

## **CHAPTER – I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Physical education is education. It is education through physical activities for the development of total personality of the child, to its fullness and perfection in body, mind, and spirit. Immediately, it is concerned with the development of physical fitness (Singh, Bains, Gill and Brar, 2012).

Physical education is a practical science to keep a person or child physically fit, mentally alert, emotionally aware, and socially active and spiritually sound (Baruwal, 2019, p.5).

CA Buchar defines Physical education as an integral part of the total education process and as it aims the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities (Sherchan, 2012, p.4).

Sports facility means a place designed and equipped primarily for observation of sports, leisure time activities and other customary and usual recreational activities. Such a facility is typified by temporal peaks in vehicle trip generation. This term includes, but is not limited to, a stadium, ballpark or arena. Sports facilities means enclosed areas of sports pavilions, stadiums, gymnasiums, health spas, boxing areas, swimming pools, roller and ice rinks, billiard halls, bowling alleys, and other similar place where members of the general public assemble to engage in physical exercise, participate in athletic competition or witness sports events (Law insider, not defined).

Sport management involves any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport or physical activity (Kelley, 2003).

A sport generally has always been part of human life in one form or another. Most of us take it as a form of entertainment or physical activity but when you bring certain elements of business, marketing, and event management then it becomes the overall idea of Sports Management. In Sports management, there are multiple entities involved from brands, organizations, associations,

athletes, marketers, and general audience. Brands and organizations use the medium of sports to reach out to consumers in different ways (Quora.com, not defined).

Sports are a worldwide popular activity. Sports activities are now recognized as an important part of everybody's life everywhere. There are no such countries, which are far beyond the sports activities. The history of sport began with the development of human civilization. Sports facilities are necessary to conduct physical education and sports program. We cannot conduct any health and sports program unless and until we avail and manage sports facilities. The sports facilities as well as the sports management always enhance sports activities. We also considered that good leadership is more important than having good facilities. A creative teacher always provides developmental and sound physical education program. Ideal teacher learning environment can be founded on the basis of well-equipped management, class instruction and school supervision. After the ability of sports facilities there should be a proper management of physical education program it should be carried out by Deeping in mind properly manage. It is no exaggeration to say that physical facilities are essential for physical education and sports (Ranabhat, 2017).

The school should be able to utilize the facilities they have taken these things into consideration. The concerned authorities of the school should pay special attention to the availability and proper management of physical facilities such as, playground, building, supplies and equipment. In the same way, physical facilities should be developed and preserved. This is the matter to be paid attention to in the present context. It is necessary to focus on physical education programme and sports activities so that physical, mental, social and emotional and all-round development of an individual can be assured (Khadka, 2009 as cited by Ranabhat, 2017).

Organization is primary product or service is related to sport or physical activity. Sport managers carry out these skills in a variety of organizational settings, for example: college sports; professional sports; amateur sports including the Olympics, sport marketing and management

firms; sport communications and news media firms; corporate sponsorship and advertising firms; sporting goods firms; arenas, stadium, and civic centers among many others (Shapeamerica.org,not defined).

## **1.2 Statement of the Problem**

School education is the foundation of any country and school sport is inevitable for good health and national identity. But government of Nepal has paid least priority in this sector.

The condition of sport facilities of school and the surrounding of schools directly affects the health habit of the students. The school surroundings are not appropriate to teach physical education to the students especially those who are studying in public schools. The good facilities for the sports development are out of their reach. The secondary schools in BihadiRural Municipality of Parbat have not remained untouched from this problem. The school has so many problems such as physical environment, supplies, equipment's, and cleanliness on the school etc. The main purpose of raising these important issues is to provide practical knowledge, skill and attitude for the students, teachers, members of school's management committee and also people of the surrounding areas about the physical education and the management programme.

Basically, research issues and its problems has stated based on the research areas. These researchers as were the all secondary schools of BihadiRural Municipality in Parbat district. Whether they have physical facilities in sports are available in respondents' schools? What are the existing physical facilities in sports? How are the management aspect and villagers support in this research area towards sports? How is the annual budget from the government being used? What kind of physical education programmes are being carried out which have not been studied yet? Whether access the physical education teacher in each secondary school? Whether they have used sports budget and sports materials for the purpose of physical education and sports field? Those queries were answered after the completion of this study entitled "Sport facilities and their management among community-run secondary schools in Parbat district .

### **1.3 Objectives of the Study**

The objectives of the study are mentioned below: -

1.3.1 To find out the present status of sports facilities in the community run secondary schools.

1.3.2 To identify the management aspect of different sport facilities in community run secondary schools.

### **1.4 Significance of the Study**

1.4.1 It would be a helpful guideline document for future study/research.

1.4.2 The study will serve as guidelines for the school's principals, subject teachers, students and the school personnel to create and manage sports facilities in their school.

1.4.3 This study would be beneficial for the planners, policy makers, administrator and researchers.

### **1.5 Delimitations of the Study**

The delimitations of study were as follows:

1.5.1 The study was delimited among nine and ten class students in all secondary schools of Bihadi Rural Municipality in Parbat district.

1.5.2 The study focused on the sports facilities like building, playgrounds and other necessary equipment's and the management of the extracurricular activities.

1.5.3 Sports teachers, principal and students were taken as the respondents of the study.

1.5.4 The study was delimited only in community run public schools.

## 1.6 Definition of the Key Terms

**Physical Education:** It is the process of behavior modification and psychological improvement through physical activities.

**Sports facilities:** Sports facilities known as permanent structural items which needed for sports like buildings, playgrounds, swimming pools etc.

**Management:** Management is the distinct process consisting of planning, organizing, actuating and controlling to determine and accomplish the objectives by the use of people and resources.

**Equipment:** In the present day, equipment refers to those materials which are needed for physical education activities such as balls, rackets, bats, nets, athletic equipment and all playing equipment's.

**Playground:** Playground refers to the place where physical activities can be conducted. Track and field, football ground, basketball court, volleyball ground and other plying fields fall in this category.

**Building:** Building refers to such structural unit, which can be used for academic as well as office rooms, lockers room, dressing rooms, bathroom and gymnasiums.

## **CHAPTER – II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter is belongs to the theoretical review, empirical review, conceptual framework and implication of literature review. These are essential for research purpose.

#### **2.1 Theoretical Review**

Theoretical review is essential part of research study. The conceptual framework has been formulating by theoretical reviews. The researcher has studied the following theoretical reviews, which described below.

The sports facilities are characterized by special energy needs different from any other user and they are characterized by high heat and electricity loads. For this reason, the aim of this work has been to propose a tool to provide a preliminary estimation of the power and energy required by the Sports' Centre. In addition, the possibility to make the building self-energy sufficient has been considered. The overall work has been performed following three steps: energy needs analysis; local Renewable Energy Sources (RES) availability analysis; energy balance of Sports' Centre. Considering that each sport facility is characterized by different energy needs depending on the sport typology itself, the analysis started from the features established by the CONI (National Italian Olympic Committee) standardization. For calculations, a program in Lab VIEW has been developed to evaluate the energy requirements of the sports center considering as inputs the sport halls, the playgrounds and the supporting rooms, the level of the sport activity (e.g. agonistic) and the climatic conditions of the area where the facilities are located. The locally available RES are evaluated in order to decide which one can be exploited to feed the Sport Centre. The proposed solution for the energy production refers to a combination of different and innovative technologies which involve, in particular, hydrogen technologies. The energy and costs analysis has been finally carried out for an application case in Dubai. (Artuso, Paola; 2008)

### **Dewey and Experiential Learning Theory**

Chiluwal (2020) has explained his mini-research study. Whereas Zhou and Brown (2015) have explained the book "Educational Learning Theories" whereas they clarified that John Dewey has developed Experimental learning Theory. He believed that education was a life-long process and that philosophy was everyday life. Dewey put to use some of his ideas of learning in the Dewey School at the University of Chicago. The scientifically tested curriculum has centered on the student. Dewey wanted the students to learn from hands on experience. He believed that psychology was the basis for learning and the way to obtain a good education. The child's decision based on the experience the child had in school. The child's home environment should focus in the school. Building, cooking, and sewing had these schooling components in it and these activities represented everyday life for the students. The teacher's responsibility was to be aware of where each child was intellectually and provide appropriate problems for the child to solve. Experiential Learning Theory "provides a holistic model of the learning process and a multi-linear model of adult development". In other words, an inclusive model of adult learning that intends to explain the complexities of and differences between adult learners within a single framework. This theory focuses the experience, main driving force and knowledge. Which have constructed through the transformative reflection on one's experience? This learning model outlined by the Experiential Learning Theory (ELT) contains two distinct modes of gaining experience that are related to each other on a continuum: concrete experience (apprehension) and abstract conceptualization (comprehension). In addition, there are also two distinct modes of transforming the experience so that learning is achieved reflective observation (intension) and active experimentation. When these four modes have viewed together, they constitute a four-stage learning cycle that learners go through during the experiential learning process. The learners begin with a concrete experience, which then leads them to observe and reflect on their experience. After this period of reflective observation, the learners then piece their thoughts together to create abstract concepts about what occurred, which will serve as guides for future actions. With these guides in place, the learners actively test what they have constructed leading to new experiences and the

renewing of the learning cycle. Experiential learning theory and its factors has cleared by succeeding figure:

***Figure 1: Experiential Learning Theory***

Above graphic figure is a representation of the Experiential Learning Cycle, which includes the components of experience, critical reflection, abstract conceptualization, active experimentation, and more critical reflection. Real experiences help the individual learn advanced abstract concepts. The experiences might result in paths, which allow the individual to collect actively information to learn and become a member of the community of practice. Perhaps critical thinking and reflection may refine ideas or lead the individual to consider alternate possibilities. Each phase potentially leads to another and builds upon the former.

Experiential Learning Theory applies within educational systems, especially on college campuses. These examples include field courses, study abroad, and mentor-based internships. Additional examples of well-established experiential learning applications include cooperative education, internships and service learning. There are also numerous examples of computer-based interventions based on experience. Stages to Participating Experiential Learning in the Classroom has described below:

- ) Video scenario provides as well as discussion.
- ) Involve the learner in a realistic experience that provides scheming as well as depth of participation.
- ) Permit for discussion for the experience.
- ) Learner begins to formulate concepts and hypotheses concerning the experience through discussion as well as individual reflection.
- ) Allow the learners to experiment with their understanding current conflict and conflict resolution scenario.
- ) Allow the additional reflection on investigation.



Experiential Learning Theory concluded that the individual attitudes towards learning activities, yoga and sports, as well as physical education have been depending on experience (Zhou and Brown, 2015 as cited by Chiluwal, 2020).

### **Siemens' Connectivism Theory**

Shahi (2020) has cited this connectivism theory in his mini-research work. In this research report, Siemens has clarified the principles of connectivism theory. Learning is a procedure that occurs within nebulous environments of shifting core elements- not entirely under the control of the individual. He concludes that learning/knowledge can reside outside of ourselves, is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing. The understanding that decisions based on rapidly altering foundations drives connectivism. New information has continually acquired. The ability to draw distinctions between important and unimportant is vital. The ability to recognize when new information alters the landscape based on decisions made yesterday is also critical. The principle of connectivism variables are learning/knowledge, information sources, human appliances and capacity, facilitate continual learning, connection between fields, ideas, and concept, up-to-date knowledge, and decision factors (Siemens, 2005, as cited by Shahi, 2020).

## **2.2 Empirical Literature**

Kharel (1985) as cited by Ranabhat (2017) carried out a research study on "A comparative study of the facilities in the colleges of physical education in Maharashtra facilities state" to find out existing sports facilities in the colleges of physical education. He found that except one none of the other colleges had the required sports facilities in accordance with the national plan of physical education.

Maharjan (2004) studied an investigation into the effectiveness of health and physical education program of the faculty of education through a system approach. He found that, relatively, physical education subject needs more physical facilities for conducting various physical activities such as ground, court, equipment and supplies. Existing facilities should be maintained well for ensuring their proper use for running various physical education activities.

Aryal (2006) studied on “Sports facilities and their management in community run primary school of Prithivi municipality of Gorkha district” and found that athletics competition was done more in the comparison to other extra-activities like tenement and minor games. On the basis of research work, he found that games like thread and needle, spoon competition were not organized in their own school. Similarly, inter-school sports competitions were not organized at all. Most of the school has been facing problem of play grounds for games and sports. Another factor is sports equipment’s, the research showed that the games and sports were not institutionalized which resulted in weak management side. Insufficient sports equipment made it difficult for the physical education teachers to organize and conduct the physical education activities and almost all the schools did not have operational calendar of the games and sports.

Bashyal, (2006) as cited by Yadav (2016) conducted a research on “A comparative study of public and private high schools on available sport facilities and their management in Butwal.” The researcher found that almost all schools had no proper land for school sports and also they were not planning multipurpose concept to develop sports facilities. The researcher further stated that most of the schools managed the sports facilities by using locally available resources. They would organize the game which needed less equipment’s and facilities. He also said that there were no availability of separate office for sports and physical education.

Nacar (2013) conducted the “Research on Competence Levels of Sports Facilities in Sports High Schools”. The objective of the study was to determine the existing status of the sports facilities which are included in relevant units of sports high schools that provide sports training, in terms of their quality and quantity; and to investigate areas of usage, and level of competence and capacity of sports facilities of institutions which provide physical education and sports. Seven High Schools of Fine Arts and Sports in the Central Anatolian Region, and 35 teachers working in these schools had participated in the study. SPSS 17.0 program suites were used to acquire data, percentage and frequency tests were applied and the obtained results were shown in the format of tables. The result of the study indicated that the sports high schools which provide sports education in Central Anatolian Region had been opened before their infrastructure was completed. The existing sports facilities of the high schools which worked to provide sports training despite their lack of facilities and

personnel were determined to be insufficient in terms of their quality and quantity, and it was concluded that the lack of sports facilities decreased the quality of training.

Patil&Metri (2016) conducted a research on “A survey of physical education and sports facilities and achievement in government and aided high schools at Koppaltaluk”. The purpose of the study was to find out sports facilities in the aided and government high schools. The study was restricted to Koppaltaluk only to find out the sports facilities and survey method was used to collect the data. For collecting the data, questionnaire had been utilized. Questionnaire was prepared on the basis of hypothesis and research and the information from aided and government high schools of Koppaltaluk. He personally went to the high schools and interviewed the physical education directors and head master, with the help of above questionnaires. The collected data were tabulated and analyzed. The Physical education, in general, plays a prominent role in all programmes of education as an integral part, since it cannot be separated from colleges’ curriculum. It is for this reason that all colleges authorities have to provide opportunities to develop leadership qualities and facilities for participation in activities that will help pupils to achieve these objective that are valuable in life.

Yadav (2016) conducted the “Survey of sports facilities and programme among the campuses of Siraha district” was conducted in all three public and constituent campuses in Siraha district. The purposes of the study was to find out the existing situation of those campuses in regards the sports facilities, to explore the contribution made by the same campuses for the development of sports and to analyses the socialization process through the medium of the sports within the district under consideration and to assess the impact of sports facilities on physical education and sports in the campuses of Siraha district. The study was based on the descriptive nature. Check list and questionnaires were used as the main tool for the collection of data. After the collection of data, the data were analyzed and interpreted under various sub headings like sports facilities, students’ satisfaction, condition of sport materials, sports competition etc. Educational institutions like campuses should play crucial role for the sustainable development of sports as those institutions are the initial platform for sports. Though the campuses should play the vital role for the development of sports, no campuses have been found conducting the tournament and competition of various games and sports. This study revealed that the public campuses do not have

sufficient area of land for sports activities. Campuses have not been found assigning the sports teacher from the field of physical education. Regular training has not been found organizing by those campuses. The study had revealed that more than 80 percent of the students were unsatisfied with extra activities and sports activities afforded by those campuses.

Ranabhat (2017) conducted the research on “Sports facilities and their management in community secondary schools of Vyas municipality, Tanahundistrict”. The objectives of the study was to find out the existing condition of the sports facilities available in community secondary school of Vyas municipality of Tanahundistrict and also to examine the condition of sports facilities, supplies and equipment’s to find out problems and their suggestions regarding sports facilities and management practices. The researcher had used qualitative design. Researcher’s main tools of data collection were interview schedule and checklist. It was concluded that seventy five percent schools managed the sports facilities by using locally available materials, less practices of sports and organized the games which needed less equipment’s and facilities. The availability of sports facilities like playground, supplies and equipment’s, building, changing room, health clinic, furniture, toilet etc. we’re not properly managed by community secondary schools.

Bharti (2018) conducted the “study of sports facilities and sports facilities and sport excellence in colleges affiliated to RashtrasantukadojiMaharcy Nagpur University”. The objectives of the study was to reveal the status of Sports facilities in the colleges affiliated to the RashtrasantukadojiMaharaj Nagpur University, Nagpur, to study the status of Sports Excellence of colleges affiliated to the RashtrasantukadojiMaharaj Nagpur University, Nagpur, to study the relationship between nature of Sports facilities and excellence in Indian and Foreign sports and to study the factors affecting development of Sports facilities in colleges affiliated to RashtrasantukadojiMaharaj Nagpur University, Nagpur. The researcher had used questionnaire as a research tool. The questionnaire was prepared by keeping the objectives of the study in mind. Care was taken to cover all the objectives of the study.

### **2.3 Conceptual Framework of the Study**

Basically this conceptual theory has formulated by grounded theory. Conceptual framework is developed by the theoretical framework so that it is one of the parts of the theoretical framework. In the conceptual framework, dependent variables and independent variable relationships are shown in the chart or pictorial and descriptive frame, here the researcher discussed about the facilities and management of sports in secondary school level of Bihadi rural municipality of Parbat district.

#### ***Figure 2: Conceptual Framework***

### **2.4 Implication of the Literature**

Literature review is the main part of research. When the research problem is selected, we need to look the literature review and this work starts from the beginning to the end in the research works. Literature review is more important to complete the further research study. Here, the researcher focused on why literature review is important and what its implication is in research study to find out new research problem which is not studied yet. It guided me for my new research, the literature review is milestone for new research sample size, sampling method, research objectives, data analysis tools, validity determining process and finding and recommendation.

## **CHAPTER – III**

### **RESEARCH METHODOLOGY**

This chapter presents all the activities what the researcher has done in the process of gathering primary data and information. The research design, source of data, sampling method, tools and instrument and data collection procedure are presented below:

#### **3.1 Research Design**

This study was based on Descriptive design. Their research was conducted based on quantitative data, which was used to find out the sports facilities and their management in community- run secondary schools of Bihadi Rural Municipality of Parbat district.

#### **3.2 Sources of Data**

The study was conducted on the basis of primary data. The primary data were taken from headmaster, HPE teachers and students of schools.

#### **3.3 Population of the Study**

In this study, all community based secondary schools were taken through Multi Stage sampling for the study in Bihadi Rural Municipality of Parbat district. This research was related to the availability of sport facilities and their management in community-run secondary school of Bihadi Rural Municipality of Parbat district. Sports teachers, principal and students in every school were considered as the population of the study.

#### **3.4 Sampling Procedure and Sample Size**

The respondents of the study were selected by using Multi stage sampling method. Researcher has taken nine secondary schools, principals, nine HPE teachers have chosen by census method and ten students from each school by simple random sampling (lottery) method. Altogether, there were 108 respondents for the study. Sample size of their study has shown in appendix A:

#### **3.5 Data Collection Tool**

In this study, questionnaire and observation checklist was used as the main tool of data collection for the study. The tools were constructed by covering all the aspects of

sport facility and their management in public secondary schools of BihadiRural Municipality.

### **3.6 Standardization of the Tools**

The data collection tools were standardized by advice and feedback from the subject experts of Physical Education Department, Central Department of Education. Questionnaire was pre-tested among two community secondary schools. On the basis of the result of pre-test and suggestion of supervisor, the questions were standardized.

### **3.7 Data Collection Procedure**

In the process of data collection, researcher visited BihadiRural Municipality in Nine schools with recommendation letter from the Department of the Physical Education. I requested headmaster to provide me the information as much as he could. Then questionnaire was given to Headmasters, HPE teachers and students to fill it. Sports facilities were observed and evaluated by using checklist.

### **3.8 Data Analysis Procedure**

Data were shown in the format of table, master chart, Pie chart, standard deviation and mean and interpreted as per objectives of the study.

### **3.9 Ethical Considerations**

The study has based on sport facilities and their management of secondary schools in BihadiRural Municipality, Parbat. The respondents were assured of their privacy and the possibility of any harm from taking place. Respondents were not forced to answer; respondent's name and other personal things were kept confidential.

## **CHAPTER-IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

In this chapter, all the information collected from the field were tabulated, analyzed and interpreted as per the objective of the study. According to the explanation and various proof collected by the teachers of the secondary level schools, I have prepared this study. The questionnaire asked in the study and the checklist from the selected schools of the Bihadi Rural Municipality, Parbat district; had described about the condition of the sports in this selected area. The researcher had visited the various public schools of the different selected wards and had collected the data, about the sports and the needed materials about the sports. This research is related to the sports facilities and the sports management. So due to this reason the researcher had requested to the principal about the requirement of the sports teacher and their investment. Similarly, this study had made a checklist about the physical and needed sports material. During this investigation all the collected data are correct or no any false data has been collected. The collected data and the data which aren't collected are even expressed in this project. In this thesis, the needed sports materials and the sports facilities of the public schools of Bihadi Rural Municipality, Parbat have been collected and their management is made on the following topics: -

#### **4.1 Present Status of Sports Facilities in the Community-Run School**

##### **Headmaster's Point of View: -**

While doing any study there should be the objectives of that study and to fulfill the objectives, different tools should be used over there such as questionnaire, interview, checklist etc.

To fulfill the first objective of this study, there was a set of questions for the principal, HPE teachers and students of the school where they were questioned about the present situation of the facilities in the school to fulfill the basic objectives, The following statistics were described.



#### 4.1.1 Number and Percent of Students in School

Students are the asset of the nation building. Without students, the value of the schools and colleges descends. So for the educational organizations, there is main role of students. The students are the epicenters of the education. This study has taken the example of the secondary schools of BihadiRural Municipality, Parbat. In this sample, the selected schools and their percentage of the students have been presented in the table below: -

**Table 1: Students Numbers in Class Nine in Schools.**

S.N	Name of school	Boys		Girls		Total
		No.	Percent	No.	Percent	
1.	Janakalayan secondary school	10	38.46	16	61.53	26
2.	Ambari secondary school	11	47.82	12	52.17	23
3.	Nepaltara secondary school	20	44.45	25	55.56	45
4.	Sagarmatha secondary school	8	47.82	9	52.94	17
5.	LaxmiBhawan secondary school	11	47.82	12	52.17	23
6.	Wahaki secondary school	26	56.52	20	43.47	46
7.	Chandra secondary school (Khorpokhara)	13	65	7	35	20
8.	Chandra secondary school (Urampokhara)	12	41.37	17	58.62	29
9.	Shaligram secondary school	22	45.83	26	54.17	48

**Table 2: Students Number in Class Ten in School**

S. N	Name of School	Boys		Girls		Total
		No.	Percent	No.	Percent	
1.	Janakalayan secondary school	10	41.66	14	58.33	24
2	Ambari secondary school	12	44.45	15	55.56	27
3.	Nepaltara secondary school	17	38.46	27	61.36	44
4.	Sagarmatha secondary school	5	38.63	8	61.36	13
5.	LaxmiBhawan secondary school	12	41.37	17	58.62	29
6.	Wahaki secondary school	15	42.86	20	57.14	35
7.	Chandra secondary school (Khorpokhara)	7	58.33	5	41.66	12
8.	Chandra secondary school (Urampokhara)	14	41.17	20	58.82	34
9.	Shaligram secondary school	12	29.26	29	70.73	41

#### 4.1.2 Teacher and Student Ratio

Teacher and students ratio is very important factor in teaching learning process. According to the physical education, 1.25 ratio is considerable as ideal size. The data, which is collected in BihadiRural Municipality, Parbat district, is shown in the following table.

**Table 3: Students and Teacher Ratio in Secondary School**

S.N	Name of School	Total Number of Students	Total Number of Teachers	Teacher and Student Ratio
1.	Janakalayan secondary school	50	5	10
2	Ambari secondary school	50	3	17.8
3.	Nepaltara secondary school	89	7	27
4.	Sagarmatha secondary school	50	5	17.33
5.	Laxmibhawan secondary school	52	3	12.71
6.	Wahaki secondary school	81	5	10
7.	Chandra secondary school (Khorpokhara)	32	6	16.67
8.	Chandra secondary school (Urampokhara)	63	5	5.34
9.	Shaligram secondary school	89	5	12.63
	Total	556	44	12.64

The above table shows that the teacher-student ratios of community run secondary school of Bihadi RuralMunicipality of Parbat district. According to the available data, teacher and student ratio are 5.32,10 and 10 respectively in Chandra secondary school (Khorpokhara), Janakalayan secondary school and Wahakisecondary schools.

Similarly, 12.63, 12.64, 12.71, 16.2, 16.67, 17.8, and 17.33, teacher-students ratio are found in the remaining schools respectively. The comparative study of nine schools shows that Laxmibhawan secondary school has large teacher student ratio than others. It is 17.33. The least ratio of teacher and student is in Chandra secondary school (Urampokhara), which is 5.34. The average ratio of teacher and student of nine schools is 12.64.

The less ratio of teacher to students makes teaching training learning activities more effective. Students can understand the subject matter clearly. Classroom environment can also be peaceful. Teacher can maintain discipline in the class and can provide equal time for the student which helps to solve the individual problems. Similarly, interaction among the students is only possible in small sized class.

#### **4.1.3 Present status of sports facilities in school.**

For the sports, there should be proper availability of facilities of needed materials in every time in every place. In the selected area, in comparison to the past there are better facilities in the sports nowadays.

In the selected nine schools of Bihadi Rural Municipality, the sports facilities are a bit developed than in the past years. According to principal, in most of the selected schools, there was proper availability of sports facilities like proper managed playground and court. And in some of the schools there were only adjustable sports materials but according to the principal the budget was fully used in the development of sport facilities. Similarly, in the selected schools the facilities were not in the bad category and in some of the schools, they share the same sport materials.

So, from this study it was found that most of the schools are found to improve their facilities in sports while some haven't improved yet. Though headmasters have given positive views about their sports facilities but from the direct observation, we observers found that the facilities were not adequate. The schools should keep their eyes on the needed materials in this field. Some of the schools haven't changed their facilities but they should keep the materials in the use for the sake of the students.

#### **4.1.4 Budget given by Government for Sports Facilities**

The study was done on the selected 9 schools of the Bihadi Rural Municipality of Parbat district. The good economy is not only needed for the schools but it is also needed to everyone. In this thesis we have studied about the economy given by the government to the secondary schools for the proper development of the secondary schools in this area.

So from the budget given to the government school of the selected area, it was found that the budget for the specific sports facilities like materials and playground was not introduced. In the secondary school, Rs. 150 was introduced for each student as PCF (per child fund). The budget was not equally distributed in the schools; the budget was distributed on the basis of ratio of students. The schools with high number of students get more budget and the schools with less number of students get low budget. So the essential sports materials and other materials for extracurricular activities were bought from the budget introduced.

From this study, although the amount is being given for the proper management of the sports and the materials for sports but there is no proper improvement in the sports sector. There is no proper equipment for playing in the schools. In most of the schools the budget is not allocated for sports sector. Instead of this, budget is misplaced in another work. This shows that the budget management system is not good in this area. Principals of the schools said that there was allocation of budget for the maintenance of playing grounds and the sports materials. On the contrary, the teachers and the students argued that there was no such provision.

#### **4.1.5 Extracurricular Activities**

Extracurricular activities develop children's physical, mental, social and emotional development. In this study, the investigation was done on the secondary schools Bihadi Rural Municipality of Parbat district. Questions were asked with the physical teacher. The study was done on some selected schools where spelling and quiz contest were held but the record was not kept so well. Also, it was found that the priority to play was only given to the students who scored highest marks in the exam and the students who secure low marks in comparison to them were not given participation. In the name of extra-curricular activities, no any games were held over there. In case the game was held, it was off the record. In most of the schools, extra-

curricular activities were conducted on Friday in which debate competition; children song, poetry competition and other traditional dance were also done. The sports related programme was held yearly in these schools. The teachers who teach physical subject or sport subject was not found to be expert in the health or sports-related activities. So, they had not given much importance to extra-curricular activities. Though this thesis is related to the facilities of the sports in the secondary schools of Bihadi Rural Municipality of Parbat district, I haven't found any record in the sports subject and the management system was also found to be very bad.

#### **4.1.6 Games and Sports**

Games and sports are important for the students. They play a vital role in their life. They improve knowledge, health and disciplinary habit of the students. Sports is all forms of usually competitive physical activity which, through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing entertainment to participants, and in some cases, spectators. Hundreds of sports exist, from those requiring only two participants to those with hundreds of simultaneous participants, either in teams or competing as individuals.

##### **a. Students Point of View in Games**

In this study, the answers from the students of Bihadi Rural Municipality, Parbat district is shown where the students have answered about their favorite game. It is represented in the pie chart below: -

***Figure3: Students Point of View in Games***

According to the above pie chart, the students who play Volleyball is 61.11 percent, students who play Football is 24.44 percent, students who play Cricket is 8.88 percent and the students who play other games (kabaddi, running, high jump, long jump) is 5.56 percent. According to this study, the students who play volleyball is the highest among all and cricket is the lowest among all because the materials needed for cricket is not available.

Hence, from this study we have concluded that most of the students are directed towards volleyball in comparison to other games like cricket and football. Volleyball is the most popular game because there used to be a competition in that area so that the students were interested towards volleyball. The research area was hilly, so it was also supportive for the construction of the volleyball court. Schools in that area have focused in the volleyball game than other games so most of the students were found to be participated in volleyball. The reason behind not playing cricket is the lack of needed materials like cricket bat, ball, stumps, pitch etc. Some of the students were unknown about this game. So, the students in that area have less interest than in volleyball.

**b. Students point of view about the Sports Facilities in their Schools**

From, the study about the availability of sports materials from the secondary schools of Bihadi Rural Municipality of Parbat district, I have found that some of the students are satisfied with the facilities provided and most of the students are unsatisfied with the facilities provided.

I have presented the analysis about the development of the facilities in points in the bar-diagram below:

***Figure 4: Sports Facilities in their Schools***

From the study of data above, I have found that 34.44 percent of the students had agreed for the addition of the facilities in their school, 36.67 percent of the students had agreed for the proper use of the available materials whereas 13.44 percent of the students had agreed to install the competent teacher to use the facilities properly and 13.45 percent wanted no change in the sports facilities, because according to them there were proper sports facilities in their school.

So, from the answers of students in the column number 2, they had focused for the proper use of available materials because the available sports in those secondary schools are not used properly in the main field and the sport teacher was not attentive towards the proper use of the sports materials. In the column number 4 students had said they didnot want any change in the facilities but the facilities were not available there. Similarly, no any teacher was aware about the sports and they were not given proper training. So, from this study I have found that the budget from the government sector is not used properly in the sector.

**c. Participation of Students in the Game Organized by theSchool**

This study was done in the selected nine secondary schools of the Bihadi RuralMunicipality of Parbat district in which the questionnaire were given to the students of those selected schools for this study. Thequestions regarding their



participation in the games organized by schools were made and were given to the students. Their answers and thoughts were collected and presented in the data below.

***Figure 5: Participation of students in the game organized by the school***

From the analysis of the pie-chart above about the participation of the students in the games organized by the school, I have found that 54.45 percent of the students take frequent part in the organized games by the schools, whereas 23.34 percent of the students are only taking part sometimes in the organized games. The percentage of the students who never take part in the games is 13.34 percent whereas 8.90 percent of the students take part in the games if HPE teacher forces them to take part in the organized games. Those students are just playing games for the teachers not for themselves.

So, from the analysis of the data above, most of the students take part in the organized games by their own without forcing by their teachers, some of the students are not taking part of the games organized by the schools because they are not interested in the game organized by the school or schools never organize the game they are interested to play. Some of them are unknown about the importance of the games so they do not take part in the games whereas some of the students play good game but they are not interested to those games. Such students only take part when HPE teacher force them to take part.

**d. Games Organized School on Annual Sports Meet/HPE teacher point of view**

From the nine selected schools of Bihadi Rural Municipality, I had asked different questions about the organization of the sports activities and about the different sports competition to the HPE teacher of the respective schools. The answer from the HPE teacher is given in the table below:

**Table 4: Games Organized School on Annual Sports Meet**

S. N.	Name of School	Games				Times		Total Game
		Volleyball	Kabaddi	Athletics	Minor game	1	2	
1.	JSS			1		1		1
2	ASS			1	1	1		2
3.	NSS	1	1		1	1		3
4.	SSS	1	1			1		2
5.	LBSS	-	-	-	-	-	-	-
6.	WSS	1		1	1	1		3
7.	CSS (Khor)	-	-	-	--	-	-	-
8.	CSS(Uram)			1		1		1
9.	SSS	1		1	1	1		3

According to the table shown above, it was found that 2 schools hadn't conducted any of the above games on annual basis. 7 schools had held the games where the students actively took part.

According to the HPE subject teacher, due to the lack of sports materials, the school hadn't conducted the games. In some schools there are adjustable materials but in most of the schools there are not enough sports materials for the students. There are not trained teachers for the sports in most of the school. The teacher who teaches other subjects teach sports too, so, the sport is not much developed in these areas. The budget from the government sector and other organizations is not used properly in the sports field. This shows that the management system is weak. Management system is not active towards sports as they are in other subject. So, the games are not organized as they should be.

**e. Main Problems on the Sports and Game**

Sports are the important need for each human existing on the earth. The research was done on selected secondary school of Bihadi Rural Municipality of Parbat district, where the questions were given to the HPE teacher of each respective schools. And their answers are given in the pie chart below:

***Figure 6: Main problems on the sports and game***

According to the HPE teacher of each respective school, I have found that 33.33 percent of the HPE teachers say that their school doesn't have proper ground for the games whereas 44.45 percent of the HPE teacher says that due to the lack of training, they are facing various problems. 22.23 percent of the HPE teacher says that

there is lack of proper facilities and equipment in their schools and none of the HPE teachers show cooperation with the staffs.

So, from the above analysis, I found that there are many reasons due to which the games are not conducted. According to the HPE teachers, there are many problems in the school. Although the Headmaster said there is a good facility but according to HPE teacher there are many problems in the sports.

#### **4.1.7 HPE Teachers point of view to Improve Sports Facilities**

In this study HPE teachers of nine of each respective secondary school were the respondents. Each of the HPE teacher was asked a question about the proper availability of the sports materials and the methods of improvement which is given in the bar-diagram: -

***Figure 7: HPE Teachers point of view to improve sports facilities***

So, from the bar-diagram above I found that 33.33 percent of the HPE teachers want training about the sports for the improvement of sports as shown in column number one. 22.22 percent of the HPE teachers emphasize to use the budget of the government which is shown in the column number two, whereas 33.34 percent of the HPE teachers want the proper sports materials in the respective schools for the

improvement which is shown in column number three. 11.12 percent of the HPE teachers want the good management system for the better improvement as shown in column number four.

So, from the research and with the direct observation I found that from the selected nine secondary schools of Bihadi Rural Municipality there is no any HPE teacher who is good in sports sector or those HPE teachers are not given any type of training. The HPE teachers in the schools are the alternative teachers who teach math and science. The budget given by the different organizations and the government is used in the improvement of the sports in some of the schools but most of the schools haven't used those budgets for the improvement of the sports facilities in the school. HPE teacher also asserted that there are not adequate sports materials in their school. From this study I found that there should be good management system in each of the school.

## **4.2 Management Aspect of Different Sport Facilities in Community-run Secondary Schools**

Another objective of this study is to manage the different aspects of different sports facilities in community run secondary schools. This objective is important to fulfill this study. In this study, the total facilities available in the secondary schools and the management of the facilities in the schools are described. The proper use of the sports material in the proper place is also emphasized in which I have made the questionnaire and checklist. Similarly, I have also collected the data from the direct observation to fulfill its main objective which is given in the table below:-

### **4.2.1 Condition and Management of Sports Land**

Land is the most essential things for us. Land is essential for playground and to play different sports. Sports defined as to play something in free space or region. And I found in my investigation that a lot of schools are facing the problem of playgrounds and their facilities, and in my investigation, I have focused this topic to find out the area occupied by the schools as playground inside the educational field with the help of the given below diagram:

***Figure 8: Condition and Management of Sports Land***

According to the figure, 67 percent of the schools have separated one Ropani for sports activities whereas 33 percent of schools have separated two Ropani for playground and other sports activities. In this way, we can say that management for the playground of the schools were good.

**4.2.2 Analysis and Interpretation of Observation Checklist**

**a. Availability of Sports Facilities and their Management**

Students need sports facilities for physical education as well as to run different sports classes. No sports activities are possible without sports facilities. So sports facilities and its proper management is necessary. Hence, for the multidirectional development of student's sports, facilities are must. Thus, the condition and management of sports facilities in the secondary level students of Bihadi Rural Municipality, Parbat are studied which are further justified by the table shown below

**Table 5: - Availability of Sports facilities and their management**

S.N.	Name of the School	Football Ground	Volleyball Court	Cricket Ground	Basketball Court	Kho-kho Court	Kabaddi Court	Badminton Court	Long jump area	High jump area	Shot put area	Track for Running	Store Room	Health clinic	Library	Toilet
1	J S S	0	1	0	0	1	1	0	1	1	1	1	0	0	2	4
2	A S S	1	1	0	0	0	1	0	1	1	0	1	1	0	2	2
3	N S S	1	1	0	0	1	1	0	1	1	1	1	0	0	2	4
4	S S S	1	1	0	0	0	0	0	1	1	0	1	1	1	1	3
5	L B S S	0	1	0	0	0	1	0	1	1	1	0	0	0	1	2
6	W S S	1	1	0	0	1	1	0	1	1	1	1	2	1	2	4
7	C S S (kho)	0	1	0	0	0	1	0	0	0	0	0	1	0	1	2
8	C S S (uram)	1	1	0	0	1	1	0	1	1	1	1	1	0	1	2
9	S S S	1	1	0	0	0	1	0	1	1	1	1	1	1	2	3
Total		6	9	0	0	4	8	0	8	8	6	7	7	3	14	26
Percentage		66.67	100	-	0	44.45	88.88	-	88.88	88.88	66.67	77.78	77.77	33.33	100	100

According to the table number 4, the nine of schools of the Bihadi RuralMunicipality, it is found that there is not proper playground.

In this era, different games are played but the materials are not available there. Similarly, the cricket ground, basketball court and badminton court is not seen in any of the schools. Football is the most played game in the world. The school with the football ground wasfound to be 66.67 percent. Volleyball is national game of Nepal. The place of the study is located in the hilly region so availability of volleyball ground was 100. Kho-kho is one of the widely played games in Nepal. It was found that 44.45 percent of the schools made ground for kho-kho game. According to this study, the court for the kabaddi is found to be present in 88.89Percentschools. According to this studythe area to play this game was found to be present in 88.88Percent schools. According to this study, the area for shot put was found to be present in66.67 percent schools. This study found the 77.78 percent schools has a good track for running.This study found that 77.78 percent of the schools had the provision of store room. This study found that 33.33 percent of the schools had the facilities of health clinic to ensure proper first aid and treatment in case of any causality.According to this study, every school had the facility of library.Toilets are the most important thing to be needed in the schools.According to this study, every school had the facility of toilet. However, in some schools, renovations of toilets were going on.

So, from the analysis above I have found that due to the lack of the needed materials and due to the geographical structure,the students over there are deprived of those games.From the direct observation of the management system I have found that volleyball court was found to be in every school whereas cricket ground, basketball court and badminton court was not found in any of the school because for these games the management system of the respective school haven't focused well and they were unknown about this.

#### **b. Availability of Supplies and Equipment's and their Management**

Sports supplies are those things and equipment's which are needed for games and sports activities like ball, bat, net etc. Without having supplies, sports activities cannot be done. Therefore, supplies are most needed for sports, games and practical classes or physical education. Thus, the following table contains the available equipment's in the community secondary schools of Bihadi RuralMunicipality, Parbat district.



**Table 6: Availability of supplies and equipment's and their management**

S.N.	1	2	3	4	5	6	7	8	9		
Name of school	J S S	A S S	N S S	S S S	L B S S	W S S	C S S (kho)	C S S (Uram)	S S S	Total	Percentage
FB	1	1	2	0	1	2	0	0	1	8	88.87
VB	2	3	4	2	2	3	2	2	3	23	100
VBN	1	1	2	1	1	2	1	1	2	12	100
CB	0	0	0	0	0	0	0	0	0	0	0
CB	0	0	0	0	0	0	0	0	0	0	0
BB	0	0	0	0	0	0	0	0	1	1	11.12
BR	0	0	1	0	0	1	0	0	1	3	33.34
SC	0	0	2	0	0	3	0	0	2	7	77.78
TTB	0	0	0	0	0	0	0	0	0	0	0
TTB	0	0	0	0	0	0	0	0	0	0	0
CB	0	0	0	0	0	0	0	0	0	0	0
TOB	0	0	0	0	0	0	0	0	0	0	0
TB	0	0	0	0	0	0	0	0	0	0	0
D	1	1	2	1	1	1	1	2	1	11	100
SW	1	1	1	1	1	1	1	1	1	9	100
MT	1	1	1	1	1	1	0	1	1	8	88.89
WM	1	1	1	0	1	1	0	1	1	7	77.78
FAB	1	1	1	1	1	2	1	1	1	10	100
SP	1	0	0	0	0	0	0	0	0	1	11.12

According to the table number 7 (seven) in the total of the selected 9 (nine) schools of the selected area it was found that the required materials for the sports was not fulfilled. It was also found that the students were unaware about the use of the sports material and some students even didn't know the name of the sports materials since they live in remote areas so, from the above table, sports materials like tennis ball, cross bar, take off board, toe board, cricket bat and cricket ball were not found in any schools.

Football is one of the most playing game in the world. To play football game, first we need the football. From the selected schools in the study, 88.87 percent schools had football whereas Volleyball is the national game of our country Nepal. Volleyball is mostly played in the hilly areas of the Nepal and it is the most playing game in the Parbat district so, students had given more priority to this game. So, 100 percent of the schools had volleyball. Without volleyball net, the game volleyball is incomplete. So volleyball net was present in all schools of selected area. Basketball is the game which is mostly played in the city areas. The thesis was done in the rural place so the basketball was found to be available in 11.12 percent of school. Badminton is not much played in this area but some of the students were found to be fond of playing badminton. 33.34 percent of schools were found to have kept badminton rackets. Cock is used to play the game badminton. Although this game is not played much in this Bihadi rural municipality, 78.88 percent of schools were found to have kept cock to play badminton and Drum is used in the various programmes and it is also used for the enjoyment of the students. It is also used in different extra-curricular activities. So, 100 percent of the schools had drum whereas Stopwatch is used to see the time lap. In different games this instrument is used to see the total time taken by athletes. So, all the schools had stopwatch. According to the table shown above, many of the schools had measuring tape. This tape is used in the games like high jump, long jump, track and field and it is found to be available in 88.89 percent of the schools. Health is the most important thing to be considered in the game. There should be presence of first aid kit box in every game because there could be any injury during the game. So, first aid box was found to be available in all schools. The weighing machine was available in 77.78 percent of the schools which is used to know the weight of the players. This game is

played under the track and field. According to the table shown above, the percentage of schools with the provision of playing shot put was 11.12 percent.

So, from this analysis, volleyball is found to be most played game in that area so volleyball and the materials needed for the volleyball was available in every school. There was scarcity of many sports suppliers and materials such as cricket bat and cricket ball, table tennis bat and ball, take off board, toe board and crossbar. The reason of the unavailability is the ignorance of the management system in those games and materials.

### **4.2.3 Future Planning of Sports Facilities and Management**

In the research, sports facilities are defined as permanent structural units or items like ground, courts, track and field and so many equipment's and supplies, which are needed for sports and games. These facilities are not minor things to develop. Many schools are planning to develop sports facilities in their schools. According to this research, there are many plans for sports facilities, which are going to be developed in the school, which is given in Figure.

#### ***Figure9: Future planning of sports facilities and Management***

According to the above figure, 22.22 percent of schools had planned to make playground.44.45 percent of schools had planned to hire the trained physical teachers.

In the same way, 44.45 percent of schools had planned to reconstruct the school including all requisites.

Every school had planned to provide the materials needed for sports as they were aware of its importance. However, there were no any organizations helping these schools to maintain all these facilities.

#### **4.2.4 Care and Maintenance of Sports Facilities**

Every physical facilities of the school should be taken care of and maintained continuously for the healthy environment. It is ensured that most of the traditional schools cannot care and maintain properly. In some schools, the construction of drinking water tank was also going on along with the required volleyball court. Due to this, there was no proper guidance in the construction of the court. The old sports materials were mixed and were used with the new ones. Because of the hilly geographic region, there was the stopper in the border areas of the ground. So from all these, we can find that the secondary schools haven't given proper care and guidance in the renovation of grounds and maintenance of materials. However, they are now well aware about it.

## CHAPTER-V

### SUMMARY, FINDING, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

Physical education is a part of general education. Physical activities are the biological needs, which are very important in an individual's daily life. Regular physical exercise or physical activities develop the body organs and system such as digestive, muscular, circulatory, respiratory, and excretory and nervous system. Emotional and mental activities are the psychological terms. Sports are regarded as the most important thing in human life. Sports develop physical, mental, social and emotional aspect in children's mind. And for this all, there should be proper availability of the sports material. This research concerns only with the available sports facilities and their management at Bihadi Rural Municipality of Parbat district. The main purpose of the study is to find out the existing status of sports facilities in the community schools and to identify the management aspect of different sport facilities in government run secondary schools.. For this purpose, questionnaire to the headmaster, HPE teacher and students were given and check-list was used as the main methodology to accomplish the study.

The researcher specially focused on the condition of building, condition and management of land, availability of sports facilities and their management, number and percent of students in sample school, availability of supplies and equipment's and their management, extracurricular activities, planning of sports facilities, games and sports, care and maintenance of sports facilities. All the collected data were studied statistically by arranging in the table, bar graph and pie charts. The researcher reviewed much literature and studied directly and indirectly related materials to the topic and present study. It was found that sports facilities are most necessary for the schools. In some schools, there were sports facilities but many schools had not proper facilities and equipment's. After collecting the necessary information, the data was tabulated in a master chart/ table. After that it was analyzed and interpreted as well.

#### 5.2 Key Findings

After the statistical analysis of the data and under limitation of the objectives, the researcher has drawn out the following findings:

- 5.2.1 From this study, it was found that the total number of students in secondary schools of selected 9 (nine) schools was 556 and 44 teachers.
- 5.2.2 From the selected 9 (nine) secondary schools the average ratio of teachers and students was found to be 12.64.
- 5.2.3 In the comparison between past and present, it was found that the condition of sports facilities in fewer schools were same as it was before whereas other schools were well developed.
- 5.2.4 In this study, it was found that half Ropani of land was separated by 67 percent of school for sports playground and other sports activities and one Ropani was separated by 33 percent of schools.
- 5.2.5 From the selected schools 66.67 percent of school had football ground, whereas every school had volleyball court. Kho –Kho court was available in 44.45 percent of schools, Kabaddi court was found in 88.88 percent of schools, shotput area was found to be in 66.67 percent of schools. Similarly, the track for running was found to be in 77.78 percent of schools, store room in 77.77 percent of schools, health clinic in 33.33 of schools, library facilities was available in every school. Also, there was no availability of Cricket ground, Basketball court and Badminton court.
- 5.2.6 According to the availability of supplies and equipment and their management volleyball was found in all schools, football was found to be in 88.87 percent of schools, volleyball net was fully available, basketball was found to be in 11.12 percent schools, badminton racket (pair) was found to be in 33.33 percent schools and the shuttle cock was found to be in 77.78 percent schools, the drum for the music was and stop-watch to see the time lap was available in all schools, measuring tape was found to be in 88.89 percent schools and weighting machine was found to be in 77.78 percent schools. Similarly, first aid box was available in all schools and the shotput was found to be in 11.12 percent schools. Cricket bat, Cricket ball, Table tennis bat, Cross bar, Toe board were not available in any schools because they were not played much well in those areas.

- 5.2.7 The developments of extra-curricular activities were not seen much in all selected schools because there was lack of awareness related programs to these activities.
- 5.2.8 According to the facilities given by the schools for the sports and their management, it was found that the plan for construction of playground was found to be 22.22 percent of the schools, the purchase plan for sports materials was found to be all schools, the plan to hire for trained teachers was found to be in 44.45 percent of schools and the plan for maintaining building was found to be in 44.45 percent of schools.
- 5.2.9 From this study, it was found that the students who wanted to play football was 24.44 percent, students who wanted to play volleyball was 61.11 percent, students who wanted to play cricket was 8.88 percent and the students who wanted to play other games was 5.56 percent.
- 5.2.10 From this study, to improve the sports facilities from the students point of view 34.44 percent students say to add the facilities, 36.67 percent students say to use the available materials whereas 14.44 percent students say to install the competent teacher to use the facilities and 14.44 percent want no change in the facilities.
- 5.2.11 From the participation of the students by the school I have found that 54.45 percent of the students takes part frequently in the games, 23.34 percent take part in the games sometimes whereas 13.34 percent never take part in the games and 8.90 percent take part if teacher force
- 5.2.12 According to the past year data, the games were conducted by the schools, in which 4 of the schools conducted volleyball, 2 schools conducted kabaddi, athletics by 5 schools and other minor games by 4 schools in one year.
- 5.2.13 According to the HPE teacher, 33.33 percent say there should be trained HPE teacher, 22.23 percent say to use the budget given by the government whereas 33.34 percent say to install the proper sports materials and 11.12 percent say there should be good management system.

5.2.14 Most of the schools had constructed the building along with the playgrounds and took care and maintained them. Some of the schools had renovated the schools while some of the schools had maintained the schools. Most of the schools had invested on water tanks. However, care and maintenance in sports was not seen.

### **5.3 Conclusion**

This research study has conducted done on secondary schools within Bihadi Rural Municipality in Parbat district which has studied about the facilities and management toward sports. The preference and availability regarding to sports teacher have not satisfied in these respondents schools. Another subject teacher has appointed in place of physical/sports teacher so students' result have not satisfied so far. The teachers in the schools are not given any training regarding the sports and the facilities. There is no change in this field regarding the subject teacher in comparison to the past days. Similarly, there is no any playground available for playing games. The ditches in the playground make the students uncomfortable to play and there is high chance of injury. There is no any proper land for the playground. The sports materials are not fully available, and those that are available are old.

The budget allocated for sports materials does not reach to the target, so, the schools have to take help from the local people. There is no any separate store room to keep the materials. The students are not encouraged to participate in games organized by local government. The principal of every school have planned to give proper facilities regarding the sports and to buy the sports materials, to use the budget in the sports properly, to train the teacher and to hire the separate subject teacher to establish the proper sports facilities in each of the schools. The main problem of these schools is that the students haven't heard the name of the diverse international games. Some of the students are interested in cricket but due to the lack of the needed materials and facilities they are discouraged to play. However, it is found that the condition of sports facilities is getting better and better.

This research concluded that sports' infrastructures, budget investment, intramural and extramural sports meet and schools-government policy toward sports have not satisfied. Government and schools' management committee should



preference in sports' budget. Likewise, sports protocol for intramural and extramural sports meet should initiative by administration side of schools/district/government.

#### **5.4 Key Recommendations**

On the basis of the present study, the researcher wants to suggest the following recommendations. These recommendations may be helpful to other new researchers who want to conduct research on the field of sports facilities and their management.

##### **5.4.1 Recommendation for Practice**

- a. The sports facilities must be developed in each and every school because some schools have fewer facilities and in some schools, facilities are available but not sufficient with student's ratio.
- b. They must arrange sports training for teachers and each school must have trained teachers.
- c. Every school must provide separate fund to develop sports facilities and trained teachers.
- d. They should manage separate office and playground for physical education and sports activities in the school.
- e. Sports teacher should give emphasis on practical classes of physical education as much as possible.

##### **5.4.2 Recommendations for National Policy**

- a. The government and concerned department should include physical education as a compulsory subject in school/college level curriculum and execute it in an effective way throughout the country.
- b. Nepal Government, Ministry of Sports should plan and include physical education and sports programs in its national policy.
- c. The government should allocate budget for sports keeping in mind the development of sports sector in every public schools.
- d. Sports teacher should be facilitated by the government to conduct sports and extracurricular activities.
- e. The government should implement 'One school: One sport teacher' programme effectively.

### **5.4.3 Recommendations for Further Study**

- a. Study on sports facilities and their management among primary schools.
- b. Study toward sports facilities and their management among private secondary schools.
- c. A study toward sports management among government secondary school.
- d. A comparative study among public and private high schools on available sports facilities and their management.
- e. Sports' facilities and management among secondary school of Nepal.

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## APPENDIX-A

## Sampling Procedure and Sample Size

S. N.	Name of School	Total Population				Sample Size				Sampling procedure
		Headmaster	HPE Teacher	Students		Headmaster	HPE Teacher	Students		School= Census Method
				Class 9	Class 10			Class 9	Class 10	
1.	J S S	1	1	26	24	1	1	5	5	Headmaster = Census Method
2.	A S S	1	1	23	27	1	1	5	5	HPE Teacher = Census Method
3.	N S S	1	1	45	44	1	1	5	5	Students=Sim ple Random Sampling Method (Lottery Method)
4.	S S S	1	1	17	13	1	1	5	5	
5.	L B S S	1	1	23	29	1	1	5	5	
6.	W S S	1	1	46	35	1	1	5	5	
7.	C S S (Khor)	1	1	20	12	1	1	5	5	
8.	C S S (Uram)	1	1	29	34	1	1	5	5	
9.	S S S	1	1	48	41	1	1	5	5	
	Total	9	9	303	259	9	9	45	45	
Total Respondent					108					

## APPENDIX -B

**A study on sport facilities and their management in community run secondary school of Bihadi Rural Municipality of Parbat district.**

**Questionnaire for Headmaster:**

**Name of the School:**

**Date:**

**Address:**

**School:**

**Name of Headmaster:**

**Education Qualification**

**Major Subject:**

**Teaching Subject:**

**Experience.....years.**

Q.N.1 How many staffs are there in this school?

Teaching / Non-teaching: ...../.....

Total: .....

Q.N.2 How many teachers are there including secondary level?

a) 5

b) 8

c) 10

d) others..

Q.N.3 Are there trained teachers for sports and games in this school?

Yes

No

If Yes,

Training information

S.N	Name of Teacher	Training	Duration	Remark

Q.N.4 Does your sports teachers/PE teacher use all available facilities and equipments properly?

Yes No

If yes, .....

Q.N.5 How many students are there in secondary level?

S.N	Secondary level	Female	Male	No.of student
1	9			
2	10			
Total				

Q.N.6 How much money/ budget has been allocated by the government for sports in this school?

.....

Q.N.7 Is the amount allocated to your school is sufficient for sports and sports management?

Yes No

If no, how to manage.....

Q.N.8 How much money do you spend in a year for sports equipment?

.....

Q.N.9 How much land does your school have for sports activities?

- a) 1\5Ropani b) 1 Ropani
- c) 2 Ropani d) 3 Ropani

.....

Q.N.10 What is the present condition of sports facilities in this school compared to the previous years ?

- a) Very good b) Good
- c) Bad d) Not much changed

Q.N.11 Do you have plans to develop sports facility at this school?

Yes No

If yes,

.....





### APPENDIX-C

#### Questionnaire for Physical Education Sports Teacher

**Name:**

**Post:**

**Education qualification:**

**Major**

**Subject:**

**Training:**

**Experience:**

Q.N.1 How many periods in a week do you practice for physical education?

S.N.	Period/ week	Time	Remark
1			
2			
3			
4			

Q.N.2 Is there regular extracurricular activities related to games and sports conduct in this school?

Yes

No

If yes, .....

Q.N. 3 Have you organized any special programs for sports and games in the last two year in this school?

Yes

No

if

yes,.....

Q.N.4 Is the land provided by your school sufficient for all sports activities?

Yes

No

If no,

Q.N.5 Do your schools conduct different games and sports activities?

If yes,

S.N.	Competition	Organizer

Q.N.6 Is there separate office for physical education and sports?

Yes No

If yes how many rooms?

a)1 b)2  
 c)3 d)4

Q.N.7 Does your school have a separate library related to sports and sports?

Yes No

Q.N.8 What are the main issues related to sports and sports at your school?

.....

Rank it by giving points

- a. Proper Ground
- b. Lack of training
- c. Lake of proper facilities and equipment
- d. Co-operation of staff

Q.N.9 Does your school have enough play facilities for your student?

Yes No

If No, how to manage

- a. Trained HPE teacher should be there in the schools
- b. Budget given by the government should be used to properly
- c. Proper sports materials should be there
- d. Management system should be good.

Q.N.10 Are you satisfied with the sports facilities available at your school?

Yes No

If No, .....

Q.N.11 What differences did you find in the students before playing and after the game was over?

.....

**APPENDIX -D**  
**Questionnaire for students**

**Name:**

**Class:**

Q.N.1 Do you play any games/sports?

Yes

No

If Yes, which game do you like?

a) Volleyball

b) football

b) Cricket

d) Others

Q.N.2 Does your school have sufficient sports facilities?

Yes

No

If No, what should be done regarding the sport facilities?

a) Facilities should be added

b) Available should be used properly

c) Competent teachers should be there to use the facilities

d) Nothing should be done

Q.N. 3 Are you satisfied with the teaching style of your physical education / sports teacher?

Yes

No.

Q.N.4 How often does your school perform extra-curricular activities?

a) Weekly

b) Monthly

c) Once a year

d) Never

Q.N. 5 How often do you participate in those extra-curricular activities run by your school?

a) Frequently

b) sometimes

c) never take part

d) If teacher force

Q.N. 6 How do you think additional sports activity impacts your study?

a) Positive

b) Negative

c) No significant effect

Q.N.7 In your opinion, the school's available sports facilities will help you become a better player in any sport

- a) Yes            b) No            c) No idea            d) No significant effect

Q.N.8 Have you participated in rural or others level games?

Yes

No

Q.N.9 Have you attended the President's Cup?

Yes

No

If yes, how often do you participate?

.....

**APPENDIX-E****Check list for existing sports facilities and supplies****Name of School: -****Date:-****A. Sports Facilities:-**

S.N	Sports Facilities	Number	Condition	Remarks
1	Football ground			
2	Volleyball court			
3	Cricket ground			
4	Basketball court			
5	Kho-kho court			
6	Kabaddi court			
7	Badminton court			
8	Long jump area			
9	High jump area			
10	Shot put area			
11	Track for Running			
12	Store Room			
13	Health clinic			
14	Library			
15	Toilet			

**B. Sports Supplies:-**

S .N	Sports Supplies	Number	Condition	Remarks
1	Football			
2	Volleyball			
3	Volleyball net			
4	Cricket bat			
5	Cricket ball			
6	Basketball			
7	Badminton Racket (Pair)			
8	Shutting Cock			
9	Table Tennis bat (pair)			
10	Table Tennis ball			
11	Cross Bar			
12	Take-off board			
13	Toe Board			
14	Drum (music)			
15	Stop watch			
16	Measuring tape			
17	Weighting machine			
18	First aid box			
19	Shot put			