

Study of governmental barriers/hurdles affecting sports in Secondary schools of Khyber Pakhtunkhwa, Pakistan

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Abstract

The study was initiated to know the effect of governmental barriers in secondary schools of K.P.K Pakistan. The main objectives of this particular study were to know about the governmental barriers and their effect on sports activities at school level. For this particular study 5 main hypothesis were made, and tested through statistical techniques i.e. REGRESSION was used to test hypothesis No.1, T Test was applied to check hypothesis No.2 and ANOVA was used to test hypothesis No.3,4 and 5. The researcher selected Teachers, HOI (head of the institutions), and the parents in the province of KPK Pakistan as population. There were 25 districts in the province of Khyber Pakhtunkhwa. The researcher selected 11 districts as sample through cluster random sampling technique. The researcher selected 4 schools from each district (2 male, 2 female) by applying convenient or available sampling technique. Similarly, five teachers, one head of the institution from each school and 20 parents from each district were selected through available sampling technique. So, the total number of the sample from one district was 44 and the total number of the sample from the whole province (11 districts) was 484. For data collection the researcher used a likert type of questionnaire as tool. SPSS version 12 was used for the purpose of statistical analysis. The results show that there is a significant effect of governmental barriers on sports at secondary schools level.

INTRODUCTION

According to Chu (1982, p.12) “*sports may be many things*”. Sports activities play a vital role in an individual’s life particularly in school going children. The children who take part in interscholastic sports have not only developed their physique but also enhanced their academics performance. Khan (2004) stated 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 are not only beneficial for physical and mental development but can also develop the social contacts of children. Khan (2004) further stated 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 sports activities.

Being a physical education student we know better, that sports activities provide solid base to the student at school level and beneficial for the students. But another hand there is many hurdles in the way of sports activities at school level and most of the students deprive to take part in sports activities. Due to this reason most of the students involve in other immoral activities which is very harmful for the students particularly at school level. Most of the researcher from different countries conducted research studies to know about those barriers which make hurdles in the way of sports. Being a student of physical education I also try to conduct a research study on governmental barriers affecting sports in schools at the province of Khyber Pakhtunkhwa Pakistan.

STATEMENT OF THE PROBLAM

Sports and other Co curricular activities are very much essential for the students especially at school level to provide them a healthy and useful platform for the utilization of their surplus energy in healthy activities. One thing which is very much essential is the role of government in the provision of sport and co curricular activities in their schools. If the government provides all the required facilities to the students at school level they can achieve better result and if the government fails to provide a favorable platform to the students at school level then it will quite difficult to achieve better result. So the intention of the research is to conduct a research study to know the role of governmental as barriers on sports at secondary schools level.

OBJECTIVES OF THE STUDY

Following are some main objectives of the study

1. To find the role of government as barrier in the way of sports at secondary school level
2. To know the effect of governmental barriers on sports at secondary schools level.
3. To know the demographic difference in governmental barriers affecting sports in secondary schools.

SINIFECANCE OF THE STUDY

Following are the some important points which show the significant of the study.

One of the great contributions of the study will be to highlight the effect and role of government on prevalence of sports. The study will also be helpful to highlight the importance of sports among the masses. After completion of this study, the study will be helpful to aware the concerned authority about the effect of governmental barriers on sports at secondary schools and will be helpful to divert the attention of the concerned authority to overcome these barriers. The present study will also be helpful to give some possible suggestions for the elimination of the governmental barriers affecting sports in secondary schools.

HYPOTHESIS OF THE STUDY

- H01: There is no significant effect of governmental barriers on sports in secondary schools of KPK
- H02: There is no significant difference between the views of male and female respondents in different barriers
- H03: There is no significant difference among the views of respondents, category-wise (teacher, parents and HOI)
- H04: There is no significant difference between the respondents having different qualification (Illiterate, SSC, Graduate and Master and above)
- H05: There is no significant difference among the views of respondents, location-wise (Eleven Districts).

LITERATURE REVIEW

Introduction to sports

The mindset about sports is the activity of competitive in nature and team based activities require specific rules, place, time, skill and techniques for different organized groups of people. Hokey, football and tennis are the examples of sports. Physical activities are less difficult than sports; physical activities can be performed anytime, anywhere, either individually or in group shape. According to Ifedi (2005) in sports activities, there are two or more players participating in competitive nature that have specific rules, skills and techniques. Trained coaching staff is required for the conduct of competitive nature of sports activities.

According to Mhuirheartaigh (1999) Sport is an activity which helps in providing opportunities such as knowledge of self expression personal achievements, development of skills, and personal abilities. Sport also provides opportunities for the maintenance and upkeep ping of good health, social relation and enjoyment. Sports refer to different kinds of physical activities. According to National Health Committee physical activities can be defined as the movement of the body parts produced in cost of energy. Physical activities may be classified in different types such as occupational, household and leisure time activities including different kinds of sport activities. According to Research and library services (RLS, 2010) that European Union (EU) defines physical activity as the movement of body parts which takes place as a result of skeletal muscles through the utilization of energy rather than when skeletal muscles are not in active position, and sport refers to all type of physical activities performed in spontaneous or organized manners for the purpose of physical and cognitive development, to improve social relation and to obtain certain objectives.

Barriers of sports

Barriers of sports mean all the hindrance, hurdles and obstacles in way of sports promotion. There are many barriers of sports but here in the present study we discuss only governmental barriers. The governmental barriers can be divided in to the following

Governmental Barriers:

- (a) Lack of political will and determination on part of the government

- (b) Laissez-faire attitude of the respective authorities.
- (c) Corruption
- (d) No Interest in sports on part of education department
- (e) Inadequate awareness of sports among the concerned authorities
- (f) Undue political interference
- (g) Poor law and order situation

The above mentioned barriers are discuss in detail one by one in the following

Lack of Political Will and Determination on Part of the Government

Proper support of political authorities has a great role in the development of sports and physical education. Lack of political support considered a main barrier in the way of sports and physical education promotion at any educational level particularly at school level. Sarwar et al. (2010) indicate that interests of government play a key role in the promotion of sports and similarly, lack of governmental interest is the main hurdle in the way of sports and physical education.

According to Dorovolomo and Hammond (2005) for the proper implementation of sports and physical education curriculum at school level proper support of schools members, school board and the provincial government are necessary. Lack of support from the school members and high authorities such as provincial government becomes hurdle in the promotion of sports and physical education in educational institutions.

Laissez-Faire Attitude of the Respective Authorities

Lack of concentration from the concerned authorities is one of the main hurdles in the way of sports and physical education promotion. If proper concentration is not given by the respective authorities, then it becomes difficult to achieve the desired goals. According to Northern Ireland Assembly (NIA, 2010) the deficient establishment and implementation of policies by the respective authority is considered among the barriers in the way of sports promotion.

Corruption

Corruption is considered as one of the barriers in the way of sports promotion particularly at secondary school level because we know about the fact that all those institutions, organization or departments where there is no corruption and discrimination can achieve better result. Due to corruption right job does not given to the right people and as result the ineligible people get opportunity in the field of sports and physical education which creates hurdle in way of sports and physical education promotion.

No Interest in Sports on Part of Education Department.

Mowling, Brock, Eiler and Rudisill (2004) stated that in the promotion of sports and physical educational, there are many hurdles such as lack of equipments, lack of support, lack of interest and lack of proper time allocation etc. are commonly observed in educational institutions. All these hurdles can't allow the sports and physical education to improve its roots.

Faber, Hodges Kulinna and Darst (2007) stated that for the purpose to overcome all these hurdle supports and interest of others teachers of the school, alternative way of obtaining the equipments such as usage of equipments of other schools proved very helpful in this regard.

Inadequate Awareness of Sports among the Concerned Authorities

Lack of awareness about sports among the concerned authorities is also a hurdle in the way of sports and physical education development and promotion.

Hardman (2004) stated that sports and physical education declining at world level such as lack of proper time allocations lack of proper finance resources and low value in educational institution. Due to these all hurdles promotion of sports and physical education becomes difficult.

Undue Political Interference

Being the citizen of Pakistan we know that in Pakistan most of the political personalities have a great role in any type of organization because they have authority; and the administrator of the organization can't say no to the political people and they do every thing which they want to do. At secondary schools level there are some aspects in which undue political interference is possible i.e. during provision of the budget, jobs opportunity, and during selection of the players. Most of the political leaders impose their decisions through their presence in the government or due to their authority which becomes a great hurdle in the way of sports at secondary school level.

Poor Law and Order Situation

Poor law and order situation of present time such as improper implementation of law, improper rules regulations, and improper policies is considered as one of the barriers. Because due to poor law and order situation a very little number of the students participate in sports activities at school level particularly at secondary school level.

METHODOLOGY OF THE STUDY

Population of the Study

The population of this particular study comprised all the Teachers, Head of the Institutions (HOI), and the parents in the province of Khyber Pakhtunkhwa (KPK) Pakistan.

Sample and Sample Size

There are 25 Districts and 1379 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 number of the sample from the whole province (11 districts) was 484.

Instrumentation

The researcher developed the questionnaire and used for the purpose of data collection. The draft questionnaire was consists of 20 questions. The questionnaire was put to the 40 experts from Gomal University for the purpose of reliability. The final version of the questionnaire consists of 08 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).

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

Inferential analysis

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

Table 1.1 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 1.1 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 difference between the views of male and female respondents in governmental barriers

Table 1.2: 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 1.2 shows that $T(482) = 0.64$, $P > 0.05$ which means that there is a significant difference between male and female on governmental barriers.

Test of Hypothesis 3: There is no significant difference among the views of respondent's category-wise (teacher, parents and HOI).

Table 1.3: ANOVA showing the difference among respondents (teacher, parents and HOI) on barriers

Collective

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.179	2	2.590	13.191	.000
Within Groups	94.424	481	.196		
Total	99.603	483			

Table 1.3 shows that $F(2, 482) = 13.191$, $P < 0.05$ which means that there is a significant difference between three types of respondents (teachers, parents and HOI) on views about barriers of sports

Test of Hypothesis 4: There is no significant difference between the respondents having different qualification (Illiterate, SSC, Graduate and Master and above)

Table 1.4: ANOVA showing the difference among respondent having different qualification on barriers

Collective

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.974	3	.325	1.581	.193
Within Groups	98.628	480	.205		
Total	99.603	483			

Table 1.4 shows that $F(3, 482) = 1.581$, $P > 0.05$ which means that there is no significant difference among four types of respondents qualification wise (matriculate, graduate, master and above, illiterate).

Test of Hypothesis 5: There is no significant difference among the views of respondent's location-wise (Eleven Districts)

Table 1.5: ANOVA showing the difference among respondent having different Location on barriers

Collective

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.440	10	.344	1.692	.080
Within Groups	96.163	473	.203		
Total	99.603	483			

Table 1.5 shows that $F(2, 482) = 13.191$, $P > 0.05$ which means that there is no significant difference in views about barriers of sports among the eleven district of KPK.

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, which means that H01 is rejected. Table 4.1
2. To test the seventh Hypothesis H02, $T(482) = -1.326$, $P > 0.05$ which means that there is a significant difference between male and female on overall sample in barriers, which means that H02 is rejected. Table 4.2
3. To test the eighth Hypothesis H03, $F(2, 482) = 13.191$, $P < 0.05$ which means that there is a significant difference between three types of respondents (teachers, parents and HOI) on views about barriers of sports, which means that H03 is rejected. Table 4.3
4. To test the Ninth hypothesis H04, $F(3, 482) = 1.581$, $P > 0.05$ which means that there is no significant difference among four type of respondents qualification wise (matriculate, graduate, master and above, illiterate), which means that H04 is accepted. Table 4.4
5. To test the Tenth Hypothesis H05, $F(2, 482) = 13.191$, $P > 0.05$ which means that there is no significant difference in views about barriers of sports among the eleven districts of KPK, which means that H05 is accepted. Table 4.5

CONCLUSIONS

In the light of the data analysis, the following conclusions are hereby made by the researcher: The result shows that there is 54% effect of governmental barriers on sports. The result shows that there was a significant gender difference in governmental barriers.

In case of analysis of significant difference between three types of respondents (teachers, parents and HOI) on views about barriers of sports, the result shows that there was a significant difference in the views of three types of respondents, whereas no difference was observed among four types of respondents qualification wise (matriculate, graduate, master and above, illiterate). The significant difference was not observed in views about barriers of sports among the eleven districts of KPK

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