

COMARATIVE STUDY OF THE INSTITUTIONAL BARRIERS IN SPORTS PROMOTION AT SECONDARY SCHOOLS LEVEL IN KHYBER PAKHTUNKHAWA

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ABSTRACT

The topic under study was "Institutional barriers in Sports promotion at Secondary Schools Level in the Province of Khyber Pakhtunkhawa Pakistan". The main objective of the study was to know the effect of institutional hindrances on sports activities at secondary school level. The study was conducted in the province of Khyber Pakhtunkhawa Pakistan. The population for this particular study was the parents, teachers and HOI (head of the institution). Two sampling techniques were used for the purpose of selecting sample from the whole population, which were Cluster or Area sampling and Available sampling techniques. For the purpose of data collection a Likert type of questionnaire was used as a tool. The following hypotheses were tested through appropriate statistical techniques i.e. (1) there is no significant effect of institutional hindrances on sports in secondary schools of KPK (2) There is no significant difference between the views of male and female respondents on institutional hindrances (3) There is no significant difference among the views of respondents, category-wise (teacher, parents and HOI) (4) There is no significant difference between the respondents having different qualification (Illiterate, SSC, Graduate and Master and above) (5) There is no significant difference among the views of respondents, location-wise (Eleven Districts). For the purpose to analyze the collected data Test, regression, and analysis of variance were used as statistical tools. After all the above process the researcher reached to the conclusion that there is a significant effect of the institutional hindrances on sports in secondary schools in the province of Khyber Pakhtunkhawa Pakistan.

INTRODUCTION

Institutional hindrance mean all those hurdles or barriers which are generated from inside the institution, including interest of the head, teachers, and adminis-

tration toward sports, time allocation facilities, space, and skilled staff etc. For the development of sports and physical education at secondary school level, it is necessary to give proper

concentration by the concerned authorities, to provide all the required facilities and proper time allocation to sports and physical education in the educational institutions. In case of failure, it become a great hurdle in the way of sports promotion and reduces involvement in sports activities.

According to Udoh (1999) cited in Orunaboka and Nwachukwu (2012) Sports activities are an important source of controlling the deviant acts among the Secondary School students.

According to udoh (1999) as cited in Orunaboka and Nwachukwu (2012) In Nigeria Schools moral corruption was a serious problem and for the solution of the this problem different stakeholders suggested different ways. One thing which was observed was that lack of participation in sports activities was the main cause of this serious problem. It was suggested that sports is one of the most important means for the solution of this problem. Through participating in different sports activities one can easily make himself (male only) a well disciplined and a social person of the society. It is also claimed that through sports

one can provide a healthy environment by engaging the students in sports activities through which they spend their leisure time in a better manner inside and outside of the school premises which helps in controlling deviant acts of the students.

According to Amuchie (1989) immoral activities have spread Nigerian Schools which are of great concern for the public of Nigeria, today the Nigerian students are disobedient, unrespectful, involved in different drug abuse, violence, sexual abuse and sexual harassment, etc. All these immoral activities can be removed or eliminated through the involvement of students in different kinds of sports and physical activities. According to Ongong, Okwara and Okello (2010) the students who take part in sports activities keep themselves away from idleness and immoral activities.

STATEMENT OF THE PROBLEM

Sports activities play a very important role in the process of educating youth, particularly at secondary school level, however,

there are many hurdles in the way of sports promotion. One of the hurdles is the role of the institution. Institution means role of all those people working inside the institution, i.e. teachers, head of the institution, administrative staff and other employee. So the researcher conducted a study about the role of institutions as a hindrance in the way of sports at secondary school level.

OBJECTIVES OF THE STUDY

Following were the main objectives of the study

1. To know the effect of institutional hindrance on sports in secondary schools.
2. To know the gender differences on the role of institutions as a hindrance on sports.
3. To know the demographic differences on the effect of institutional hindrance on sports.

SIGNIFICANT OF THE STUDY

The study in hand is very much important and valuable for the promotion of sports activities at secondary school level. The present study will be helpful to divert the attention of the concerned authority toward

sports activities and will be helpful to overcome the hindrances inside the institutions in the promotion of sports.

HYPOTHESES OF THE STUDY

H01: There is a significant effect of institutional hindrances on sports in secondary schools of KPK

H02: There is no significant difference between the views of male and female respondents in institutional hindrances.

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 the respondents, location-wise (Eleven Districts).

LITERATURE REVIEW

Inattention of the School Administration towards Sports

For the smooth functioning of sports activities in any educational institution, the attention of the school administration is very

important. If the head of the department does not take an interest in the promotion of sports culture in his school, then all the efforts of other personnel are likely to go in vain. Lack of proper attention of the school administration is a major barrier in the way of sports and physical education development. According to Dorovolomo & Hammond (2005), the development and promotion of sports and physical education is hindered by lack of equipment, low interest, poor attitude toward sports and physical education by the school and low support of the administration are considered the main hurdles. As a result of all these hurdles development and promotion of sports become very difficult, the author further stated that physical education and sports are the integral part of students' life but it is often neglected in different schools. Similarly, due to these reasons sports and physical education do not develop and are not promoted like other subjects in educational institutions.

Negative Attitude of Heads of the Institutions

Negative attitude toward sports and physical education from the head of the institutions

is a key barrier in the way of sports and physical education development in educational institutions. According to the American Heart Association (AHA, 1992) for the promotion of sports and physical education, positive attitude toward sports and a physical facility is considered the basic requirements. Negative attitude and non-availability of sports and physical education are hurdles in the way of sports participation. Krousocas (1999) stated that curriculum content, class atmosphere, teachers' behavior and proper attention of the head toward sports activities have an important role in the effectiveness and promotion of sports and physical education at secondary school level. Similarly, negative attitude of the teacher, class atmosphere and content of curriculum badly impact the sports and physical education curriculum. Tomik (2008) stated that the attitude of secondary and elementary students is similar towards the sports and physical education. Boyle, Jones and Walters (2008) stated that studies conducted in the United Kingdom concluded that awareness and interests of the authorities concerned and head of

the institution are the main barriers in the way of promotion of sports and physical education at secondary school level.

Lack of Adequate Facilities in Schools

Availability of resources plays a key role in the effectiveness of sports and physical education at the secondary school level while unavailability of proper sports facilities is an obstacle in the way of effective sports and physical education. According to Orunaboka and Nwachukwu (2012) for the purpose of improving the level of participation among the students in sports and physical activities at the secondary school level availability of all the required facilities is quite necessary. Non availability of facilities such as lack proper space, lack of interest, and lack of equipment, etc. affect the effectiveness of sports and physical education among the students at secondary school level.

According to NIA (2010) the availability of transport is the greatest hurdle for the participation of women and young children living in rural areas. Moschney et al. (2011) say that lack of facilities such as transports for sports, is a hurdle in the effective-

ness of sports and physical education. Sarwar et al. (2010) say that the main problems in the improvement of sports and physical education are a lack of funds, lack of proper space, interest of staff, interest of students and parents. For the development of sports and physical education interest and availability of facilities are basically required in Pakistan (Sarwar et al., 2010). Non availability of facilities is the main hurdle in the way of promotion of sports and physical education. The main barrier to participation in sports and physical activities includes lack of equipment, lack of safe environment and lack of proper financial resources (Allender, Cowburn, & Foster, 2006). Hardman and Marshall (2001) stated that sports and physical education which have a great role in the growth and development of the children, is declining presently in different countries in the terms of poor time allocation and availability of resources. According to Chavilton et al. (2010) the different kinds of practical problems in the effectiveness of sports and physical education are lack of time, availability of facilities and lack of awareness among the students.

Non-availability of Proper Sports Gear in Schools

Proper equipment is required for effective sports and physical education. According to NIA (2010) the three main barriers which have been observed in the way of sports and physical education development are lack of space, improper equipment and its maintenance, and a lack of adaptability or accessible equipment. Sarwar (2010) indicates the main problems in the developments of sports and physical education are the lack of funds, space, facilities and lack of interest of the staff, students and parents. One of the main barriers which are observed is the lack of equipment such as lack of improper space or location. According to Common Wealth of Australia (CWA, 1992) Hardman (2008) Le Masurier and Corbin (2006) and Morgan and Hansen (2008) cited in Jenkinson, Kate, Benson and Amanada (2010) different research studies identified the different institutional barriers such as lack of proper time allocation, lack of resources and improper curriculum etc. in the way of sports and physical education development. According to Dorovolomo and Hammond (2005) the top

five barriers observed in the way of effectiveness of sports and physical education are lack of equipment, lack of facilities, poor attitude toward physical education, lack of support and big class size. Similarly, physical education and sports are ignored in different educational institutions.

Lack of Skilled Staff

In the way of effectiveness of sports and physical education one of the main hurdles is a lack of qualified staff, lack of qualified staff badly affects the outcome of sports and physical education.

Sports and physical education in Pakistan is ignored in many educational institutions as a result non-availability of the qualified staff. Physical education is commonly taught by the matriculate teachers having only one-year diploma in physical education in secondary schools. Similarly, in some secondary schools physical education is taught by the retired army soldiers having very little training in physical education (Sarwar et al., 2010).

Lack of Interest by the Officials Concerned

One of the main barriers in the promotion and develop-

ment of sports and physical education is lack of interest by the concerned officials. Ifedi (2008) stated that non participation in sports and physical activities are the result of lack of interest, poor health and age of the concerned people. The main problems in the development of sports and physical education are lack of financial resources, facilities and interest of staff, students and parents. Physical activities are decreasing day by day in Pakistan (Sarwar et al, 2010); so, to promote and develop the sports and physical education in Pakistan it is needed to provide facilities and to enhance the attitude of the people toward it. It was found that physical education and sports are declining due to the lack of interest of the concerned authorities such as teachers. According to De Corby, Halas, Dixon, Wintrup and Janzen (2005) Morgan and Bourke (2005) and Xiang, Lowy and McBride (2002) the main barriers observed in the development is lack of confidence or lack of interest, improper planning, lack of experience, and lack of qualification of the concerned authorities. According to Toriola

(2010) at school level, the other subjects such as Mathematics, English and Science are considered more serious as compared to physical education. It means that lack of seriousness is also the hurdle in the way of sports and physical education promotion at school level. According to Figley (1985) the way of sports and physical education one of the main barriers is the poor attitude toward sports and physical education. Similarly, it is also observed that improper curriculum and lack of qualified teachers and their interest are hurdles in the way of effectiveness of sports and physical education at school and college level.

Shortage of Trained Physical Education (PE) and Sports Personnel

Trained and experienced personnel play a vital role in effective promotion of sports and physical education. But the one thing which is observed deeply in the way of effectiveness and promotion of sports and physical education is the shortage of qualified and experienced personnel. According to Orunaboka and Nwachukwu (2012) at school level, it is necessary to provide

qualified personnel for the effective promotion of sports and physical education. According to Sarwar et al. (2010) the common observation is that the one thing creating obstacles in the way of development and promotion of sports and physical education is the lack of trained teachers. According to CWA (1992) Hardman, (2008) Le Masurier and Corbin (2006) and Morgan and Hansen (2008) cited in Jenkinson, Kate, Benson and Amanada (2010) there are many barriers which affect sports activity and become a great hurdle for the participants, e.g. budget constraints, lack of resources, lack of time and lack of qualified or professional personnel.

Lack of Cooperation by the Colleagues

Proper cooperation of colleagues is very helpful in the development and promotion of sports and physical education; but according to the present situation, the main hurdle in the way of effectiveness of sports and physical education is the lack of cooperation of colleagues. According to Sarwar et al. (2010) the main barriers in the way of effectiveness and development are the lack of interest of teachers

and parents toward sports and physical education.

Improper Curriculum for PE and Sports

Proper curriculum plays a key role in sports and physical education. Improper curriculum for sports and physical is one of the key barriers in the way of sports and physical education at school level. According to Sallis (1997) Physical education curriculum is essential for the students at the school level to provide physical activity. According to Jenkinson et al. (2010) the main institutional barriers in the way of sports and physical education are financial barriers, lack of resources, improper time allocation in the curriculum, the absence of professional development, the crowded curriculum itself and the lack of facilities and equipment. According to Ellis (1999) for the development of curriculum proper information on the students about their interest as well as the society should be taken into consideration. The one thing that is creating hurdles in the effectiveness of sports and physical education is the development of curriculum without taking into account the interest of the students and society.

According to Figley (1985) in the way of sports and physical education one of the main barriers is the attitude toward sports and physical education. Similarly, it is also observed that improper curriculum and lack of qualified teachers and their interests are the hurdles in the way of effectiveness of sports and physical education at school and college level. According to Toriola (2010) at school level, the main reason or lower participation of students is that sports and physical education is not a compulsory subject as compared to other subjects of the school.

Improper Time Allocation for Sports Activities in School Time Table

For the development of sports and physical education it is quite necessary to give proper time allocation to sports activities. Improper time allocation for sports activities in school timetable is one of the hurdles which can't allow the sports and physical education to develop all its aspects properly. According to Mhuirheartaigh (1999) the main barrier which is observed is the lack of adequate time allocated for sports and physical education. Very little

time (60 minute) per week at school level are given to the students in sports and physical education. The main barriers in the way of sports and physical education, promotion and development are lack of time and too much homework given to students at school level. According to CWA (1992) Hardman (2008) Le Masurier and Corbin (2006) and Morgan Hansen (2008) cited in Jenkinson, Kate and Benson, Amanada (2010) the main institutional barriers in the way of sports and physical education are financial barriers, lack of resources, improper time allocation in the curriculum, the absence of professional development, the crowded curriculum itself and the lack of facilities and equipment. According to Bacchus (2000) for the uplifting of sports and physical education, it is necessary that physical education teachers recognize its value and importance. Physical education classes are stopped during the examination. Similarly, very little time is given to sports and physical education such as 40 to 80 minutes are given on a weekly basis. According to Dorovolomo and Hammond (2005) the improper time and allocation for sports and

physical education in school timetable is observed as the main hurdle in the way of sports and physical education promotion at school level. Hardman (2004) cited in Dorovolomo and Hammond (2005) says that sports and physical education are declining day by day at world level. The reasons behind the declining of sports and physical education is improper time allocation, lack of financial resources, low status of sports and physical education as compared to other subject, and less concentration of the authorities concerned. Hardman and Marshall (2001) cited in Toriola (2010) indicate that physical education and sports are declining in many countries both in terms of time allocation and resource allocation. Daskapan, Tuzun and Eker (2006) are of the view that the barriers in the way of sports and physical education which have been observed (external) are the lack of time and lack of energy (internal). Both the lack of energy and lack of time allocation are the hurdles which can't allow the sports and physical education to develop and promote like other disciplines of the school. Allison et al. (1999) cited in Daskapan, Tuzun and Eker (2006) stated that

at the high school level the main hurdle is the improper time allocation for sports and physical education. Grubbs et al. (2002) and Gyurcsik et al. (2004) also stated that the main hurdle in the way of sports and physical education is improper time allocation.

Unhealthy School Environment

Healthy environment plays a vital role in the development and promotion of sports and physical education at school level. Unhealthy environment is one of the main hurdles in the way of development of sports and physical education at school level. According to Toriola (2010) participation in sports and physical education is the fundamental right of every child. President's Council on Physical Fitness and Sport (PCPFS, 2009) stated that for promoting healthy lifestyle of the students it is necessary to provide such an environment for students where they participate easily in the activity of their own choice.

Discrimination during Selection of the Players

One of the basic barriers in the way of sports is the discrimination or favoritism. No doubt

that when the selection committee selects the players for making a team at any level, and during selection if the selection committee become biased and starts the selection on the basis of favoritism, it becomes a great hurdle for the participants particularly at the school level.. According to Payne and Fogarty (2007) a result of discrimination, favoritism, prejudice and ignorance, most of the capable players are deprived to participate in sports activities, which is very alarming and dangerous for the improvement of sports.

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 convenience 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 used for the purpose of data collection. The draft questionnaire consisted 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 to the questionnaire. They were told that this information would 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

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

Table-1
Effect of institutional barriers on sports activities

Model Summary

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

a Predictors: (Constant), institutional barriers

Coefficients (a)

Model	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.229	.076		16.121	.000
Institution barriers	.682	.020	.836	33.458	.000

a Dependent Variable: sports

The Regression statistical technique is used when cause-and-effect relationship is determined. It is used when we want to predict the value of a variable based on the value of another variable. The variable we want to predict is called the dependent variable (outcome variable). The variable we are using to predict the other variable's value is called the independent variable (predictor variable). Regression analysis is widely used for prediction and forecasting (Wikipedia). Here we are going to determine the effect of institutional barriers on sports activities or we are predicting the sports activities through institutional barriers, therefore regression is used.

Table 1 shows the results of the enter method regression. From the table it is clear that for institutional barriers R square is .699 ($p=.000<.05$), which means that the effect of institutional barriers (independent variable) on sports activities (dependent variable) is significant. Variance in sports was predicted by institutional barriers (70%). The positive B value .682 show that for every unit increase in independent variables (institutional barriers) there is .682 units predicted increase in the dependent variable (sports).

Test of Hypothesis 2: There is no significant difference between the views of male and female res-pondents in institutional hind-rances.

Table-2
Showing gender difference in institutional barriers

Gender	N	Mean	SD	T-value	P-value
Male	322	3.68	0.56	-0.96	0.335
Female	162	3.73	0.54		

Table.2 shows that $T(477) = -0.96$, $P > 0.05$ which means that there is a no significant difference between male and female on institutional hindrances.

Test of Hypothesis 3: There is no significant difference between the respondents having different qualification (Illiterate, SSC, Graduate /Master and above)

Table-3
ANOVA showing the difference among respondent having different qualification on hindrances

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 3: 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)

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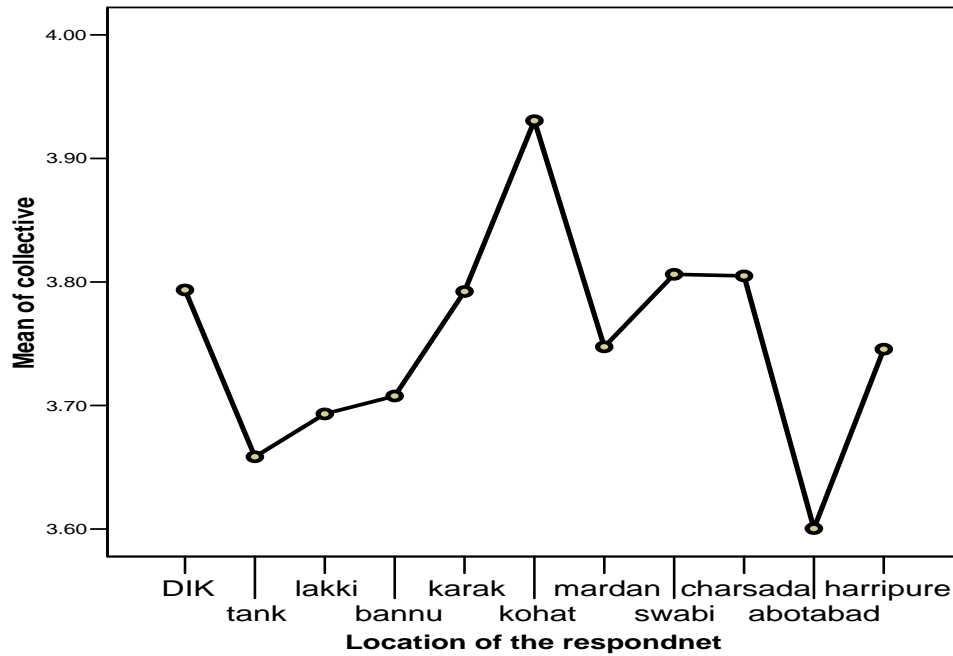
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Test of Hypothesis 8: There is no significant difference among the views of respondent's category-wise (teacher, pa rents and HOI)

Table-5

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-5 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.

CONCLUSIONS

The present study was conducted to see the role of institutional barriers in sports promotion at secondary school level in khyber pakhtunkhawa. The result shows that institutional barriers are the hindrances in sports promotion at secondary level. These hindrances affect 70%, which is very high. Therefore, for the promotion of sports at secondary level, we have to remove the institutional barriers like, lack of interest of the head, teachers, and administration toward sports, less time allocated to sports, lack of facilities, less space, and unskilled staff.

The result also shows that significant difference was found between the response of male and female in institutional hindrances on sports. After analysis of significant difference among three types of respondents (teachers, parents and HOI) about the effect of institutional hindrances on 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 qualifica-

tion wise (matriculate, graduate, master and above, illiterate) and also no significant difference was observed among the respondents location wise i.e. eleven districts.

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