



E-ISSN: 2707-7020  
P-ISSN: 2707-7012  
JSSN 2021; 2(1): 124-127  
Received: 16-11-2020  
Accepted: 26-12-2020

**Dr. Sandeep Singh**  
Head, Department of Physical  
Education and Sports,  
Ganga International School,  
Sawda, New Delhi, India

## Utilization of sports facilities in public and private sector schools of Rajasthan: A comparative exploration between students and teachers' viewpoint

**Dr. Sandeep Singh**

### Abstract

Physical Education and Sports going through an evolutionary process in India, Various Sports schemes were initiated by Government of India since inception. This study efforts to assess the students and teachers perception towards Utilization of sports facilities parameters i.e. sports Equipments, Sports Infrastructure, Sports Personnel's, Sports Events organization and participation in both Public and Private Schools of Rajasthan. Study focuses on comparison between student and teachers perception towards sports facilities provided in Public and private Schools of Rajasthan in terms of utilization of various Sports facilities parameters in relation to frequency of use, Quality and level of satisfaction of beneficiaries towards one or other available sports facilities rather than just analysing availability or non-availability of available resources. A total of 616 subjects from 56 Government and Private Schools of Rajasthan (28 Government schools 28 Private Schools 10 students and one physical education teacher from each school) were selected for the study. Data was collected with the help of a self-made questionnaire. The data was analyzed using Mann-whitney U test for assessing the difference between the means of Students and Teachers of Public and Private schools of Rajasthan. Study reveals that there are no significant differences between Students and Teachers perception towards sports facilities in Public sector schools for all the selected variables but in Private sector schools of Rajasthan Perception students and teachers shows significant differences in relation to Frequency of Use (0.36) of selected Sports Facilities variable. For other selected variables, no significant differences between Students and Teachers perception towards sports facilities is found.

**Keywords:** Sports facilities, sports equipments, sports infrastructure, sports personnel, and sports events

### Introduction

#### Sports in school education

Sport is an effective tool that humanity can use to promote society's well-being. To effectively use sport to positively benefit people, many international agencies, governments, sport organisations, and entrepreneurs must work together. The importance of physical education and sport in the school curriculum should be highlighted. (Simiyu, 2007) <sup>[8]</sup> Sports actively educates young people about the importance of key values such as honesty, fair play, respect for oneself and others, obedience to rules, and respect for oneself and others. It gives children a place to learn how to deal with competitions. Sports can help people appreciate the value of common relationships. In terms of facilities and equipment, traditional sports and games are frequently less expensive. (UNICEF, 1999) <sup>[10]</sup>. In terms of social growth, we must keep in mind that the game is "a gathering, a liberation, an expression." It allows the youngster to "develop, learn, know, and compare with other children who are having fun"<sup>19</sup>. The historical significance of activities that have been passed down for so many years (Marta D'atri, 2013) <sup>[3]</sup>. It is vital to perform sports activities in schools for school kids, which necessitates the provision of adequate sports facilities, such as sports infrastructure, sports equipment, human resources, and sporting events. However, studies demonstrate that schools lack these resources. (Mili, 2016) <sup>[4]</sup> (R.P.Sharma., 1956) <sup>[7]</sup> (Suresh Patil, Vithal D Metri, 2016) <sup>[9]</sup>.

**Need for research:** Physical education and sports appear to be pushed in India by the government, but the situation varies depending on research undertaken in each area. It has also been noticed that student and teacher opinions and perceptions differ. For a specific sports facility, students and teachers may have different perspectives. It draws attention to the realities of the many programmes launched by the Indian government.

**Corresponding Author:**  
**Dr. Sandeep Singh**  
Head, Department of Physical  
Education and Sports,  
Ganga International School,  
Sawda, New Delhi, India

Although almost all of the studies were solely focused on determining the presence or absence of a certain facility, infrastructure, or individual, the presence or absence of a resource does not explain its functionality or value. Facilities, infrastructure, and staff were present in some circumstances, but were not properly utilised in others.

**Objectives of the Study**

To compare the student and teacher’s perception towards selected Sports Facilities in government and private schools of Rajasthan in terms of frequency of use, quality, and level of satisfaction of students.

**Methodology**

**Selection of Respondents:** 560 students and 56 physical education teachers of different government and private schools were selected for the study which is of different standards i.e., of X TO XII class. Ten students and one physical education teacher from each school become part of the present study.

**Selection of Tools of Survey:** Data collected in a phased manner through self-made questionnaire. The following parameters of sports facilities were finally selected for the better conduct of study:

1. Sports equipments.
2. Sports infrastructure.
3. Sports Personnel.
4. Organization/participation in sports events.

The scale consisted total of four parameters and each parameter have 16-30 items. Each parameter further has second level of categorical variables for each item i.e.

- a. Frequency
- b. Quality
- c. Level of satisfaction

Each parameter has five levels of opinion regarding the Frequency of use, Quality and Level of Satisfaction. Respondents can fill number (1-5) which represents level

opinions for frequency, Quality and Level of satisfaction. (Frequency: “Never Used” or “almost never used”, “Occasionally Used” or “Almost every time used” or “Frequently used”) (Quality: “Poor” or “Fair”, “Good” or “Very good” “Excellent”) (Level of Satisfaction: “Not Satisfied” or “Slightly Satisfied”, “Moderately Satisfied” or “Very much Satisfied” “ Extremely Satisfied”) according to their opinion or actual status of sports facilities in their school.

**Administration of Questionnaire:** 560 questionnaires were distributed to the Students and 56 to teachers as mentioned above. Data was collected in school premises after establishing contacts with the physical education teachers of various schools and data collection was done at the time of Zonal Sports Tournaments conducted by Rajasthan Government for School Students in each Zone.

**Statistical technique employed in the study:** Descriptive analysis was used to find the status of sports facilities in government and Private schools of Rajasthan. Further to compare the status of each parameter between government and private schools of Rajasthan Mann-Whitney Test was used and effect size was also used in the study to assess the Impact of each Sports Facility parameter.

**Result and Analysis:** Analysis of the data conducted in a phased manner so that each fact of the study may reveal. In first phase tables showing the comparative analysis between Government and Private schools Physical Education teachers in respect to the sub variables of Sports Facilities i.e. Sports Infrastructure, Sports Equipments, Sports Personnel and Organization and participation in Sports Events. First phase also provides a comparative analysis between Teachers and Students of Government School as well as of Private schools. Second phase shows the Comparative analysis between Government and Private Schools of Rajasthan in respect to each Sports Facility parameter.

**Table 1:** Results of the Mann Whitney U Test on Sports Facilities of Physical education Teachers and Students of Government schools of Rajasthan with respect to Frequency of use, Quality, and Level of satisfaction

	Grouping type	N	Sports Infrastructure			Sports Equipments			Sports Personnel			Sports Events		
			Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Freq	Students	280	156	3579	.444	153	3373	.222	154	3869	.908	154	3857	.887
	Teachers	28	142			174			156			157		
	Total	308												
Qual	Students	280	156	3629	.513	155	3888	.943	155	3838	.854	154	3910	.982
	Teachers	28	144			153			152			155		
	Total	308												
Satis	Students	280	155	3835	.848	154	3669	.573	155	3758	.715	155	3740	.685
	Teachers	28	151			163			149			148		
	Total	308												

Sig at 0.05 level of confidence

Table 1 shows the results of Mann Whitney U test, applied to compare the data obtained from Physical education teachers and Students of Government schools of Rajasthan with respect to Frequency of use, Quality and Level of Satisfaction of selected sports facilities variables i.e. Sports Infrastructure, Sports Equipments, Sports Personnel, and Sports Events. Table shows No Significant statistical

difference for variables i.e. Sports Infrastructure Frequency U= 3579, p=.444≥.05, Quality U=3629, p=.513≥.05, Level of Satisfaction U=3835, p=.848≥.05 respectively. For variable Sports Equipments Frequency U= 3373, p=.222≥.05, Quality U=3888, p=.943≥.05, Level of Satisfaction U=3669, p=.573≥.05 respectively. For Variable Sports Personnel Frequency U= 3869, p=.908≥.001, Quality

U=3838,  $p=.854 \geq .05$ , Level of Satisfaction U=3758,  $p=.715 \geq .05$  respectively. Similarly for the variable Sports Events organization and participation Frequency U= 3857,  $p=.887 \geq .05$ , Quality U=3910,  $p=.982 \geq .05$ , Level of Satisfaction U=3740,  $p=.685 \geq .05$  respectively. If we analyse the descriptive data mean rank differences are present but as

the rank difference is not significant enough to differentiate the scores, we may conclude that more or less frequency of use, quality, and level of satisfaction of selected sports facilities variables are same according to physical education teachers and students of Government schools of Rajasthan.

**Table 2:** Results of the Mann Whitney U Test on Sports Facilities of Government and Private schools of Rajasthan with respect to Frequency of use, Quality, and Level of satisfaction of Physical education Teachers

	Grouping type	N	Sports Infrastructure			Sports Equipments			Sports Personnel			Sports Events		
			Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Freq	Teachers	28	169	3511	.362	151	3829	.838	164	3649	.546	188	2979	.036
	Students	280	153			155			154			151		
	Total	308												
Quality	Teachers	28	133	3321	.182	173	3412	.258	155	3909	.980	178	3259	.141
	Students	280	157			153			154			152		
	Total	308												
Satis	Teachers	28	139	3485	.333	154	3916	.992	163	3684	.599	166	3598	.473
	Students	280	156			155			154			153		
	Total	308												

Sig at 0.05 level of confidence

Table 2 demonstrates the results of Mann Whitney U test, applied to compare the data obtained from Physical education teachers and Students of Private schools of Rajasthan with respect to Frequency of use, Quality and Level of Satisfaction of selected sports facilities variables i.e. Sports Infrastructure, Sports Equipments, Sports Personnel, and Sports Events. Table shows No Significant statistical difference for variables i.e. Sports Infrastructure Frequency U= 3579,  $p=.444 \geq .05$ , Quality U=3629,  $p=.513 \geq .05$ , Level of Satisfaction U=3835,  $p=.848 \geq .05$  respectively. For variable Sports Equipments Frequency U= 3373,  $p=.222 \geq .05$ , Quality U=3888,  $p=.943 \geq .05$ , Level of Satisfaction U=3669,  $p=.573 \geq .05$  respectively. For Variable Sports Personnel Frequency U= 3869,  $p=.908 \geq .001$ , Quality U=3838,  $p=.854 \geq .05$ , Level of Satisfaction U=3758,  $p=.715 \geq .05$  respectively. Similarly for the variable Sports Events organization and participation Quality U=3910,  $p=.982 \geq .05$ , Level of Satisfaction U=3740,  $p=.685 \geq .05$  respectively. However, the data reveal significant differences for the variable frequency of sports events organization and participation Sports Events organization and participation Frequency U= 3857,  $p=.887 \geq .05$ . Significant difference between scores obtained from Physical education teachers and Students for the respective variables may be due to their perception towards sports events. Each physical education teacher has some limitations for organization sports events and sending students for participation in various sports events, whereas students want to get involved more and more in sports events. Higher Mean rank of teachers (188) data shows that according to them frequency of sports events organisation and participation is optimum but on the other hand students (151) finds it on a lower side. After analysing other variables, it shows that mean rank differences are present but as the rank difference is not significant enough to differentiate the scores, we may conclude that more or less frequency of use, quality, and level of satisfaction of other sports facilities variables are same according to physical education teachers and students of Private schools of Rajasthan.

**Discussions of Findings**

Comparative analysis between Students and Teachers of Government and private school conducted respectively, which shows no significant differences in case of Students and Teachers of Government schools of Rajasthan. It shows no significant differences for all other variables except one i.e. Sports Events Organisation and Participation in case of Students and Teachers of Private schools of Rajasthan. Significant difference between scores obtained from Physical education teachers and Students for the respective variables may be due to their perception towards sports events. Each physical education teacher has some limitations for organization sports events and sending students for participation in various sports events, whereas students want to get involved more and more in sports events. Higher Mean rank of teachers (188) data shows that according to them frequency of sports events organisation and participation is optimum but on the other hand students (151) finds it on a lower side. After analysing other variables, it shows that mean rank differences are present but as the rank difference is not significant enough to differentiate the scores, we may conclude that more or less frequency of use, quality, and level of satisfaction of other sports facilities variables are same according to physical education teachers and students of Private schools of Rajasthan. A report published in DNA India website also supports the present study Under the Right to Education (RTE) Act, 2009, it is mandatory to have a playground on school premises. And, in the absence of space, the schools have to make adequate arrangements in a nearby park/playground. "No such effort has been taken by the school authority even as we don't have a sports ground," What will they do in the absence of trained teachers? 50 per cent of the sanctioned posts for Physical Education Teachers are lying vacant. In addition, among graduate teachers (TGTs), supposed to teach up to class VIII, of the 2205 sanctioned posts, 901 are lying vacant. This leads us to a conclusion that student's perception and teacher's viewpoint towards utilization of sports facilities is more or less similar.

**References**

1. Banergee A. sports infrastructure in India the present status and future roadmap, 2013. Retrieved feb 8, 2019, from [thesportsdigest.com](http://thesportsdigest.com): <http://thesportsdigest.com/2013/05/sports-infrastructure-in-india-the-present-status-and-future-roadmap/>
2. Center (NIC) NI. Ministry of Youth Affairs and Sports, 2017 Apr 13. Retrieved 2019 feb 14, from [www.yas.nic.in](http://www.yas.nic.in): <https://yas.nic.in/documents/citizen-charter>
3. Marta D'atri AR. Traditional sports and games in an european scenario, 2013.
4. Mili A. status of physical education and sports development in north eastern region: a critical study. *International education and research journal*, 2016;2(12).
5. Misra SR. A Survey on the Physical Education Programme in Schools and Colleges of Orissa States. Unpublished Thesis, Madras University, 1980.
6. National Sports Development Code of India. 2011. Retrieved feb 10, 2019, from [Yas.nic.in](http://Yas.nic.in): <https://Yas.nic.in/sports/National-Sports-Development-Code-of-India-2011>
7. Sharma RP. Survey of high and higher secondary schools, Rajasthan state in connection with qualified personal programme facilities and equipment and their graduation. Chandigarh: unpublished DPES thesis Punjab University, 1956.
8. Simiyu NW. Agenda for Sport for Development in Developing Countries. In *The sports Digest (2002-2010 ed., Vol. 15)*. United States Sports Academy, 2007.
9. Suresh Patil, Vithal D Metri. A survey of physical education and sports facilities. *International Journal of Sports Sciences*, 2016, 265-268.
10. UNICEF. Convention on the right of the child implementation Manual, 1999.