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## **An assessment study of sports facilities and programs in relation to sports achievement among different schools**

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### **Abstract**

Education is a process in which and by which knowledge, character and behavior of the young are shaped and moulded. It is a constructive process leading to enlightenment and development of all the aspects of an individual's personality i.e., physical, mental, emotional, social, and intellectual and spiritual. To sum up, education leads to his integrated, balanced and all-round development, making him civilized, mature and responsible member of the society possessing dynamic personality. The aim of this study was to study 'the sports facilities and program in relation to achievement among Government schools and Public schools'. It was further aimed to develop the questionnaire, which will be helpful for upcoming researcher. For this purpose 286 students of public and government schools were randomly selected to serve as subjects. The data was collected by administering the questionnaire to all the subjects in different public and state govt. schools. It was revealed during study that public schools have greater facilities and programmers' of physical education than government schools.

**Keywords:** government school, private school, facilities, programme, sports

### **Introduction**

Education is a constructive process leading to enlightenment and development of all the aspects of an individual's personality i.e. physical, mental, emotional, social, and intellectual and spiritual. To sum up, education leads to his integrated, balanced and all-round development, making him civilized, mature and responsible member of the society possessing dynamic personality. For a primitive man, food, shelter and clothing were his primary needs. These needs however increased with the progress of the society and among other education, health, and recreation etc. came to be added in this growing list. These human needs can be classified into biological, sociological and psychological aspects of life. Man has made a great progress in fulfilment of all these needs and education has played a great role in this ever continuing process of evolution of man from being primitive to the present, cultured and civilized human being.

"Education is the development of the power of adaptation to an ever changing social environment." P.C. Banerji.

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. For a civilized and socialized society, education is the only means. Its goal is to make an individual perfect. Every society gives importance to education because it is a panacea for all evils. It is the key to solve the various problems of life.

Education has been described as a process of waking up to life:

- Waking up to life and its mysteries, its solvable problems and the ways to solve the problems and celebrate the mysteries of life.
- Waking up to the inter- dependencies of all things, to the threat to our global village, to the power within the human race to create alternatives, to the obstacles entrenched in economic, social and political structures that prevent our waking up.
- Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness. Wholeness implies the harmonious development of all the potentialities God has given to a human person.

- True education is the harmonious development of the physical, mental, moral (spiritual), and social faculties, the four dimensions of life, for a life of dedicated service.

Physical education is a unique discipline having human movement as the central focus in all its theoretical explanations and practical nuances. It is hardly a secret that human movement or activity covering a vast expanse of play, exercise and sport is practiced, studied, discussed and dealt with from scientific angle on one side and rational angle on the other; in other words, there are certain scientific facts that govern performance of movement and there are artistic, aesthetic, ethical and social yardsticks that guide planning, organizing, teaching, practicing and performing of the movement. This makes physical education a science art combination faithfully wedded to the objective of holistic development of human personality through organized activity programmes. Consequently, a physical educator has to ensure that in the planning and conduct of physical activities neither the scientific facts overlooked nor the rational-logical considerations undermined. This situation makes it mandatory for the physical educators to understand what facts and generalizations based on human thinking and scientific observation increase the possibility of more effective interactions in the classroom and practices on the athletic fields particularly with regard to imparting knowledge in health and fitness principles, acquisition of motor and athletic skills, and engaging in sporting activities with a view to achieve excellence and accomplish high performance goals.

Physical activity is a universal term often associated with health; so, it is any form of activity that improves health and has the fewest undesirable side effects. According to World Health Organization (WHO) it is defined as "bodily movement that is produced by the contraction of skeletal muscles and that substantially increases the amount of energy you expend". In comparison to activity in general, exercise is a formal kind of activity but much narrower in focus. The concept describes a form of training at a fairly intensive level aimed at improving fitness and health. By definition, it is "one type of physical activity conducted with the intent of developing physical fitness". The term is typically used for calisthenics, resistance exercises, stretching exercises designed for flexibility, and aerobic exercises specifically designed to improve cardiovascular fitness. Distinguished from activity and exercise, sport is 'any activity, experience, or business enterprise focused on fitness, recreation, athletics or leisure. It is a competitive physical activity, utilizing special equipment and facilities, with unique dimensions of time and space, in which the quest for records is of high significance'. Games (generally highly organized team activities) and sports (individual activities) are used interchangeably and sometimes in conjunction with each other. By its very nature, play is 'a physical or mental activity marked by freedom and spontaneity and has no purpose or objective outside of pure enjoyment or amusement'. Psychologists and educationists consider play as a means of 'the highest expression of human development' during infancy and childhood. Most recreational activities involve some physical and/or mental activity - at times very vigorous too - but it is all for fun, hardly for education.

In everyday language, physical education refers to formal instruction in exercise and proper eating, e.g. physical activity performed in gym class in a middle school. According to Oxford Dictionary of Sport Science and Medicine, it is "any planned programme of motor activities that helps individuals to develop and control their bodies." In other words, physical education is 'a formal area of educational activity in which the main concern is with bodily movements and which takes place in an educational establishment'. Physical, as such, refers to body, and indicates bodily characteristics such as strength, speed, endurance, flexibility, health, coordination and performance. It generally contrasts the body with the mind. The term education when used in conjunction with physical, refers to a process of education that develops the human body especially fitness and movement skills.

Physical educationists across the globe have defined it in several ways. In later half of the 19th century a simple but amateurish definition of physical education came from Edward Hitchcock: "Physical Education as understood is such a cultivation of power and capabilities of student as will enable him to maintain his bodily condition in the best working order providing at the same time for the greater efficiency of his intellectual and spiritual life". Falling in line with this view, Dudley Allen Sargent declared: "The grand aim of muscular activity from an educational point of view is to improve conduct and develop character.....as also to bring improvement of the individual man in structure and function..." In early 20th century, Brownhill & Hagman regarded physical education as "the accumulation of wholesome experiences through participation in large muscle activities that promote growth and development". In the same way, while Edward F. Voltmer & Arthur Esslinger defined physical education as "the process by which changes in the individual are brought about through his movement experiences", D. Obsertuffer considered it as ".....the sum of those experiences which came to the individual through movements". From these ideas sprang the concept of "movement education" for infants and children.

The question of physical education being both an area of academic interaction and a profession is now settled for good, with human movement or activity considered as its central focus. Experts will vouch that physical activity, with all its shades and setups, is not a commonplace subject to study, learn, practice, perfect and perform as a classroom subject like history, geography or language taught through traditional rote-memory procedures. Learning to perform even a natural activity like walking, running, throwing or jumping skillfully, smoothly, joyfully and with certain essential life objectives in mind such as health, fitness, skill, recreation and success at competitive sport, is far more complex and complicated for it involves the whole man, not the body alone. Classroom education, which is largely a process of cramming facts and more facts nonstop, looks lopsided vis-à-vis physical education. This way physical education is a subject with a difference - a subject the roots which lie deep in science as well as in arts. Apart from this, the credentials physical education as a noble teaching profession need no verification for it turns out teachers who render service in schools, colleges and universities like other academics and who have solemnly vowed to follow ethical code of the teaching profession without ifs and buts.

In its twin roles, i.e. as a profession and as a curricular area, physical education is undergoing a slow and continual metamorphosis. The leaders of our profession and leaders in other academic areas as well are calling for the physical educators at all rungs of placement to do away with the long-lurking mediocrity and become more professional and more academic in their approach towards physical education which is coming under the influence of a wide variety of environmental factors and educational reforms. It has become all the more important to look at the changing horizons in education, exercise and sport and other areas of life that have a serious implication for the theoretical framework and practices on the playing fields. The real worth of physical education will come to the fore only when dynamism becomes the magic mantra both with the profession and professionals.

At the moment, the nature of today's physical education is one of an orientation toward science and toward a more scientific comprehension of the profession of physical education. Not many in academic world will really realize that, over the decades, the scope of physical education has broadened to include an emphasis on intellectual understandings as supplementary and complementary facets of physical skill development. This means that physical education is not simply an area of human interaction where only rote-skill teaching-learning is the chief focus and intellectual pushed to the backstage. Academically, physical activity is studied and understood in its scientific perspective (physical education being a science of movement), and professionally, it is taught, performed and perfected, i.e. learning and doing simultaneously (physical educator being a teacher by profession). The ancient Greeks very wisely considered training of the body as means of training the mind. The Spartan soldiers were not merely physically hardy, they were mental tough too. Intellectual content of physical activity is as important as its physical skill content because together they pave the way for harmonious development of a child's personality - the real aim of education and that of physical education.

Singh surveyed the facilities and personnel in relation to compulsory physical education in secondary schools of Punjab and found that about 10 percent of the schools had facilities for the physically handicapped students and all the schools had introduced physical education as the compulsory physical education programme. The data was collected through a carefully compiled questionnaire, supplemented by personal visits.

The questionnaire was sent to 225 heads of the secondary schools of Ghaziabad district of Uttar Pradesh State and 135 out of them were returned with necessary information, which worked out to 60 percent, and was considered to be a good percentage for study. The data furnished in the questionnaire by the respondents were analyzed in terms of percentages in the category wise on the basis of pupil strength of the schools, and the method of logical analysis were used to obtain meaningful results.

Gayle conducted a study for proposed physical education programme for girls in selected high secondary schools Pitt country, north Caroline. Girl's physical education programmes were evaluated in nine selected schools by visitation and interview using health and physical education score card II developed by the committee on curriculum research of the college of physical education association. The average effectiveness was 32 percent compared to 28

percent for the mention as a whole and 30 for North Carolina. The study revealed the inadequacies in the programmes like of qualified instructors, lack of funds, limited curriculum and in sufficient facilities and equipment. Mizuguchi surveyed the boy's physical education programme in junior and senior high schools in Honolulu, Hawaii. The areas were surveyed: and the survey method of research was used. The nelson score card for the evaluation of the boy's physical education programme for junior high and senior high schools were utilized to obtain the following data: Instructional staff, facilities, and programme organization, programme activities and professional assistance. The survey was an attempt to candidly evaluate the current status of physical education programmes for boys and to monitor the finding and inform all concerned regarding the evaluation. He came to the conclusion that programme as a whole was not adequate and was below the normal standards; in comparison to junior schools, senior schools had to some extent better programmes.

Jack opines that factors such as number of years of required physical education, size of playground and marking system used in physical education shows no significant difference between large and small schools. The schools had an advantage over the large schools in regard to such factors as location of playgrounds and size of physical education classes. The large school was superior to small school regard to number of periods per week, number of activities, length of periods, the presence of gymnasium in school building, number of teachers, number of period's physical education teachers teach in other fields and the number of supplementary indoor physical education facilities.

### Methodology

The purpose of this study was to examine the physical education programme and sports facilities among two different sectors of schools.

**Selection of Subjects:** This study was conducted at different schools comprising of 286 students of public and government schools. Subjects were randomly selected for the study. For the purpose of this study, a survey was carried out at different schools. The subjects were exhorted to give their frank and true opinion and the research scholar had assured the respondents that the information given by them would be kept confidential and utilized for the research purpose only.

**Tools of the Study:** Data was collected by administering the questionnaire to all the subjects in different public and state govt. schools. Statements were clearly explained to the subjects. Responses of the subjects regarding different physical education programme and sports facilities were recorded. Responses received from all these subjects and their identity were kept anonymous. Subjects were ensured that their confidentiality and anonymity would be maintained throughout the study. To analyze of data descriptive statistics was employed for each selected response and to compare the non-parametric responses chi-square was used.

**Results and Discussions:** The attitude survey was undertaken on a total of 286 students. 100% students participating in the study said that they have physical education teachers in their school and 90% of them believed

that there is syllabus of physical education which is followed in their school. 67.13% students confirmed that physical education is compulsory examination subjects for them whereas 77.62% students of different classes disagreed and said that their physical education periods are not being utilized for teaching other subjects rather than physical education. Also, 100% subjects agreed and accepted that the school do conduct intramural tournament as inter class, inter session etc. Also, most of students said that they do not have specialized coaches for different sports and games. Only 7.69% of subjects disagreed and responded negatively that their playground is not properly fenced whereas, 90.20% students felt that the area available for indoor games was adequate.

### Conclusion

Null hypothesis of no difference in facilities available among the government school and public schools could not be established. In other words, it was concluded that public school have greater facilities and programmes of physical education than government schools in this study.

### Recommendation

Further research is imperative for understanding the impact of available facilities on attaining higher level of sports achievements. Studies involving a larger population would be useful in making inferences about available sports facilities and its relation with achievement in the field of sports. Research comparing student attitudes in traditional and experimental physical education programs could be beneficial and would extend the research. Another research option would be to study inter relation, if any in the available infrastructure, facilities available and the proficiency, level of achievement in the field of sports.

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