

**A STUDY ON SPORTS FACILITIES IN TERMS OF QUANTITY AND QUALITY
KENDRIYA VIDYALAYAS**

Manjunatha E¹, Dr. S M Prakash², Lakshminarasappa G³

Abstract

The study intend aims to determine the current status of sports facilities including relevant units of vidyalayas that provide physical education and sports training in terms of their quality and quantity; and to investigate areas of usage, as well as the level of competence and capacity of sports facilities of institutions. In this study 28 kendriya Vidyalayas in Karnataka and 28 physical education teachers of these vidyalayas. Physical education teachers completed questionnaires, percentage and frequency tests were used. Based on the findings the study it is suggested that the infrastructural aspects are not up to the required level and despite a lack of facilities and personnel were determined to be insufficient in terms of quality and quantity, and it was concluded that a lack of sports facilities decreased training quality.

Keywords. Sports Facilities, Equipment, Quality and quantity, Kendriya Vidyalaya.

Introduction

Sports administration is heavily reliant on facilities and equipment. It is critical that you understand that the presence of these two factors strongly influences your ability to carry out your tasks and duties as a sport to be Administrator. The availability of facilities, equipment and supplies, as well as quality sports professionals, is critical to the development of sports and the work of a sport administrator. As a result, in this module, you will learn the definitions of popular phrases used by specialists in order to become acquainted with and acquainted with this course.
(<https://nou.edu.ng/coursewarecontent/KHE102.pdf>)

Sports Facilities: Sports facilities are fixed, non-movable, static, long-lasting materials utilised in sports. Training centres, gymnasiums, stadiums, sports federations, and even universities are examples of sports facilities. They are capable of hosting a variety of activities, tournaments, and training sessions. While in precise terms, amenities can also include a volleyball court, running tracks, a basketball court, a swimming pool, a handball court, a badminton court, a long jump pitch, and so on. The majority of sports facilities cannot be transferred from one location to another since they are fixed and have a long life cycle. Sports Complex is a frequent example of a sports facility. A sports complex is a collection of sporting facilities. There are track and field stadiums, football stadiums, baseball stadiums, swimming pools and indoor arenas, among others. This area is a sports complex for both exercise and competition. Sports facilities can be planned for the purpose of teaching Physical Education in schools or training athletes. Sports facilities at schools are frequently used for both activities. Sports facilities are classified as either indoor or outdoor. Indoor amenities are materials and constructions that may be easily created or enclosed within the four walls of a gymnasium to aid a learning programme.

The building or physical plant capable of enclosing a standard swimming pool, gymnasium, locker, shower and drying rooms, teaching stations and rooms, corridors and foyers, offices and laboratory or research rooms are among these. Outdoor facilities are built outside or left open to serve physical education and sporting programmes, as seen in the majority of our primary and secondary school fields

¹Research Scholar, Department of PG Studies and Research in Physical Education, Kuvempu University, Shankaraghatta577451, Shivamogga Dist. Karnataka State.
Mob.No9980701746Email.manjunathaeyadav@gmail.com

²Research Supervisor, Department of PG Studies and Research in Physical Education, Kuvempu University, Shankaraghatta-577 451, Shivamogga Dist. Karnataka State. Mob. No9448260774, Email.yesempee@gmail.com

³ Physical Education Director KLE Law College , vishweshwaraiah lay out ,Bengaluru 91,Email.

lakshminarasappa@klelawcollege.org

Phone number 8722969562

and other open fields. Sports fields, courts and arenas will be built for track and field athletics, football, basketball, handball, hockey, badminton, tennis and volleyball.
(<https://nou.edu.ng/coursewarecontent/KHE102.pdf>)

Sports Equipment: Sports equipment is any disposable object used in sports. This could be in the form of materials and clothing required by athletes, coaches, and managers for productivity and safety. Sports equipment is classified into the following groups: Games equipment: This comprises sports equipment such as balls, rackets, and goal posts that allow you to participate in a sport. Player safety equipment, including as footwear, training basics, and helmets, is included in this category.
(<https://nou.edu.ng/coursewarecontent/KHE102.pdf>).

The facilities and equipment are programme-specific. There is every chance of having an excellent sports programme if they are available, adequate, and well maintained. Therefore, standard facilities and equipment available in a school or state for the conduct of sports programme determine to large extent the type of sports programme that can be supplied. Different activities necessitate different facilities and equipment. (<https://nou.edu.ng/coursewarecontent/KHE102.pdf>)

Thomas O (2019) assessed the quality of sports facilities and their effects on sports development at the Senior High School (SHS) in the Tano North and South Districts of Ghana's Brong Ahafo region. Three hundred (300) final year students were chosen from a population of one thousand (1000) using stratified and simple random sampling techniques. All 13 PE teachers in the six SHS considered for the study were identified using a census study. The descriptive survey method was employed for the investigation. Interviews, observations, and questionnaires were utilised as instruments. The findings revealed that the study rejects the hypotheses that there is no substantial association between sports performance and sports facility provision. Both teachers and students agreed in the survey that the availability of sports facilities has a substantial effect on sports performance and that existing facilities are not well maintained. It was discovered that the sports facilities in the various schools were insufficient for the PE subject requirement. Other results include the fact that most facilities have trails and tunnels running through them because people utilise them as routes to their destinations, for celebrations, and other activities. In general, the study found that sports facilities in Tano North and South were poor and had a substantial impact on sport performance. To improve sports performance, authorities and other stakeholders should invest in sports infrastructure.

The Kendriya Vidyalaya system is a unique experimental system of school education in India. Kendriya Vidyalaya Sangathan is an autonomous body functioning under the Ministry of Human Resource Development, Government of India. Since their inception in 1965, the Kendriya Vidyalaya's (Central Schools) have come to be known as centres of excellence in the field of school education, promoting national integration and a sense of India among the children while ensuring their total personality development and academic excellence. KVS, Bengaluru Region is one of the 25 regions that connects 52 Kendriya Vidyalaya's (including the 2nd shift in KV Malleswaram, Bengaluru) dotted on the landscape of Karnataka. These Vidyalaya's are located in urban areas, and they provide quality, progressive education The schools admit the children of the employees of the Department of Defence, central government organisations, central government autonomous bodies, and state government offices. Children from the private sector can also be admitted, subject to the availability of vacancies (<https://robangalore.kvs.gov.in/kvs-region-information>, 2023).

Objective of the study

The objective of the study is to Assess quality and quantity Levels of Sports Facilities in Kendriya Vidyalayas of Bangalore region Karnataka.

Justification of the study

The findings of this study assessed the state of sports facilities and their effects on sports development at the kendriya vidyalayas of Karnataka in order to improve sports performance in the vidyalayas in the Bangalore region. The results of the study also helped the researchers to suggest ways of promoting the life span of sports facilities in kendriya vidyalayas in Bangalore region. To help students both in

the Bangalore region kendriya Vidyalaya to develop good attitude towards sports participation. The study additionally, highlighted the need to institute the culture of maintenance. The study prompted managements and all the stakeholders to do all things possible to invest in the provision of sports facilities to better the standards and the development of sports in all the schools in the two districts. Lastly, the findings of the study would contribute to academic knowledge and would be of great benefit to those who have the zeal to further research on sports facilities and their effects extending and strengthening the evidence base for decision.

Methodology

The purpose of this study was to assess the quality and quantity Levels of Sports Facilities in Kendriya Vidyalayas Bengaluru region, to achieve the purpose of the study, data was collected from 28 physical education teachers, 28 vidyalayas have represented their respective states at the national level. Schools were randomly selected. In study, besides “Data Collection Form” which was constituted to obtain information related to current situation of sports facilities in terms of quality and quantity, the questionnaire consisting of 10 questions related to quality and quantity towards “Determination of Sports Facilities” (PhD Thesis) developed by Nacar (2011) was also used. The validity and reliability of the survey was carried out Nacar (2011), survey was applied to 70 academicians working in the field of physical education and sports at universities and Cronbach Alpha value of the questions were found as (0.827), (Gunbayi, I., V. Cevik, 2004).

The results discussion

Table 1: Responses of the participants to the question ‘Does the Vidyalaya has fallowing ground facilities?’

Sports infrastructure	Responses		Response %	
	Sufficient	Insufficien t	Sufficient	Insufficient
Football	12	16	43	57
Hockey (stick, ball, Goal keeper kit)	13	15	46	54
Handball	24	4	86	14
Volley ball	24	4	86	14
Basket ball	22	6	79	21
Badminton (Rocket, shuttles)	21	7	75	25
Table tennis (TT Board, bat, ball)	22	6	79	21
Shot put	22	6	79	21
Discus	21	7	75	25
Javelin	21	7	75	25
Yoga mates	28	3	89	11
Rope skipping	24	4	86	14
Over all responses %	19	7	75	25

Findings

Table 1 shows that 89% of Vidyalayas do not have a 400-metre track and 82% have a 200-metre track. In the Vidyalaya, 71% have indoor halls, 50% have a football pitch and 64% have a hockey pitch. Handball courts are available in 86% of Vidyalayas, and volleyball courts are available in 96% of Vidyalayas. Basketball courts are available in 82 percent of Vidyalayas. Badminton courts are available in 93% of Vidyalayas. Table tennis is available in 93% of vidyalayas, and tennis courts are available in 29% of vidyalayas. All vidyalayas have Remining Kabaddi and Kho-Kho ground amenities.

Discussion

It was evident from the results presented in table 1 that the vidyalayas are having satisfactory sports infrastructure and playing facilities for the games like athletic, badminton, basketball, cricket, handball, hockey, football, volleyball, kho-kho and table tennis. It may be attributed to the fact that maximum vidyalayas might take part in interschool competitions in these games. It might be due to the fact that huge amount is involved in the construction of such type of infrastructure.

Table 2: Response of the participants to the question ‘Does the Vidyalaya has fallowing equipment’s?’

Equipment	Responses		Response %	
	Sufficient	Insufficient	Sufficient	Insufficient
Football	12	16	43	57
Hockey (stick, ball, Goal keeper kit)	13	15	46	54
Handball	24	4	86	14
Volley ball	24	4	86	14
Basket ball	22	6	79	21
Badminton (Rocket, shuttles)	21	7	75	25
Table tennis (TT Board, bat, ball)	22	6	79	21
Shot put	22	6	79	21
Discus	21	7	75	25
Javelin	21	7	75	25
Yoga mates	28	3	89	11
Rope skipping	24	4	86	14
Over all responses %	19	7	75	25

Findings

The data presented in Table 2 revalued that 43% of Vidyalayas have sufficient football, 57% have insufficient, and hockey stick ball goalie kit 46% have in Vidyalayas, 54% do not have hand ball and volley ball maximum. Vidyalayas: 86% have a minimum of 14% Vidyalayas; there are no balls; and badminton, rocket, table tennis, board, bat ball: 75%, 79% have 25%, 21% Insufficient equipment in Vidyalayas: In Vidyalayas, 79% of the shot put, 75% of the discus, and 25% of the javelin are in ample supply. 89% are yoga buddies, and 86% are rope skippers. 11% is insufficient.

Discussion

The results in Table 2 demonstrated that the Vidyalaya has adequate equipment for games such as football, volleyball, basketball, and hockey. However, pupils claim that the amount of equipment is insufficient in terms of strength. It could be ascribed to the fact that the majority of Vidyalayas may participate in interschool tournaments. It could be owing to the large sums required in the purchasing of equipment.

Table 3: Responses of the participants to the question ‘what is the quality of equipment supplied by your Vidyalaya to the players?’

Category	Vidyalayas				
	Superior	Above average	Average	Below Average	Inferior
Frequency	3	15	8	2	0
Percentage	11	53	29	7	0

Findings

The data displayed in Table 3 tabulates the quality of equipment provided to the players. A physical education teacher was determined to be 11% superior, 53% above average, 29% average, and 7% below average

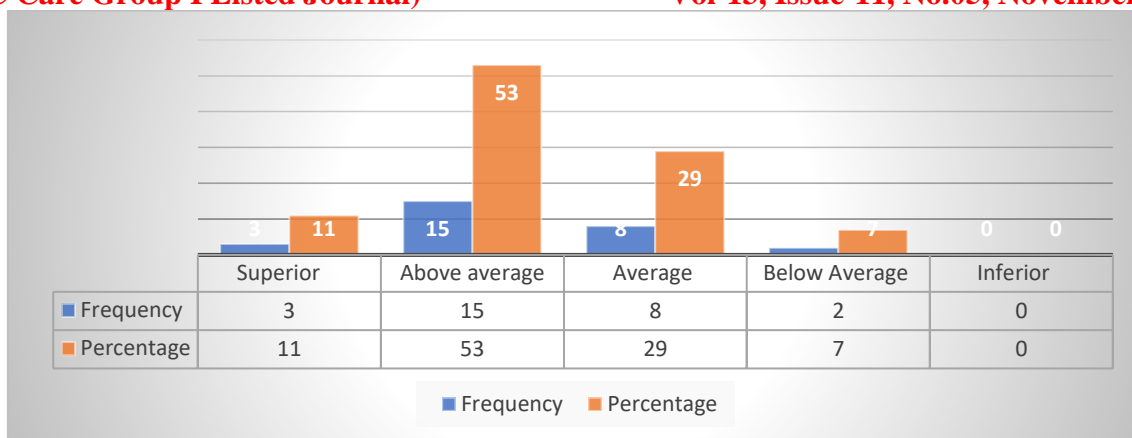


Figure 1: Percentage of responses given by the physical education Teacher regarding what is the quality of equipment supplied by your Vidyalaya to the players?

Discussion

The results in table 3 showed in vidyalayas had given to good quality of equipment’s to the players because of vidyalayas have take part of the sports in their curriculum, Vidyalaya were using good quality equipment as majority of the physical education personnel were found above the average with the equipment supplied. It may be attributed that the vidyalayas were having sufficient funds to purchase good quality equipment for the promotion of sports. Thus, level of satisfaction of maximum number of respondents falls towards the positive side of the scale.

Table 4: responses of the participants to the question ‘Do you have Coaches/ experts in following sports of in your Vidyalaya?’

Category	Responses		Responses %	
	Yes	No	Yes	No
Athletic	6	22	21	79
Cricket	12	16	43	57
Badminton	6	22	21	79
Football	8	20	28	72
Hockey	4	24	14	86
Kabaddi	13	15	46	54
Kho-Kho	10	18	36	64
Volley ball	18	10	64	36
Basketball	15	13	54	46
Others	15	13	54	46
Over all responses %	11	17	38	62

Findings

Table 4 shows that athletic and badminton coaches and exports at the institution 21%-79% of Vidyalayas do not have 43%. cricket coach Is Vidyalaya there? 57% have no cricket coach. 28% have a football coach. In Vidyalayas, 72% have no coach for football hockey, 14% have a coach, and 86% do not. Kabaddi coach: 46% have game kabaddi, 54% do not have game kabaddi, 36% say yes to kho-kho game coach, and 64% say no coach for kho-kho. In a volleyball game, 64% of coaches are present. 36% have no volleyball coach. 54% of basketball and other games coaches have in Vidyalayas There was no coach in 46% of Vidyalayas.

Discussion

Table 4. shows the presence of coaches in various games and sports in Vidyalaya, including athletic, cricket, volleyball, basketball, hockey, kabaddi, and kho-kho coaches. It might be linked to the fact

that only qualified personnel could raise students' awareness of sports participation and provide them with suitable training for physical education and sports activities.

Table 5: responses of the participants to the question ‘What is your level of satisfaction with procedure of the appointment of the selectors who select the teams for various competitions?’

Category	Vidyalayas				
Responses	Excellent	Very good	Good	Not good	Bad
Frequency	21	5	2	0	0
Percentage	75	18	7	0	0

Findings

It is evident from the data shown in Table 5 that 75% of physical education teachers from the selected Vidyalayas expressed their opinion in favour of excellent. 18% were in favour of very good. 17% were in favour of good 0% of respondents were not good or bad in their opinion.

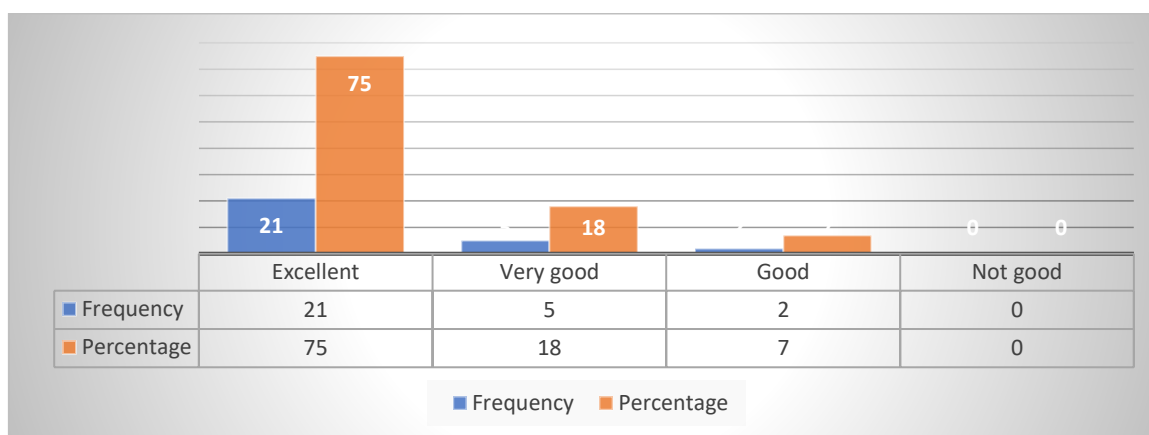


Figure 2: Percentage of responses given by the physical education teacher regarding What is your level of satisfaction with procedure of the appointment of the selectors who select the teams for various competitions?

Discussion

Frequencies exhibiting the level of satisfaction regarding the selection procedure of Vidyalaya players fall towards the positive side of the scale. On the basis of the findings, it might be inferred that higher number of respondents were found excellent regarding the selection procedure of Vidyalaya players. It may be attributed that Vidyalaya meticulously appoint the qualified and neutral selectors who had been giving chance only to the deserving players to be member of a Vidyalaya and region team.

Table 6: responses of the participants to the question ‘What is the level of your satisfaction with the incentives given to the players who represent your Vidyalaya at different level of competitions?’

Category	Vidyalayas				
Responses	Fully satisfied	satisfied	Somewhat dissatisfied	Normal	dissatisfied
Frequency	15	12	0	1	0
Percentage	53	43	0	4	0

Findings

It is evident from Table 6 that 53% of physical education teachers expressed their opinion in favour of being fully satisfied; 43% had an inclination towards being satisfied; however, 4% were normal in their opinion. None of the selected personnel had given their opinion on the negative side of the scale. Graphical presentation of responses has been given in figure 4.27

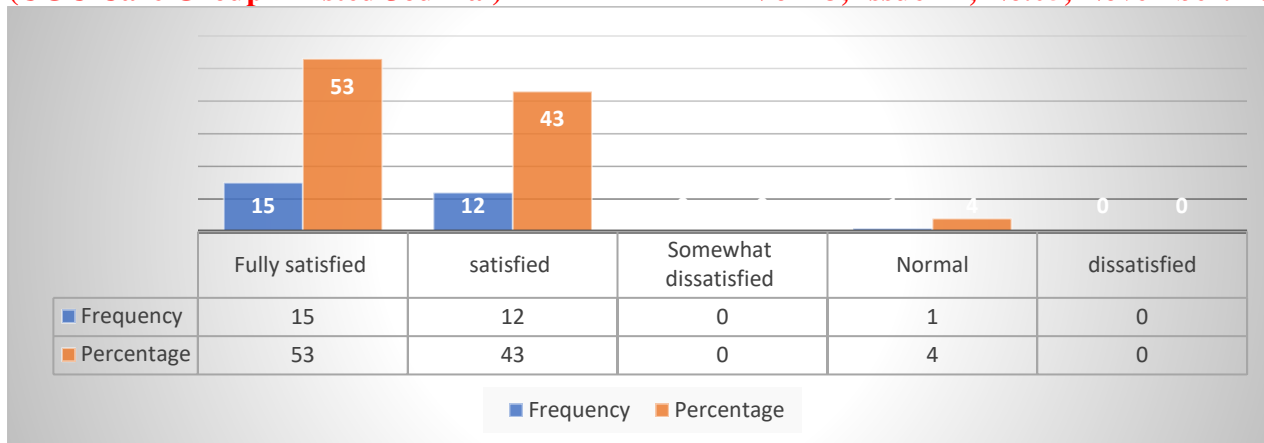


Figure 3: Percentage of responses given by the physical education teacher regarding the level of your satisfaction with the incentives given to the players who represent your Vidyalaya at different level of competitions?

Discussion

It could be concluded from the data that the selected vidyalayas were providing these articles to the sportspersons before inter-school competition. Some of these articles were provided free of cost. But the expensive articles, especially equipment, were provided on return basis. It might be due to the fact that vidyalayas had been using these types of incentives as a motivational technique to attract students towards sports participation.

Incentives for national level participation

In this item of the questionnaire the respondent to give their responses regarding the extent of their satisfaction with the various incentives given for regional and national level participation. The collected responses had been presented in table 6

Conclusions

Based on the findings, it can be concluded that, with the exception of freshly established vidyalayas, most kendriya vidyalayas have better ground facilities. sporting education, sporting facilities, and the use of resources, tools, equipment, and technology as part of the educational idea are all becoming more of a concern for educators. However, it is well recognised that significant issues exist in our country in this area. It is critical to be able to determine and analyse these difficulties in order to fix them. The competency of sports facilities in sports high schools in terms of quality and quantity improves training quality and is important for both students and teachers.

It is possible to deduce that the majority of the ground facilities at Kendriya Vidyalayas are for defensive activities such as kho-kho, kabaddi, volleyball, and handball. and all vidyalayas have sufficient equipment, which is usually maintained with the priority of quality of equipment, but for the global level sports trend, these are not sufficient due to student strength-wise need for equipment, and most vidyalayas have no physical education teachers. The majority of Vidyalayas encourage pupils to participate in sports competitions through personal sports instructors and sports programmes. Vidyalaya is rewarding students who win positions in competitions.

The Vidyalaya’s existing sports facilities, which worked to provide sports training despite a lack of facilities and personnel, were determined to be insufficient in terms of quality and quantity, and it was concluded that a lack of sports facilities decreased training quality. It is possible to say that "Vidyalaya should not be opened before their infrastructures in terms of sports facilities, tools, equipment and personnel are completed."

Recommendations

The investigation is useful to physical educationist and teachers to figure out the issues of students and help them to manage these in a positive way. As per the results of this research, it is recommended.

1. A comparable study was carried out in residential high schools.
2. A comparable investigation was carried out in State government high schools.
4. A study may be conducted also sports hostel in Karnataka state.

Reference.

1. Ankara. Islertas, N., 2006. Post Graduate Thesis, Nigde University, Institute of Social Sciences, Nigde.
2. Corbin, C. B., & Pangrazi, R. P. (Eds.). (1999). Toward a Better Understanding of Physical
3. D.I.E., 1987. Sports Activities and Facilities. Ankara.
4. Fitness and Activity: Selected topics (Vol. 1). Holcomb Hathaway Publishers.
5. Fraenkel, J.K., & Wallen, N.E. (2009). How to design and evaluate research in education (7th Ed). New York: mcgraw- Hill.
6. Ghana Education Services. (2010). Teaching Syllabus for Physical Education (Senior High School 1-3). Accra, Ghana.
7. Gunbayi, I., V. Cevik, 2004. National Education Journal, 163: 185
8. Marriot, K. (2010). Planning for the Provision of Leisure and Recreation in Australia."FIFA Circular 1145". FIFA media release. FIFA. 22 May 2008. Retrieved 30 January 2012.
9. Nacar, E., 2011. Doctoral Dissertation, Firat University, Institute of Health Sciences, Elazig, Turkey.
10. NASPE (1992). Outcomes of Quality Physical Education Programs. Reston, VA: Author. (p.15).
11. Nelson, J.R., Thompson, J.K., & Silverman, S.J. (2005). The Survey. In A. Robertson, L.D. (Ed), Research Methods in Physical Activity (pp. 269). Champaign, IL: Human Kinetics.
12. Nigg, B.M. (2003). Injury & Performance on Tennis Surfaces: The Effect of Tennis Surfaces on the Game of Tennis. University of Calgary, Canada.
13. Thomas okyere richard s. K. Abieraba abdulai osman(2019) an assessment of sport facilities in senior high schools and their effects on sports development in the tano north and south districts of ghana British Journal of Education Vol.7, No.2, pp.121-139, February 2019 Published by European Centre for Research Training and Development UK (www.eajournals.org) 121 ISSN 2054-6351 (print), ISSN 2054-636X (online) .
14. <https://nou.edu.ng/coursewarecontent/KHE102.pdf>
15. <https://robangalore.kvs.gov.in/kvs-region-information>, 2023.