

A STUDY OF THE BARRIERS EFFECTING SPORTS IN SECONDARY SCHOOLS OF KHYBER PAKHTUNKHWA PAKISTAN

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ABSTRACT

This research study is an effort in line with the researches of the world to explore the magnitude and influence of different barriers on prevalence of sports at school level. The research hypotheses that there is no significant effect of different barriers on sports in secondary schools of KPK were tested. The hypothesis regarding gender difference was also tested. The population of this particular study was comprised all the Teachers, Head of the Institutions (HOI), and the parents in the province of Khyber Pakhtunkhwa (KPK) Pakistan. A sample of 44 selected from each district and the total sample from the whole province (11 districts) was 484. Questionnaire was used as data collection tool. The result shows that there was significant effect of barriers on sports activities and also gender difference were observed

INTRODUCTION

According to Chu (1982) sports activities play a vital role in an individual's life particularly in school going children. The children who take part in interscholastic sports not only develop their physique but also enhance their academics performance. Khan (2004) states that *"Being sportsmen most of the students have shown good academic results on their credits particularly at secondary schools level"* (P-158).

It is also agreed upon that participation in school sports not only develops the student's physically but also mentally (Van, 1971). No doubt a sound mind rests in sound body. This mind body relationship is shown in the research by Kalakian and Goldman (1976) who stated that proper movement of the body in infancy developed the cognitive or intelligence of the children (cited in Jay, 1978).

The Khan (2004) states that the *"declining position of education can be improved through sports and games"* (P-158). Therefore, it can be claimed that the academic achievements of the children

cannot be enhanced properly without engagement in sporting activities.

In most parts of the world, sports activities are given due importance at school level and students can be facilitated to participate in various sports activities. In Pakistan, the extent of facilities and the level of participation in sports among school age children are considerably low. There might be several reasons behind this. But one may be the numerous barriers that restrict sports activities at school level and ultimately deprive school student to reap the benefits of sports participation. We can classify these barriers into five categories including governmental, institutional, financial, cultural & religious and parents student barriers.

In light of the above discussion various researchers are conducting the researches to break the barriers and improve the sports activities. This research study is an effort in line with the researches of the world to explore the magnitude and influence of these barriers on prevalence of sports at school level. This study was conducted in Khyber Pakhtunkhwa, a Province of

Islamic Republic Pakistan situated in North West of the Country.

STATEMENT OF THE PROBLEM

The students in the present era are not taking parts in the educational activities and therefore the achievement of the students is low. There may be many reasons but the expert suggests that sports create the sound mind in the sound body and thus facilitate the educational development. In our country unluckily there are many hurdles in the way of sports. The researcher intends is to launch a study for barriers effecting sports and for suggestion of workable measures to overcome these barriers.

OBJECTIVES OF THE STUDY

1. To investigate the effects of barriers on sports activities in Secondary Schools of KPK.
2. To investigate the gender differences in barriers effecting sports in Secondary Schools of KPK.

SIGNIFICANCE OF THE STUDY

This study may provide information to the stake holders regarding various barriers effecting Sports and possible measure to remove those barriers at Secondary Schools so that they could be able to overcome these barriers and to promote sports. Through this particular study, the authorities may be able to know the barriers that affect sports at Secondary School level of KPK and take effective measures to remove them. This study will also be helpful in promoting sports activities at Secondary School level and thus the students may be able to enhance their academics by participating in various sports activities.

Research HYPOTHESIS

H01: There is no significant effect of governmental barriers on sports in secondary schools of KPK

H02: There is no significant effect of institutional barriers on sports in secondary schools of KPK

Ho3: There is no significant effect of religious and cultural barriers on sports in secondary schools of KPK

H04: There is no significant effect of financial resources as barriers on sports in secondary schools of KPK

H05: There is no significant effect of parent and student barriers on sports in secondary schools of KPK

H06: There is no overall significant effect of different barriers on sports in secondary schools of KPK

H07: There is no significant difference between the views of male and female respondents in different barriers

RESEARCH METHODOLOGY

Population

Fraenklel and wallen (2006) define that “*population is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study*”. The population of this particular study was comprised all the Teachers, Head of the Institutions (HOI), and the parents in the province of Khyber Pakhtunkhwa (KPK) Pakistan.

Sample

Fraenklel and wallen (2006) define that “*A sample in a research study is the group on which information is obtained*”. In this study there are 25 Districts and 1379 higher secondary Schools (Male-1069, Female-310) situated in Khyber Pakhtunkhwa (KPK) Pakistan. It was quite difficult for the researcher to contact each and every school of the Province. To overcome this difficulty the researcher selected only 11 districts from the whole population by using cluster sample random technique. The researcher selected 4 schools from each district (2 male, 2 female) by applying convenient or available sampling technique. The researcher selected five

teachers, one head of the institution from each school and 20 parents from each district through available sampling technique. So the total number of the sample from one district was 44 and the total sample from the whole province (11 districts) was 484.

Instrumentation

The researcher developed a draft questionnaire consisting of 50 questions. This questionnaire was put to 40 experts from Gomal University for the purpose of reliability. Some of the items were deleted by the experts view. The final version of the questionnaire consists of 36 questions. The reliability of this questionnaire was found to be 0.82. This questionnaire was a likert type consisting of five options (Strongly agree, agree undecided, disagree and strongly disagree). Instructions for filling up the questionnaire were made clear for the participants.

Procedure

The 484 copies of the final version of the questionnaire were distributed among the sample. They were given one day time to fill up the questionnaire. They were told that this information will only be used for

the research purpose. After one day, the filled questionnaires were re-collected and the data were arranged in the form of data matrix on SPSS (version 12).

Data analysis

For the purpose of data analysis the research statistic Mean, Standard Deviation, t-statistic, and Regression analysis were used. The t-statistic is used to check the difference between two means as in the case of male and female. The regression was used to check the cause and effect relationship.

PRESENTATION AND ANALYSIS OF DATA

Test of Hypothesis 1: There is no significant effect of governmental barriers on sports in secondary schools of KPK

Table 1: Effect of governmental barriers on sports

Model Summary				
Model	R	R Square	F	Sig.
1	.734(a)	.539	562.673	.000

a Predictors: (Constant), gb

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.595	.092		17.333	.000
	Gb	.583	.025	.734	23.721	.000

a Dependent Variable: collective

Table 1 shows the effect of governmental barriers on sports. The R square is .539 which means that 54% effect on sports is due to governmental barriers. The B is .583 (p=0.000) which means total 1 unit

increase in governmental barriers will cause .583 unit overall increase.

Test of Hypothesis 2: There is no significant effect of institutional barriers on sports in secondary schools of KPK

Table 2: Effect of institutional barriers

Model Summary

Model	R	R Square	F	Sig.
1	.836(a)	.699	1119.421	.000(a)

a Predictors: (Constant), ib

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.229	.076		16.121	.000
	Ib	.682	.020	.836	33.458	.000

a Dependent Variable: collective

Table 2 shows the effect of institutional barriers on sports. The R square is .699 which means that 70% effect on sports is due to institutional barriers. The B is .682 (p=0.000) which means total 1 unit increase in governmental barriers will cause .682 unit overall increase.

Test of Hypothesis 3: There is no significant effect of religious and cultural barriers on sports in secondary schools of KPK

Table 3: Effect of religious and cultural barriers

Model Summary

Model	R	R Square	F	Sig.
1	.571(a)	.326	233.399	.000(a)

a Predictors: (Constant), rcb

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.658	.074		36.102	.000
	Rcb	.295	.019	.571	15.277	.000

a Dependent Variable: collective

Table 3 shows the effect of religious and cultural barriers on sports. The R square is .571 which means that 58% effect on sports is due to religious and cultural barriers. The B is .295 (p=0.000) which means total 1 unit increase in governmental barriers will cause .295 unit overall increase.

Test of Hypothesis 4: There is no significant effect of financial barriers on sports in secondary schools of KPK

Table 4: Effect of financial barriers on sports

Model Summary

Model	R	R Square	F	Sig.
1	.463(a)	.215	131.724	.000(a)

a Predictors: (Constant), fb

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.648	.098		27.016	.000
	Fb	.273	.024	.463	11.477	.000

a Dependent Variable: collective

Table 4 shows the effect of financial barriers on sports. The R square is .215 which means that 22% effect on sports is due to financial barriers. The B is .273 (p=0.000) which means total 1 unit increase in financial barriers will cause .273 unit overall increase.

Test of Hypothesis 5: There is no significant effect of parent and students barriers on sports in secondary schools of KPK

Table 5: effect of parent and students barriers on sports

Model Summary

Model	R	R Square	F	Sig.
1	.731(a)	.534	553.283	.000(a)

a Predictors: (Constant), psb

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.822	.083		21.874	.000
	Psb	.508	.022	.731	23.522	.000

a Dependent Variable: collective

Table 5 shows the effect of parent and students barriers on sports. The R square is .534 which means that 54% effect on sports is due to parent and student barriers. The B is .508 (p=0.000) which means total 1 unit increase in parent and student barriers will cause .508 unit overall increase.

Test of Hypothesis 6: There is no overall significant effect of different barriers on sports in secondary schools of KPK

Table 6: overall significant effects of different barriers on sports

Model Summary

Model	R	R Square	F	Sig.
1	.836(a)	.699	1119.421	.000(a)
2	.942(b)	.888	1905.168	.000(b)
3	.973(c)	.946	2791.814	.000(c)
4	.991(d)	.982	6669.468	.000(d)

a Predictors: (Constant), ib

b Predictors: (Constant), ib, psb

c Predictors: (Constant), ib, psb, gb

d Predictors: (Constant), ib, psb, gb, rcb

Coefficients (a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.229	.076		16.121	.000
	Ib	.682	.020	.836	33.458	.000
2	(Constant)	.546	.052		10.429	.000
	Ib	.529	.014	.648	38.948	.000
	Psb	.329	.012	.474	28.471	.000
3	(Constant)	.252	.039		6.516	.000
	Ib	.421	.011	.516	39.805	.000
	Psb	.284	.008	.409	34.265	.000
	Gb	.233	.010	.294	22.640	.000
4	(Constant)	.164	.022		7.363	.000
	Ib	.420	.006	.514	69.454	.000
	Psb	.233	.005	.335	46.425	.000
	Gb	.200	.006	.252	33.432	.000
	Rcb	.111	.004	.216	31.512	.000

a Dependent Variable: collective

Table 6 shows the step-wise effect of different barriers on sports. The four different models have been shown. In the first model the R square is .696 that is the effect of institutional role is 70%. In the second model when parent and student barriers are added with the first model the R square value is .888 that is overall effect is 89%. In the third model when governmental role is added the R square is .946 that is the overall effect is 95%. In the last model when the religious and cultural barriers are added the R square value is .982 which means there is 99% effect.

Test of Hypothesis 7: There is no significant difference between the views of male and female respondents in different barriers

Table 7: showing gender difference in governmental barriers

Gender	N	Mean	SD	T-value	P-value
Male	322	3.71	0.56	0.64	0.522
Female	162	3.67	0.58		

Table 7 shows that $t(482) = 0.64$, $P > 0.05$ which means that there is a significant difference between male and female on governmental barriers.

FINDINGS

Following findings float up as the result of data analysis

1. To test the first Hypothesis H01, The R square is .539 which means that 54% effect on sports is due to governmental barriers. The B is .583 ($p=0.000$) which means total 1 unit increase in governmental barriers will cause .583 unit overall increase, therefore H01 is rejected (table 1)

2. To test the second Hypothesis H02, The R square is .699 which means that 70% effect on sports is due to institutional barriers. The B is .682 ($p=0.000$) which means total 1 unit increase in governmental barriers will cause .682 unit overall increase, therefore H02 is rejected (table2)

3. To test the third Hypothesis H03, The R square is .571 which means that 58% effect on sports is due to religious and cultural barriers. The B is .295 ($p=0.000$) which means total 1 unit increase in governmental barriers will cause .295 unit overall increase, therefore H03 is rejected (table 3)

4. To test the fourth Hypothesis H04, The R square is .215 which means that 22% effect on sports is due to financial barriers. The B is .273 ($p=0.000$) which means total 1 unit increase in financial barriers will cause .273 unit overall increase, therefore Ho4 is rejected (table 4)

5. To test the fifth Hypothesis H05, The R square is .534 which means that 54% effect on sports is due to parent and student barriers. The B is .508 ($p=0.000$) which means total 1 unit increase in parent and student barriers will cause .508 unit overall increase, therefore H05 is rejected (table 5)

6. To test the sixth Hypothesis H06, four different models have been shown. In the first model the R square is .696 that is the

effect of institutional role is 70%. In the second model when parent and student barriers are added with the first model the R square value is .888 that is overall effect is 89%. In the third model when governmental role is added the R square is .946 that is the overall effect is 95%. In the last model when the religious and cultural barriers are added the R square value is .982 which means there is 99% effect, therefore H06 is rejected (table 6)

7. To test the seventh Hypothesis H07, $T(482) = -1.326$, $P > 0.05$ which means that there is a significant difference between male and female on overall sample, therefore H07 is rejected (table 7)

DISCUSSION

This study was initiated for the purpose to know about the barriers of sports participation and their effect on sports at secondary schools level of KPK Pakistan. After the analysis, it was concluded that there is a significant effect of the entire barriers (Governmental barriers, Institutional barriers, Cultural/Religious barriers, and financial barriers and Parents/Students barriers) on sports activities in secondary school of KPK. These results are supported by Sarwar, Hussain, Mehmood and Awan (2010). It was concluded by these researchers that lack of funds, space, facilities coupled with no interest of physical education teachers were the main barriers in the development of physical education and sports. This present study is in line with Jenkinson, Kate and Benson, Amanad (2010) who described barriers such as lack of qualified staff, lack of equipment's, unavailability of facilities and improper curriculum in the way of sports. They further described the institutional barriers such as access of facilities, access to suitable teaching space, time tabling, support from other staff and proper subject funding etc.

The results of this present study are also supported by Dorovolomo and Hammond (2005), Landis (2005), Chavltan et al. (2010). They concluded that improper time allocation for the implementation of sports and physical activities is one of the hurdles in the way of sports promotion at school level, cultural influences, issue of accessibility to facilities, and costs for the smooth conduction of sports activities are included in the barriers of sports promotion. They also said that two main barriers are practical barriers like as cost, time, lack of facilities, awareness among the peoples about sports and personal barriers like as poor health status, lack of motivation, and commitment.

Daskapan, Tuzun and Eker (2006) conducted a research at university level, and classified the barriers of sports participation in to two main types i.e. internal barriers such as lack of time, lack of motivation, and lack of self-efficacy and the external barriers such as lack of resources, lack of social support and lack of time. They concluded that the external barriers have a significant impact upon the sports as compared to external barriers.

CONCLUSIONS

In the light of the data analysis, the following conclusions are hereby made by the researcher:

As far as the barriers of sports are concerned, there were total five main barriers that affect sports at secondary school level which are governmental barriers, institutional barriers, financial barriers, religious and cultural barriers and parent/students barriers. In the study the effect of these barriers on sports was analyzed and the result shows that there is significant effect of all these barriers on sports. The result also shows that there was significant gender difference in different barriers of sports

RECOMMENDATIONS

Following are the recommendations of the study

1. The result shows that there was significant effect of the governmental barriers on sports, therefore the researcher recommends that for the elimination of corruption; the government may introduce a policy. The Media and government may play their role to make the people aware of the benefits of sports.

2. The result shows that the effect of institutional barriers was significant, therefore the researcher recommends that Proper curriculum of physical activities and spots may be introduced at primary level to provide a firm base for the students of secondary schools level. In each school, sports tournaments and sports gala may be introduced. All heads of the institution may play their role for the improvement of sports at secondary schools level. All physical education teachers may introduce sports programs according to the interest of students. Physical education should be taught as a compulsory subject at secondary level.

3. The effect of cultural and religious barriers was significant, therefore the researcher recommends that the attitude of the general public may be changed towards the favor of the sorts and the proper knowledge about the sports activities may be provided to the peoples

4. The results show that the effect of financial barriers was significant; therefore researcher recommends that more funds may be allocated for sorts at the secondary school level. Also the provided funds may be used in the proper way.

5. The result shows that the effect of parents and student barriers is significant, therefore the researcher recommends that the parents and students misconception may be eliminated through the knowledge of sports

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