

## UNDERSTANDING THE PERCEIVED BARRIERS AND FACILITATIONS OF STUDENT SPORTS PARTICIPATION: A CASE STUDY OF GOMAL UNIVERSITY DERA ISMAIL KHAN

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### ABSTRACT

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*This study aimed to understand the students' involvement and non-involvement in sports participation. Moreover, reasons for non-involvement and influential factors in their way to participate in sports were also taken into consideration. A sample of n=375 (334 males; 41 females) was included in the survey. A closed-ended questionnaire was properly developed and used to obtain the required data using a Likert-type scale having five options i-e strongly agree to strongly disagree. Frequency and percentage were applied to analyze the collected information with the help of computer software. Analysis of the study indicated that 91.1% of students participated in sports while 8.8% did not take part in sports. Analysis of the study interpreted that lack of maintenance of the ground, lack of confidence to compete, fear of injury, insufficient influence time, and insufficient influence commitment were considered barriers that influence sports participation among students. Furthermore, the analyzed data revealed that low income, lack of passion and interest, dominancy of competitive sports, and academic stress are influential factors contributing to nonparticipation in sport. The findings are critical for university policymakers when it comes to developing and promoting sports and other recreational sports*

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**Keywords:** Students Involvement, Non-involvement, Influential Factors, Sport's Participation

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## INTRODUCTION

In Pakistan, sport is considered an important part of human culture. Cricket, football, volleyball, badminton, chuck ball, volleyball, kabaddi, and table tennis are the general sports in Pakistan. Apart from these, rational sports including archery, kabaddi, shooting the ball, and other local games are also played with great zeal and conduct. The Ministry of Education established the Pakistan Sports Board (PSB) in 1962 as a corporate body for promotion alongside the uniform standards of competition in sports in Pakistan. The Pakistan Sports Board is now working under the supervision of the Ministry of Inter Provincial Coordination. All 39 sports federations are under the oversight of the PSB. The Pakistan Sports Board is funded by the Pakistan Sports Trust, which provides financial assistance to struggling athletes and sports organizations so that they can continue to participate in sports.

At the university level, the sport has promised prospects and a positive image, as both male and female students have enough opportunities to participate in sports. At the university level, the Sports Directorate has qualified coaches and trainers present for the administration and management of sports. Most universities have well-equipped sports facilities, such as grounds, courts, gymnasiums, swimming pools, and playing halls. In addition to the universities' funds, the Higher Education Commission of Pakistan (HEC) is the primary source of funding for university-level sports facility upgrades.

Sports is believed as one of the social agents that unite people belonging to different ages, ethnic groups, languages, and religions. Participation in various sports activities is considered one of the important parts of educational institutions but it has got more importance because it develops the physical and mental development of the students. Morakinyo (2000) is of the view that sport has remained an important social agent of any culture that has always been aimed at providing recreation and entertainment. Thus, it becomes an important element of any nation that cannot be ignored in different aspects of life such as social, economic, business, and political. Msheila (2000) discloses his views that sport is considered an organized physical activity carried out under specific rules and regulations. Sport is defined as an institutionalized and structured activity that needs the utilization of physical power that has the

components of competition and prowess on a continuum between play and work (Onifade, 2003).

Participation in sport is considered one of the important tools which develop man's faculty, especially body and mind (Soundy, Roskell, Stubbs, Probst, & Vancampfort, 2015). Participation in sport enables individuals to solve their problems, minimizes depression (Weinstein, Maayan, & Weinstein, 2015), improve self-esteem (Schwebel, Smith, & Smoll, 2016), and significantly contribute to the development of life skills (Holt et al., 2017). Life skills development, such as decision-making, interpersonal communication, and identity development, are beneficial in a variety of settings, including family, academic, and community endeavors. (Khan, Arif, Khan, & Roman, 2019; Khan, H., Khan, S., & Khan, W, 2020). Moreover, sports provide an ample chance of utilizing leisure time properly and constructively.

An organized program in sports plays a remarkable role in students' academic and social experiences. According to the findings of a report, school sports are linked to higher GPAs, school safety, and enhanced perceptions of family and teacher/community support. (Van-Boekel et al., 2016). The study's findings show that participation in organized sports is correlated with higher grades at the university level. The study backs up the notion that, in addition to the health benefits of sports, these practices help students achieve the success targets that higher education institutions strive for. (Muñoz-Bullón, Sanchez-Bueno, & Vos-Saz, 2017). Another study discovered a connection between student-athletes participation in sports and their academic achievement. Athletes' expectations of academic achievement, mental processes, and being more realistic and patient have all changed as a result of their participation in sports. Additionally, there was an increase in class attendance among student-athletes. (Montecalbo-Ignacio, Iii, & Buot, 2017).

According to a local report, there is a substantial connection between college students' involvement in sports and their academic achievement. (Khan, Jamil, Khan, & Kareem, 2012). Another study reveals that perception has a very clear perception of the role of sport in developing social skills among the youth (Khan, Jamil, & Khan, 2012). A study conducted at the university level reveals that students' involvement in any kind of sport including drama and literary activities produced positive effects on their academics

(Daniyal, Nawaz, Hassan, & Mubeen, 2012). Results reveal that participants acknowledged sports participation as an important tool for the overall development of students, and the principles that prepare students to excel in sports can contribute to academic achievement (Arif, Khan, Wadiat, & Ijaz, 2021).

Keeping into consideration the importance and vitality of sport, higher education institutions are investing largely in providing basic facilities and equipment for sports and other recreational activities. Research reveals that students who participate in sports experience a better quality of life (Webber & Mearman, 2009; Desrochers, 2013; Mthethwa, 2017). Furthermore, the student who exhibits outstanding performance in sport gets recognition, which is ultimately attributed to the concerned university. In addition, the student's remarkable performance in sports and academics has a positive impact on the employment status, and image of an institution (Desrochers, 2013).

In Pakistan, most universities not only promote students to engage in sports and other recreational activities during their university years, but they often provide a diverse range of sporting opportunities to meet the needs of all levels and categories of participants. In addition, universities allow students who are not involved in sports to participate in other physical recreational activities. Although many universities spend significant amounts of money to provide sports facilities for their students. There is a lack of knowledge about the factors that affect the quantity of student participation in athletic activities, as well as whether an examination of student non-participation in sports is required.

When developing and promoting sports and other recreational pursuits, university policymakers need to know the actual ratios of student participation in sports, non-participation, reasons for non-participation in sports, and factors that influence student participation in sports. As a result, the current paper uses data from a survey to analyze students' engagement, non-involvement, and reasons for non-involvement, and issues in terms of their sports activity by students at Gomal University, using frequency, percentages, and a pie chart to display the data.

### **Objectives of the Study**

The researcher focused and curious about that how the current study examines the students' involvement, non-involvement, the reason for non-involvement, and problems

in their sports participation at Gomal University, Dera Ismail Khan. It was unclear in the context of the university level in Pakistan.

### Research Questions

Keeping in view the above benefits of participation in sport, several key questions arise.

Firstly, what is the ratio of students' participation and non-participation in sports? What is the most influential problem while participating in a leisure sport?

What are the influential reasons contributing to nonparticipation in sport?

### RESEARCH METHODOLOGY

This study was focused to examine the observed phenomena based on identified characteristics; therefore, the current study used a descriptive survey research design. All Students from Gomal University Dera Ismail Khan made up the study's population. A sample of  $n = 375$  (Male = 334 and Female = 41) was selected from different (12) hostels of the Gomal University of Dera Ismail Khan. A stratified random sampling technique was adopted to select a sample from respective hostels. A detailed description of the hostel-wise students has been presented in table 1.

Table 1. Hostel-wise frequency and percent of students

Hostel	Frequency	Percent	Valid Percent	Cumulative Percent
Hostel 1	29	7.7	7.7	7.7
Hostel 2	31	8.3	8.3	16.0
Hostel 3	30	8.0	8.0	24.0
Hostel 4	33	8.8	8.8	32.8
Hostel 5	28	7.5	7.5	40.3
Hostel 6	34	9.1	9.1	49.3
Hostel 7	31	8.3	8.3	57.6
Hostel 8	32	8.5	8.5	66.1
Hostel 9	25	6.7	6.7	72.8
Hostel 10	31	8.3	8.3	81.1
Hostel 11	30	8.0	8.0	89.1
Hostel 12	41	10.9	10.9	100.0
<b>Total</b>	<b>375</b>	<b>100.0</b>	<b>100.0</b>	

**Instrumentation:** The survey was made up of a closed-ended questionnaire. The closed-ended questions used a Likert scale having five options strongly agree to strongly disagree, in which respondents ranked their level of agreement with specific questions from a list of choices.

**Pilot Testing:** The initial draft of the questionnaire was piloted and selected a sample of 30 students having diverse socioeconomic and sports backgrounds from Gomal University. The students provided valuable input and made the required improvements in the final draft of the questionnaire.

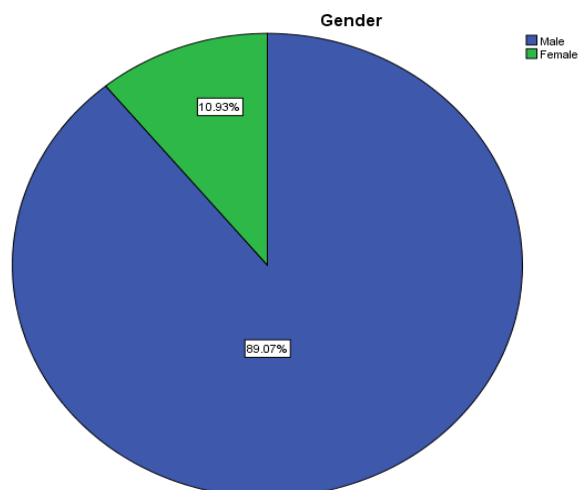
**Validity and Reliability:** Contents and face validity were used for the validity of the questionnaire. The validity was done through six (06) experts in the field. The items of the questionnaire were deleted, removed, molded, and changed using experts' views. A Cronbach's Alpha method was used to determine the internal consistency of the questionnaire. The statistical inferences were found as .870 which is considered a highly reliable value.

**Statistical Analysis:** The collected data were properly coded, tabulated, and analyzed with the help of appropriate statistical tests. Keeping in view the nature of the objectives, the researchers applied frequency and percentage to analyze the data. Proper tables and pie charts are given to present the frequency and percentage of responses of the participants.

## PRESENTATION AND DATA ANALYSIS

Table 2. Gender-wise frequency and percent of participants (n=375)

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	334	89.1	89.1	89.1
Female	41	10.9	10.9	100.0
Total	375	100.0	100.0	

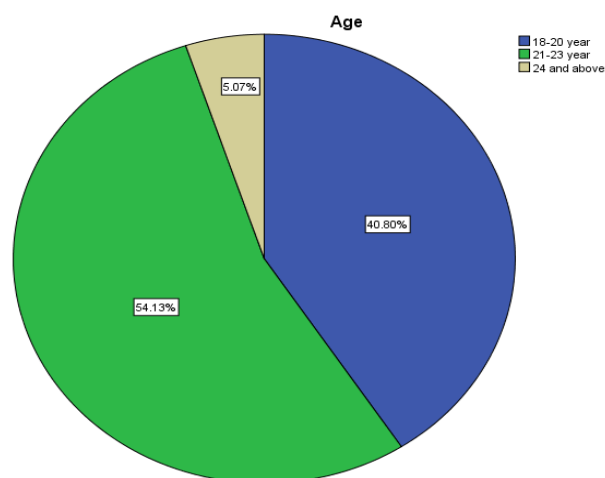


*A pie-chart is presenting Gender-wise frequency and percent of students*

Table 2 and figure 2 are showing the gender-wise frequency and percentage of the respondents. According to the table, 334 males and 41 females were included in the survey.

Table 3. Age-wise frequency and percent of participants (n=375)

Age	Frequency	Percent	Valid Percent	Cumulative Percent
18-20 year	153	40.8	40.8	40.8
21-23 year	203	54.1	54.1	94.9
24 and above	19	5.1	5.1	100.0
Total	375	100.0	100.0	

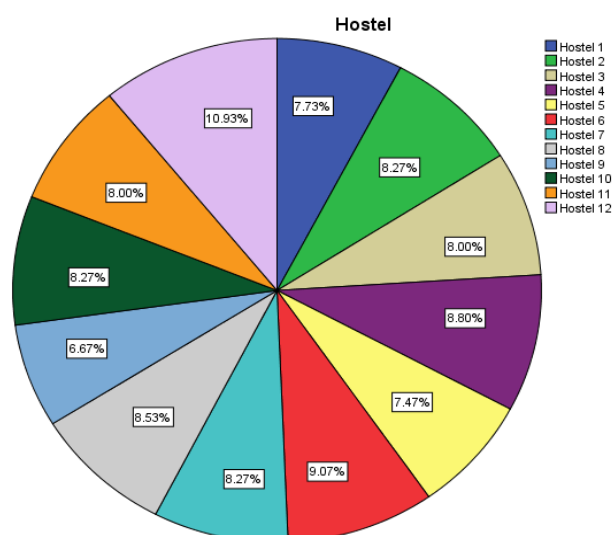


*A pie-chart is showing Age-wise frequency and percent of participants*

Table 3 and Figure 3 are interpreting the age and frequency. According to table 4.2, 153(40.8%) respondents of age 18 to 20 years, 203 (54.1%) of age 21 to 23 years, and 19(5.1) of age 24 and above 24 years take part in leisure sports.

Table 4. Hostel-wise frequency and percent of participants (n=375)

Hostels	Frequency	Percent	Valid Percent	Cumulative Percent
Hostel 1	29	7.7	7.7	7.7
Hostel 2	31	8.3	8.3	16.0
Hostel 3	30	8.0	8.0	24.0
Hostel 4	33	8.8	8.8	32.8
Hostel 5	28	7.5	7.5	40.3
Hostel 6	34	9.1	9.1	49.3
Hostel 7	31	8.3	8.3	57.6
Hostel 8	32	8.5	8.5	66.1
Hostel 9	25	6.7	6.7	72.8
Hostel 10	31	8.3	8.3	81.1
Hostel 11	30	8.0	8.0	89.1
Hostel 12	41	10.9	10.9	100.0
Total	375	100.0	100.0	



*A pie-chart is presenting Hostel-wise frequency and percent of participants*

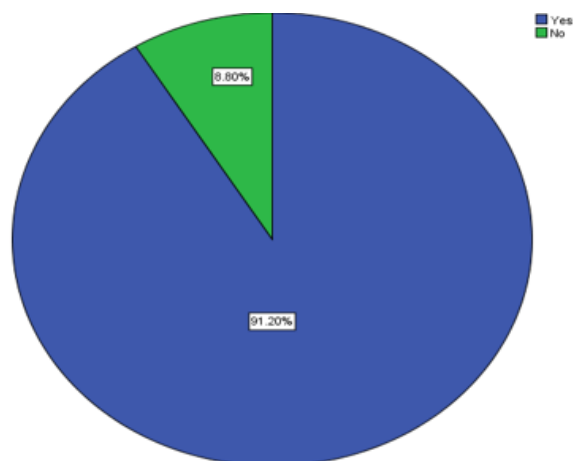
Table 4 and Figure 4 are interpreting the hostel-wise students and their frequency. According to the table 4.3, 29(7.7%) hostel no 1, 31(8.3%) hostel no 2, 30 (6.0%) hostel no 3, 33(8.8%) hostel no 4, 28 (7 %) hostel no 5, 34 (9.1%) hostel no 6, 31(8.3%) hostel no 7, 32(8.5 %) hostel no 8, 25 (6.7%) hostel no 9, 31(8.8%) hostel no 10, 30 (8.0%) hostel no 11 and 41 (10.9%) of hostel no 12 respondents take part in leisure sports.

Table 5. The ratio of Involvement and Non-involvement in Sport of participants (n=375)

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	342	91.2	91.2	91.2
No	33	8.8	8.8	100.0
Total	375	100.0	100.0	

#### Taking Part in Leisure Sports



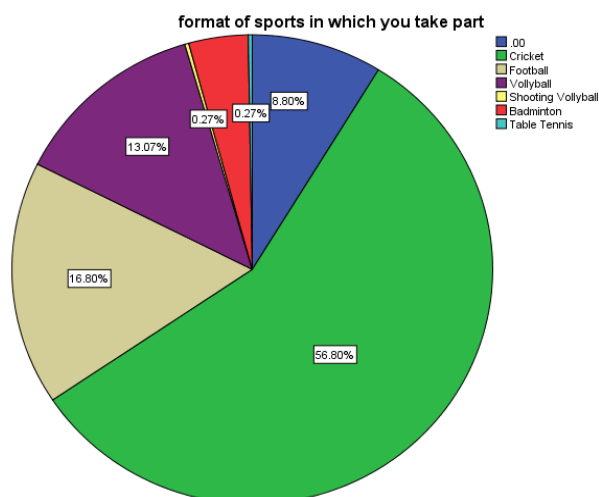


*A pie-chart is presenting Ration of Involvement and Non-involvement in Sports participants*

Table 5 and Figure 5 are interpreting that 91.1% of students take part in sports and 8.8% do not take part in sports.

Table 6. Frequency and percent of respondents in the format of the sport they participated in (n=375)

Format of Sports in which you take part	Frequency	Percent	Valid Percent	Cumulative Percent
Cricket	213	56.8	56.8	65.6
Football	63	16.8	16.8	82.4
Volleyball	49	13.1	13.1	95.5
Shooting Volleyball	1	.3	.3	95.7
Badminton	15	4.0	4.0	99.7
Table Tennis	1	.3	.3	100.0
Total	342	100.0	100.0	

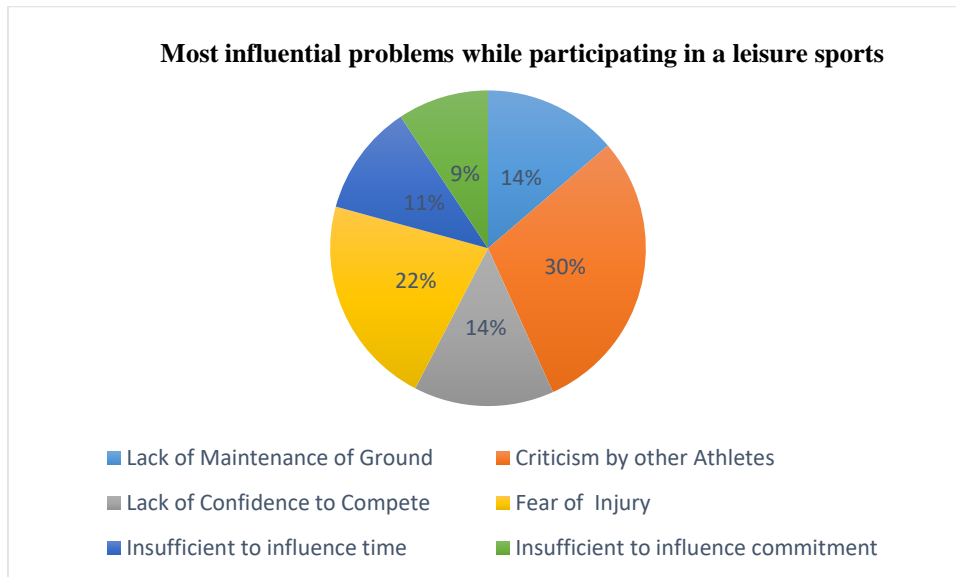


A pie-chart is showing the percent of respondents in the format of the sport they participated in

Table 6 and Figure 6 are interpreting that 56.8% of students take part in cricket, 16.8% in football, 13.1% in volleyball, 13.0% shooting volleyball, badminton 4.0%, and Table tennis .3% of respondents take part in leisure sports.

Table 7. Frequency and percent of respondents regarding influential factors while their participation in sport (n=375)

Most Influential Problem while Participating in Sport	Frequency	Percent	Valid Percent	Cumulative Percent
Lack of Maintenance of Ground	47	12.5	12.5	21.3
Criticism by other Athletes	101	26.9	26.9	48.3
Lack of Confidence to Compete	49	13.1	13.1	61.3
Fear of Injury	74	19.7	19.7	81.1
Insufficient to influence time	39	10.4	10.4	91.5
Insufficient to influence commitment	32	8.5	8.5	100.0
Total	342	100.0	100.0	



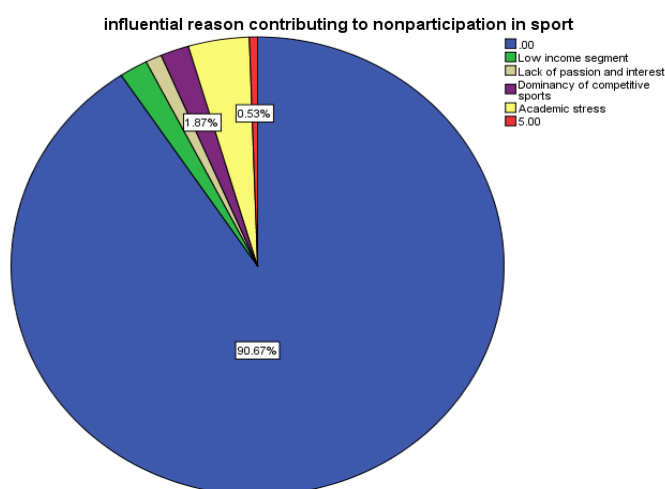
*A pie-chart is depicting the influential factors while their participation in sport*

Table no 7 and figure no 7 are describing the influential factors discussing students' participation in leisure sports. According to the analyzed data, 47(12.5%) students responded that lack of maintenance of the ground is an influential factor in the way of participation in leisure sports. Similarly, 101(26.9%) respondents opted for contributing by the students the most influential problem whereas, 49 (13.1%) replied lack of confidence to compete, 74 (19.7%) favored the option of fear of injury. At the same time, 39 (10.45%) respondents opted insufficient to influence time and 32 (8.5%)

opted that insufficient to influence commitment are influential problems while participating in leisure sports.

Table 7. Frequency and percent of respondents regarding influential reasons contributing to non-participation in sport (n=375)

Influential reasons contributing to nonparticipation in sports	Frequency	Percent	Valid Percent	Cumulative Percent
Segment	7	21.2	21.21	21.2
Low-income segment	7	21.2	21.21	21.2
Lack of passion and interest	4	12.1	12.12	33.32
Dominancy of competitive sports	7	21.2	21.21	54.59
Academic stress	15	45.4	45.45	100.0
Total	33	100.0	100.0	



*A pie-chart is depicting the reasons contributing to non-participation in sport*

Table 7 and Figure 7 are describing the influential reasons contributing to nonparticipation in sports. According to the analyzed data, 7 (21.2%) students responded that the low-income segment is influential contributing to nonparticipation. Similarly, 4(12.12%) lack of passion and interest, 7 (21.21%) dominancy of competitive sports, and 15 (45.4%) of academic stress are influential factors contributing to nonparticipation in sport.

## DISCUSSION

The current study was conducted to examine the students' involvement, non-involvement, the reason for non-involvement, and problems in their sports participation at Gomal University, Dera Ismail Khan. The collected data have accordingly been

analyzed and interpreted in the previous section. In this section, the researchers provide a detailed summary of the results of a recent study and compare them to the results of previous studies. To determine the distance, commonalities, and differences.

When we analyzed the question that “*Do you take part in sport*”, a major portion i.e., 91.1% of students participated in sport and a meager portion consisted of 8.8% did not take part in sport. There might be different motives behind sports participation among students. Researchers have identified several important reasons for participation in sports. Most of the researchers i.e., (Peters, 2014; Mthethwa, 2017) have agreed that people take part in sport due to several reasons that include; enjoyment, skills development, friendships, competition, fitness, health, achievement, status, fun, energy, and stress release.

The study indicated that a portion of students did not take part in sports (Table 5). This finding highlights that there might be several reason behind this non-participation in sports among students. Results of the previous studies indicated that although different institutions are providing sports and other recreational facilities, almost all students are not able to enjoy participation in these activities because of the impediments students face in their way to participation in sport (Mchunu, 2008; Mugwedi & Mulibana, 2014; Peters, 2014).

In response to influential factors in the way of sports participation among students, the analyzed data revealed several key factors such as lack of maintenance of the ground, lack of confidence to compete, fear of injury, insufficient influence time, and insufficient influence commitment (Table 6). Similarly, the analyzed data revealed that low income, lack of passion and interest, dominancy of competitive sports, and academic stress are influential factors contributing to nonparticipation in sport (Table 7). The findings of the present study are like the findings indicated by Bibi, Khan, (2016) that religious constraints influence sports participation especially, among females in Khyber Pakhtunkhwa. Another local study revealed a significant influence of parental constraints on students’ participation in sports activities at the secondary school level (Islam, Khan, & Khan, 2016).

From these findings, it can be interpreted that an increase in influential factors will decrease the ratio of sports participation. With an increase in these factors, numerous

problems are expected to occur among different segments of the community. Sports personnel, physical educationists, and policymakers are working to provide quality sports and researchers are finding ways to remove the impediments in the way of sports participation. It is hoped that this research yields to overcome factors responsible for non-participation in sports among students and individuals in general. It is suggested that more research is needed to develop and promote the sport in our country by considering various factors influencing participation in sport.

## **CONCLUSION**

The current study was conducted to examine the n=375 student's responses (male 334 & female 41) in terms of involvement, non-involvement, the reason for non-involvement, and problems in their sports participation at Gomal University, Dera Ismail Khan. The age of the participants was categorized as 18 years and above. All the hostels of Gomal University's main Campus (12) were considered for data collection and six different games like cricket, football, volleyball, shooting, badminton, and table tennis. It is concluded that lack of maintenance of the ground, lack of confidence to compete, fear of injury, insufficient influence time, and insufficient influence commitment were considered barriers that influence sports participation among students. Similarly, the analyzed data revealed that low income, lack of passion and interest, dominance of competitive sports, and academic stress are influential factors contributing to nonparticipation in sport. Based on these conclusions, the head of the institutions (HOIs) in collaboration with relevant bodies i.e., the provincial sports board and Pakistan Sports Board (PSB) consider the provision of required sports facilities and infrastructure. Likewise, students might be equipped with financial support to increase their interest in participation in sports.

## **LIMITATIONS AND FUTURE DIRECTIONS**

1. The present study was primarily limited to the geographical location of Dera Ismail Khan. Including certain geographical and socio-cultural areas of the province of Khyber Pakhtunkhwa will provide better results that could

statistically aid in determining the impediments and reasons for non-participation in sports among university students.

2. Secondly, students at the university level were considered participants of the present study. It is hoped that incorporating certain types of students from school and college levels will strengthen the reputation of potential work in this field.
3. Additionally, taking a large sample size would help in the generalizability and credibility of the results.

## POLICY IMPLICATIONS

The descriptive findings of the current study revealed that females were less likely to take part in sports. This finding can attract the attention of important segments of society including parents, teachers, and sports personnel. Additionally, policymakers will give their insights to increase the ratio of sports participation among females.

Literature cited in the current study revealed that sport plays an important role in the overall development of individuals in general and particular in a life student (Soundy et al., 2015; Weinstein et al., 2015; Schwebel, Smith, & Smoll, 2016; Holt et al., 2017). Hence, sport can be considered an integral part of every educational institution in the country of Pakistan.

An extensive body of literature highlighted that sports provide an ample chance of participation without gender discrimination. As a result, the findings could aid in increasing female participation in sports, especially in conservative societies like Khyber Pakhtunkhwa.

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