

# THE STATUS OF PHYSICAL EDUCATION AND SPORTS FACILITIES FOR GIRLS IN THE SECONDARY SCHOOLS

By  
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## Abstract

A Study of "The Status of Physical Education and Sports Facilities for Girls in Schools" was conducted in Islamabad. Ten Federal Government schools were involved in this study. The main features of the study were collection of information about availability of facilities of sports and physical education in Girl Schools, financial assistance provided for sports and physical education in Girl Schools, status of Physical Education Teachers at secondary school level, differences among boys and girls schools with reference to Sports and Physical Education facilities, the gaps and flaws in provision of facilities, the efforts, made for the promotion of sports in educational institutions, at national level through education and sports policies and the curriculum documents of National Bureau of Curriculum(NBC), investigation of the financial, material, technical and socio cultural factors, which hinder the participation of girls in games / sports.

Field survey, observations and document analysis were adopted as the methods of study. Two separate questionnaires were developed for the survey. The 10 sample schools were selected at random, 5 boys schools and 5 girls schools of secondary level; one questionnaire was administered to their Principals and Physical Education Teachers (PETs), while the other was administered on 20 students of secondary classes of each school. In this way the number of total student respondents was 200. The response rate of all the Principals, PETs and students was 100%. The information collected through survey was categorized and presented in tabular form. On the other hand, the Education Policies, National Sports Policy and Curriculum Report on Health and Physical Education for Secondary Classes were also studied and provisions for physical education and sports were analyzed.

On the basis of above-mentioned facts, recommendations were made by the researcher to improve the status of physical education and sports facilities for girls in the schools. These recommendations mainly include provision of funds, space, books, latest and modern equipment

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and articles, for sports, from Government and donor agencies to schools especially for the girls' schools. It is also recommended that some educational and convincing programmes may be developed, to remove the misconceptions about girls' participation in physical education and sports, and for the same purpose parents of girl students are also suggested to be invited in games and sports events. Some recommendations involved curriculum planning, professional trainings of Principals, PETs, experts' coaching, scholarships and prizes for girl students participating and performing well in games.

## **Preamble**

During past years, health-related school studies were carried on which generally concentrated either on the WHO 'Health Promoting School' (HPS) (Parsons et al., 1996; WHO, 1998; St Leger, 1999) framework or on the 'Coordinated School Health Program' (CSHP) in the USA (Allensworth and Kolbe, 1987; Marx and Wooley, 1998). These concepts were developed in the late 1980s and early 1990s although the Coordinated School Health Programme (earlier Comprehensive SHP) could be traced back to the 1920s, the publishing time of a book 'School Health Services' followed by 'Healthful School Environment' (1953) and 'Health Education' (1957) (Davis and Allensworth, 1994). Allensworth and Kolbe expanded the concept (Allensworth and Kolbe, 1987); they proposed that a school health programme include eight components: health education, physical education, health services, nutrition services, counseling and psychological and social services, healthy school environment, health promotion for staff and parent/community involvement. Regular physical activity provides numerous health benefits - from leaner bodies and lower blood pressure to improved mental health and cognitive functioning. We believe that the school physical education and sports programme should promote physical activity, should teach skills as well as form or change behaviour, and should be able to influence health and well being across the life span. Also that a quality programme of physical education must be a core requirement in all schools and a central component in a comprehensive school's health program (Allensworth and Kolbe 1987). Helping students learn to be active early in their lives will provide an important foundation for lifetime physical activity.

School health and well-being have been looked from a broad perspective for years through large health promoting school frameworks, and linkages between educational and health promotion outcomes have been presented. Indicator development of the area has begun, but still more research needs to be undertaken of the concept and its implementation, as well as development of a comprehensive set of indicators (Nutbeam, 1998; Lister-Sharp et al., 1999; St Leger, 2000; St Leger and Nutbeam, 2000a; St Leger and Nutbeam, 2000b).



Through physical education, psychosocial development may be nurtured and opportunities created to develop interpersonal relationships, personal growth and self-esteem. Objectives such as good sportsmanship, cooperation, team work, giving and receiving support, appreciation for regular exercise, emotional control, leadership and fellowship skills and the development of a positive self concept can be furthered. To achieve good results in physical education and sports, we need to have good organization, infrastructure, equipment, facilities and also the provision of required minimum finances. One of the major problems in educational institutions is the absence of regular sports programmes. Additionally whatever programmes do exist, are not relevant in the context of national priorities. Lack of infrastructure like playgrounds, gymnasiums and sports hostels is a major inhibiting factor. The price of equipment has gone very high and majority of the students cannot afford to buy these equipments themselves. Another issue is trained teachers for physical education. There is no concept of specialization in the training of physical education (McKenzie et al., 2006). Thus teacher-training programmes for physical education lack job oriented training. The teachers, therefore, are not equipped to handle their jobs or to run programmes involving large student communities.

The cultural and social values of our country represent a synthesis of religious percepts and local traditions. In certain areas of life this synthesis has created confusions. The interpretations attached to the religious injunctions are deeply rooted into the local customs. The status of women is one such feature. After independence for a long period of time, female education was restricted only to urban areas as among the rural and tribal areas it was considered against our traditions to let the female go out of home for any purpose even for education. Thus, in the urban areas as well though education was acceptable for girls but physical education and such other co-curricular activities remained inadequate.

During the last two decades when the younger generations got education and realized the significance of female education as well, the prospect has now changed to some extent. Today, even in the rural areas girl's schools are no more a dream. Our religious leaders and educated politicians have played a significant role in clarifying the misconceptions about female education. But, still the girls' schools do not have all those facilities and provisions that the boys schools have. Similarly people still have segregation in their attitudes towards girls and boys, and they do not allow girls to participate in physical education, sports and other such activities.

The current Education Policy (1998 – 2010) has very effectively described the significance of physical education in character building of students. Such attitude from the Government would definitely help in developing a positive attitude in society towards physical education and sports. The policy has also given physical targets such as provision of grounds, gymnasiums, and sports equipment etc. with no demarcation of girls and boys.

All the education policies have always given equal status to girls and boys schools and all facilities are recommended even for both but still it is felt that in the actual situation girls and boys schools are at a significantly different status in many areas. Physical education and sports is one of those areas. Therefore researcher took initiated for the study on status of physical education and sports facilities for girls in schools.

### **Identification and Impact**

This study focuses upon the goal “Advocacy for equal opportunities of Sports and Physical Education for Girl students”.

### **Purpose**

Collection of information about extent of facilities of Sports and Physical Education in Girl Schools and their use.

### **Objectives of the Study**

Specific objectives of the study are:

1. To collect information about availability of facilities of Sports and Physical Education in Girl Schools.
2. To highlight the financial assistance provided for Sports and Physical Education in Girl Schools.
3. To get a clear picture of status of Physical Education Teachers at Secondary School Level.
4. To compare and contrast the status of boys and girls schools with reference to Sports and Physical Education.
5. To identify the gaps and flaws in provision of facilities.
6. To analyze the efforts, made for the promotion of sports in educational institutions, at National Level through education and sports policies and the curriculum documents of National Bureau of Curriculum.
7. To investigate the financial, material, technical and socio cultural factors, which hinder the participation of girls in games / sports.
8. To make recommendations for the improvement of situation.

## **Methodology**

To undertake the study two main methods were adopted – Survey and Document analysis.

### **Document Analysis**

The following documents were analyzed for the study:

1. The Report of the Commission on National Education 1959
2. The New Educational Policy 1970
3. The Education Policy 1972
4. National Education Policy and Implementation Plan 1979
5. National Education Policy 1992
6. Current Education Policy 1998-2010
7. National Sports Policy (2002)
8. Curriculum Report on Health and Physical Education for Secondary Classes (IX-X)

The above-mentioned documents were studied and analyzed to examine the provisions of Physical Education and Sports facilities, budgetary allocations, and administrative instructions, standards and norms.

### **Field Survey**

#### **Sample**

Ten Federal Government Secondary Schools were selected in the capital city, Islamabad. Five boys and girls schools were selected. Heads of Schools and Physical Education Teachers (PETs) of each school were involved in the survey to provide first hand information. Twenty students of secondary classes from each school were also selected at random for the survey study.

#### **Delimitations**

The study was delimited to the following factors only:

1. Physical Education and sports provisions in Education and Sports policies.
2. Physical facilities in schools for Physical Education and Sports.
3. Financial assistance for Physical Education and Sports.
4. Provision of trained Physical Education Teachers.
5. Socio Cultural factors affecting Physical Education and Sports in girls' schools.



## **Instrumentation**

### **Questionnaires**

Two separate questionnaires (Annex B and C) were developed for the survey. One questionnaire was to be administered to heads of the schools and PETs. It mainly targeted to collect the information about provision and utilization of facilities, induction and training of PETs and student participation in Sports and Physical Education activities. The other questionnaire was to be administered to the secondary students. It targeted to collect information about the issues regarding student participation in Sports and Physical Education activities.

### **Observations**

Observations were made by personal visits of the researcher to each school involved in the study. The information provided in the responses of questionnaire was crosschecked and verified.

## **Policy Provisions**

### **Provisions for Physical Education and Sports in Educational Policies**

The first Education Policy came out in the form of **The Report of the Commission on National Education 1959**. Physical education was addressed as an integral part of the life and programme of a school as it influences the whole personality of the child. The need of teachers and their training in physical education was highlighted and it was recommended that in new development areas play grounds and gymnasiums shall be provided but in large towns and cities due to lack of space only well planned gymnasiums could be provided. The need of national interest and enthusiasm was also highlighted (p.p.-205-209).

**The New Educational Policy 1970.** It did not give much significance to Physical Education and Sports but it recommended incorporating physical training, games and sports in the curriculum at different stages (p.16).

**The Education Policy 1972.** The main thrust of the policy was salary, status, terms and conditions of services and prospects of promotion of physical education teachers. Trainings were suggested in the form of summer schools, workshops, mobile teams of instructors, demonstrations and radio, television and correspondence courses. Along with this it was also mentioned that physical education teacher training will be provided in all teacher training institutions. Concerned Ministries and Departments were instructed to hold the open fields and grounds to be used by educational institutions. It is worth noted that

establishment of special sports and recreation centers was recommended for women particularly. In the list of councils and standing committees a separate area was defined as Physical Education, games and sports. (p.33)

**National Education Policy and Implementation Plan 1979.** The importance of physical education and sports was again cited for the all round development of individuals' personality. Ministry of Education was said to establish an Institute of Sports and Culture at National level, bring the under-used land for the purpose of games and sports, popularize indigenous games and support provincial governments for training of physical education instructors. It was recommended that curriculum will be revised, in-service training courses will be provided for physical education instructors and schools will have 3 periods per week and colleges will have 2 periods per week for physical education and games. For the first time it was indicated in the education policy that in view of religious and social set up we need separate sports and cultural organizations and facilities for males and females interested in sports. Its increased financial implications were also indicated. (pp-53-55).

*National Education Policy 1992 declares that the sports and games will be recognized as a high priority area in education sector and physical education will form a compulsory part of the daily timetable in schools and colleges. On one side there was cited need for recruitment of more physical education teachers and on the other hand there were provisions for their training and refresher courses. It is heartening to note that the policy document suggested a national policy on sports. (p.35)*

**Current Education Policy 1998-2010.** In the current education policy the objectives of physical education were redefined as:

1. To promote sports and games from the grassroots to all tiers of the education system.
2. To develop infrastructure for linking educational institutions with the Provincial and Federal Sports Boards/ Departments.
3. To inculcate the spirit of sportsmanship and other higher values.

For achieving these objectives, it is recommended that special syllabus shall be redesigned for teacher training institutions; two periods per week shall be devoted for co-curricular activities in each educational institution, interschool competitions shall be arranged and outdoor programmes shall be organized. All this will mainly at character building and for the same television shall telecast special programmes about religious and social values, parent teacher meetings



shall be arranged, retired senior officers shall be involved in these programmes and institutions of family clubs shall be introduced.

In major cities like, Quetta, Karachi, Lahore, Peshawar and Islamabad, multipurpose indoor gymnasiums with a capacity of 500 people, sports stadiums with seating capacity of 3000 people and a six lane synthetic track, football ground, outdoor basket ball courts and indoor squash courts, a table tennis hall; and dormitories for 200 participants would be created. It is also given that the surrounding educational institutions on a rotational basis will use this infrastructure. 50 % of the total cost of this would be borne by the Boards of Secondary and Intermediate Education, while 50 % would be provided by the Provincial Governments and in case of Islamabad by Federal Government. It is recommended that equipment shall be provided by educational institutions for teams and collective sport activities.

Educational institutions are guided to arrange outdoor programmes, interschool competitions, summer camps and youth sports festival. Coordination between the Ministry of Sports, Culture and Tourism and Ministry of Education is stressed. In order to streamline sports activities in educational institutions all over Pakistan and to draw up a realistic program, a Steering Committee will be constituted. It can be viewed easily that unlike the previous policies this education policy highlighted the significance of sports and physical education but still there cannot be seen any particular facilities provided for girls' schools. In the section 12. 5. 9 of the policy it is stated that "certain schools would be earmarked for specialization in which boys who excel in certain sports would be given free admission and exemption from tuition fee". Again it can be clearly sighted that boys are being given more worth than girls and such features become a cause of demoralization for girls' institutions. (pp-42-47)

### **Curriculum Report on Health and Physical Education for Secondary Classes (1976)**

The report has defined objectives for Health and Physical Education and also given new marking criteria for the subject. Along with these two weeks orientation course for in-service teachers of physical education is reported to be arranged at provincial level by Director Public Instruction at the Education Extension center (Now Directorate of Staff Development). Recruitment of graduate teachers, necessary equipment, setting up workshops and teachers guides and textbooks are also listed to be made available in all schools. (Curriculum Wing, 1976)



**Table – I**  
**Comparative Perspective of Policy provisions**

<b>Policy / Plan</b>	<b>Focal Point</b>
The Report of Commission on National Education 1959.	<ul style="list-style-type: none"> <li>• Physical education an integral part of the life and programme of a school</li> <li>• The need of teachers and their training in physical education</li> <li>• In new development areas play grounds and gymnasiums to be provided</li> <li>• In large towns and cities due to lack of space only well planned gymnasiums to be provided.</li> </ul>
The New Educational Policy 1970	<ul style="list-style-type: none"> <li>• Incorporating physical training, games and sports in the curriculum at different stages.</li> </ul>
The Education Policy 1972	<ul style="list-style-type: none"> <li>• Salary, status, terms and conditions of services and prospects of promotion of physical education teachers.</li> <li>• Trainings in the form of summer schools, workshops, mobile teams of instructors, demonstrations and radio, television and correspondence courses.</li> <li>• Physical education teacher training to be provided in all teacher-training institutions.</li> <li>• Concerned Ministries and Departments instructed to hold the open fields and grounds to be used by educational institutions.</li> <li>• Establishment of special sports and recreation centers for women particularly.</li> </ul>
National Education Policy and Implementation Plan 1979	<ul style="list-style-type: none"> <li>• Establishment of Institute of Sports and Culture at National level</li> <li>• Using the underused land for the purpose of games and sports</li> <li>• To popularize indigenous games</li> <li>• Support provincial governments for training of physical education instructors. It was recommended that curriculum will be revised.</li> <li>• Schools to have 3 periods per week and colleges 2 periods per week for physical education and games.</li> <li>• Need of separate sports and cultural organizations and facilities for males and females interested in sports.</li> </ul>

National Education Policy 1992	<ul style="list-style-type: none"> <li>• Sports and games recognized as a high priority area in education sector</li> <li>• Physical education as a compulsory part of the daily timetable in schools and colleges.</li> <li>• Cited need for recruitment of more physical education teachers and provisions for their training and refresher course.</li> <li>• A national policy on sports.</li> </ul>
Current Education Policy 1998-2010	<ul style="list-style-type: none"> <li>• Special syllabus shall for teacher training institutions</li> <li>• 2 periods per week for physical education and games.</li> <li>• Interschool competitions, outdoor sports programmes, summer camps and special TV programmes about sports.</li> <li>• Multipurpose indoor gymnasiums in main cities with a capacity of 500 people</li> <li>• Sports stadiums with seating capacity of 3000 people and a six lane synthetic track, football ground, outdoor basketball courts and indoor squash courts, a table tennis hall.</li> <li>• Dormitories for 200 participants.</li> <li>• 50 % of the total costs of to be borne by the Boards of Secondary and Intermediate Education, while 50 % to be provided by the Provincial Governments and in case of Islamabad by Federal Government.</li> <li>• Equipment to be provided by educational institutions for teams and collective sport activities.</li> <li>• Coordination between the Ministry of Sports, Culture and Tourism and Ministry of Education.</li> <li>• A Steering Committee to draw a realistic programme for sports activities in educational institutions.</li> <li>• Certain schools to be earmarked for specialization in which boys who excel in certain sports may be given free admission and exemption from tuition fee.</li> </ul>

### **National Sports Policy (2002)**

The provision of the 10 pages National Sports Policy (NSP) issued by the Government of Pakistan wide Notification no. F.9 (46)/2000-SI Dated 17<sup>th</sup> August 2002 may be summarized as given below:



The Policy aimed at promoting sports in the country by developing sports at grass root level. For educational institutions the policy suggested the following points:

1. The Ministry of Education will monitor all universities, Boards of Intermediate and Secondary Education in implementing instructions pertaining to all educational institutions.
2. The following disciplines will be mandatory to be held every year at school, Board and university levels: -
  - Athletics - Field and track events (minus Marathon).
  - Hockey.
3. One to two additional disciplines will be selected out of the list defined in this policy every year.
4. All schools to organise proper games period, a minimum of two periods per week.
5. All schools, colleges and equivalent institutions and above, to create sports facilities or get affiliated with sports grounds within one year. Failure to do so will make these schools and colleges liable for action against them as considered appropriate by the Ministry of Education.
6. The Ministry of Education to establish a separate directorate to handle and monitor sports affairs preferably headed by an officer in Basic Pay Scale 20.

It was also stated that on availability of funds, Pakistan Sports Board (PSB) would establish one sports academy (Residential) in each Province for boys, and one for girls in Islamabad. These academies will serve as follows, namely: -

1. Boys and girls of 12 years of age in class 7th, will be selected and put in these academies.
2. These academies will hire the services of the best coaches, and International level sporting infrastructure will be created for their use.
3. Students, besides going through normal academic pursuits, will be trained on most modern lines in various sporting disciplines.
4. Students, who will complete F.A./F.Sc in these academies by the age of 18 years, will have undergone enough training to be part of National Teams.
5. These will be residential academies run on the lines of Cadet Colleges.

## Collection and Presentation of Data

The questionnaires were distributed by hand and were received back by hand as well. The response rate was 100%. The information collected through questionnaires was categorized and presented in a tabular form.

## Analysis of Data

The first hand information gathered by the questionnaires was that only 10% of the girls enrolled in schools avail the sports facilities while 19% of boys avail the same. Though the boys' statistics are also not very encouraging but still it is far better than the girls' figures. Total number of students in the sample girls' schools is 4074, and in boys' schools is 4669, thus a total of 8743. The number of students availing physical education provisions in girls' schools is 1126 and in boys schools is 1523, while the number of students availing only sports facilities is 385 in girls and 890 in boys', thus 1275 overall. Number of PETs at girls' schools is 5 and at boys' schools is 9, thus in total 14.

It was also found that **the ratio** is 225 students to one PET in the girls' schools while 169 students per PET in boys' schools. Which shows that the girls' schools need more PETs to even equal the ratio to boys' schools.

## Inferences from Principals and Physical Education Teachers Responses

- The first hand information gathered by the questionnaires was that only 10 % of the girls **enrolled** in schools avail the sports facilities while 19 % of boys avail the same. Though the boys' statistics are also not very encouraging but still it is far better than the girls' figures.
- **The ratio** is 225 students to one PET in the girls' schools while 169 students per PET in boys' schools. Which shows that the girls' schools need more PETs to even equal the ratio to boys' schools.
- **The professional experience** of the PETs in girls' schools ranges between 10 to 20 years while it ranges between 10 to 30 years in boys schools. It also indicates that sports and physical education in girls' institutions was introduced later than the boys' schools and the reason can be that in Pakistan the female schools had a very low enrollment for a long time.
- The **in-service trainings** for PETs are for one week at minimum and three months the longest, and there is no specific time of the training.



- Information provided by school heads and PETs about **indoors and out door games** the most commonly played out door game in girls' schools is net ball, volley ball and athletics, and that in boys' school is cricket, football and hockey. Besides, in boys' school athletics, basketball and volleyball are also being played. The most common indoor games among girls' as well as boys' schools is badminton and table tennis and volley ball is also being played in both.
- As reported by the principals and PETs 20% of the girls' schools receiving some **funds from government** while among the boys schools 60% of them receive the same. So over all only 40% of the schools receive funds from government. None of school reported to receive any funds from the **private organizations**. None of the girls' schools charge any **fee from students** for physical education and sports, 20% of the boys' school do charge fee for the same.
- Only 20 % of the girls' schools allocate funds for sports and physical education in **school budget** and 60% of the boys' schools allocate the funds for the same. Principals of schools reported that 60% of the girls' schools and 80 % of boys' schools have a **fixed proportion of funds and expenses** for sports and physical education while the rest of them have no fixed proportion.
- **The physical facilities and provisions** in girls' schools is mainly a multipurpose ground and a hall for indoor games, while in boys' schools there is provision of separate grounds for football, cricket and hockey. Similarly there are provisions of tennis, badminton and volleyball courts in boys' schools. Though the figures are not very high in boys' schools as well but still it is better than the girls' schools.
- **The equipment for games** like badminton, table tennis, cricket, volleyball, netball, athletics, hockey, football and basketball is provided by 60 % of the schools. The table shows that the lowest percentage is of basketball facilities while it is one of the common games being played both at boys' and girls' schools.
- An interesting feature indicated by the study is that only boys' schools provide **facilities in the evenings**. The girls' schools do provide facilities after school hours but the percentage is as low as 20%. Boys' schools, which are providing the facilities in evenings and after schools hours, only 20% provide equipment and 40%

make PETs available as well. None of the schools have lighting facilities for the evening games and sports.

- Half of the schools having some **books on Physical education and sports** in their libraries reported it to be insufficient, while rests of the schools do not have any books at all.
- All the girls' schools have **first aid facilities** during sports and physical education activities while in boys schools, 60% of them have the same. Hence overall 80% of the schools have first aid facilities during sports and physical education activities.
- It is amazing to see that only 40 % of the girls' schools provide **games period** daily, 20 % provide only once a week and 40 % do not allocate any time for games in their timetables. On the other hand 80 % of the boys' schools provide games period daily and only 20 % are those who give on period once a week. Though in the education policies no such demarcation is given and every educational institution should allocate specific time for games and physical education.
- Both the Principals and PETs have mentioned that among the girls schools only 20 % provide **coaching by external experts** while 80% have no such provision. On the other hand 80% of the boys' schools avail coaching of external experts.
- Data indicates that 80% of girls' schools have **interclass competitions** of different games and among the boys' schools only 40% of the schools such competitions. Both in the case of girls as well as boys, the **participation of schools** in games at district level is not more 40% over all, while at provincial and national level there is no participation. While the school that report to participate, they also report to have excellent performance, which shows that if given a chance these students can do best.

### **Inferences of boys and girls responses**

- 19% of girls and 50% of boys mentioned that fee is charged for physical education and sports otherwise the schools are providing these facilities.
- 62% of the girls and 54 % of boys maintained that they get financial assistance by parents for physical education and sports, which is very encouraging.
- 64% of girls and 44% of boys revealed that they do not have financial assistance by school for physical education and sports.



This shows that majority of girls have to meet the expenses by themselves.

- 41% of girls and 69% of boys reported to get cash prizes on excellent performances in physical education and sports, which is very encouraging for them.
- 68% of girls and 56% of boys reported to that financial resources become constraints in physical education and sports activities and for this reason they cannot participate even if they are allowed to or wish to participate.
- 94% of girls and 83 % of boys reported that sports articles/equipments are provided by schools
- 21% of girls and 29% of boys mentioned that they have to arrange sports articles/equipment by themselves.
- 63% of girls and 73% of boys reported timely replacement of sports articles/equipments.
- 58% of the girls and 55% of boys mentioned provisions of separate spaces for indoors and out door games in the school.
- 95% of girls and 91% of boys mentioned that advance and new technologies for physical education and sports are not being used in schools, which is an alarming situation, because the students do not even know about these modern technologies.
- 62% of girls and 76% of boys showed that professional and technical aspects in the training of physical education and sports are used in schools.
- 67% of girls and 63% of boys mentioned that playgrounds and halls are not well equipped with technical facilities, which is again a setback in promotion of these activities.
- Only 4% of the girls and 7% reported that advanced technologies are being used for testing the physical fitness there for the selection and routine fitness tests are not much reliable and can become a danger for some child's physical health.
- 66% of the girls and 88% of the boys reported to have permission for participating in physical education and sports by parents, which is very encouraging for them.
- 70% of the girls and 40% of the boys reported that first aid facility is provided in school. In this context girls' schools are at a better edge.

## Responses Related to Girls' Issues

- 63 % of girls reported that Veil is a constraint in physical education and sports activities.
- 61% of girls mentioned that society does not have a positive thinking about girl's participation in Physical education and sports, which shows that they have faced some negative attitudes.
- 68% of girls' maintained social values as hindrance in Girls' participation in physical education and sports; it means that society doesn't accept their participation in such activities.
- 41% of the girls revealed that parents allow to participate in the physical education and sports activities out side the school it is not a very poor percentage but it is a reason of lesser participation of girls in these activities.
- 80% of the girls reported availability of female instructor for physical education and sports.
- 63% of girls feel uncomfortable by males' instructors for physical education and sports activities, so it is another issue to be resolved for the girl students.
- 64% of girls reported that protection and safety measures for physical education and sports activities out side the school for female are not satisfactory.

**Table – 2**  
**Inferences of Boys and Girls Responses**

<b>RESPONSES</b>							
<b>S.No.</b>	<b>Aspects</b>	<b>Yes</b>		<b>No</b>		<b>Not Responded</b>	
		<b>f</b>	<b>%age</b>	<b>f</b>	<b>%age</b>	<b>f</b>	<b>%age</b>
1.	Fee is charged for physical education and sports	19	19%	81	81%	00	00%
2.	Financial assistance by parents for physical education and sports	62	62%	38	38%	00	00%
3.	Financial assistance by school for physical education and sports	36	36%	64	64%	00	00%
4.	Cash prizes on excellent performances in physical education and sports	41	41%	59	59%	00	00%



5.	Financial resources as constraints in physical education and sports activities	32	32%	68	68%	00	00%
6.	Provisions of sports articles/equipments by school	94	94%	06	06%	00	00%
7.	Arrangement of sports articles/equipment by students themselves	21	21%	78	78%	01	01%
8.	Request for sports articles/equipments from other schools	01	01%	97	97%	02	02%
9.	Replacement of sports articles/equipments after appropriate time	63	63%	36	36%	01	01%
10.	Provisions of separate spaces for indoor and out door games in the school	58	58	41	41%	01	01%
11.	Use of advance and new technologies for physical education and sports in schools	04	04%	95	95%	01	01%
12.	Use of professional and technical aspects in the training of physical education and sports	62	62%	35	35%	03	03%
13.	Playgrounds and halls are well equipped with technical facilities	33	33%	67	67%	01	01%
14.	Use of advanced technologies for testing the physical fitness	04	04%	95	95%	01	01%
15.	Use of advance and technical facilities for physical education and sports from other sources/organizations in case of non-availability of the same institution	12	12%	85	85%	03	03%
16.	Permission for participating in physical education and sports by parents	66	66%	38	38%	01	01%
17.	Participation in all types of sports	23	23%	76	76%	01	01%
18.	Sports and games are against our values	25	25%	74	74%	01	01%

19.	Veil as a constraint in physical education and sports activities	63	63%	36	36%	01	01%
20.	Positive thinking of society about girl's participation in physical education and sports	38	38%	61	61%	01	01%
21.	Girl's participation in physical education and sports and social values as hindrance	68	68%	30	30%	02	02%
22.	Parents allowed to participate in the physical education and sports activities out side the school	41	41%	58	58%	01	01%
23.	Availability of female instructor for physical education and sports	80	80%	19	19%	01	01%
24.	Females feels uncomfortable by males instructors for physical education and sports activities	63	63%	34	34%	03	03%
25.	Protection and safety measures for physical education and sports activities out side the school for female	35	35%	64	64%	01	01%
26.	Provision of first aid facility in school	70	70%	29	29%	01	01%

## Recommendations

- Educational policies and plans have given enough significance to Physical Education and Sports but there does not seem to be any implementation strategies properly developed or followed, therefore the departments related to implementation procedures must be supervised and inspected strictly.
- Special campaigns and programmes should be developed for community and family education; in these programmes the importance and significance of sports and games should be highlighted.
- Media resources should be utilized to convey the message of positive aspects of Physical Education and Sports; through this the misconceptions about girl's participation in physical education can be removed from the society effectively.



- Heads of schools must be given special trainings for arranging and organizing Physical Education and Sports events, they should also be encouraged to convince parents to allow students to participate in these activities.
- More PETs should be inducted into the schools and special arrangements should be made for upgrading their qualifications; for this the Universities should develop and offer specialization programmes in Physical Education and Sports
- In service trainings should also be scheduled and made compulsory; for this some foreign experts may be requested to come and impart trainings here, or these PETs may be send abroad.
- Females should be attracted to this profession by giving some special incentives and developing separate training intuitions or academies for them.
- Government and Donor agencies should provide funding for the girls schools particularly for Physical Education and Sports. Then the schools should be inspected and supervised that these funds may not be used for any other purpose.
- No fee should be charged from the students, especially the girl students as their parents sometimes even feel it a burden to pay tuition fee.
- Girls participating in Physical Education and Sports, and showing extraordinary performance may be given some scholarships and prizes so that other students and their families also fee encouraged.
- Physical Education should be given justified weightage in the curriculum; it should not only be kept as optional subject area, rather it should either be inducted into the compulsory courses or as a separate compulsory course.
- Books, journals and literature related to Physical Education and Sports must be provided in all schools and students as well as PETs may be encouraged to read it.
- Infrastructure should be developed and maintained; the schools having lesser space may use the ground floors as halls and courts for games and on the upper floors classrooms and all educational activities may be arranged. In this way the *PARDAH* requirements would also be fulfilled. On the other hand some open fields near the girls' schools may be allocated for student activities only and

arrangements may be done to meet the needs of safety and security.

- Sports articles and equipment should be provided in the schools as it becomes an extra burden on parents and sometimes only due to this reason some students cannot participate in games.
- Modern technology and equipment should also be provided; trainings should be conducted for the use of this equipment; in this way our students would also be able to compete at international level.
- External experts must be requested time to time to visit schools and provide guidance to PETs and students. For the girls' schools female experts may be invited only.
- Interclass competitions must be arranged within schools so that students may feel confident enough to compete at district, provincial and national level. District, provincial and national events must be scheduled at least once a year and participation should be made compulsory for each school.
- Separate girls' sports hostel should be constructed so that they may easily get permission to go out of town/city and participate in games at district, provincial and national level.
- Each school should provide Physical Education and Sports facilities after schools hours, for this the relevant personnel should also be present at school so that the girls may not feel hesitate to stay after school hours. Their parents may also be permitted to come and stay with them in late hours, this would also help in removing issues against girls' participation in Physical Education and Sports.



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