

Sports Facilities and Utilities: A Perceptual Analysis of Secondary School Students

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Abstract

Kant stated that education is to develop a sound mind in a sound body. Following a descriptive survey in a quantitative framework, the current study aimed to analyze the perception of students at Khyber Pakhtunkhwa about the availability of sports facilities and their utilization. A multi-stage sample of 300 students was taken from 12 urban Secondary schools of district Peshawar. A questionnaire was used for the collection of quantitative data having five-point Likert scales. Kruskal Wallis H test and Mann-Whitney U test were used as inferential statistics for finding the differences in the groups. The study found that most of the secondary school students participated in sports activities. The majority of schools were having sports facilities, however, fewer students were having sports facilities outside their schools. It was suggested that if students are provided with proper sports facilities and proper guidelines, it will have a significant impact on their physical development and academic achievements.

Keywords: Sports Facilities, Sports Utilities, Teachers' Views about sports, Students Perceptions about sports

Introduction

Sports assume a significant part in student life in every single angle and there are not many quantities of guardians who know about the significance of sports and its constructive outcome on the scholarly accomplishment of students. The brain requires reward. If a student gives a lot more time to contemplate and doesn't revive his psyche, he will before long be tired. Additionally, if students don't complete active work or exercise, it will straightforwardly influence their wellbeing and they will become sick soon.

Essentially the general population and private area schools are the suppliers of coordinated games in Pakistan. There are some different gatherings for instance the games sheets, public local area associations, privately owned businesses that support the games exercises in Pakistan. There are additionally business clubs for sports, a few games foundations and which support sports for students in Pakistan.

The effect of sports on instruction can be depicted in few mentalities for example Sports need energy and proper time so it can result in scholastic fulfillment. Likewise, on account of related advantages, sports can improve scholastic accomplishments, for instance, great wellbeing decreases truancy, and control is improved which prompts higher scholarly accomplishments. Furthermore, the last one is that sports are not capable to reduce scholastic accomplishments. Sports should be presented and empowered because it is straightforwardly identified with wellbeing and greatly affect expanding the fixation and can help growing great investigation conduct (Coalter, 2007a). The African students are dynamic and much intrigued to participate in sports than other nations students (Feldman & Matjasko, 2007). Miller et al (2005) have achieved the same results for white students.

This should be a pattern in instruction that in schools, sports interest might be advanced because it is viewed as that towards instructive advancement, scholarly accomplishment, great actual wellbeing, security, and achievement, sport is a decent mean (Braddock, Hua, & Dawkins, 2007; Dawkins, Williams & Guilbalt, 2006; Leeds, Miller & Stull, 2007). Additionally, the sports participating students are mingled and respectful and they can accomplish more achievement in

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instruction (González, Jackson & Regoli, 2006). The study and research on the utilities, facilities of sports are very rare (Taylor et al., 2012).

Objectives of the Study

Following objectives were framed for the study in hand:

1. To analyze the perceptions of secondary school students for the availability of sports facilities.
2. To investigate the utility of available resources by secondary school students, both at schools as well as outside.
3. To suggest for the provision and use of sports facilities concerning the academic performance of secondary school students.

Review of Related Literature

In our general public, games take on a wide range of structures. The movement which is constrained by the members in the youth is completed for the sake of entertainment. Past this, the coordinated type of sports is additionally there. This coordinated game is subsidized either secretly or publically. The coordinated games are completed by some set standard guidelines. This requires extraordinary abilities and legitimate technique. Legitimate indicated places/ positions are specified for the players with headings to contend (Woods, 2007). Similarly, at six years of age, students begin to take an interest in these coordinated games. Notwithstanding, some discoveries additionally referenced that three to four years of students are participating in group activities.

The various kinds of sports organized by students outside the educational system have changed power for rivalry and monetary expense. The capable and strong games groups for students are costly and expect going too far spots. Low-income family foundation students frequently can't partake in these games and they need monetary help for support in these games due to significant expenses and travel costs (Woods, 2007).

These days sports for students who are spent significant time in serious games are costly undertaking. Students who have a frail monetary foundation find that going with groups, going to sports camps, employing a mentor, and joining sports institutes are monetarily unrealistic (Cary, 2004). Along these lines bringing about chaotic games and their games exercises are not appropriately managed.

Students which spend additional time in games will have a greater advantage (Ginsburg et al., 2006). Among African American and Hispanic males, general people with little assurance and relationship in games, show interest and social assistance as main portions of taking part in facilitated bunch exercises (Taylor et al., 1999). African American male, explicitly, is likely going to take part in games at whatever point assisted a partner (Bungum & Vincent, 1997). Consequently, the expectation of males to make some great memories and blend while taking an interest in games should be affirmed and valued (CDC, 1997). Genuine causes are not the only inspiration to look into sports. Or on the other hand, perhaps, it is the skill of delight and connections that is a charming force for males to play sports.

The fundamental cause that students don't take part in games is essentially more contrasted and jumbled than their inspirations to participate in sports. Monetary status and uphold from family are the principal motivations to student's support and interest in games (Haas et al., 2003). Additionally, it can be observed that students' genuine capacity and interest in games are connected to their participation in games (Bois et al., 2005). Investigating that why students don't take an interest in games shows the most broadly perceived clarification behind withdrawal was a shortfall of bliss (Butcher, Linder & Johns, 2002). The major cause for leaving sports is a small level of aptitude.

Desperation significantly confines males' induction to real activity and composed gathering exercises (CDC, 1997). It is especially substantial for such males, whose portrayal is surpassed in poor monetary students (U.S. DHHS, 2000). Students from weak monetary establishments will by and large use open and tolerably modest sorts of students' games, for instance, interscholastic gathering exercises (President's Council on Physical Fitness & Sports, 2005). Essentially children of low compensation foundation need real guidance meetings and the usage of establishment defense for after-school activities to offer events to more significant wellbeing (Madsen, Gosliner, Woodward-Lopez & Crawford, 2009). Students of rich monetary establishments take critical speeds of sports collaboration, using open financial resources for partaking in educational gathering exercises, similarly as Olympic Games or other occasion practices give at sports clubs (Woods, 2007).

Putting the vast majority of energy in the home because of local area prosperity progresses a fixed lifestyle where schoolchildren are more arranged to gaze at the television, run PC games, or sit in front of computers (SGMA, 2000). Schoolchildren who watch television five hours a day are more likely to be overweight than those who watch up to two hours consistently (Woods, 2007). From inside, African Americans sit in front of the television the most (Sallis, Zakarian, Hovell & Hofstetter, 1995). The investigation has comparatively demonstrated that poor males have the main sort of latency (CDC, 1997). The African American females, starting point are the most fixed assembling of minorities (Palmer and Jaworski, 2004) and devour an insignificant proportion of real energy every day (Woodfield et al., 2002). The proportion of dropouts is more than half for males from poor monetary foundations (Dobie, 2000). Caucasian males brought into the world in the country or commonplace organizations of good monetary foundation living with the guardians will undoubtedly take part in games than African American and Hispanic male (Troutman and Dufur, 2007). Investigation exhibits that the central consequences for participation for students of the poor monetary foundation are characteristic, transportation, spending plan, workplaces, and social security (Humbert, et al., 2006).

Downtown zones have low engaging hotspots for students as compared to natural or rustic areas. There are few entryways for students living in midtown, somewhat under the limited permission to athletic ground and playground in their territories. For example, various regions don't have playgrounds, pools, bikeways, or even adequate ways for the general public, to use for real activity. Despite the limited choices for work out, these comparable midtown territories moreover need markets with new results of the dirt (Kipke et al., 2007). Disappointingly, the shortfall of engaging sources and strong food decisions adds to various males in these zones being overweight and grievous (WSF, 2008). African and Hispanic students have a more unmistakable possibility of being hefty than Caucasian students (Haas et al., 2003), and African American males are well headed to put on weight in adolescence (Alfano et al., 2002). The psychosocial and genuine clinical issues related to strength upset athletic interest, yet likewise, increase the risk of transforming into an overweight adult. With the vast majority of overweight students ending up being bold adults (DeBate, Zhang, and Thompson, 2007), it is basic to observe that as of now 66 percent of African Americans and 47 percent of Caucasians are overweight (Alfano, et al., 2002). To fight the example of chunkiness and fixed lifestyles, various experts suggest that genuine instructional courses take on a more unmistakable capacity in expanding the number of students related to real development. Students from rich monetary foundations have extra instructional meetings and burn through more effort while in genuine guidance class (Sallis et al., 1995). Students from the poor monetary foundation, experience diminished time, and have lesser instructional nuts and bolts, and oftentimes no genuine instructional course using any means (Taylor, et al., 1999; Woods, 2007). Various African and Latina students depict real guidance class as a negative experience, deciding a shortfall of the event to share and stresses over their appearance after real activity as critical complaints (Taylor et al., 1999). Moreover, some investigation recommends that the genuine guidance instructive program doesn't propel dynamic lifestyles and can truly fill in as a movement hindrance for students (Nahas, Goldfine, and Collins, 2003).

Family help is a fundamental component of apportionment and keeps up real development (Davison, Downs, and Birch, 2006). The reasonability of males' interest in games needs ceaseless guide and backing from the guardians, paying little regard to racialism and ethnicity (McGuire et al., 2002). Regardless, scarcely any investigation reasons that family and students development stages are irrelevant as student age (Davison, 2004) and that verbally expressed reassurance alone doesn't emphatically influence male' uphold (Kientzler, 1999). At the point when students show up at pre-adulthood, watchmen by and by don't need to exhibit genuine development (Davison, 2004), nor are parental activity levels related to their children's real activity (McGuire et al., 2002). This is because family impact vanishes as youngsters become students, and companions become a significant social effect in their lives (Dixon et al., 2008).

Family convictions about a student's degree of capacity moreover influence collaboration in student sports. At a point where a parent has faith in the youngster's actual potential, the individual is compelled to partake in genuine movement and expand the potential for self-viability (Boise et al., 2005). Different examinations recommend that the student fabricates a positive certainty structure in their real capacity to grow to uphold in student sports (Davison et al., 2006). This genuine capacity is

the persuading factor for students to show interest in the game, whether or not the possibility of a genuine ability begins with the students or the safeguards. This is particularly significant for grade schoolmen, who have little certainty and self-viability in genuine abilities (Brusted, 1993).

Burnout is a trademark reaction to the consistent pressing factors of student contenders, portraying the physical and mental breakdown achieved by unfamiliar loads and wants. Growing up who don't comprehend the sensations of students who are keen on games can do genuine tricks and prompts touchiness which keeps students from valuing the game. Episodes of fundamental aftermath from crabbiness among student contenders are overwhelmed by guides and monitors, acquiring skill in a game is an ideal way and executing fears of baffled family or partners (Woods, 2007). A youngster's future athletic accomplishment can't be considered typical before the age of 12 (Ginsburg et al., 2006). Along these lines, the reason or capacity to play in school is successfully underlined among student contenders, in what men and college and master open entryways are limited to students. Particularly when just 5% of subculture contender's advancement from discretionary school to class sports and just 3% of school contenders enter proficient positions, the quest for athletic standing and distinction keeps on being incomprehensible (National College Athletic Association, 2003). Mentors can reduce the pressure of sports execution by aiding student contenders create reasonable, unequivocal, and quantifiable objectives (Gilbert, and Moravsky, 2007). Diminishing silly cravings will decrease the danger of negative game insight and afterward the potential for declining athletic help.

Evaluation school is a fundamental thing for students to be related with sports. Before thirteen years of age, nine out of ten students participate in planned games union. In this fundamental time, they must be offered wonderful game experiences, and this forms genuine potential. It is significant for students between 6 and 10 years to create abilities as they think the distinctions in mentalities and capacities in their companions 'assortments. Essential students balance themselves with companions to quantify their competency level and make evaluation capacities and worth. Despite advancement splashes and genuine new development, students are similarly enthralling in the progressive tasks of companionships, scholastics, and play (Ginsburg et al., 2006). Recognizing preferences, constructing self-assurance, and learning enthusiastic control are important perspectives that men and students of this age bunch get (Woods, 2007).

Methodology

The study followed a non-experimental quantitative survey.

Population

All the boy's secondary schools of district Peshawar were the population of the study. The total number of secondary level schools is 149 of which the boy's schools were 84. The total number of boys in these schools is 33558. Secondary school teachers working in these schools are 534. In the urban area of district Peshawar 48 boy's schools are there among these schools (EMIS, 2016).

Sample Size and Its Distribution

The technique used in this research was the multi-stage sampling technique. From among 48 boys secondary schools 12 schools i.e. 25% were selected in the first stage. 300 students from the total students were selected by using the Morgan table (1970) in the second stage. This means, 25 students from each school were randomly selected. On the other hand, 2 teachers have been selected from each school i.e. 24 teachers were purposively selected from these schools and they were teaching to the secondary level students.

Data generation tool

A self-report questionnaire was designed for data collection, included closed items in a response type of a five-point Likert scale.

Procedure

The participants of the study were approached personally, for which they were informed verbally in their respective classrooms. The items of tools were discussed thoroughly and the responses were collected on the spot, yielding a 100% response rate.

Ethical Consideration

Written consent forms were sent to the principals of the sampled schools for the collection of data. The permissions of the stated principals were received and the details of the participants were kept confidential.

Data and its Analysis

The collected data were organized, tabulated, and analyzed using the Kruskale Wallace H test and Mann-Whitney U test.

The details are as follows:

Table 3 Sports facilities and utilities by Students

S.NO	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1.1	I participate in sports.	22 (7.3%)	27 (9.0)	64 (21.3)	85 (28.3)	102 (34.0)
1.2	Our school have playground	97 (32.3)	4 (1.3)	8 (2.7)	51 (17.0)	140 (46.7)
1.3	In school I take part in sports (during break or other free time)	126 (42.0)	21 (7.0)	38 (12.7)	95 (31.7)	20 (6.7)
1.4	In our residential area playground is available	101 (33.7)	37 (12.3)	28 (9.3)	92 (30.7)	42 (14)
1.5	Our teachers motivate us to take part in sports	9 (3)	6 (2)	97 (32.3)	146 (48.7)	42 (14)
1.6	Our parents motivate us to take part in sports	16 (5.3)	67 (22.3)	99 (33)	86 (28.7)	32 (10.7)
1.7	Our school provides us sports facilities (sports goods, equipment, etc.)	20 (6.7)	65 (21.7)	14 (4.7)	113 (37.7)	88 (29.3)
1.8	Parents provide us the facilities for sports	18 (6)	81 (27)	59 (19.7)	113 (37.7)	29 (9.7)
1.9	Our school have appropriate sports facilities	11 (3.7)	95 (31.7)	60 (20)	75 (25)	59 (19.7)
1.10	Sports facilities outside the school are adequate	35 (11.7)	87 (29)	80 (26.7)	78 (26)	20 (6.7)
1.11	We utilize Sports facilities in our school	35 (11.7)	114 (38)	32 (10.7)	66 (22)	53 (17.7)
1.12	We utilize sports facilities outside the school	29 (9.7)	63 (21)	89 (29.7)	102 (34)	17 (5.7)

In Table 1, Item 1 shows that the sports participating students were 62.3% whereas, the non-participating student's were 16.3% and 21.3% were undecided students.

Item 2 indicates that playgrounds in schools were available for 63.7% students whereas, for 24.6% of students' playground was not available in schools and 21.3% were undecided.

Item 3 shows that sports participating students during school hours were 38.4% whereas, non-participating students were 49% and the undecided students were 12.7%.

Item 4 reflects that students having a playground in their residential area were 44.7% whereas, students with no playground in their residential area were 46% and undecided students were 9.3%.

Item 5 shows that the encouragement by the teachers to participate in sports is for 62.7% students whereas, 5% students were of the view that they were not encouraged by their teachers and undecided students were 32.3%.

Item 6 indicates that parents encourage 39.4% of students to play sports whereas, 27.6% of the students were not encouraged by their parents and 33% were undecided students.

Item 7 shows that sports facilities are provided to 67% of students in school whereas, 28.4% of the students were not having sports facilities in school and undecided students were 4.7%.

Item 8 indicates that parents provide sports facilities to 47.4% of students whereas, 33% of the students were not having sports facilities at home while undecided students were 19.7%.

Item 9 indicates that 35.4% of students think that sports facilities are appropriate in their schools whereas, for 44.7% of students the facilities were not appropriate in their school and undecided students were 20%.

Item 10 shows that there are adequate sports facilities for 32.7% of students outside the school whereas, for 40.7% of students the facilities were not adequate outside the school and undecided students were 26.7%.

Item11 shows that sports facilities were utilized by 39.7% of students in school whereas, sports facilities inside the schools were not utilized by 49.7% and the undecided students were 10.7%.

Item 12 indicates that sports facilities were utilized by 39.7% of students outside the school whereas, sports facilities outside the school were not utilized by 30.7% of students and the undecided students were 29.7%.

Findings

Based on the analysis of the data, the following findings have been recorded

1. 62.3% of the respondents were taking part in sports.
2. 63.7% of the responding student were having play areas in schools.
3. 49% of students were taking part in sports during school hours.
4. 44.7% of the participating students were having a play area outside the school.
5. Most of the participants i.e. 62.7% were motivated by their teachers to participate in sports.
6. Parents of 39.4% of participants encouraged them to participate in sports.
7. Sports facilities were provided to 67% of the students in the school.
8. 47.4% of the respondents were provided with sports facilities by their parents.
9. 44.7% of the participants think that their school has appropriate sports facilities.
10. Sports facilities are adequate for 40.7% of students outside the school.
11. Sports facilities were utilized by 49.7% of participants inside the school.
12. Sports facilities were used by 39.7% of participants outside the school.

Conclusion

On inquisitive about arranging the facilities of sports for students in school, the majority of the students answered that they are provided with the essential game facilities. Which ranges from the play area to sports units, equipment, gears, and arrangement of instructing. Not many of the members additionally referenced that they have sports reserves and indicated spending plan however they don't have a playground in their schools and students can't take part in games because of the non-accessibility of the playground.

The majority of the respondents answered that: Our schools give sports facilities to the students. In the most recent period, it has been underscored incredibly and the new management is likewise underlining on the games and they are giving the games merchandise, units, and different things for the games. We have a playground and are utilized by the students. They replied that our school is fulfilling the criteria and we have an appropriate financial plan for the games. Our school is additionally providing appropriate periods for games and other exercises.

A participant answered that: We have a small space for sports, yet the students are provided with sports material, which they need for the games. The class teachers are likewise giving instructions and prepare the students and facilitate them.

Some participants answered that: The facilities provided are adequate at school level for the students. We have a wide space for games and exercises and the sports goods are bought every year and our students are showing good performance in the games too. We have every facility of sports. The school organization puts together various occasions concerning sports and co-curricular exercises. Additionally, a large portion of the loading up students possess legitimate energy for the games exercises and the vast majority of them likewise take part in games exercises. The day researchers likewise take an interest in games and they are additionally showing extraordinary advancement.

A participant uncovered that: Facilities for sports are available in school but we are not provided with appropriate time for the games. The organization isn't undermining the games exercises. If the students need to play sports, they need their own sports material.

The vast majority of the participants answered that they give facilities to the students and they have equipment for every game. They have a play area, master mentors, and give appropriate rules to the students for investment in games. They shared that they have an appropriate determining spending plan for the games things and they have adequate financial plans. A portion of the member expressed that the students have a predefined period in school and they are also provided facilities for sports after school.

The instructors of the schools with no playground answered to the inquiry as beneath:

Few of the instructors reacted that: The school doesn't have adequate sports facilities. The students can't participate in sports due to the non-availability of the play area. The non-availability of playing area is a disaster for our students. The region is exceptionally clogged and it is beyond the realm of imagination to expect to set up a play area for the students. Different services are provided to the students and students use these facilities. We have various games and appropriate school name packs.

A respondent uncovered that: We have no grounds for sports in our school and that's why we can't provide sports facilities to the students. Sports facilities like hardware's and other materials there however because of unavailability play area we take students to nearby grounds and they take part in games there.

The answers show that practically all the schools have the legitimate indicated spending plan for the games and there are buy councils for buying sports things. However, few of the schools don't have grounds for sports and the students can't take part in games. Most of them have grounds for games and the students take part in sports there. The schools which don't have playgrounds for students can't play sports and in this manner, they deal with issues. The instructors take them outside schools for investment in games at uncommon events, similar to sports competitions, rivalries, and occasions, etc.

Recommendations

Based on the information gathered from the investigation, the accompanying suggestions are made:

- i. Based on the discoveries of the investigation, it is fundamental that every school should have a playground. Also, there should be a legitimate area for sports and usage of sports things.
- ii. The schools having no playground, must be provided with playgrounds for the students. These schools must be moved to the buildings having playgrounds or they might be given a playground in their provided space.
- iii. Considering the significance of sports, the students' sports participation should be guaranteed. The class teacher and instructors for physical training should urge all the students to take an interest in games. Then again the guardians should likewise urge their children to take an interest in games.
- iv. An appropriate specified time for sports must be given to the school students. The games should be intermittently masterminded after sessions of study.
- v. Proper sports events, the festivity of sports week, and game plan of competitions for various games, maybe organized routinely in the schools.
- vi. The facilities of sports, sports things should be given to the students for every single game. There may not be any obstacles or limitations to the arrangement of these facilities.
- vii. The teacher of the class, the instructor for physical training, and related staff be given legitimate preparation time and training courses for various games. They must be taught and provided information regarding the rules and significance of all the sports and must be trained. Additionally, they should have the data of the relative multitude of students in the school concerning participation in sports and interest.

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