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# Socio-Cultural Barriers To Novice Sport Participants Of Higher Secondary Boards In Pakisatan: A Comparative Analysis Of Sindh And Punjab

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**Abstract:** *The researcher adopted survey-based study research design to check the socio-cultural barriers to novice sports participant of higher secondary board in Pakistan: a comparative analysis of Sindh and Punjab provinces. This study is based on a total of nine higher secondary boards of Sindh and Punjab. Four higher secondary board were selected from Sindh and five higher boards were selected from the Punjab. The total sample size is1260 (630 male and 630 female) sport participants for this study. A sample of 70 male and female sport participants were selected from each board that is 10% of the total population. The data was analyzed by using the (SPSS-27 version). The t-test statistic value is 1.183 with degree of freedom value[1] 628, the p-value is observed 0.237. The probability value is greater than level of significance (0.05). It determines that the socio-cultural barriers do not differ for the male sport participants of the both provinces. Besides, the situation for the female sport participants is changed. The test statistic value is 2.281with degree of freedom value 628. The p-value is observed 0.023. It is describing the significant difference in the socio- cultural barriers of the sport participants of the Sindh and Punjab provinces. It determined that sport participants of Sindh are facing the more difficulties in their communities and societies as compare to Punjab sport participants*

***Keywords***: *Socio-cultural barriers, Novice sports, secoundary.*

## 1 Introduction

Throughout history, sports have played a crucial role in human development by promotin g both cognitive and physical progress. Participation in sports is becoming more widely a cknowledged in Pakistan as a crucial component of youth development and education. Du e to a lack
of organized programs, scarce resources, and cultural norms that frequently prioritize academic success over extracurricular activities, sports integration at the upper secondary level is still uneven (Naseer et al., 2020). Playing sports has many advantages and is a fun damental component of youth development. Participating in sports improves muscular str ength, cardiovascular health, and general fitness (Bailey et al., 2013).
These developmental advantages are especially important in Pakistan because of issues like youth unemployment, poor literacy rates, and a lack of recreational activities. Sports provide a constructive outlet that helps young people develop networks, learn life skills, and make a good impact on society (Hussain et al., 2021). Participants in novice sports,

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who are those who have had little to no experience in organized sports, encounter particular difficulties. These obstacles exist globally and include sociocultural norms that discourage sports participation, especially among women, financial limitations, restricted access to facilities, and a shortage of qualified instructors (Rowe et al., 2013).

More involvement in secondary sports is necessary for the overall development of young people. By enhancing their social skills, cognitive abilities, and physical health, it provides youth with the resources they require for both professional and personal growth (Bailey et al., 2013). However, Pakistan still has a shockingly low percentage of sports participation, particularly among younger athletes in higher secondary boards. Many times, novice players—those with no prior involvement in organized sports—face significant obstacles that keep them from playing. These challenges are caused by a lack of appreciation for the importance of athletics, social pressure to put academics first, and a lack of finance for school sports programs (Naseer et al., 2020).

These problems are made worse in countries that are developing like Pakistan by societal priorities that conflict, insufficient policies, and structural injustices. Since many households in Pakistan cannot afford sports equipment, uniforms, or competition travel costs, financial limitations are a major disincentive for new participants (Malik & Asad, 2019). Participation is restricted, particularly for females, by sociocultural hurdles such as gender biases and family constraints. Furthermore, it might be difficult for young people to participate in sports at any level in rural and impoverished communities because these places frequently lack basic sports facilities.

Furthermore, in both provinces, gender differences in sports participation continue to be a serious problem. The sociocultural limitations that girls in Pakistan experience have been extensively studied, but little is known about how these limitations differ in Sindh and Punjab (Latif et al., 2021). Developing focused measures to encourage gender parity in sports participation requires an understanding of these geographical variations (Qureshi & Anwar, 2021).

### 1.1 RESEARCH QUESTION

What are socio-cultural barriers for novice players of higher secondary boards in Sindh and Punjab?

### 1.2 OBJECTIVE OF THE RESEARCH

To compare the socio-cultural barrier to novice players of Sindh and Punjab.

### 1.3 HYPOTHESES OF Research

$H_0$: There is no difference in socio-cultural barriers to novice players of higher secondary boards in Sindh and Punjab.

## 2 REVIEW OF LITERATURE

(Hussain et al., 2015) conducted a study on sociocultural, political, and economic variables have a significant impact on the obstacles to sports participation in South Asia, which includes nations like Bangladesh, Pakistan, and India. The sociocultural setting has a significant influence on how people participate in sports in Pakistan. For instance, especially in rural places where cultural norms place more value on academic success than physical activity, athletics are frequently viewed as secondary to intellectual endeavours.

(Shaheen et al., 2017) determined women and girls have less possibilities to participate in sports because of a pervasive cultural prejudice that favours male engagement. Girls are frequently deterred from doing sports by gender-based limitations and social expectations, particularly in conservative areas like Sindh and Punjab. Sociocultural obstacles are another important factor impacting sports participation, especially in nations with traditional cultural values, according to a study. Cultural norms frequently affect who is allowed to play sports and when in South Asia, including Pakistan. Sports are seen negatively by society in many traditional and rural places, where physical activity is considered unsuitable for girls and women. Women's household responsibilities, which are emphasized by gender roles, further restrict their access to sports.

(Rehman ,2017) and (Khan et al. 2018) reported sports engagement is significantly hampered by Pakistan's sociocultural background, particularly for young boys. Family expectations, societal standards, and the general public's view of sports as a job or hobby all influence these hurdles. They demonstrate how participation in sports is impacted when academic achievement is prioritized above physical activity, particularly in more conservative or rural communities. Boys may also have fewer possibilities to participate in sports due to gender norms and cultural expectations.

(Shaheen et.al, 2017) The cultural preference for education over sports, especially for women, is one factor contributing to the low level of engagement in Pakistan. Particularly for girls, who are supposed to concentrate on their studies and household responsibilities, sports are sometimes seen as optional. Girls are prevented from participating in sports that are open to their male counterparts due to these gendered expectations, which pose serious obstacles. The gender gap in sports participation is a serious issue that requires regulatory reforms as well as societal attitude adjustments.

(Zafar et al., 2021) reported , one of the most important factors in figuring out the barriers to sports participation is the distinction between urban and rural environments. Resources like sports facilities, coaching, and competition chances are typically easier to come by in metropolitan locations. But even in urban areas, there are major obstacles, especially when it comes to access to top-tier sports programs, competitiveness, and cost. For instance, although modern sports facilities are present in places like Karachi and Lahore, low-income adolescents may not have much access to them since they may be largely reserved for those who can pay elite training programs or membership fees. However, because to their restricted educational opportunities, lack of physical infrastructure, and financial limitations, rural communities frequently confront more significant obstacles.

(Baloch & Shafiq, 2019) talked about the gender gap in rural sports participation, which is another important issue. Social conventions frequently prohibit women from playing sports in Pakistan's rural areas, which limits the opportunity for girls and women to be physically active. Girls are significantly underrepresented in sports programs because cultural views on gender roles perpetuate the idea that girls should prioritize education and household responsibilities above athletics.

## 3 RESEARCH METHODOLOGY

The research methodology represents the whole process of the research conduct. The terminologies used for collecting the data, analyzing the data and statistical tools are applied here.

### 3.1 TARGET POPULATION OF THE STUDY

All the male and female sport participants of Sindh and Punjab, Pakistan were the matter of interest of the researcher to collect information. The total of nine boards are considered in the present study. Further information is shown (Table no.3.1).

**Table No: 3.1.1 Shows the number of students and sport participants in different higher secondary boards**

| Name of Province | Name of Board | Total Number of Students | | Total number of students participated in sports | |
|---|---|---|---|---|---|
| | | Male | Female | Male | Female |
| Sindh | BISE Karachi | 80254 | 65241 | 785 | 652 |
| | BISE Hyderabad | 109691 | 90235 | 963 | 752 |
| | BISE Mirpurkhas | 75025 | 59632 | 802 | 602 |
| | BISE Larkana | 106389 | 70926 | 106 | 702 |

| | | | | | |
|---|---|---|---|---|---|
| Punjab | BISE Lahore | 45023 | 39031 | 890 | 795 |
| | BISE Rawalpindi | 52520 | 49256 | 858 | 695 |
| | BISE Faisalabad | 70213 | 6520 | 898 | 689 |
| | BISE Sahiwal | 34078 | 40998 | 750 | 617 |
| | BISE Multan | 69023 | 55023 | 901 | 895 |

### 3.2 SELECTED SAMPLE SIZE FOR THIS STUDY

This study is based on a total of nine higher secondary boards of Sindh and Punjab. Four higher secondary board were selected from Sindh and five higher boards were selected from the Punjab. The total sample size is1260 (630 male and 630 female) sport participants for this study. A sample of 70 male and female sport participants were selected from each board that is 10% of the total population. The researcher approaches to the colleges and higher secondary schools where those sports participants were available.

### 3.3 DATA COLLECTION INSTRUMENTS

The questionnaire was usually prepared and used for the primary data, as the study deals with seven different variables like financial barriers, socio-cultural barriers, family barriers, management barriers, improper facility barriers and improper coaching and training barriers. therefore, self-made questionnaire was used for the collection of the required information. The questionnaire was divided into different parts like demographic information, general barriers faced by the sport participants in the higher secondary boards of the Sindh and Punjab provinces. The questionnaire was approved by departmental committee. Questionnaire was based on five option Likert scale strongly agree, strongly disagree, neutral, agree and strongly agree.

### 3.4 STATISTICAL ANALYSIS FOR THE DATA

Present study had utilized the descriptive as well as inferential statistics. Frequency distribution and percentage are used to display the collected data. The reliability analysis is obtained by Cronbach's alpha test. Testing of hypothesis was conducted with the appropriate tests like t-test was used for the comparison of results of both provinces. The data was analyzed by using the (SPSS-27 version).

## 4. RESULTS OF ANALYSIS

### 4.1 DEMOGRAPHIC INFORMATION

**Table no: 4.1.1: Age of the participants**

| Age | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| 10-15 Years | 103 | 16.3 | 94 | 14.9 |
| 16-20 Years | 520 | 82.5 | 529 | 84.0 |
| 21-25 Years | 7 | 1.1 | 7 | 1.1 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.1.1 indicates the age of the participants. 16.3% male participants age is 10-15 years, 82.5% male participants age is 16-20 years and 1.1% male participants age is 21-25 years. 14.9% female participants age is 10-15 years, 84.0% female participants age is 16-20 years and 1.1% female participants age is 21-25 years.

**Table no: 4.1.2: Residence of the participants**

| Residence | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Urban | 433 | 68.7 | 437 | 69.4 |
| Rural | 197 | 31.3 | 193 | 30.6 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.1.2 indicates the residence of the participants. 68.7% male participants belong to urban area and 31.3% male participants belong to rural area. 69.4% female participants belong to urban area and 30.6% female participants belong to rural area.

**Table no: 4.1.3: Class of the participants**

| Class | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| $9^{th}$ | 52 | 8.3 | 61 | 9.7 |
| $10^{th}$ | 183 | 29.0 | 199 | 31.6 |
| $11^{th}$ | 195 | 31.0 | 205 | 32.5 |
| $12^{th}$ | 200 | 31.7 | 165 | 26.2 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.1.3 indicates the class of the participants. 8.3% male participants class is $9^{th}$, 29.0% male participants class is $10^{th}$, 31.0% male participants class is $11^{th}$ and 31.7% male participants class is $12^{th}$. 9.7% female participants class is $9^{th}$, 31.6% female participants class is $10^{th}$, 32.5% male participants class is $11^{th}$ and 26.2% male participants class is $12^{th}$.

**Table No: 4.1.4: Province of the participants**

| Province | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Sindh | 280 | 44.4 | 280 | 44.4 |
| Punjab | 350 | 55.6 | 350 | 55.6 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.1.4 indicates the province of the participants. 44.4% male participants province is Sindh and 55.6% male participants province is Punjab. 44.4% female participants province is Sindh and 55.6% female participants province is Punjab.

**Table No: 4.1.5: Religion of the participants**

| Religion | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Islam | 588 | 93.3 | 600 | 95.2 |
| Hindu | 38 | 6.0 | 23 | 3.7 |
| Christian | 4 | .6 | 7 | 1.1 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.1.5 indicates the religion of the participants. 93.3% male participants religion is Islam, 6.0% male participants religion is Hindu and 0.6% male participants religion is Christian. 95.2% female participants religion is Islam, 3.7% female participants religion is Hindu and 1.1% female participants religion is Christian.

**Table No: 4.1.6: Social status of the participants' parents**

| Social Status | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Lower | 192 | 30.5 | 188 | 29.8 |
| Middle | 325 | 51.6 | 331 | 52.5 |
| Upper | 113 | 17.9 | 111 | 17.6 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.1.6 indicates the parents' social status of the participants. 30.5% male participants parents' social status is lower class, 51.6% male participants parents' social status is middle class and 17.9% male participants parents' social status is upper class.29.8% female participants parents' social status is lower class, 52.5% female participants parents' social status is middle class and 17.6% female participants parents' social status is upper class.

**Table No: 4.1.7: Monthly income of the participants' parents**

| Monthly Income | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| 20,000-30,000 PKR | 127 | 20.2 | 149 | 23.7 |
| 31,000-40,000 PKR | 141 | 22.4 | 136 | 21.6 |
| 41,000-50,000 PKR | 229 | 36.3 | 209 | 33.2 |
| 51,000-Above PKR | 133 | 21.1 | 136 | 21.6 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.1.7 indicates the parents' monthly income of the participants. 20.2% male participants parents' monthly income is 20,000-30,000, 24.4% male participants parents' monthly income is 31,000-40,000, 36.3% male participants parents' monthly income is 41,000-50,000 and 21.1% male participants parents' monthly income is 51,000-above.23.7% female participants parents' monthly income is 20,000-30,000, 21.6% female participants parents' monthly income is 31,000-40,000, 33.2% female participants parents' monthly income is 41,000-50,000 and 21.6% female participants parents' monthly income is 51,000-above.

**Table No: 4.1.8: Concerned sport of the participants**

| Concerned Sports | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Badminton | 92 | 14.6 | 144 | 22.9 |
| Cricket | 113 | 17.9 | 99 | 15.7 |
| Volleyball | 98 | 15.6 | 104 | 16.5 |
| Football | 124 | 19.7 | 85 | 13.5 |
| Tug of War | 93 | 14.8 | 50 | 7.9 |
| Squash | 1 | .2 | 7 | 1.1 |
| Karate | 1 | .2 | 0 | 0.0 |
| Athletics | 25 | 4.0 | 15 | 2.4 |
| Tennis | 68 | 10.8 | 83 | 13.2 |
| Kabadi | 2 | .3 | 25 | 4.0 |
| Basketball | 5 | .8 | 13 | 2.1 |
| Hockey | 8 | 1.3 | 5 | .8 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.1.8 indicates the sport of the participants. 14.6% male participants play Badminton, 17.9% male participants play cricket, 15.6% male participants play Volleyball, 19.7% male participants play Football, 14.8% male participants play Tug of War, 0.2% male participants play Squash, 0.2% male participants play Karate, 4.0% male participants play Athletics, 10.8% male participants play Tennis, 0.3% male participants play Kabadi, 0.8% male participants play Basketball and 1.3% male participants play Hockey.22.9% female participants play Badminton, 15.7% female participants play cricket, 16.5% female participants play Volleyball, 13.5% female participants play Football, 7.9% male participants play Tug of War, 1.1% male participants play Squash, 2.4% male participants play Athletics, 13.2% male participants play Tennis, 4.0% male participants play Kabadi, 2.1% male participants play Basketball and 0.8% male participants play Hockey.

**Table No: 4.1.9: Playing experience of the participants with board team**

| Playing Experience with Board | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| 0-1 Year | 164 | 26.0 | 195 | 31.0 |
| 2-3 Years | 409 | 64.9 | 391 | 62.1 |
| 4-5 Years | 44 | 7.0 | 44 | 7.0 |
| Nill | 13 | 2.1 | 0 | 0 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.1.14 indicates the playing experience with board teams of the participants. 26.0% male participants playing experience with board teams is 0-1 year, 64.9% male participants playing experience with board teams is 2-3 years, 7.0% male participants playing experience with board teams is 4-5 years and 2.1% male participants have no playing experience with board teams. 31.0% female participants playing experience with board teams is 0–1-year, 62.1% female participants playing experience with board teams is 2-3 years and 7.0% female participants playing experience with board teams is 4-5 years.

## 4.2 SOCIO-CULTURAL BARRIERS

**Table No: 4.2.1: Reliability analysis for socio-cultural barriers**

| Reliability Statistics | Male | Female | No. of items |
|---|---|---|---|
| Cronbach's alpha | .950 | .956 | **8** |

Table No 4.2.1 shows the results of the Cronbach's alpha test for the reliability for the section socio-cultural barriers of questionnaire. The value of Cronbach's alpha test is 0.950 for male respondents. It is determining that questionnaire has excellent reliability. The value for female respondents is 0.956, it falls in the excellent class of the standards of the Cronbach's alpha test. Both results are showing that questioner is well prepared it can be used for the research.

**Table No: 4.2.2: Sports are still treated as wastage of time in our community.**

| Options | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Disagree | 0 | 0.0 | 12 | 1.9 |
| Strongly Disagree | 8 | 1.3 | 25 | 4.0 |
| Neutral | 120 | 19.0 | 174 | 27.6 |
| Agree | 318 | 50.5 | 305 | 48.4 |
| Strongly Agree | 184 | 29.2 | 114 | 18.1 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.2.2 indicates that 0.0 % male participants are disagreed, 1.3% male participants are strongly disagreed, 19.0% male participants are neutral, 50.5% male participants are

agreed and 29.2% male participants strongly agreed that sports are still treated as wastage of time in our community. 1.9% female participants are disagreed, 4.0% female participants are strongly disagreed, 27.6% female participants are neutral, 48.4% female participants are agreed and 18.1% female participants strongly agreed that sports are still treated as wastage of time in our community.

**Table No: 4.2.3: There is no sports culture mentality in community.**

| Options | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Disagree | 0 | 0.0 | 6 | 1.0 |
| Strongly Disagree | 5 | .8 | 12 | 1.9 |
| Neutral | 101 | 16.0 | 151 | 24.0 |
| Agree | 326 | 51.7 | 351 | 55.7 |
| Strongly Agree | 198 | 31.4 | 110 | 17.5 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.2.3 indicates that 0.0 % male participants are disagreed, 0.8% male participants are strongly disagreed, 16.0% male participants are neutral, 51.7% male participants are agreed and 31.4% male participants strongly agreed that there is no sports culture mentality in community. 1.0% female participants are disagreed, 1.9% female participants are strongly disagreed, 24.0% female participants are neutral, 55.7% female participants are agreed and 17.5% female participants strongly agreed that there is no sports culture mentality in community.

**Table No: 4.2.4: Majority of my friends/classmates do not like to play sports.**

| Options | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Disagree | 12 | 1.9 | 16 | 2.5 |
| Strongly Disagree | 6 | 1.0 | 13 | 2.1 |
| Neutral | 87 | 13.8 | 115 | 18.3 |
| Agree | 267 | 42.4 | 310 | 49.2 |
| Strongly Agree | 258 | 41.0 | 176 | 27.9 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.2.4 indicates that 1.9 % male participants are disagreed, 1.0% male participants are strongly disagreed, 13.8% male participants are neutral, 42.4% male participants are agreed and 41.0% male participants strongly agreed that majority of my friends/classmates do not like to play sports. 2.5% female participants are disagreed, 2.1% female participants are strongly disagreed, 18.3% female participants are neutral, 49.2% female participants are agreed and 27.9% female participants strongly agreed that majority of my friends/classmates do not like to play sports.

**Table No: 4.2.5: I have been discouraged to take part in sports by my friends/classmates**

| Options | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Disagree | 11 | 1.7 | 23 | 3.7 |
| Strongly Disagree | 13 | 2.1 | 9 | 1.4 |
| Neutral | 110 | 17.5 | 137 | 21.7 |
| Agree | 288 | 45.7 | 260 | 41.3 |
| Strongly Agree | 208 | 33.0 | 201 | 31.9 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.2.5 indicates that 1.7 % male participants are disagreed, 2.1% male participants are strongly disagreed, 17.5% male participants are neutral, 45.7% male participants are agreed and 33.0% male participants strongly agreed that they have been discouraged to take part in sports by my friends/classmates. 3.7% female participants are disagreed, 1.4% female participants are strongly disagreed, 21.7% female participants are neutral, 41.3% female participants are agreed and 31.9% female participants strongly agreed that they have been discouraged to take part in sports by my friends/classmates.

**Table No: 4.2.6: Majority of our society members do not know the importance of sports.**

| Options | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Disagree | 2 | .3 | 10 | 1.6 |
| Strongly Disagree | 12 | 1.9 | 6 | 1.0 |
| Neutral | 98 | 15.6 | 144 | 22.9 |
| Agree | 307 | 48.7 | 273 | 43.3 |
| Strongly Agree | 211 | 33.5 | 197 | 31.3 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.2.6 indicates that 0.3 % male participants are disagreed, 1.9% male participants are strongly disagreed, 15.6% male participants are neutral, 48.7% male participants are agreed and 33.5% male participants strongly agreed that majority of our society members do not know the importance of sports. 1.6% female participants are disagreed, 1.0% female participants are strongly disagreed, 22.9% female participants are neutral, 43.3% female participants are agreed and 31.3% female participants strongly agreed that majority of our society members do not know the importance of sports.

**Table No: 4.2.7: Majority of our society members think that sports man/woman have not bright future.**

| Options | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Disagree | 2 | .3 | 10 | 1.6 |
| Strongly Disagree | 16 | 2.5 | 14 | 2.2 |
| Neutral | 137 | 21.7 | 142 | 22.5 |
| Agree | 251 | 39.8 | 303 | 48.1 |
| Strongly Agree | 224 | 35.6 | 161 | 25.6 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.2.7 indicates that 0.3 % male participants are disagreed, 2.5% male participants are strongly disagreed, 21.7% male participants are neutral, 39.8% male participants are agreed and 35.6% male participants strongly agreed that majority of our society members do not know the importance of sports.1.6% female participants are disagreed, 2.2% female participants are strongly disagreed, 22.5% female participants are neutral, 48.1% female participants are agreed and 25.6% female participants strongly agreed that majority of our society members do not know the importance of sports.

**Table No: 4.2.8: A common misunderstanding sports is only played by rich people.**

| Options | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Disagree | 2 | .3 | 20 | 3.2 |
| Strongly Disagree | 25 | 4.0 | 4 | .6 |
| Neutral | 126 | 20.0 | 173 | 27.5 |
| Agree | 250 | 39.7 | 289 | 45.9 |
| Strongly Agree | 227 | 36.0 | 144 | 22.9 |

| | | | | |
|---|---|---|---|---|
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.2.8 indicates that 0.3 % male participants are disagreed, 4.0% male participants are strongly disagreed, 20.0% male participants are neutral, 39.7% male participants are agreed and 36.0% male participants strongly agreed that a common misunderstanding Sports is only played by rich people. 3.2% female participants are disagreed, 0.6% female participants are strongly disagreed, 27.5% female participants are neutral, 45.9% female participants are agreed and 22.9% female participants strongly agreed that a common misunderstanding Sports is only played by rich people.

**Table No: 4.2.9: Cultural values like wearing shorts will hamper my religious belief.**

| Options | Male | | Female | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Disagree | 3 | .5 | 6 | 1.0 |
| Strongly Disagree | 11 | 1.7 | 15 | 2.4 |
| Neutral | 107 | 17.0 | 164 | 26.0 |
| Agree | 303 | 48.1 | 294 | 46.7 |
| Strongly Agree | 206 | 32.7 | 151 | 24.0 |
| Total | 630 | 100.0 | 630 | 100.0 |

Table No 4.2.9 indicates that 0.5 % male participants are disagreed, 1.7% male participants are strongly disagreed, 17.0% male participants are neutral, 48.1% male participants are agreed and 32.7% male participants strongly agreed that cultural values like wearing shorts will hamper my religious belief. 1.0% female participants are disagreed, 2.4% female participants are strongly disagreed, 26.0% female participants are neutral, 46.7% female participants are agreed and 24.0% female participants strongly agreed that cultural values like wearing shorts will hamper my religious belief.

## 4.3 SOME SPECIFIC SOCIO-CULTURAL BARRIERS FOR FEMLEAS

**Table No: 4.3.1:Rreliability analysis for some specific socio-cultural barriers**

| Reliability Statistics | Female | No. of items |
|---|---|---|
| Cronbach's alpha | .954 | **7** |

Table No 4.3.1 shows the results of the Cronbach's alpha test for the reliability for the section some specific female socio-cultural barriers of questionnaire. The value of Cronbach's alpha test is 0. 954 for male respondents. It is determining that questionnaire has excellent reliability. The results are showing that questioner is well prepared it can be used for the research.

**Table No: 4.3. 2: I feel difficulty in playing sports while wearing hijab**

| Options | Female | |
|---|---|---|
| | Frequency | Percent |
| Disagree | 11 | 1.7 |
| Strongly Disagree | 16 | 2.5 |
| Neutral | 175 | 27.8 |
| Agree | 309 | 49.0 |
| Strongly Agree | 119 | 18.9 |
| Total | 630 | 100.0 |

Table No 4.3.2 indicates that 1.7% female participants are disagreed, 2.5% female participants are strongly disagreed, 27.8% female participants are neutral, 49.0% female

participants are agreed and 18.9% female participants strongly agreed that they feel difficulty in playing sports while wearing hijab.

**Table No: 4.3. 3: Religious limitations have affected my participation in sports**

| Options | Female | |
|---|---|---|
| | Frequency | Percent |
| Disagree | 18 | 2.9 |
| Strongly Disagree | 11 | 1.7 |
| Neutral | 198 | 31.4 |
| Agree | 269 | 42.7 |
| Strongly Agree | 134 | 21.3 |
| Total | 630 | 100.0 |

Table No 4.3.3 indicates that 2.9% female participants are disagreed, 1.7% female participants are strongly disagreed, 31.4% female participants are neutral, 42.7% female participants are agreed and 21.3% female participants strongly agreed that religious limitations have affected my participation in sports.

**Table No: 4.3. 4: My parents do not allow me to take part in sports as they take this as a blot on family.**

| Options | Female | |
|---|---|---|
| | Frequency | Percent |
| Disagree | 12 | 1.9 |
| Strongly Disagree | 11 | 1.7 |
| Neutral | 202 | 32.1 |
| Agree | 265 | 42.1 |
| Strongly Agree | 140 | 22.2 |
| Total | 630 | 100.0 |

Table No 4.3.4 indicates that 1.9% female participants are disagreed, 1.7% female participants are strongly disagreed, 32.1% female participants are neutral, 42.1% female participants are agreed and 22.2% female participants strongly agreed that their parents do not allow me to take part in sports as they take this as a blot on family.

**Table No: 4.3. 5: My parents think that allowing girls for sports is just like giving them freedom beyond the boundaries and they can have bad consequences in future.**

| Options | Female | |
|---|---|---|
| | Frequency | Percent |
| Disagree | 24 | 3.8 |
| Strongly Disagree | 47 | 7.5 |
| Neutral | 233 | 37.0 |
| Agree | 194 | 30.8 |
| Strongly Agree | 132 | 21.0 |
| Total | 630 | 100.0 |

Table No 4.3.5 indicates that 3.8% female participants are disagreed, 7.5% female participants are strongly disagreed, 37.0% female participants are neutral, 30.8% female participants are agreed and 21.0% female participants strongly agreed that their parents think that allowing girls for sports is just like giving them freedom beyond the boundaries and they can have bad consequences in future.

**Table No: 4.3. 6: There are no separate rest/changing rooms for females in my college/school/board.**

| Options | Female | |
|---|---|---|
| | Frequency | Percent |
| Disagree | 58 | 9.2 |
| Strongly Disagree | 253 | 40.2 |
| Neutral | 113 | 17.9 |
| Agree | 137 | 21.7 |
| Strongly Agree | 69 | 11.0 |
| Total | 630 | 100.0 |

Table No 4.3.6 indicates that 9.2% female participants are disagreed, 40.2% female participants are strongly disagreed, 17.9% female participants are neutral, 21.7% female participants are agreed and 11.0% female participants strongly agreed that there are no separate rest/changing rooms for females in my college/School/Board.

## 4.4 COMPARISON OF SOCIO-CULTURAL BARRIERS

**Table No: 4.4. 1: Comparison of socio-cultural barriers faced by male sport participants of Sindh and Punjab**

| Socio-cultural Barriers | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|
| | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | Lower | Upper |
| Equal variances assumed | -1.183 | 628 | .237 | -.522143 | .441312 | -1.388770 | .344484 |
| Equal variances not assumed | -1.149 | 511.558 | .251 | -.522143 | .454379 | -1.414822 | .370536 |

Table No 4.4.1 indicates the comparison of socio-cultural barriers of the male sport participants in Sindh and Punjab. t-test statistic value is 1.183 with degree of freedom value 628, the p-value is observed 0.237. These results show that there is no significant difference in the socio-cultural barriers of the male sport participants.

**Table No: 4.4.2: Comparison of socio-cultural barriers faced by female sport participants of Sindh and Punjab**

| Socio-cultural Barriers | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|
| | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | Lower | Upper |
| Equal variances assumed | 2.281 | 628 | .023 | 2.162669 | .947939 | .301155 | 4.024182 |
| Equal variances not assumed | 2.296 | 609.484 | .022 | 2.162669 | .941864 | .312976 | 4.012362 |

Table No 4.4.2 indicates the comparison of socio-cultural barriers of the female sport participants in Sindh and Punjab. t-test statistic value is 2.281with degree of freedom value 628, the p-value is observed 0. .023. These results show that there is significant difference in the socio-cultural barriers of the female sport participants.

## 5 DISCUSSION

The comparatively socio-cultural berriers are same for the male sport participants of Sindh and Punjab provinces. The t-test statistic value is 1.183 with degree of freedom value 628, the p-value is observed 0.237. The probability value is greater than level of significance (0.05). It determines that the socio-cultural barriers do not differ for the male sport participants of the both provinces. Besides, the situation for the female sport participants is changed. The test statistic value is 2.281with degree of freedom value 628. The p-value is observed 0.023. It is describing the significant difference in the socio- cultural barriers of the sport participants of the Sindh and Punjab provinces. It determined that sport participants of Sindh are facing the more difficulties in their communities and societies as compare to Punjab sport participants.

## 6 CONCLUSION

The present study is conducted to evaluate the barriers to novice sports participant of higher secondary boards. A total of nine higher secondary boards were selected, four from Sindh province and five from Punjab province. The data regarding the study was collected by the help of questionnaire and analyzed by the help of SPSS-27. The results are presented in frequency distribution, percentage and bar charts mentioned chapter four. The comparison of barriers faced by the sports participants tested by statistical tool t-test. The results revealed that socio-cultural barriers are same for male participants and different for female participants of the Sindh and Punjab.

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