



Involvement of Youth in Sports and Racism: A Case Study of Baluchistan, A Province of Pakistan



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Abstract: *This study investigates the impact of racism on youth sports participation in Baluchistan, Pakistan, focusing on differences between male and female students as well as urban and rural students. Using a sample representing 10% of the total population of degree college students across 32 districts, data was collected through questionnaires and analyzed using statistical techniques. The results reveal distinct viewpoints between boys' and girls' students regarding the effect of racism on sports participation, supporting the research hypothesis. Additionally, significant mean differences were observed between urban and rural students, further substantiating the hypothesis. The study highlights the importance of inclusive practices and policies in sports to address the challenges faced by marginalized youth and promote social justice and equal opportunities. These findings have implications for policymakers, sports organizations, and community leaders in advancing equality and inclusivity in youth sports.*

Key Words: Racism, Youth Sports in Baluchistan, Inclusivity, Social Justice

Introduction

Racism is a belief system or ideology that asserts the superiority or inferiority of people or groups based on their perceived racial characteristics. This belief can lead to prejudice, discrimination, and the denial of basic human rights and opportunities. Addressing and challenging these beliefs is essential for promoting equality and justice. (Hussain, U., 2023).

Racism has been prevalent throughout history and continues to exist in various forms in societies around the world. It can manifest in explicit and overt acts of discrimination, such as racial slurs, hate crimes, or institutional policies that disproportionately disadvantage certain racial groups. Racism can also be subtler and

implicit, shaping social attitudes, biases, and stereotypes that influence everyday interactions (Karim, M. A., 2022).

It's crucial to acknowledge that race is a social construct without a scientific basis for the belief in inherent racial superiority or inferiority. Recognizing this fact is essential for combating racial stereotypes and promoting a more inclusive and just society. Human genetic variation is relatively small, and the concept of race as a biological determinant of behaviour, intelligence, or worth is unfounded (Ashfaq, M., & Roofi, Y., 2023)

Fighting racism requires collective efforts on multiple fronts, including education, raising awareness, challenging discriminatory practices and policies, promoting equality

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and inclusivity, and fostering empathy and understanding among individuals from different racial backgrounds. Addressing systemic and structural inequalities that perpetuate racial discrimination is crucial for advocating for equal rights and opportunities for all individuals, regardless of their race or ethnicity. (Pericak, K., & Martinez, B. P., [2022](#)).

According to Simington, B. E. ([2023](#)) Racism is a pervasive issue that affects various aspects of society, including sports. There is growing awareness of how racism can hinder young people's participation in sports, creating significant disparities in access and opportunities for young athletes. This case study aims to examine the impact of racism on youth sports participation in Baluchistan, a province in Pakistan.

As per a previous study by Ali, N., Rasheed, A., & Baig, A. U. ([2023](#)) Baluchistan is known for its rich cultural diversity, with a population comprising different ethnic and cultural groups. Unfortunately, this diversity can also create fertile ground for racial biases and discrimination. Racism in sports not only hampers the physical and mental well-being of young athletes but also perpetuates social inequalities within the community.

Youth sports serve as a platform for physical fitness, skill development, and character building. They provide an avenue for young individuals to engage in healthy competition, learn teamwork, and develop essential life skills. However, the issue of racism casts a shadow on the inclusive nature of youth sports, leading to disparities in participation and limiting opportunities for athletes from marginalized communities. This case study focuses on the province of Baluchistan in Pakistan, exploring how racism affects youth sports participation in this region. Kakar, M. M., Rahim, M., & Ali, S. ([2023](#)).

According to Cooper, J. ([2022](#)), and Camiré, M. ([2023](#)), Baluchistan, characterized by its diverse cultural fabric and ethnic composition, is home to multiple ethnic and linguistic groups, including the Baloch, Pashtun, Hazaras, and Brahuis. While diversity can enrich society, it can also become a breeding ground for racial biases and discrimination, impeding equal access to

sports and perpetuating social inequalities. This case study aims to investigate the presence of racism in youth sports in Baluchistan and to assess its effects on the participation rates of different ethnic groups. By delving into the root causes and underlying factors, we aim to identify potential solutions that foster inclusivity and equal opportunities for all young athletes in the province.

Racism is characterized by the unfair and discriminatory treatment of individuals based on their race or ethnicity. In the context of sports, it can manifest in various ways, such as biased selection processes, unequal opportunities, racial slurs, harassment, and exclusionary practices. These acts of discrimination not only undermine the principles of fairness and inclusivity but also deprive young athletes of the chance to fully engage in sports and realize their potential (Ashraf, M. A. [2022](#)).

Statement of the Problem

This study focuses on youth sports involvement and racism in Balochistan, a province of Pakistan. The researcher aims to understand the perceptions of male and female students regarding how racism impacts their participation in sports as well as measure the mean differences between urban and rural students. The study aims to identify barriers to sports participation for marginalized racial or ethnic backgrounds and highlight the implications of racism on youth development and social cohesion within the sports community.

Objectives for the Study

1. To evaluate the viewpoints of male and female students in Baluchistan regarding how racism influences youth sports participation.
2. To identify the barriers faced by students from marginalized racial or ethnic backgrounds when it comes to participating in sports.
3. To examine the mean differences in the experiences and perspectives of urban and rural students regarding racism in youth sports.

Research Hypotheses

- H_A 1 In Baluchistan, there exists a marked contrast in the perceptions of male and female students regarding the effects of racism on youth sports participation.
- H_A 2 Urban and rural students in Baluchistan significantly differ in their experiences and perspectives on racism in youth sports.

Significance of the Study

Understanding the prevalence of racism: By examining the experiences of youth in Baluchistan, the study can help determine the extent to which racism exists within the local sports community. This can provide valuable insights into the nature and manifestations of racism in this specific context. **Identifying barriers to participation:** The study can uncover the barriers and challenges faced by young individuals from marginalized racial or ethnic backgrounds when attempting to engage in sports activities. This knowledge can inform policymakers, sports organizations, and community leaders about the specific obstacles that need to be addressed to ensure equitable participation for all.

Impact on youth development: Participation in sports has numerous physical, social, and psychological benefits for young individuals. However, racism can negatively impact their overall development and well-being. According to Burns, R. D., & Fu, Y. (2022), this study can explore how racism affects youth in Baluchistan, including

their self-esteem, sense of belonging, and overall mental health. Understanding these effects can contribute to the development of targeted interventions and support systems. **Promoting inclusivity and social cohesion:** By highlighting the detrimental effects of racism on youth sports participation, the study can catalyze promoting inclusivity and fostering social cohesion within the sports community. It can help initiate important conversations, raise awareness, and encourage stakeholders to take proactive measures to create an environment that is welcoming, respectful, and inclusive for all youth. **Policy implications:** The findings of this study can inform policy development at various levels, including government policies, sports governing bodies, and community-based organizations. It can guide the formulation of anti-racism policies, educational programs, and initiatives aimed at promoting diversity and equality in sports. Such policies can help create opportunities for marginalized youth and facilitate their meaningful participation in sports. (Deakin, J., & Côté, J., 2022).

Population

The study's limited population of interest included all male and female students enrolled in inter and degrees colleges entire Baluchistan, Pakistan. In Baluchistan, there are thirty-two (32) districts, each with sixty-six (66) boys inter & degree colleges institutions and thirty-seven (37) girls inter & degree colleges institutions. The table below provides an in-depth description.

Table 1

Showing a Detailed Description of the Population

| S.No | Names of Districts | Boys Colleges | Girls Colleges | Total in each district |
|------|--------------------|---------------|----------------|------------------------|
| 1. | Awaran | 2 | 1 | 3 |
| 2. | Barkhan | 1 | 1 | 2 |
| 3. | Bolan | 3 | 1 | 4 |
| 4. | Chagai | 1 | 1 | 2 |
| 5. | Dera Bugti | 1 | 0 | 1 |
| 6. | Gwadar | 2 | 1 | 3 |
| 7. | Harnai | 1 | 1 | 2 |
| 8. | Jafarabad | 2 | 1 | 3 |

| S.No | Names of Districts | Boys Colleges | Girls Colleges | Total in each District |
|-------------------------------|--------------------|---------------|----------------|------------------------|
| 9. | Jhal Magsi | 1 | 1 | 2 |
| 10. | Kalat | 3 | 1 | 4 |
| 11. | Kachhi | 1 | 0 | 1 |
| 12. | Kech | 1 | 0 | 1 |
| 13. | Kharan | 1 | 1 | 2 |
| 14. | Khuzdar | 4 | 1 | 5 |
| 15. | Killa Abdullah | 4 | 1 | 5 |
| 16. | Killa Saifullah | 2 | 2 | 4 |
| 17. | Kohlu | 1 | 1 | 2 |
| 18. | Lasbela | 3 | 2 | 5 |
| 19. | Loralai | 2 | 1 | 3 |
| 20. | Mastung | 2 | 1 | 3 |
| 21. | Musakhel | 2 | 1 | 3 |
| 22. | Naseerabad | 2 | 1 | 3 |
| 23. | Nushki | 2 | 1 | 3 |
| 24. | Panjgur | 1 | 1 | 2 |
| 25. | Pishin | 4 | 2 | 6 |
| 26. | Quetta | 10 | 6 | 19 |
| 27. | Sherani | 1 | 1 | 2 |
| 28. | Sibi | 2 | 1 | 3 |
| 29. | Sohbatpur | 1 | 1 | 2 |
| 30. | Washuk | 1 | 1 | 2 |
| 31. | Zhob | 1 | 1 | 2 |
| 32. | Ziarat | 1 | 1 | 2 |
| Total Colleges (Boys & Girls) | | 66 | 37 | 103 |

Total Colleges in Balochistan: 66+37= 103

Source: Official Website of Baluchistan, personal visit of researcher, Telephonic Communication.

Selection of a Sampling

Boys and girls were randomly picked from the study's inter and degree colleges, making up a sample size of 10% of the overall population. The researcher used two-stage sampling techniques to get the sample. The researcher chose six (06) districts (approximately 20% of

all 30 districts) for the preliminary phase using Dr. Khan's (2014) and Gay's (1987) methods. A cluster was thought to exist in every district. In the second step, the researcher used a stratified random selection technique and chose 10% of the samples from each stratum boys & girls.

Table 2

Showing a Detailed Description of the Population

| S. No | Names Districts | Boys Colleges | Total Boys Enrolled | 10% Sample | Girls Colleges | Total Girls Enrolled | 10% Sample |
|-------|-----------------|---------------|---------------------|------------|----------------|----------------------|------------|
| 1. | Pishin | 4 | 1190 | 119 | 2 | 335 | 33.5 |
| 2. | Quetta | 10 | 2513 | 251.3 | 6 | 1732 | 173.2 |
| 3. | Killa Saifullah | 2 | 475 | 47.5 | 2 | 390 | 39 |
| 4. | Zhob | 1 | 296 | 29.6 | 1 | 186 | 18.6 |

| | | | | | | | |
|--|------------------------|----------------------|----------------------------|-------------------|-----------------------|-----------------------------|-------------------|
| 5. | Mastung | 2 | 431 | 43.1 | 1 | 290 | 29 |
| S. No | Names Districts | Boys Colleges | Total Boys Enrolled | 10% Sample | Girls Colleges | Total Girls Enrolled | 10% Sample |
| 6. | Naseer Abad | 2 | 220 | 22 | 1 | 195 | 19.5 |
| Total | | 18 | 5125 | 512 | 14 | 3128 | 312 |
| Enrolled Students: Boys 512+ Girls 312 = 824 | | | | | | | |

Tool for Data Collection

To collect primary data, the researcher developed and administered questionnaires. These questionnaires included multiple-choice questions and five-point Likert scale items aimed at understanding the perceptions of male and female students in Baluchistan regarding the influence of racism on youth sports involvement. The questions were designed to explore participants'

opinions on racism in sports, obstacles to participation, and their personal encounters.

Development of the Questionnaire

Ten (10) experts in the fields of physical education, health, and sports science were provided the initial draught of the questionnaire with the request that they provide input on each topic. Finally, considering the advice and views of the experts, nine (09) surveys were chosen.

Table 3

Displaying the Specifics of the Questionnaire's 1st and 2nd draughts

| Dimension of Questionnaire | 1st Draft | 2nd Draft |
|----------------------------|-----------|-----------|
| Racism | 20 | 09 |

Data Analyses Tools

The gathered data were arranged and tabulated before being subjected to data analysis using statistical methods. The 824 responses to racism (512 boys and 312 girls)

were categorized based on the background factors of gender and location. To test the set of hypotheses, the data underwent statistical analysis. Data were analyzed for this purpose using both descriptive and inferential statistical methods.

Table 4

Statistical Methods Applied in Data Analysis

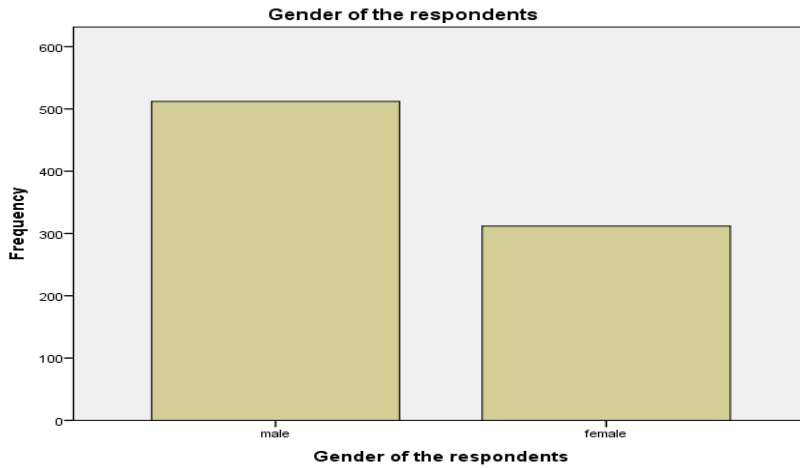
| S. No | Inferential Statistics | Descriptive Statistics |
|-------|------------------------|------------------------|
| 1. | t-Test | Frequencies |
| 2. | ANOVA | Percentile |

Table 5

Frequencies and Sample Percentile by Gender

| Gender | Frequency | Percentile | Valid Percentile | Cumulative Percent |
|--------|-----------|------------|------------------|--------------------|
| Boys | 512 | 62.1 | 62.1 | 62.1 |
| Girls | 312 | 37.9 | 37.9 | 100.0 |
| Total | 824 | 100.0 | 100.0 | |

Figure 1



The table displays the sample's gender-specific frequencies and percentile; there were 312 girls and 512 boys overall, or 62.1%

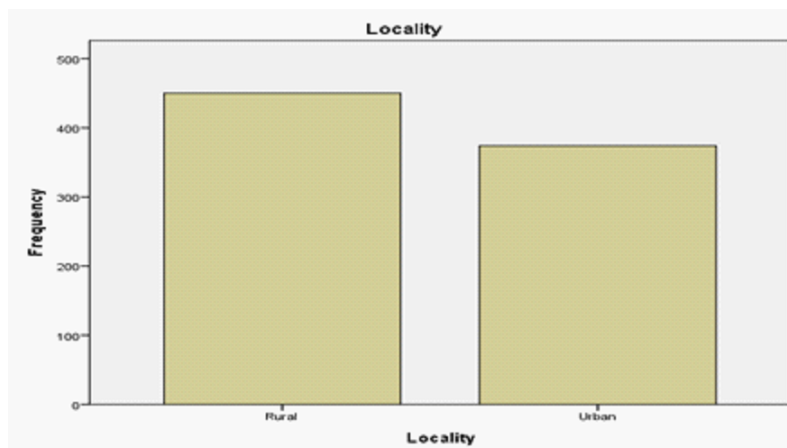
and 37.9%, respectively. 824 people made up the study's 100% sample.

Table 6

Locality-Specific Frequencies and Sample Percentile

| Locality | Frequency | Percentile | Valid Percentile | Cumulative Percent |
|----------|-----------|------------|------------------|--------------------|
| Rural | 450 | 54.6 | 54.6 | 54.6 |
| Urban | 374 | 45.4 | 45.4 | 100.0 |
| Total | 824 | 100.0 | 100.0 | |

Figure 2



In the above table, locality-specific frequencies and percentile of the sample are shown. Of the sample's total participants, 450

(54.6%) were rural, and 374 (45.4%) were urban. 824 people made up the study's 100% sample.

Table 7

Displaying the views of Boys' Students on how Racism Affects Young Boys' Engagement in Sports

| S.No | Statement | SDA (%) | DA (%) | NDA (%) | A (%) | SA (%) |
|------|---|---------------|---------------|----------------|-----------------|-----------------|
| 1. | Access to certain castes and identities inside the grounds determines participation in sporting activities. | 20 (3.91%) | 34 (6.64%) | 80 (15.63%) | 95 (18.55%) | 283 (55.27%) |
| 2. | An entire community cannot participate in sports. | 0 (0.00%) | 40 (7.81%) | 50 (9.77%) | 123 (24.02%) | 299 (58.40%) |
| 3. | Baluchistan's dominating society dominates sporting competitions. | 19 (3.71%) | 11 (2.15%) | 45 (8.79%) | 113 (22.07%) | 324 (63.28%) |
| 4. | Sports competitions prohibit some teams and locations based on caste. | 22 (4.30%) | 26 (5.08%) | 46 (8.98%) | 85 (16.60%) | 333 (65.04%) |
| 5. | Different player castes cause conflicts throughout the game, which has an impact on participation. | 6 (1.17%) | 4 (0.78%) | 48 (9.38%) | 93 (18.16%) | 361 (70.51%) |
| 6. | Trainers engage in racial discrimination against young people. | 10 (1.95%) | 19 (3.71%) | 45 (8.79%) | 56 (10.94%) | 382 (74.61%) |
| 7. | Coaches discriminate against young people based on their racism. | 18 (3.52%) | 12 (2.34%) | 43 (8.40%) | 48 (9.38%) | 391 (76.36%) |
| 8. | Based on racism, selectors discriminate against young people. | 17 (3.32%) | 23 (4.49%) | 27 (5.27%) | 35 (6.84%) | 410 (80.08%) |
| 9. | Due to their race, most young people are unable to play sports. | 42 (8.20%) | 43 (8.40%) | 78 (15.23%) | 29 (5.66%) | 320 (62.5%) |

Above mentioned table depicts those 283 (55.27%) boys' students who strongly agreed with the statement Access to certain castes and identities inside the grounds determines participation in sporting activities. In terms of frequency and percentile, 299 boys' pupils (58.40%) strongly agreed with the second statement that an entire community cannot participate in sports. Likewise, the data indicated that 324 students (63.28%) strongly agreed with the assertion that Baluchistan's

dominant society controls sporting events. In response to statement number four, 333 (65.04%) respondents strongly agreed that Sports competitions prohibit some teams and locations based on caste. In accordance with the frequency and percentile data for the fifth statement, 361 (70.55%) and 382 (74.61%) students strongly agreed that Trainers engage in racial discrimination against young people & 391 students, or 76.36 per cent, firmly concurred with the statement that coaches

discriminate against young people based on their colour. The above table depicts that, 410 (80.08%) boys responded strongly agreed with the statement that based on racism, selectors discriminate against young people,

& 320 respondents (62.5%) indicated that they fully agreed with the statement that kids shouldn't play sports due to their race, most young people are unable to play sports.

Table 8

Table Displaying the Perspective of Girls' Students on How Racism Affects Young People's Engagement in Sports

| S.No | Statement | SDA (%) | DA (%) | NDA (%) | A (%) | SA (%) |
|------|---|------------|-------------|-------------|-------------|--------------|
| 1. | Access to certain castes and identities inside the grounds determines participation in sporting activities. | 12 (3.85%) | 13 (4.17%) | 43 (13.78%) | 25 (8.01%) | 219 (70.19%) |
| 2. | An entire community cannot participate in sports. | 3 (0.96%) | 12 (3.85%) | 19 (6.09%) | 43 (13.78%) | 235 (75.32%) |
| 3. | Baluchistan's dominating society dominates sporting competitions. | 0 (0.00%) | 0 (0.00%) | 67 (21.47%) | 44 (14.10%) | 201 (64.42%) |
| 4. | Sports competitions prohibit some teams and locations based on caste. | 22 (7.05%) | 34 (10.90%) | 23 (7.37%) | 56 (17.95%) | 177 (56.73%) |
| 5. | Different player castes cause conflicts throughout the game, which has an impact on participation. | 13 (4.17%) | 59 (18.91%) | 43 (13.78%) | 34 (10.90%) | 163 (52.24%) |
| 6. | Trainers engage in racial discrimination against young people. | 2 (0.64%) | 45 (14.42%) | 16 (5.13%) | 56 (17.95%) | 193 (61.86%) |
| 7. | Coaches discriminate against young people based on their colour. | 27 (8.65%) | 32 (10.26%) | 33 (10.58%) | 21 (6.73%) | 199 (63.78%) |
| 8. | Based on racism, selectors discriminate against young people. | 5 (1.60%) | 7 (2.24%) | 43 (13.78%) | 22 (7.05%) | 235 (75.32%) |
| 9. | Many young people are unable to participate in sports due to their race. | 22 (7.05%) | 31 (9.94%) | 43 (13.78%) | 34 (10.90%) | 182 (58.33%) |

The above sketch those 219 (70.19%) girls who strongly agreed with the statement access to certain castes and identities inside the grounds determines participation in sporting activities. According to the frequency and percentile for the second statement, 235 (75.32%) of the students who were girls strongly agreed that an entire community cannot participate in sports. In the same direction, the information showed that 201 (64.42%) girls' students highly agreed with the

statement that Baluchistan's dominating society dominates sporting competitions. In girls who responded to statement number four, 177 (56.73%) respondents strongly agreed that sports competitions prohibit some teams and locations based on caste. According to the frequency and percentile for the fifth statement, 163 (52.24%) strongly agreed, in the sixth statement 193 (61.86%) of the students who were females strongly agreed, and seventh 199 (73.78%) of the

students who were girls highly agreed that coaches discriminate against young people based on their racism. The rough table shows that 235 respondents (or 75.32%) strongly agreed with the statement that based on

racism, selectors discriminate against young people, & 182 respondents (58.33%) overwhelmingly concurred with the statement Many young people are unable to participate in sports due to their race.

Table 9

Table Comparing how Boys' and Girls' Students see the Impact of Racism on Young People's Engagement in Sports

| Group Statistics | | | | | | |
|--|--------------------------------------|----------|-------------|-----------------------|----------|-------------|
| Factor | The gender of the respondents | N | Mean | Std. Deviation | T | Sig. |
| Racism's Impact on Young Students' Participation in Sports | Boys | 512 | 3.0059 | 1.55838 | | |
| | Girls | 312 | 3.1154 | 1.67048 | -.952 | .341 |

Significant at 0.05

Concerning Racism's Impact on Young Students' Participation in Sports, 512 boys and 312 girls were surveyed for the table above. Boys had a mean of 3 and females had a mean of 3.011, respectively. Boys had a 1.55 standard deviation and girls had a 1.67 standard deviation. The study found that there is no statistically significant difference between

boys' and girls' opinions of the effect of racism on adolescent sports involvement ($t(822) = -.952, p > 0.05$). The averages for girls are higher than those for males ($3.11 > 3.00$). Therefore, there is no noticeable difference in how boys and girls view how racism impacts young people's participation in sports.

Table 10

Comparing how Rural and Urban Students believe Racism has an Impact on Young People's Engagement in Sports

| Group Statistics | | | | | | |
|--|------------------------------------|----------|-------------|-----------------------|----------|-------------|
| Factor | The locality of respondents | N | Mean | Std. Deviation | T | Sig. |
| Racism's Impact on Young student's Participation in Sports | Rural | 450 | 3.07 | 1.55838 | | |
| | Urban | 374 | 3.11 | 1.67048 | -.841 | .341 |

Significant at 0.05

The researcher surveyed 450 rural and 374 urban respondents regarding the impact of racism on youth sports participation. The average perceptions in urban areas were 3.011, while in rural areas, they were 3.07. Rural areas had a standard deviation of 1.55, whereas urban areas had 1.67. The researcher's analysis indicates no significant difference between rural and urban perceptions of how racism affects youth sports engagement $t(822) = -.841, P > 0.05$. Therefore, it is concluded that there is no discernible difference between rural and urban assessments of how racism influences youth sports participation.

The Viewpoint of Boys Students

The viewpoint of the boys' students from Balochistan, as indicated by the survey results, highlights several concerns regarding access and discrimination in sporting activities. It appears that a significant majority of boys students share the following perspectives: Access based on castes and identities: Most boys' students strongly agree that certain castes and identities have an impact on access to participation in sporting activities. This suggests that there may be barriers or biases in place that limit

opportunities for certain groups. Exclusion of communities: Most boys' students strongly agree that an entire community cannot participate in sports. This viewpoint implies that there may be systemic or societal factors preventing certain communities from engaging in sports, possibly leading to limited representation.

The dominance of Baluchistan's society: Most of the students strongly agree that Baluchistan's dominating society influences sporting competitions. This perspective suggests that there might be unequal power dynamics or imbalances that affect the fairness and inclusivity of sports in the region. Exclusion of teams and regions. This viewpoint implies that there may be disparities in opportunities and resources allocated to different areas, limiting the participation of specific teams or regions. Conflicts caused by player castes: Many boys students strongly agree that conflicts arise throughout the game due to different player castes, impacting overall participation. This perspective highlights the potential for social divisions and tensions within sporting environments. Discrimination by trainers and coaches: A significant majority of boys students strongly agree that trainers and coaches discriminate against youth based on race. This viewpoint indicates that discriminatory practices may exist within the coaching and training systems, leading to unequal treatment and opportunities for young athletes. Discrimination by selectors: Many boys respondents strongly agree that selectors discriminate among youth based on race. This suggests that biases in the selection process may prevent talented individuals from marginalized racial backgrounds from being chosen for sports teams or competitions. Race-based limitations: Finally, most of the respondents strongly agree that the youngest people are unable to play sports due to their race. This viewpoint suggests that racial factors play a significant role in limiting opportunities for young athletes in Balochistan.

The Viewpoint of Girls Students

The viewpoint of girls in Balochistan, as indicated by the responses mentioned,

highlights several concerns regarding access and discrimination in sporting activities. According to most girls, students surveyed: Access to certain castes and identities within the community plays a role in determining participation in sports. The entire community is unable to participate in sports. Baluchistan's dominant society exercises control over sporting competitions. These responses suggest a prevailing perception among girls in Balochistan that various factors, such as caste, identity, and regional biases, contribute to limited opportunities and discrimination in sports. The findings indicate a need for addressing these concerns and promoting inclusivity, equal opportunities, and fair treatment in the sporting arena.

Discussion of How Racism Affects Young People's Engagement in Sports

Racism can have a significant impact on youth sports participation, and this issue is not limited to any specific region or community. Racism in sports can create barriers that discourage or exclude individuals from participating, including youth in Balochistan. When racism manifests within sports, it can take various forms, such as verbal abuse, discrimination, exclusion from teams or leagues, or unfair treatment by coaches, officials, or other participants. These experiences can negatively impact young athletes' physical and mental well-being, self-esteem, and overall interest in continuing to participate in sports.

Decreased Participation: Racism can discourage young athletes from participating in sports altogether. When individuals face discrimination or hostility based on their racial or ethnic background, they may choose not to engage in sports activities due to a sense of exclusion or fear of further mistreatment. Limited Opportunities: Discrimination can result in limited access to resources, facilities, or quality coaching, restricting opportunities for skill development and advancement. This inequality can hinder young athletes' ability to reach their full potential and compete at higher levels. Negative Psychological Impact: Experiencing racism can lead to feelings of isolation, low self-esteem, and decreased

motivation. These psychological effects can impact a young athlete's overall well-being and enthusiasm for participating in sports. **Diverse Perspectives and Cultural Exchange:** Racism in sports prevents the inclusion of diverse perspectives and experiences. By excluding individuals based on their race or ethnicity, the sporting community misses out on the benefits of cultural exchange, learning from different backgrounds, and fostering an inclusive environment. The study's findings are consistent with those of Stryer's investigations. (B. K., Tofler, I. R & Lapchick, R., 2022).

Recommendations on How Racism Affects Young Students' Engagement in Sports

Cultural Sensitivity and Awareness

Create educational initiatives and public awareness campaigns aimed at encouraging cultural sensitivity and comprehension in youth sports. This should include educating coaches, athletes, parents, and officials about the diverse cultures and backgrounds present in Balochistan, and the importance of respecting and appreciating these differences.

Inclusive Policies and Practices

Establish inclusive policies within youth sports organizations in Balochistan that explicitly address racism and discrimination. These policies should emphasize zero tolerance for racism, provide guidelines for reporting incidents, and outline consequences for discriminatory actions. Ensure that these policies are communicated effectively and enforced consistently.

Community Engagement and Representation

Engage with local communities and stakeholders in Balochistan to ensure representation and active involvement in decision-making processes related to youth sports. This can involve collaborating with local leaders, community organizations, and youth groups to address issues of racism, promote inclusivity, and develop strategies that resonate with the local context.

Language and Communication

Recognize and address language barriers that may exist in youth sports programs in Balochistan. Ensure that information, rules, and instructions are provided in local languages to enhance understanding and participation. Promote the use of translators or bilingual staff to facilitate effective communication among participants from different linguistic backgrounds.

Role Models and Mentorship

Highlight local role models and mentors from diverse backgrounds who have excelled in sports. Encourage these individuals to engage with young athletes in Balochistan, providing guidance, inspiration, and support. This can help foster a sense of belonging and encourage greater participation in sports, despite the challenges posed by racism.

Facilities and Infrastructure

Invest in improving sports facilities and infrastructure in Balochistan to provide equal opportunities for youth from all backgrounds. Ensure that facilities are accessible, well-maintained, and located in areas that are easily reachable for participants across the region. This will help create an inclusive environment and encourage greater engagement in sports.

Education and Training for Coaches and Officials

Provide training programs for coaches and officials in Balochistan that focus on cultural sensitivity, diversity, and inclusion. Equip them with the necessary tools to address incidents of racism effectively, create inclusive team environments, and promote positive sportsmanship among athletes.

Collaboration with Community Organizations

Collaborate with local community organizations, NGOs, and educational institutions in Balochistan to develop joint initiatives that address racism in youth sports.

Pool resources, expertise, and networks to create sustainable programs that foster inclusivity, raise awareness, and empower young athletes to combat racism.

Monitoring and Evaluation

Implement monitoring and evaluation mechanisms to assess the impact of interventions aimed at addressing racism in youth sports in Balochistan. Collect data on participation rates, incidents of racism, and the effectiveness of implemented strategies.

Use this information to refine programs and measure progress over time.

Sensitize Parents and Guardians

Conduct awareness campaigns targeting parents and guardians in Balochistan, focusing on the importance of supporting their children's involvement in sports and promoting inclusive values. Provide resources and workshops to help parents understand the effects of racism, encourage dialogue within families, and create a supportive environment for their children's participation.

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