ISSN (Print): 2788-8320 ISSN (Online): 2788-8339

JOURNAL OF SOCIAL RESEARCH DEVELOPMENT

www.jsrd.org.pk
editor@jsrd.org.pk

THE RELATIONSHIP BETWEEN RESOURCES AND SCHOOL SPORTS PROGRAM: A CASE STUDY

Mehreen Saba[1], Zia Ul Islam[2] & Sohail Roman[3]

[1]Lecturer, Sports Sciences & Physical Education, Bahauddin Zakariya University, Multan, Pakistan
[2]Associate, Professor, Sports Sciences & Physical Education, University of Haripur, Haripur, Pakistan
[3]Lecturer, Sarhad University of Science and Information Technology, Peshawar, Pakistan

KEYWORDS

Resources, High School, Sports, Human Resources, Material Resource, and Financial Resources

ABSTRACT

The study primary aim was to assess relationship between resources (human, financial & material resources) and school sports programs. The population of this research study included all female principals and all female PETs. The scholars used self-made questionnaire; so, it was a Likert-type questionnaire. Items' internal consistency was assessed by the researcher. Cronbach's Alpha was used to determine significant effect against the set hypothesis (P-value and = 0.05). The study came to conclusion that resources had a substantial impact on sports program in the government high schools for females. The school administration may be interested in sports arrangements and provide professional and experienced sports staff. The administration may purchase sports goods under supervision of skillful and experienced experts. Through connection with parents, administration can assure the school excursions and sports activities for students, and instructors may explain the benefits of trips to parents in order to get their support and may provide a sufficient budget for sports activities and ensure that sports budget utilizes on sports program and skilled staff, according to sports budget may be appointed to polish the skills of sports girls.

Corresponding Author Sohail Roman, **Email**: sohail.ss@suit.edu.pk

DOI https://doi.org/10.53664/JSRD/02-02-2021-05-148-159

INTRODUCTION

The availability of resources, notably human, materials, financial as well as space, is often a determining factor in implementation of strategies in the operational plan. Whether indoor or outdoor, space is needed for training and competition in a school sports program. Even the simplest piece of equipment may have significant influence if it is not present. Planners must take into account not just availability of resources, but their condition (Woodhouse, 2012). If playing grounds or equipment are not up to grade, it can be especially detrimental to the happiness of school sports participants. Operational planning must include resource keep scheduling, that like all other operational planning processes, will entail the budgets,

timetables and assigning errands to employees (Barasa, 2014). Within these frameworks, the administration's specific competence in the school sports varies; nonetheless, there are many similar qualities or difficulties, such as material resources, financial resources/capital, human resources, formalization confirmation and the external relationships (Burns, Machado & Corte, 2014).

According to the management strategy 2008-2011 School Sport England, as it presents an important change of direction and direction in school sport which aims to address (school sports issues) (Hands & Larkin, 2006). Similarly, researchers have shown that organization should give special emphasis to the resources, communication, communication and public relations, planning resources, responsibilities and change (Hall, Barr, Brock, Wit, Embulden, 2003). Every school lack skilled PE teachers/trainers/coaches (human) as well as enough positive structure and funding. School-imposed restrictions might impede participation in in-service education and continuous professional development for PE instructors in charge of school sports (Harrison, Azzarito & Burden, 2004). Every institute, of course, has its own set of issues. Also, there are concerns with school sports that might have had an impact on the organization. The level of access to support to improve school sports experience may be associated with importance of school sports in addressing these issues, and in general, prioritizing provision of appropriate resources (financial, material, technical, and human), management responsibilities, to a lesser extent.

Training time, negligence of teachers in the sports, and attitudes towards sports in schools (Mazerolle, Raso, Pagnotta, Stearns & Casa, 2015). All of this would have been achievable if the government had given sufficient attention to sector's development and expansion. Operational planning must include resource maintenance scheduling, which, like all other operational planning processes, will entail budgets, timetables, and assigning errands to employees (Fordham & Leaf, 2011). Primary goal of this research is to assess link between resources (human resources, technical resources, material resources, and school sports) at secondary school level. The school-imposed restrictions might impede participation in in-service education and continuous professional development for PE instructors in charge of school sports. In this connection, similarly, researcher would examine resource and school sports at school level in relation to Principals and sports organizing committees (PETs) at Government School of Punjab district Layyah, taking into account opinions of concerned PETs and Principals.

Objectives of Study

1. To determine Principals' and PETs' perspectives on link between resources (human, financial, and material resources) and the high school sports program.
2. To determine the influence of resources (human, financial, & material resources) on high school sports program.

3. To determine mean difference in terms of demographic features of respondents with regards to the link between resources (human, financial, & material resources) and high school sports program.

Hypothesis of Study

1. The positive relationship between resources (human, financial & material resources) and the Sports program at the high school level as perceived by the Principals and PETs.
2. Effect of resources (human, financial, & material resources) upon sports programs at the high school level.
3. The mean difference in terms of demographic attributes of respondents regarding the relationship between resources (human, financial, and material resources) and Sports programs at the high school level.

RESEARCH METHODOLOGY

To analyses the association between resources and school sports in the several girls' high schools in Punjab's district Layyah, the researcher used the following methodologies. The research design, research methodology, data sources, sample strategies, the data collecting instruments and procedures, and data analysis method are all mentioned below as a result of this.

Research Technique

According to Furtak, Seidel, Iverson and Briggs (2009), "survey techniques" were utilized in this study because "the sample survey is commonly used in social science research, either to gather data or to discover the relationship between facts" as survey has been validated as significant approach.

Population of Study

During academic year 2021 in government girl high schools in district of Layyah, Punjab, Pakistan, population of this research study included all the female (principal) and physical education instructors (PETs). The researcher continued to look for population in the study, which numbered 134 (67 Principals & 67 Pets), indicating that there was no need to draw a sample from the population because the researcher had acquired data from all of the study's participants there.

Data Collection Instrument

In this study, the researchers used self-created questionnaire. Kelley et al. (2003) described as "cheap and useful method for data collecting." According to Franklin and Wallon (2006), data collected via questionnaire may be simply tallied and evaluated. To quantify severity of the problem, researcher utilized Likert type questionnaire (strongly disagree, disagree,

undecided, agree, & strongly agree), that is one of most common types of questionnaires and is commonly used for making assessments.

Instrument Development

The first version of the questionnaire was created under the supervision of the supervisor in designated areas (i.e., in light of literature) to achieve research objectives. To be sure, the hard manuscript has been submitted to 15 experts on this topic.

Validity & Reliability

Supervisors and specialists in sports science, physical education, and other disciplines were contacted to assess the device's content validity. In order to meet study's objectives, the preliminary version of the questionnaire was prepared under the supervision of supervisor in charge of selected areas (in light of literature), and it was then circulated to 15 experts in the field for validation. The dependability for internal consistency approach was used to analyze questionnaire's reliability. The major purpose of research is to rank the research tool's usability and efficacy among its phases. During the exploratory study, the initial draft was given to 19 people to evaluate research tool's complexity, object, and ambiguity. The test sample offered valuable information that aided in development of the instrument. The initial questionnaire included total of 88 items; though, some of them were deleted based on the recommendations of 15 local experts from around Pakistan. Internal consistency was measured using Cronbach's alpha. Cronbach alpha was (.887) and (.779), respectively, and there were 54 items left in the previous entry.

Data Collection

A number of steps were taken by researcher in order to collect study data. To begin, the necessary literature was reviewed in order to obtain enough data for this research project. Second, the aims and concepts are created in accordance with the study direction. The next step was to develop and execute data collecting technologies. To collect data on the target population. The researcher conducted appointments with school administrators and PETs at Government Layyah public girls' high schools in order to collect the data. After discussing the questions with the respondents, researcher delivered a list of questions to the target audience. The researcher aided the responders in same way, emphasizing that information needed to be gathered based on the study's facts.

Data Analyses

Data was collected and examined utilizing descriptive statistics to test the hypotheses. The data from the surveys was input into SPSS (Version 24) as the data matrix, and MS Excel 2015 was utilized for data analysis. In this connection, frequency, percentages, t-tests, multiple regression, and multiple interactions were used to evaluate the data in the tables and find desired information.

RESULTS AND DISCUSSION

The results have been offered in this phase that provide the information that are critical in reaching the conclusion thereby applying different tools and techniques as per need and requirements of present research.

Table 1 Multiple Correlation (HA_1)

	Human Resources	Materials Resources	Financial Resources
Human Resources	1		
Materials Resources	.767**	1	
Financial Resources	.711**	.790**	1
School Sports	.878**	.829**	.701**

Table 1 shows the relationship between the various resource dimensions (human resources, finances, and material) and School Sport program. The table is a self-assessment of the positive correlation between the size of resources and school sports (human and human resources (r =. 767), financial and human resources (r =. 711), financial resources as well as physical resources (r =. 790). between the size of school games and (human resources (r =. 878), physical resources (r =. 829), and financial resources (r =. 701).

Table 2 Regression Model (HA_2)

Model	R	R2	Adjusted R2	Std. error Estimate	Durbin-Watson
1	.802	.643	.641	.43959	2.18

a. Predictors: (Constant), resources (human, financial, and material resources)

b. Dependent Variable: School sports Program

Table 2 depicts the regression output of about dimensions of resources (human, financial, and material resources) and school sports programs. The table above is the first part of the H2-related model summary. The table shows R = .802 and R2 = .643 indicating that 64.3% is expected to change with many independent services (human resources, finances, and material) flexible independent sports systems. The DW value (2.18) falls within the acceptable range, therefore, no automatic integration is available in the data set.

Table 3 ANOVA (HA_2)

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7.707	3	.771	81.988	.000
Residual	30.339	131	.193		
Total	38.046	134			

Table 2 (b) shows ANOVA results for the predictions (size 3 of resources) and predictable school sports programs. There are two important numbers in table above F and number P. An important F value is opportunity to reject a futile hypothesis and a retrospective model

cannot be rejected. The table shows that the value of F is 81.988 and P = .000 indicating that the value of F is greater while value of P is less than .05 which indicates that we can reject the vain hypothesis and the sample data provides sufficient evidence to conclude that model is appropriate. Both value of Regression Mean Square (.771) and the remainder value of Mean Square (.191) give significantly to F - the mathematical calculation provides sufficient evidence that the regression model is true.

Table 4 Coefficient (HA_2)

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig	Collinearity Statistics	
	B	Std. Error	B			VIEW	Tolerance
(Constant)	2.565	.428		85.991	.000		
Human Resources	.114	.103	.878	23.105	.000	.582	1.718
Materials Resources	.051	.112	.829	20.456	.000	.335	2.989
Financial Resources	.031	.101	.701	.17.109	.000	.185	5.399

The regression coefficient of several predictable resources (human, financial, and material) and expected school sports programs may be seen in Table 4. The table illustrates that for each forecast, the beta (), the average coefficient of variance, projected a given degree of positive/negative contribution. The changes in school sports programs in terms of human resources (β =. 114, p>. 05), visual resources (β =. 051, p>. 05), and financial resources (β=. 031, p>. 05). As consequence, three categories of resources (people, construction materials, & funds) have major influence on school sports program when considered independently. As a result, the research hypothesis (H2) was confirmed. In the last column of the table, you can see multicollinearity statistics. Multicollinearity should not be reflected in flexible predictive data (Gujarati & Porter, 2009). This is one of first concepts to be implemented. When there is a significant correlation between independent variables, this is known as multicollinearity. The researcher utilized variance inflation factor and tolerance calculated in SPSS to pinpoint the problem. According to Daoud (2017), there is a multicollinearity problem if the VIF value is more than 10.0 and the tolerance is less than 0.10. There is no multicollinearity, according to Table 2 (c), because all VIF values and tolerances are within an acceptable range.

Table 5 T-test (Demographic Attributes) ($H0_3$)

Variables	Respondents	N	Mean	SD	df	t	Sig
Human Resources	Principals	67	3.12	.610	132	.165	.869
	PETs	67	3.11	.525			
Materials resources	Principals	67	2.86	.674	132	-1.056	.293
	PETs	67	2.99	.783			
Human Resources	Principals	67	3.04	.730	132	.914	.362
	PETs	67	2.94	.568			

α=0.05

The above table 5 shows difference between opinion of Principals and PETs respondents in 3 different resources in respect to relationship with government's girls high school sports programs. The data indicate that the two groups i.e. Principals and PETs were significantly the same about the relationship between human resources and governments girls' high school sports program because the t (132) = .165, P = (. 869) > a = 0.05. In the same way, Principals and PETs respondents were found same opinions in respect of the relationship between material resources and governments girls' high school sports programs because the t (132) = 1.056, P = (. 293) > α = 0.05. There is no significant difference between the Principals and PETs respondents regarding the relationship between the financial resources and high school sports programs because the t (132) =.914, P = (. 362) > a = 0.05. The null hypothesis, there is no significant difference between the viewpoint of principals and PETs respondents regarding the relationship between resources and sports programs at the government's girl's high school level is hereby accepted.

Table 6 ANOVA (Mean Difference)

Games of Interest	N	Mean	Std. Deviation	df	F	Sig
Cricket	23	2.978	.553	(5, 128)		
Football	30	2.97	.504			
Volleyball	21	3.05	.492			
Badminton	22	2.99	.404		1.079	.375
Netball	15	2.94	.588			
Athletic	23	3.23	.555			
Total	134	3.02	.516			

a=0.05

Table 3 (b) shows that, there is no significant difference between the views of respondents who have a different interest in sports activities regarding the relationship between resources and the government program for girls' high schools because f (5, 128) = 1.079, p = .375> α = 0.05. Therefore, the vein hypothesis, no significant difference between point of view regarding the relationship between resources and sports programs at the high school level of respondents with a different interest in sports activities is accepted.

Table 7 ANOVA (Mean Difference)

Qualifications	N	Mean	Std. Deviation	df	F	Sig
Master	99	2.95	.443	(2, 131)	.786	.458
MPhil	32	3.02	.533			
Ph.D.	3	3.08	.574			
Total	134	3.02	.516			

α = 0.05

Table 7 shows that there is no significant difference between perceptions of respondents with different qualifications regarding the relationship between resources and government programs for girls' high school sports because f (2, 131) = .786, p =. 458> α = 0.05. Thus, the vein hypothesis, no significant difference between point of view regarding relationship between resources and sports programs at high school level of graduates with different degrees is accepted.

Table 8 ANOVA (Mean Difference)

Sports experience	N	Mean	Std. Deviation	Df	F	Sig.
1-5 years	67	2.8346	.36603	(4, 129)	5.431	.000
6-10 years	33	3.1324	.58189			
11-15 years	20	3.1945	.54066			
16-20 years	9	3.2600	.51858			
21-25 years	5	3.5240	.86466			
Total	134	3.0160	.51655			

α = 0.05

In Table 8 hypothesis was assessed in relation to sports information of the respondents. There was a total of 5 different teams of sports experience 1-5, 6-10, 11-15, 16-20, and 21-25 years of sports experience. Analysis of one variance factor was used to obtain results. Respondents were asked about relationship amid organizational issues and government sports programs for girls in high school, the researcher found that it differed significantly from the aforementioned, 5 different teams. Because F (4, 129) = 5.431, p = .000 <a = 0.05. The 21–25-year-old team experience of the sports experience was 3.52 which was greater than the average of 1-5 teams (2.83), the average of 6-10 teams (3.13), the team average of 11-15 (3.19), and the team total for 16-20 years (3.26), and found to be very different from the other 4 groups in terms of the relationship between the organizational problems and the public high school sports program. Therefore, another hypothesis is accepted.

Table 9 T-test (Mean Difference)

Variables	Locality	N	Mean	SD	df	t	sig
Human Resources	Rural	107	3.12	.589	132	.241	.810
	Urban	27	3.09	.477			
Material Resources	Rural	107	2.89	.754	132	-	.382
	Urban	27	3.04	.629		.876	
Financial Resources	Rural	107	3.02	.636	132	.858	.393
	Urban	27	2.89	.722			

a=0.05

Table 3 (f) illustrates the differences between views of rural and urban respondents in the 3 different resources on the relationship with government's girls' sports program in high schools. The data show that the two groups were very similar in terms of the relationship between human resources and the girls' government program in high school because t (132) = .241, P = (. 810)> a = 0.05. In the same way, respondents in rural and urban areas received similar views about relationship between physical resources and government's girls' high school sports program because t (132) = -.876, P = (. 382)> a = 0.05. Similarly, there was no significant difference between rural and urban respondents regarding the relationship between financial resources and government sports programs for girls in high school because t (132) = .858, P = (. 393)> a = 0.05. Thus, the null hypothesis, there is no significant difference between the view of the rural and urban respondents regarding the relationship between resources and the government's girls' sports program at high school level is accepted.

DISCUSSION

According to the research associate, there is a significant link between human resources and high school girls' sports program. Because PETs and Principals prefer it, the research findings were linked to and consistent with study of all human resources for school sports production, including technical items such as coach, coach, referee, scorer, etc., at school level, and adequate, non-technical human resources such as money, waterman, sweeper, and sports managers. In connection with the findings of Beardwell and Claude (2007), the research shows that consistent method to human resource management and recruitment management practices includes a number of human resource planning efforts to achieve competitive lead with greater dedication and competence. Personnel, policy initiatives, and the procedures are employed in the personnel management or staff recruiting, testing, training, reward, and assessment, among other things. The author goes on to say that the most valuable assets of an organization (school) are its employees (teachers), who work for the organization and contribute to the achievement of personal and communal goals (Armstrong, 2006). Teachers and principals are one of an organization's (school's) most valuable assets or resources since they contribute to its growth and success (Selemani et al., 2014).

It is the duty of sports and education instructors (high schools, rural and urban schools) who work in diverse phases of education and sports system, according to Chen, Sinelnikov and Hasastie (2013), to run in particular places and communities. Higher education and sports training, as well as further education and training in schools, may be required to address educational demands today and in future. Students' and sports coaches' training should, as a rule, be represented in realm of professional sports or sports and professional knowledge. The researcher also mentioned that there is significant link amid resources/ sports programs and females' school sports programs. Because PETs and managers prefer it, the study findings are related to and congruent with the author's research, participants

utilize visual aids wisely, sports technology equipment such as stopwatches, and a variety of tests are accessible for various sports activities. The sports facilities are always available and easily accessible to pupils at school level. The school grounds, fields, and courts are adequate and completely suit demands of athletes. The study findings are linked to and coupled with each athlete's expert research.

All sports should be able to utilize and exhibit specific technical capabilities, and these technical skills, tactics, and sports directors should be knowledgeable about technology and procedures. Some aspects, like walking, leaping, throwing, and catching, are common and may be employed in all sports, according to author. Other abilities connected to a few sports or activities, such as sprint presentation in volleyball, cricket, football, basketball, and athletics events, and court knowledge and reasons for acting and standing (Richardson, 2010). According to Siedentop (2002), it is critical to revisit included Principals as students grow their gaming abilities. The researcher points out that, the quality of the educational environment with the student performance is very strong due to quality equipment and standard facilities (Fordham & Leaf, 2011). Security devices, according to Frost, Lockhart, and Marshall (2015), provide a full system as well as the proper student size for each class. The gaming equipment is different depending on the distance. Equipment for high school: Basketball, soccer, volleyball, and softball balls should be standardized and placed (one for two balls each student in class); Racks, spray, and modified lighting clubs should be accessible (one rack, rack, or lounge per student); Gymnastics Matt should be available (for each student in the class).

CONCLUSION

The main purpose of the study is to assess the relationship between resources and school sports Programs. The research focuses on the three independent variables like; human, financial, and material resources, and the dependent variable which was used in this study is the sports program at high school level, which included, interscholastic sports program, recreational sports program, sports trips, and sports gala which is measured from a different point of view of the respondents at District Layyah. Based on the findings of the study, researcher assumed that there is a positive relationship between human, financial, and material resources and government girls' high school sports program was significant when data were collected from head of the institutions and working physical education teachers at government girls' high school in district Layyah. The researcher concluded that there is a significant effect of resources upon sports programs at the government girls' high school level.

There was a 77% effect on government girls' high school sports programs due to human resources. There was a 68% effect on school sports programs due to material resources. There were 50% of government girls' high school sports programs due to financial. The researcher also focused to see the effect of demographic attributes of respondents on the

score. The opinions of respondents having a different interest in diverse sports activities were the same and no significant differences were found. The viewpoints of respondents having different qualifications were same regarding organizational issues and government girls' high school sports. Researcher concluded that there was no significant difference between the score of respondents having different age groups and age group 21-25 years score greater than other age groups. Researcher concluded that there was no significant difference found between the viewpoint of the rural and urban respondents regarding the relationship between human, material, and financial resources and government girls' high school sports programs.

Recommendations

1. School administrators may be interested in sports programs and offer skilled and experienced staff for school sports, as well as providing athletes with the essential and up-to-date equipment that aids school athletes in appropriate training and skill acquisition in certain sports.
2. The administration may provide a sufficient budget for the sports activities, and ensure that the sports budget utilizes on sports program as well as skilled staff, according to the sports budget may be appointed to polish the skills of sports girls. The administration may allocate special budget for repairing and maintaining the sports equipment.
3. The administration may purchase the sports goods under the supervision of skillful and experienced experts and the administration co-operates and coordinate for welfare for students' academic to take care in education gives her proper plane which for her effective.
4. Administrators may contact parents to confirm school excursions and events for the children's sports, and instructors may explain travel advantages and the sports communities to parents in order to provide support. School may develop a website that shows daily and schedules and provides information about school events and sports activities to parents and other members of community.
5. Mali, Waterman, Sweeper, and other non-professional human resources for school sports can be given in sports, stadiums, courts, and other school playgrounds. The school athletics program has the potential to be highly successful.

REFERENCES

Armstrong, M. (2006). Strategic human resource management: A guide to action (3rd Ed.). London: Kogan Page.

Barasa, H. W. (2014). The procurement practices affecting effective public projects implementation in Kenya: a case study of Kenya Civil Aviation Authority. *European Journal of Business and Management*, 6(6), 49-67.

Beardwell, J., & Claydon, T. (2007). Human resource management: A contemporary approach (5th Ed.). London: Pearson Education.

Burns, T. R., Machado, N., & Corte, U. (2014). Toward a universal theory of the human group: sociological systems framework applied to the comparative analysis of groups and organizations.

Chen, Y. J., Sinelnikov, O. A., & Hastie, P. (2013). Professional development in physical education: introducing the sports education model to teachers in Taiwan. *Asia-Pacific journal of health, sport and physical education*, 4(1), 1-17.

Fordham, S. L., & Leaf, C. A. (2011). Physical Education and Sports: An Introduction to Alternative Careers. New York, John Wiley, and Sons, Inc.

Frost, Lockhart & Marshall (2015). Singer, R.N. (2011). Physical Education: Foundations. New York, Holt, Rinehart, and Winston.

Furtak, E., Seidel, T., Iverson, H., & Briggs, D. (2009). Recent experimental studies of inquiry-based teaching: A meta-analysis & review. European Association for Research on Learning and Instruction. Amsterdam, Netherlands

Gréhaigne, J. F., Godbout, P., & Bouthier, D. (2001). The teaching and learning of decision making in team sports. Quest, 53(1), 59-76.

Hall, M. H., Barr, C., Brock, K., Wit, M., Embulden, D. (2003). Capacity to serve: A qualitative study of the challenges facing Canada's nonprofit and voluntary organizations. Toronto, ON: Canadian Centre for Philanthropy.

Hands, B., & Larkin, D. (2006). Physical fitness differences in children with and without motor learning difficulties. *European Journal of Special Needs Education*, 21(4), 447-456.

Harrison, J. L., Azzarito, L., & Burden, J. (2004). Perceptions of athletic superiority: A view from the other side. *Race Ethnicity and Education*, 7(2), 149-166.

Mazerolle, S. M., Raso, S. R., Pagnotta, K. D., Stearns, R. L., & Casa, D. J. (2015). Athletic directors' barriers to hiring athletic trainers in high schools. *Journal of athletic training*, 50(10), 1059-1068.

Richardson, W. (2010). Blogs, wikis, podcasts, and other powerful web tools for classrooms. Corwin Press.

Selemani, M. A., Khairuzzaman, W., Zaleha, W. I. S., Rasid, A., & Andrew, R. D. (2014). The impact of human resource management practices on performance: Evidence from a public university. *The TQM Journal*. 9(1)

Siedentop, D. (2002). Sport education: A retrospective. *Journal of teaching in physical education*, 21(4), 409-418

WRoodhouse, P. (2012). New investment, old challenges. Land deals and the water constraint in African agriculture. *The Journal of Peasant Studies*, 39(3-4), 777-794.