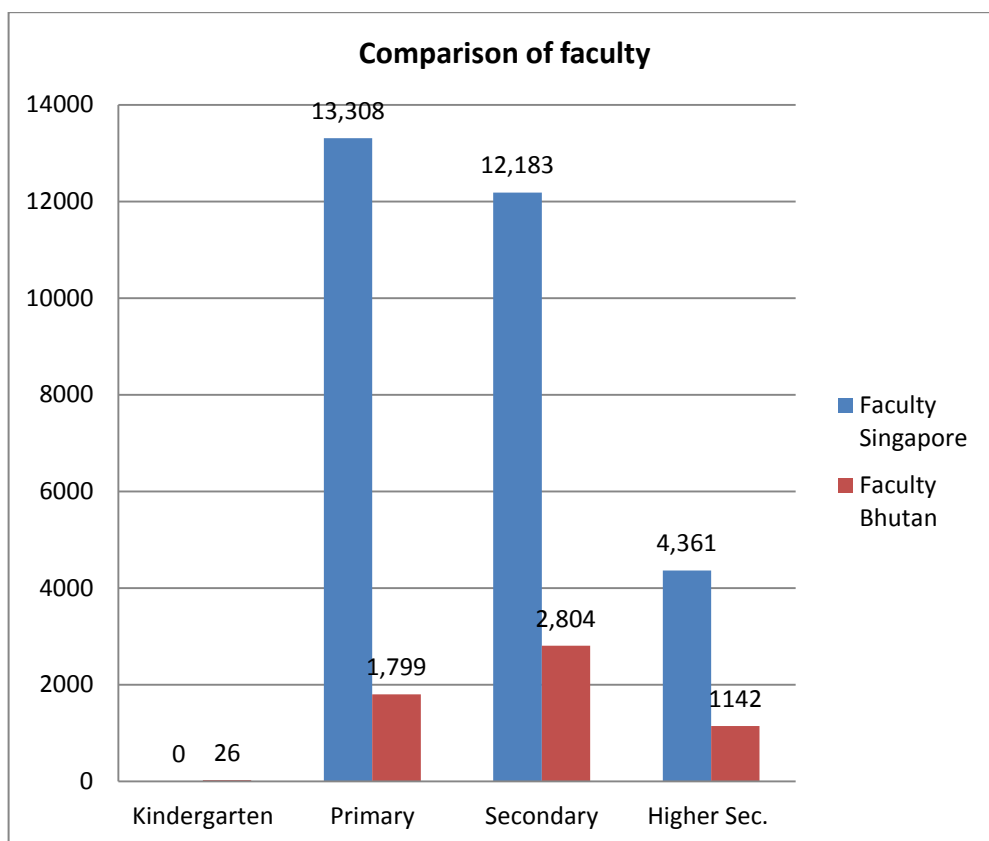
A thorough study of the characteristics of the Bhutanese education system found out that the every citizen in the country can access education from pre-

primary to the 10th standard. Continuous assessment and term examinations would allow for promotion to the next level of classes. A national level board examination and a 20% weightage given to school assessment at the 10th and 12th standard would determine their promotion.

In Bhutan, admission in schools starts at the age of 6 with schooling being provided at the regional schools from pre-primary to the high schools. The lower secondary schooling consists till grades 7-8 whereas the Middle schools consists of grade 9 and 10. All these are provided at the higher secondary schools in Bhutan (Grade PP – 12).

Access to post basic education from the 11th standard would be granted based on a student's performance in the national examinations at the end of the 10th standard. Those who don't qualify repeat or seek admission into vocational training institutes. Private schools in the country and abroad offer education to those who don't qualify for admission in the government schools.

Figure 3 No. of Faculty in the two countries



The above figure compares the no. of teachers/faculty available for the two Education systems. As Singapore has a higher no. of students enrolled it is again only natural to find more no. of teachers recruited in its Education system. In Bhutan, pre-service teacher training is provided by the National Colleges of Education under the Royal University of Bhutan once the candidates have been selected by a committee in which the Royal University and the Ministry of

Education are represented.

A detailed study of the teachers available in Bhutan highlighted that today, only two Colleges of Education are established in Bhutan. This could be considered as one of the major reasons in the presence of a shortage of teachers. The successful candidates are recruited by the Education Ministry from the two Colleges of Education in Samtse and Paro. Once recruited, they would send the new teacher graduates to the various districts based on the requisitions put in by the Districts Education Officers.

It is seen that Singapore has a relatively higher number of teacher and the student-teacher ratio stands at 1 teacher per 17 students at the Secondary level and 1 teacher per 21 students at the Primary level. Presently, the Ministry of Education in Bhutan faces a shortage of teachers. And in order to cope with this problem, the Ministry often hires teachers from the neighboring countries to teach subjects like Mathematics and Science.

2. Physical Education Curriculum

The research found out that the Physical Education curriculum of both Singapore and Bhutan were designed around the notion that it should help build a student's character wherein it would encourage the students to be honest and fair

and to make the students learn more about sportsmanship in a classroom setting.

It is highlighted in the National Education Policy of Bhutan that *“the Health and Physical Education shall focus on the health, nutrition and development of motor skills of the learners at different developmental stages. This shall enable the students to understand their physical, social, and emotional development and their relationship to personality development. Thus, the students will be able to choose and lead active healthy life styles right from the primary stage.*

Games and sports are the extensions of this learning area and the practical aspects or forms of HPE. It is also intended that young children exposed to and engaged in sports and life styles will be mentally and aesthetically healthy and lead a more healthy and productive life.”

Through Physical Education, Bhutanese students are expected to pursue a physically active and healthy lifestyle while also gaining knowledge, skills and values. Students are afforded opportunities to participate in a variety of games and sports which will help them develop skills necessary for leisurely or competitive participation. This helps them develop their independence, perseverance and a sense of responsibility for themselves, others and also for their community.

The important facets of P.E are basically development and improvement, social interaction, emotional wellbeing and personal health.

Participating in these activities will help the children improve and sustain a healthy lifestyle through physical wellbeing. Participation in games and sports would inculcate in the students, values such as, fair play, team work and sportsmanship through their social interactions.

It is interesting to note that the entire National Education Program was influenced and established on the values, cultures, and aims of Gross National Happiness which is the country's developmental philosophy. The school education in the country aims to enable the students to discover their strengths and talents and to transform their potential into success. It also attempts in improving their life skills and intellectual processes.

Ultimately the policy aims to impart human values essential for an enriching life by being a productive citizen who contributes to the country's 'economic prosperity' and also contribute towards the 'social and cultural life of their community.' The citizens, through their education, should also be able to adapt to an ever changing world and cope with global challenges.

Table 3 Sports practiced in Singapore

Education Level	Sports/Games played	Remarks
Primary Level	Gymnastics and Dance	to hone the basic psychomotor skills of the students
Secondary Level	Track and field Swimming Territorial Games Striking Games and Net Games	Character building Leadership training Develop a competitive spirit
Pre University Level	All	Mastery in a specific sport

Table 3 depicts the different sports practiced by the students in Singaporean education system under its Physical Education Curriculum. In 2014, the Singaporean government came up with a new Physical Education curriculum which will enable a graduate to be proficient in at least three sports.

In Singapore at the elementary level, educational games, dance and gymnastics will develop and refine a child's motor skills and awareness through a focus on fundamental locomotors, non-locomotors and manipulative skills. Social, cognitive and physical development of the child will help in the development of a constant interest towards the involvement in physical activity which is improved or established through basic motor patterns like kicking, catching, jumping etc...

And in the middle secondary level, the students will experience the application of these fundamental movements when they partake in different sports

or leisure-oriented activities. This is when they learn to refine, combine and apply sport-related and life skills either in school or through the prospects of particular or focused physical activities once the school time is over.

As the students' lives become more complex in the higher secondary level, their choices and decisions allow them to take increased responsibility for themselves. They become aware of 1) health-related physical fitness, and 2) how to maintain a health-related level of physical fitness. This allows the students to refine and maintain their skills and knowledge needed to select a physical activity of their choice which they will pursue throughout their lives.

That being said, we can say that in Singapore's case there is a systematic approach to what the students will learn and concentrate on depending on their level of education according to the Singaporean Education Curriculum. However, after studying the Bhutanese Education Policy and what the curriculum at large says, we cannot express the same as in the Bhutanese case as the goals set are so vague that it becomes impossible to quantify them. There seems to be no definite direction as to what needs to be taught in the respective physical education classes or 'games period' as portrayed in the Physical Education Curriculum under the Education Policy of Bhutan.

Table 4 Key learning Areas in Singapore

At the end of primary education, students	At the end of secondary education, students	At the end of pre-university education, students
Are able to distinguish right from wrong	Have moral integrity	Are resilient and resolute
Have learnt to share and put others first	Have care and concern for others	Have a sound sense of social responsibility
Are able to build friendships with others	Are able to work in teams and value every contribution	Understand what it takes to inspire and motivate others
Have a lively curiosity about things	Are enterprising and innovative	Have an entrepreneurial and creative spirit
Are able to think for and express themselves	Possess a broad-based foundation for further education	Are able to think independently and creatively
Take pride in their work	Believe in their ability	Strive for excellence
Have cultivated healthy habits	Have an appreciation of aesthetics	Have a zest for life
Love Singapore	Know and believe in Singapore	Understand what it takes to lead Singapore

Table 4 highlights the importance of the diverse learning areas at the different level of education in the Singaporean Education Policy.

Table 5 Key Learning Areas in Bhutan

Stage 1 (K1 – grade 2)	Stage 2 (grade 3– 6)	Stage 3 (grade 7 – 10)
<p>Age 4 to 6</p> <ul style="list-style-type: none"> • Making independent choices about their health and safety • Use of gross motor skills to make movements, physical activity and using tools • Employing fine motor skills for making movements, using objects and manipulative • Recognize the importance of play, cooperative behavior, interaction and positive attitude and the ability to function as a part of a group • Develop personal identity as learners. • Relationship with family, peers and environment <p>6 to 8</p> <p>Physical</p> <ul style="list-style-type: none"> • Recognize how they physically grow and develop. • Participate in creative and regular physical activities 	<p>Age 8 to 12</p> <p>Physical</p> <ul style="list-style-type: none"> • Are aware of the factors that affect their physical, emotional and social growth and development • Are regularly involved in physical activities and games • Participate in competitive activities • Organize, plan and initiate team, pair and small-group activities • Develop control and coordination in using equipment and in physical activity • Apply basic and specialized skilled movements while participating in physical activities. <p>Personal</p> <ul style="list-style-type: none"> • Know their role in maintaining their personal sense of well being and self-worth • Develop a range of more complex skills in play • Are aware of the importance of a healthy lifestyle, hygienic habits • Develop a sense of personal identity, sense 	<p>Age 12 to 16</p> <p>Physical</p> <ul style="list-style-type: none"> • Understand health from the perspective of physical, social, intellectual, emotional and spiritual dimensions and make informed decisions • Apply basic, and specialized skilled movements while participating in physical activities • Are aware of the factors that affect their growth and development during adolescence • Regularly practice and enjoy physical activities and sports • Participate in competitive activities at a wider participatory level • Organize, plan and initiate team, pair and group activities • Develop skilled expertise in using equipment and in physical activity <p>Personal</p> <ul style="list-style-type: none"> • Develop a sense of personal identity, well-being and relationship through interaction with family, peers and environment • Know their identity and self-worth and how it relates to others around them • Acquire and apply complex fine motor skills

<p>and games</p> <ul style="list-style-type: none"> • Develop control and coordination in using equipment and in physical activity <p>Personal</p> <ul style="list-style-type: none"> • Follow guidelines to apply safe practices • Become aware of the obvious hazards around the home, school and immediate environment • Develop a range of simple skills in play • Develop a sense of personal identity, sense of well-being and relationship through interaction with family, peers and environment. <p>Social</p> <ul style="list-style-type: none"> • Explore relationships with peers • take collective responsibility of the environment <p>Emotional</p> <ul style="list-style-type: none"> • Express their ideas, feelings 	<p>of well-being and relationship through interaction with family, peers and environment.</p> <ul style="list-style-type: none"> • Use personal and social skills in groups, family and new contexts. • Setting goals for self and achieve them • Follow guidelines to apply safe practices in their daily life • Understand the importance of health and well-being and make informed decisions <p>Social</p> <ul style="list-style-type: none"> • Explore and manage relationships with peers and elders • Are aware of rights and responsibilities in the environment in which they interact • Participate actively in community projects in the immediate environment <p>Emotional</p> <ul style="list-style-type: none"> • Express their own ideas, feelings and emotions and are conscious of those of others 	<ul style="list-style-type: none"> • Are aware of and practice a healthy lifestyle • Setting high goals for self and achieving them • Understand and use safety practices in different contexts at different times <p>Social</p> <ul style="list-style-type: none"> • Use personal and social skills in groups, family and new contexts • Explore and manage relationships with peers and elders • Are aware of rights and responsibilities and rules as they refer to self and to Bhutanese citizens • Participate actively and initiate projects for the improvement of the community at large • Actively promote healthy living and eating among friends, family and in new contexts <p>Emotional</p> <ul style="list-style-type: none"> • Reflect on learning and actions to apply in future endeavors • Manage a variety of relationships in a positive atmosphere • Express their ideas, feelings and emotions and accept those of others
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Table 5 highlights the importance of the diverse learning areas at the

different level of education in the Bhutanese Education Policy.

3. Physical Curriculum Pre-primary to Class VI

Comparison of the Physical Curriculum at the Pre-primary level to classes VI found out that in Singapore, it focused more on the development of the students central movements and psychomotor skills through educational games, gymnastics and dance which the child would later refine and hone to develop ease in performing physical activities.

Physical education provides children with the right environment to explore their surroundings through developing mental patterns which help in the perception of the ways people think about the world. Quality P.E programs help the child explore their world and also help them acquire knowledge and skills.

Without compromising the basic psychomotor skills of the students, the onus of the physical education in the upper primary levels shifts towards introducing basic game concepts. A wide range of physically demanding activities such as educational games, track and field activities, dance and health management skills are introduced in order to refine the child's psychomotor skills.

Whereas in the Bhutanese physical education curriculum there were no set

programs even with the DYS under the Bhutanese Education Ministry realizing the importance of sports and physical activities. Research found out that the policy which is currently in place fails to address the situation. Literature depicts that this is in fact the most important stage in schooling where children need more play and recreational activities to foster wholesome education and to foster their growth as individuals.

Previous studies on similar research has shown that a child's self-esteem can be influenced by a physical education program which is effective in fostering social success and positive relations with their peers. Thus, it is crucial that Bhutanese children, like any other, need physical activity to help them discover a spirit of achievement in physical activities as a life-long learning medium.

The Ministry of Education is still in its infancy stage when it comes to using sports and physical activities as an effective means to promote a robust schooling framework to foster the cohesion among students and the educators. The Department of Youth and Sports encourages smaller schools to conduct sports related programs without actual implementation of the rules so that it would encourage mass participation.

The Curriculum for Primary Education mostly emphasizes on forming a framework where it will help the students to enjoy and develop a keen interest in

learning. Pedagogical approaches used in the system are selected based on their success in fostering a learning environment which allows for the child to apply their knowledge through child-centered activities.

The key learning areas in the primary education focuses mostly on the national language Dzongkha, English, Science, Math and other supplementary subjects like Environmental Studies, Arts and Social Studies.

It is seen that generally in the primary years, a child's cognitive and reasoning skills develop. Two sided thinking emerges and there is an increase in the memory capacity. The curriculum is organized based on the learning capacity of the child at each stage. With an increase in the child's mental operations and logical thinking at the secondary education level, it helps them achieve excellence in different skills.

Thus we can say that although there is a systematic approach to the Education Curriculum as a whole, there are no set programs for the physical curriculum. This could also mean that not much importance is given towards physical education at this stage.

4. Physical Curriculum Secondary (Grade PP - X)

In the secondary school years the students in Singapore start focusing on

the mastery of games allowing them to achieve abilities to make them confident while playing a game by refining and honing their skills.

Students are given the choice to choose from a selection of physical activities to meet and expand the student's interests because the rapid growth during the pre-adolescent years affects the student's interests, choices and activity patterns. Specific fitness components, goal setting and assessment of personal fitness levels are developed during this stage.

Interaction with peers helps to satiate a middle school student's curiosity because of a preference for active learning compared to passive. They demonstrate a keen interest in learning ways to address the challenges related with life. P.E is thereby seen as a medium to help refine a middle school student's physical repertoire of skills. Physical vitality and fitness gained through physical education also helps the student miss fewer classes and perform better in academics.

Middle school physical education programs offer opportunities to the students to demonstrate leadership, social and goal setting skills while their physical involvement helps their attitude, confidence and features of mental well-being. The child's preference becomes more specific during this stage and this effects the student's drive to maintain a fixed decorum to be associated with

physical activities.

Essential traits that a student should develop such as leadership skills and competitive spirit are fostered through the introduction of team sports. The basic physical activities during the secondary schooling comprise of athletics (track and field), striking games, net games, swimming, territorial games etc...

Unlike the schools in Singapore where there is a constructive program to follow, most schools in Bhutan at this level do not actually practice Physical Education. This is mainly due to the vague and unguided Physical Education policy that is in place under the Education Policy as discussed earlier.

It was also found that in most cases, teachers assigned to conduct these classes of 30-40 minutes once a week were not bothered to teach anything valuable first due to their lack of knowledge and second they found this time consuming and useless. Thus, in most cases teachers who are assigned to supervise these classes will just let the students play on their own.

Secondary education curriculum provides vocational skills development over practical teachings, agronomy and dietary safety, mass media and information literacy and environment studies along with academic subjects in order to prepare the students to be productive and responsible citizens. This

diversification is introduced as a potential solution to help the country's human resource prerequisite for its progress and sustenance as a Gross National Happiness culture.

Students in Bhutan have a misconception that the time allotted for physical activity is basically a "free period" for them to do anything they prefer as there is an absence of guidelines or programs to be carried out during this hour. Even though most schools are equipped with basic sporting facilities like a football field, basketball court or a badminton court, only a handful of students can be seen participating in physical activities.

5. Physical Curriculum Pre-University

At pre-university levels in Singapore, the importance of P.E is on specialization and refinement of mastery levels.

Students are afforded additional detailed educational prospects in order to comprehend the physiological, mechanical, and social psychological features of bodily movements.

Their capacity to investigate, dissect, and incorporate data empowers them

to apply their physical aptitudes in new and thoughtful way. Children comprehend the part of physical movement in pre-emptive wellbeing and are able to examine the pros and cons of the different physical activity.

Students' preference for a physical activity is influenced by their personal interest which in turn is influenced by their physique. It also depends on the location of the schools and where they reside and most importantly on the financial backgrounds of their peers. P.E programs at large improve the child's growth and propose a collection of events from which they can select from.

To achieve self-realization, students need to have the right approaches, behaviors, and understandings which stand as essential requirements for continued involvement in physical activities. P.E programs at this level influences the student's choice and helps them in becoming independent in the selection of activities.

High school in Singapore is generally seen as a period where the children get to know more about their preferences and identifies a particular sport to master. Once they have taken up a certain sport that they are keen on, they are made to go to classes on these chosen games and master them in order to specialize and hone their skills.

The essential areas of P.E that are covered in the pre-university levels incorporate Health and Fitness Management, Dance, Swimming and Individual Challenges as the youthful personality shifts towards making judgment on their occupation or profession prepare them for it. Broadening of the educational program at this stage is vital and fundamental so that children are prepared to enter the universe of work, and settle on educated decisions and be a contributor to the society.

Nevertheless the education methods in Bhutan are adjusted to the needs of the students and how they learn at every phase. Organization of the Physical Education Curriculum, which is present on paper, says that at this level it should include athletics, games, sports and physical fitness along with regular physical training.

In Bhutan the vague and weak Physical Education time allotted for schools are more or less non-existent in the Pre-university or High school level. This is solely due to the pressure to do well in studies both from the parents and the teachers. As this is the most important level which hones the child's future, more attention is demanded towards academics by the parents and the school.

In most cases, the time allotted for Physical Education is used by teachers as periods for make-up classes as the academic curriculum itself is too vast and

often requires more theory classes than what is actually allotted in an academic calendar. Students are not allowed to go out of the class if there are no teachers assigned to supervise them during this hour.

In some schools students are encouraged to wear track-suits on days when they have physical education periods. This helps the students practice sports and learn from the Physical Sports Instructors; however this practice is only adopted by a handful lot of schools in the capital and the trend stops or gets suspended whenever the exams are near.

Due to an increased emphasis on particular tasks and management duties in helping develop Bhutan, no significant importance is given to physical education. Importance is given more towards learning the country's language, foreign languages and other streams like Science, Commerce and Math.

Table 6 Difference in PE time allocation

COUNTRY	Time allotted for Physical Education in Schools
SINGAPORE	2 periods of 2-3 hours per week
BHUTAN	1 period of 30-50 minutes per week

Table 6 shows the time allocated for physical education in the schools of

Singapore and Bhutan. As we can see Singapore allots more time compared to that of Bhutan which allows them to execute the plan in its true essence.

A culture of physical activity is instilled in the young by increasing physical activity in schools in Singapore. In 2010, the Ministry of Education realizing the importance of physical activities increased Physical Education period number in most of its lower level schools. Based on the availability and quality of infrastructure, schools in Singapore now enjoy one period of 60 minutes every week.

This portrays how much importance is given to physical activities in the schools of Singapore whereas in the Bhutanese context, more importance is given to the academics. Although there is uniform activity based learning across all levels in the curriculum, there isn't a robust physical education curriculum which helps in the child's wholesome development.

Although the World Health Organization suggests that 2 hours must be allocated for physical activities worldwide, it is a challenge for Bhutanese schools to establish these activities for students on a weekly or daily base. To address this issue, the schools conduct an annual "school sports day" in-order to encourage children to take part in sports. This provides opportunities for students, teachers, and parents to come together and enjoy sports. Yet many times these "sports day"

resonate with a competitive spirit and the elements of fun and learning are bypassed. Furthermore it is important to highlight that this is a one off program in an academic calendar year.

A program was initially designed and implemented to improve games and sports in Bhutan through Health and Physical Education in cooperation with the Government of Netherlands. However it did not flourish due to the lack of infrastructure and equipment and an overloaded academic curriculum which demands 187 academic days.

The Ministry of Education in Bhutan has been trying to make the school curriculum in such a way that there is more focus on social and economic environment and also a greater emphasis on information and communication technology. The Ministry put a greater focus in reforming the curriculum for English, Mathematics and Dzongkha to make it more relevant at all higher secondary education levels.

By adding all this in the curriculum, the Education Ministry hopes to develop well rounded school going children thereby achieving its goal of a holistic educated Bhutan.

Although a lot of curriculum changes and reforms have been made to the

school curriculum by the Department of Curriculum under the Ministry of Education, no studies have been carried out for better implementation of a vigorous school sports program or a physical education curriculum which would go along with the curriculum which is in place.

The Royal Government of Bhutan focuses much on a high quality of education, as being the key to all economic and social development; many reforms are being initiated to assess and improve the quality of education.

All the schools under the Ministry of Education are directed to conduct various sports and physical activities for children throughout the year as appropriate. For these activities, two separate budgets are released directly to the Dzongkhag (State) by the Ministry of Finance.

To encourage mass participation at the school level, the Education Ministry's Department of Youth and Sports holds various levels of sports competitions such as: Dzongkhag, Regional and National Level School Sports Meet apart from other competitions and tournaments.

However all these events or programs are seasonal and the participants are mostly the elite or the top athletes of the schools and do not serve its actual purpose of promoting sports for the masses at the schools.

The officials of the Games and Sports Division visit schools on a regular basis to reinforce the program and also to see the implementation of the programs. During these visits, the officials monitor sports facilities and provide necessary feedback in terms of its operation and maintenance. The reports of the visits are submitted to the Department, Ministry and to the respective schools/Dzongkhags for reference and follow ups.

Table 7 PE/Coaches to Citizen Ratio

COUNTRY	Ratio of Physical Education Teachers or Coaches to Population
SINGAPORE	1 : 2420 approximately
BHUTAN	1 : 9235 approximately

Table 7 highlights the ratio of Physical Instructors to the Population. To carry out the sports and physical activities effectively and in a sustainable manner, it is necessary to have full time sport professional in schools. In 2008 the Games and Sports Department is said to have recruited 50 youths who had completed class XII as School Sports Instructors (SSI) on a two year regular contract with provision for further extension.

These SSI's are generally given the responsibility to encourage students to take part in games and sports activities, impart sports knowledge/skills and

coordinate sports events at school or Dzongkhag level. The SSI's are trained in basics of various sports and well informed of the policies and programs of the school sports.

The SSI's are employed and sent to the larger primary, lower and middle secondary schools and schools with boarding facilities. As mentioned earlier, there are 523 schools in total at the moment in Bhutan and out of which 475 fall under the primary, lower and middle secondary level. As of today the Department of Youth and Sports has only been able to place 87 SSI's in the schools across the country.

With the no. of SSI's combined with that of the coaches at the disposal of the Bhutan Olympic Committee today, the no. of qualified instructors and coaches are very inadequate both in quality and quantity compared to that of the total population of the country.

One needs to be considerate of the fact that whatever discussed above finally depends upon the resources available to plan and implement these programs. Keeping in view importance of the Financial Resources which assure the applicability of each program in befitting manners a brief over view of financial allocation towards the different Education System of Singapore and Bhutan is noteworthy.

Financially comparing Singapore who has a highly developed economy with Bhutan would be comparing two extreme cases. Singapore is considered to have the largest GDP ratio in the world at 407.9 %. The Bhutanese economy stands as one of the smallest in the world today and is growing at an yearly economic growth rate of 22.4 %. Bhutan's per capita income is US \$2,420 and Singapore's per capita US \$55,182.

In the Financial Year 2012 the budget allocated for the Singaporean Ministry of Education was 11.6 Billion Sing Dollars which is equivalent to USD 9 Billion approx. to carry out the Ministry's plans and objectives. Another budget of Sing Dollar \$2.1 Billion was allocated to the Ministry of Community Development, Youth and Sports for the financial year 2012 to support its endeavors.

A net government outlay of approximately 167 million Singaporean Dollars plus an additional 91 million from the Sports Fund is allotted for supporting all Sporting initiatives under the vision 2030 in the FY2012.

And the budget for the Ministry of Education in Bhutan Education Budget for Bhutan in 2012 was 6.8 Billion Ngultrum which is equivalent to USD 110 Million approx. The fund for the School Sport Programs for Bhutan is estimated at Nu. 21.3 Million Which is equivalent to US \$ 0.35 Million. However with an

absence of a Ministry that looks after Sports, the Government allocates budget for the Bhutan Olympic Committee and the Ministry of Education for Sports programs.

The Royal Government of Bhutan's grant to the Bhutan Olympic Committee for the 10th Five year plan was .18% of the annual budget which is equivalent to Nu. 60 Million (USD \$1 Million approx.) However the Bhutan Olympic Committee also received a total of about Nu. 42 Million (Averaging Nu. 8.38 Million a year) as external grant from its donor partners.

The above discussion establishes a clear picture of financial resources available or invested by Singapore and Bhutan in their Education and Sports: one thing that is established one country has a lot of resources available and has a proper organization or Ministry to monitor its activities whereas the other country lacks the finances needed and also lack a monitoring s

V. DISCUSSIONS

The objective of this research is to draw a guideline to enhance the already existing Physical Education Curriculum in the schools of Bhutan. However it is of utmost importance that we get into the differences in the Physical Education Policies of Singapore and Bhutan to analyze and identify the strengths of the Education systems of the two countries.

A Physical Education curriculum conducted at the various education levels plays an important factor for any education system as it allows the children to develop a healthy lifestyle and guarantees a well-developed student both academically and physically right from a very young age.

Through such a curriculum, it will enable the students to lead healthy lifestyles through exercising. This particular section of the education curriculum helps in the student's development of various skills such as team spirit, communicative skills etc.

How does the Physical Education Policies of Singapore and Bhutan differ from each other in terms of its Curriculum?

The major difference in the Curriculum of the two Education Policies is

that in Bhutan's case there is an absence of a robust school sport program under the physical education curriculum which is in place in the schools which affects the wholesome development of the school going children. In Singapore's case they have a systematic approach to what needs to be taught at the different level of the schools and what the children needs to learn.

Research has also found out that the time allotted for the implementation of the Physical Activities at schools differs a lot. In Singapore's case more than 4 hours is spent on conducting these classes in a week whereas in Bhutan only about 50 minutes is spent on these classes.

The Bhutanese Education Curriculum in general is tilted towards academic achievements and maximum time is allocated to teach the students' academic courses, even make up classes are adjusted in these time slots often. This finding shows the importance given towards P.E by the schools that is a secondary activity which is not necessary to implement according to the plans devised by the policy whereas in Singapore's case P.E is part of the academia courses and is given equal importance.

The study also found out that one of the major differences can be seen in the teacher/sports instructor to student ratio at the schools to conduct physical activities. In Bhutan there are more no. of students and less no. of qualified

teachers to actually conduct and implement Physical Activity lessons. Singapore being a financially well off country can afford to hire or recruit private coaches to conduct physical activity program during the designated school P.E classes.

What are the major obstacles or challenges that need to be addressed for the functioning of Physical Education in Bhutan?

An inclusive P.E program could be an important factor in the wholesome education of the student as it can make the children adopt a healthy lifestyle and leisure activities.

If an effective Physical Education programme is implemented in Bhutan, it can play an important role in instilling a healthy lifestyle throughout the Bhutanese children's life time. It is essential to take care of one's body, which is the home of the brain. There is nothing more precious than physical wellbeing and health in a life cycle of a human being. Pangrazi (1998) comments, "The ability to read becomes unimportant if one's health has degenerated."

Therefore, if there is a concern about the wellbeing and if we treasure our future generations, the issues discovered in this study need to be addressed. Likewise, everyone involved in the implementation of the PE programme needs to work in collaboration with a common vision: an active healthy lifestyle for every

Bhutanese child, thereby producing physically educated children. Without a common goal and commitment among the stakeholders of the reform efforts, not much is likely to change.

The P.E implementation will become more challenging, if the disparity and confusion on importance of P.E in schools among the students, teaching faculty and parents is not addressed through establishing a vivid vision on the quality of P.E in schools. The initiative will bring no change until an achievable goal is set, a consensus among the stakeholders is achieved and importance of P.E is visualized. Individual differences must be put aside by the stakeholders to successfully implement P.E through working together with a clear vision and positive attitude.

It was established by the research that due to lack of theoretical and practical orientation on the subject, a variety of visions on the values and benefits on P.E exist among the Bhutanese teachers and sports instructors. Moreover, it was also established that due to this variation in understanding they fail to pinpoint the actual significance of P.E which is to promote and develop physical activity and not just a one off competition sports program.

Teacher's lack of awareness about the real purpose of this curriculum was evident, and it has been discovered in the Bhutan Sports Baseline Survey (BSBS)

that Bhutanese teachers' classes are mostly structured as the Education Ministry demands 180 days of instructional time where it leaves very little time for physical activities. And to add on that activities organized by other organizations were mostly competition based. At present a huge disparity can be observed between the P.E practice being implemented in schools and what is stated in the education policy.

If the people responsible for P.E do not have their aims and objectives clearly projected on what they are doing, there will be chaos and confusion. And if they do not have a positive attitude, there is going to be resistance to the change initiative. Likewise, if available, frustration among the practitioners will arise.

It is appropriate to mention that P.E implementation in Bhutan will remain an artificial exercise unless it is aided with the basic infrastructure and necessary minimal materials. It is equally important to keep in view the capacity of Bhutanese P.E teachers, who lack quality trainings at the moment, to manage the P.E implementation without the provision of basic necessities is not realistic.

The current regime of P.E teachers in Bhutanese system lack the background knowledge because P.E is a subject that has been neglected in the past. Even the present P.E teachers openly admit that they are unable to implement P.E activities due to lack of equipment and infrastructures, which itself

reflects the narrowed attitude of the P.E faculties, who consider only competition of ball games and playing fields as P.E domain.

Due to inadequate resources even the teachers have started to lose motivation and if immediate rectifying processes are not executed to address the current situation properly, the youth will face the consequences as they will experience even the worst case scenarios. The same problems related to inadequate equipment and shortage of infrastructure have been voiced out at the Pilot Teacher's winter workshop since 1999.

There is definite potential to elevate the level of P.E in Bhutan if the staff is facilitated through provision of necessary minimal equipment and adequate infrastructure. There is hope that once the basic necessities are met, the P.E faculty in Bhutan may be able to look P.E activities beyond competitive sports domain only. The significance of support and guidance in making the change process successful has been made clear by Liberman (1995) in her definition of teachers' and students' work: Work is defined not only as what teachers and students do, but also as what principals, practices, and policies enable them to do in different settings over time.

Another important issue that needs to be addressed is ensuring that the head of schools extend full support towards the P.E teachers or SSI's as it was

reported by many that the principals had stopped them from carrying out activities one or two times, which sets a negative effect in motivating the staff. It is of utmost importance that the principals/head of schools consider and support P.E programs at equal level to other subject if not highly valued.

Another reported issue in P.E is related to the sports attire i.e. despite being advised and reminded several times by the teachers; some students don't bring their sports attire for P.E activity. There is no provision in the school rules & regulations at the moment that would assure that use of sports attire for P.E. activity for school student like their school uniforms. This issue also points to the basic problem of lacking support from internal system. Though the program lacks support but one should remember that it is basic responsibility of teachers to establish discipline in implementation of processes.

Though several obstacles and opportunities have been determined, we cannot generalize and draw a conclusion that other schools in the country are facing the same problems. The P.E curriculum which has been applied is facing similar application problems. However shortage of facilities and resources could be an instance for P.E teachers to use innovative concepts and methods for teaching that do not depend on sophisticated gear.

The execution of the Bhutanese P.E, teachers are facing disarrays and

imbalance giving them chances to pursue ways which could bring order and equilibrium. For example, an adequate shortage of sports equipment has been identified as a major setback for implementing physical activity programs. This problem gives opportunities to find better ways to teach P.E efficiently by improvising within the limited available resources. In this course the teachers, administrators, and students will be able to integrate their present culture with the changing requirements of society.

The issue related to attitude of students on changing attire for P.E mentioned above is somewhat more related to the beliefs of teachers and students/parents as for instance BSBS found out that most teachers themselves do not change attire for P.E activity. The excuse for not changing is masked behind the hectic teaching schedule they have during an academic day as teachers are tasked to teach other subjects as most of the school do not have sufficient teaching staff. This excuse is somewhat legitimate but on the contrary, it propagates a negative message to the students in a sense that students will be more incline to follow the footsteps of their teachers so to eradicate this problem and effectively promote P.E culture, the change in attitude and beliefs of both students and teachers will serve best.

Another hindrance reported by the teaching staff is related to allocation of

time; most of the teaching staff had a combined opinion that the time allocated for P.E activities is not ample in the weekly schedule, which makes it impossible to carry out the planned activities properly. It is not realistic to expect that children will learn new skill effectively and teacher will effectively implement the P.E program if they are not given ample time.

Based upon some of the above discussed obstacles, it can be drawn that the chances of P.E program to be successful and effective under the current approach is minimal in Bhutanese school system. This matter should be considered and treated rationally and all stakeholders should work together to address the issues identified in this research to ensure effective implementation of P.E in Bhutanese school system. It is pertinent to mention that expecting an overnight change by the policy makers would not be realistic and they need to show patience, consistency and stay confident in their goal of implementing P.E effectively and recovering for current implementation dip.

An important factor to remember is that P.E is not equal to sports competition; sports competition is part of P.E activity in which only highly skilled children get opportunity to practice and exhibit their skills, whereas P.E is about all the children in school not about only the skilled ones. One of basic aim of P.E program is “develop the motor skills which will be used in games, sports, and

recreational activities throughout a healthy active life”.

All these have strong implications to make the Bhutanese teachers prepared and this is necessary if we want to see a drastic change. Importance must be given towards student’s active participation which has values like cooperation added to it. Therefore, like the Singaporean P.E program, the Bhutanese P.E programme should also be molded based on an inclusive approach which will focus more on participation rather than the old approach of competition.

However that being said, we must be aware that just merely considering all the problem as a room for development or enhancement will not do us any good. Changing the attitudes of the people involved and working collaboratively with the stakeholders will only make us see the light at the end of the tunnel.

One of the major characteristic that the Bhutanese schools have is the isolation that they work in. Schools under each administrative system need to come out of their cocoon and start working collaboratively in order to obtain their goals. Teachers and students could learn immensely from examples from one another by observing the lessons and behaviors. Sharing of lesson plans and activity programs and observing could play a vital role in pushing the physical activity implementation in the right direction.

1. Recommendations

It is important to highlight the fact that the Center for Educational Research and Development (CERD) in 2003 came out with an Educational Journal called “Rabsel” where various studies related to education comprising of Health and Physical Education were also included to support the HPE curriculum in the Education Policy.

In this HPE study various recommendations were highlighted to improve the quality of the existing Health and Physical Education programme in the piloted schools. Recommendations varying from Teacher Preparedness, Importance on Noncompetitive Environment, Facilities and Equipment’s, Creating Awareness, Time management and so on were emphasized.

Keeping in view the recommendations of CERD, this study identified the following areas that still need to be addressed through implementing the following recommendations:

Sport for All

The concerned authorities should try to tap into whatever resources or partners available in order to deliver sports to the masses. As mentioned earlier cooperating with other concerned Organizations which have similar goals would

minimize the burden and leave opportunities to deliver the same goals collectively.

A study done by the Department of Youth and Sports shows that there is not much that could be done in terms of the size of the class as of now. However to reduce large crowds and confusion, it would be practical to use learning stations. Children could be sent to different learning centers with different activities and then rotate after a specific amount of time. This could save both the teachers and students time and the teacher could also give individual attention while moving from group to group.

Singapore has also had similar problems before, however they were able to cope up with this problem earlier as they took this as an opportunity to engage as many students as possible to part in the P.E classes. A greater number of students could make P.E classes easier for the teachers to implement as it will be convenient for them to divide the class into multiple teams to carry out team sport activities. P.E should be promoted in a non-competitive environment, so that children will be more inclined to participate in an environment where they do not have to deal with extra pressures of performance and results.

Cooperation

The importance of stakeholders must be kept in mind whenever a new program policy is drafted as communicating with the Departments within the

same Ministry; other Ministry's like the Ministry of Health, the Bhutan Olympic Committee and the National Sports Federations would prove to be very beneficial in achieving the targeted goals.

As of now there is a shortage of School Sports Instructors or P.E Instructors at the schools, the Ministry of Education could cooperate with the Bhutan Olympic Committee and its National Federations and use the human resources at their disposal to conduct basic physical activity exercises during the P.E periods.

By conducting the P.E program in collaborative manner the resources could be utilized in more befitting manner as the available equipment and facilities will be used by more students besides the classes will also benefit from multiple faculty experience. This will offer them opportunity to learn more besides being learning the value of sharing.

Create Awareness

With the emergence of new print media firms, radio stations and the addition of a second T.V channel by the Bhutan Broadcasting Service, the Ministry of Education must use these emerging media platforms to raise public awareness on the benefits of physical activity which might help in changing the mindset of the Bhutanese parents with regard to their child engaging in such

activities.

Television could be used as a medium to reach the population at large to shape their perception about sports. School sports program highlighting its importance and benefits could be broadcasted in the form of episodes weekly so that the audiences develop some sort of awareness.

It is imperative for the teaching staff to develop multiple communication channels between them and society so that they can propagate the message of the importance of P.E in life through multiple sources.

Time Allotment

The Curriculum Department needs to revise its policy and try to find means to adjust the timings for P.E or the so called “games period” in order to enhance the practice of Physical Activity in the learning environment. Teachers, head of schools, and policy makers need to sit together and communicate to come up with ways to resolve this issue as having 30 to 50 minutes a week cannot be considered ample time for successful implementation of P.E program.

The scheduling and allocation should involve the P.E teachers more intensively so that the complaint regarding shortage of time to implement proper P.E programme may be eradicated. Through involving more stakeholders a better understanding could be achieved over a period about ample time required for a

general P.E programme to be implemented.

The scheduling of P.E classes need to planned in close communication with the teachers to ensure that ample time is allocated to P.E class so that the P.E teacher would be in better position to conduct the class in most befitting manner.

Sports Hubs

As of now there is not much that can be done with regard in the allotment of time as it would take a thorough study as mentioned above however, School Principals and the concerned authorities need to open up school facilities for the students to engage in sporting activities before and after school hours as 80% of the sporting facilities in Bhutan lies within the Education Institutions (BSBS 2010).

As established it is idealistic to have adequate equipment and facilities but not mandatory, so having substandard or less equipment should not be considered as a barrier and teacher should focus in utilizing the available resources in best manner to develop proper technique.

Focus on Sport

As schools play an important setting for the children's participation in Physical Activity, opportunity must be given to all children to engage in such activities as it helps children develop confidence, positive self-esteem and

resilience.

The Bhutanese schools, where P.E is prevalent, like in Singapore should at least focus on teaching students 2-3 sports so that they will be able to pick up and develop a fondness towards sports and physical activity from a very tender age.

National Athletes

Schools should invite National Heroes or Iconic Bhutanese Sportsman or Athletes to talk to the students and conduct coaching clinics during the designated P.E period. This activity will help in motivating the youth to take up sports on one hand and on the other hand it will help in engaging National Federations in the development of a Sporting Culture.

Education

The two colleges of Education at Paro and Samtse could include a basic or beginners coaching course so that once the teacher trainees graduate and are placed in the schools around the country, they will at least have basic knowledge on physical activity.

The Department of Youth and Sports must improve both the quality and quantity of the School Sports Instructors so that the level of P.E develops. In addition capacity building courses or refreshers course must be planned frequently to elevate the knowledge of P.E instructors currently engaged in implementation

of P.E programme.

As discussed and suggested earlier that the importance should be given to developing proper techniques and many activities could be carried out without the availability of adequate equipment and facilities through adopting innovative approaches so the P.E teachers must exhibit excellence in their skills to educate the children.

The focus of the P.E class should be on highlighting the importance of PE activity instead of competition and winning or losing. For instance in Singapore the P.E instructors engage the students in other forms of exercise like yoga and meditation and also educate them on the benefits of Physical Activity where there is an absence of equipment.

Progressive role of the Ministry of Education

As there is an absence of a Sports Ministry in Bhutan, the Ministry of Education should play a bigger role in communicating with the Royal Government of Bhutan in order to gain the Government's full support. This could enhance the legal framework to support School Sports Program so that a greater budget is released from the Government towards the implementation of school sports programs or sports in general.

The PE activities conducted in schools must be monitored and supervised

by other stakeholders such as district education authorities and curriculum division (CASPD) as this will ensure that a constant push for achieving excellence that will motivate the P.E staff to carry out this important task efficiently. This will also help to evaluate the program and make necessary changes to the programs, which are more applicable in Bhutanese school system.

For Bhutan the P.E programme at the schools are still at its infancy stage or at ground zero, and when you are starting from scratch there is no way but to go up. That being said there are still many schools in the country that have yet to implement P.E practices. With the Education Ministry providing more in-service trainings and making teachers, students, parents and school head teachers aware of the purpose of P.E programme this is perhaps a good sign for the development of P.E in the country.

The Bhutanese people's perception of P.E or sports in general needs a major shift towards movement education, from competition to cooperation, from a traditional militaristic approach to a modern activity approach. Similarly like Singapore, the focus on P.E and sports should be given in learning through cooperation and maintaining fitness for health in Bhutan as well.

2. Limitations

The ultimate limitation of this research could be the ‘Risk of Policy borrowing’; meaning the features which leads to the influence and contribution to the well-implementation in the Singaporean Education System might not necessarily mean that it will work in the Bhutanese Education System. Also, the archival documents used for this thesis could have been tweaked and changes might have been made to it over the years.

All schools in the country might not be in a position to change their physical education pattern depending on a lot of factors like dissimilarity in geographical, political and socio-economic features of the districts which might have some influence in the outcome of the proposed suggestions.

As the Study basically compares only the physical education curriculum of the two countries and does not take in consideration of the Infrastructure, Resources and Community involvement this could be considered as one of the limitations.

Another limitation could be that this study only used public documents to analyze and draw findings. No interviews or survey was carried out pertaining to the time and geographical barriers.

The current study did not look into the attitudes of the stakeholders and

the Curriculum Department towards P.E development which is considered as a limitation for this study since the attitude of the policy developers play a vital role in insuring proper implementation of policy.

3. Future Research

As this research was the pioneer study in the Bhutan's context there is a wider opportunity to conduct a research on Bhutanese community's response to Physical Education.

This research only covered curriculum differences between Bhutan and Singapore whereas wider and more in-depth research having variables such as; financial difference, Human Resource capacity difference, community sport culture and responsiveness, National Sports Organizations involvement could identify more areas that contribute to P.E culture in the education system.

A further research opportunity lies to study the relationship between the departments and stakeholders that are directly involved in the development of the Education Curriculum and their attitude towards Physical Education and its importance for Youth.

4. Conclusion

It is not necessary for me to expound on the benefits and advantages of playing games and sports. A nation can only progress if its citizens are healthy

and active and games and sports is very essential in modeling the personalities of the population. The respective stakeholders should come together and eagerly work towards making Bhutan a sporting country.

Although there have been hindrances, the Royal Government of Bhutan under the guidance of His Majesty the King remains steadfast in its mission of making sports and games accessible to any citizen residing in any corner of the country. And now with the Government of Bhutan finally seeing the importance of Sport, for the first time it has been approved by the government and put as a national agenda for development. The government has also commitment to allocate 1% of the annual national budget for the development of organized sports.

The Royal Government instituted a National Task Force comprising of the Education and Health Ministry, the Royal University of Bhutan, the Private Sector (Bhutan Chambers of Commerce and Industry) and the Bhutan Olympic Committee to compliment the governance structure of the sports organization for its development comprising of different stake holders, which is being chaired by HRH Prince Jigyel Ugyen Wangchuck the President of the Bhutan Olympic Committee.

The Government found it important to reinforce the cooperation and coordination between the important stakeholders and thus came to a resolution

that a National Sports Policy must be formulated in order to give a clear direction for the overall development of sports as one of the major targets in the next 10th 5 Year Plan.

If sports is ever to succeed and if we are to create firm foundations for a dynamic and vibrant sports sector in Bhutan, the only way to achieve this, is to have a strong and firm foundation, a governance structure and for all stakeholders, to work together, collectively to serve a common, higher purpose, for the benefit of our students, athletes, community and nation.

As we embark on a new era of sports in Bhutan, initiated under the Royal Command of the King and guided by the leadership of His Majesty's Representative to Sports, HRH Prince Jigyel Ugyen Wangchuck, I, as a Bhutanese citizen look forward to the unflattering support of all of our stakeholders and of being a part of this reformation.

It is our prayer now, that with the recognition, resources and support afforded by the Royal Government, and with the enthusiasm of the new governing sporting body, it will enable us to finally work towards achieving our vision.

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국문초록

부탄과 싱가포르의 체육교육 정책에 대한 비교연구

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2010년대 초반 대부분의 부탄지역에서 좌식생활 위주의 생활패턴으로 삶의 방식이 변하면서 부탄 정부에서는 체육교육의 중요성을 인지하여 학교 교육 시스템에 스포츠 교육을 도입하였다. 그러나 이러한 정책의 도입에 대한 기대효과는 아직 크지 않은 상황이다. 본 연구에서는 부탄의 스포츠 교육 정책을 원형으로 삼았던 싱가포르의 스포츠교육 정책과 비교하여 나타나는 차이 및 단점에 대해 연구하였다. 따라서 본 연구의 목적인 양국의 스포츠에 대한 주요 차이점을 비교하고 부탄 스포츠 교육정책이 직면한 다양한 문제점을 발견하는 것을 목적으로 한다. 또한 싱가포르의 사례분석을 통하여 부탄의 상황에 적용 가능한 정책을 연구하였다. 문헌조사를 중심으로 한 질적연구 방법을 사용하여 연구를

진행하였으며 특히 부탄과 싱가포르의 각급 스포츠교육 정책에서 나타나는 교육 프래티스 차이에 대한 연구를 중심으로 하였다. 이를 바탕으로 싱가포르에서 사용하고 있는 다양한 프래티스 가운데 부탄의 스포츠교육 맥락에 적용 가능한 정책적 함의를 발견하였다. 연구결과 부탄의 교육기관에서 적용하고 있는 체육교육 과정은 체계적 접근을 통한 도입이 아니었으며 기타 교육과정과 비교해서 동등한 지위를 부여 받고 있지 못하다. 또한 체육교육의 시간배분 역시 부족하고 부적절한 교사에 의해 지도되고 있는 것으로 나타났다. 싱가포르의 경우 체육교육의 목표와 방향성에 대해 명확한 정의를 바탕으로 정책을 실행하고 있으며 이러한 부분은 부탄에 적용되어야 할 것으로 보인다.

주요어: 체육교육, 체육교육 정책, 체육교육을 통한 스포츠 개발, 건강

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