

A STUDY OF PHYSICAL FACILITIES AND AVAILABLE RESOURCES FOR SPORTS ACTIVITIES IN GOVERNMENT DIET'S AND PRIVATE ETE INSTITUTES

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Abstract

The purpose of the research was to study the available resources and physical facilities for training and conditioning, and to check the regular physical education activities conducted in the institutes. Revealing the nature of the research, a self-made questionnaire containing 57 questions was used for the data collection. The data was collected from all 9 Government DIET'S and 9 private ETE institutes which were randomly selected. The sample comprised of 360 pre-service teachers. Sample and data were analyzed using frequency and percentage.

INTRODUCTION

The term "Physical Education" is made up of two words: "Physical" and "Education." Body attributes such as strength, speed, endurance, flexibility, health, coordination, and performance are referred to as physical. It usually contrasts the mind with the body. When the terms education and physical education are used together, it refers to a type of education that focuses on the development of the human body, particularly fitness and movement abilities. The body was once thought to be a

different entity from the mind, intellect, and soul. Today, however, it is recognised that man must be seen as a whole, and Physical Education is concerned with more than just his physical strength. As a result, Physical Education is more than just a physical exercise; it is also a process of man's overall growth. It cultivates courage in the face of adversity and the ability to tackle life head on. It shapes man's personal and social relationships. Nowadays, physical education is linked to biological, social, psychological, philosophical, political, 300|Page

and cultural aspects of existence. It is concerned with the entirety of human conduct that distinguishes humans from other creatures.

OBJECTIVE OF THE STUDY

The objective of the study is:

- To check the available resources and physical facilities for training and conditioning.

DELIMITATIONS OF THE STUDY

- 1) The present study was confined in all the nine Government DIET'S institutes and nine private ETE institutes.
- 2) Only 360 pre-serviceteachers were confined to the study.

SAMPLE

Government DIET'S/ETE Institutes		Pre-Service Teachers
Pre-service teachers	First Year	180
Pre-service teachers	Second Year	180
Total		360

The data was collected using interview schedule.

STATISTICAL ANALYSIS

The data for the present study was collected through administration of

HYPOTHESES OF THE STUDY

It was hypothesized that there will be good resources and physical facilities available for training and conditioning.

METHODOLOGY

Survey method was adopted to conduct the relevant data for the research work. The study was conducted in all the 9 Government DIET'S institutes and 9 private ETE institutes which were randomly selected by the researcher.

Therefore, the sample comprised of 360 pre-service teachers (20 Pre-service teachers from each ETE institute)

interview schedule. After collecting the data, it was analyzed by computing the following statistic stepwise:

1. Data was coded in the numerical form for the statistical analysis.

2. Percentage along with the suitable pie diagrams were used for assessing the objectives of the study.

Table No. 1

PROVISION OF PROPER TIME OF PLAY FOR GOVERNMENT DIET'S & PRIVATE ETE PRE-SERVICE TEACHERS

S. No.	Do you have proper time to play	Total Pre-service teachers (in numbers)
1	Yes	39 (11%)
2	No	321 (89%)

According to the findings, 39 (11%) of pre-service teachers get adequate play time, whereas 321 (89%) do not.

Table No. 2

PROVISION OF INTRAMURAL ACTIVITIES FOR GOVERNMENT DIET'S & PRIVATE ETE PRE-SERVICE TEACHERS

S. No.	Is Institute/DIET provides intramural activities from time to time	Total Pre-service teachers (in numbers and %)
1	Yes	182 (51%)
2	No	178 (49%)

According to the results, 182 (51%) of pre-service teachers said their DIET/Institute organises intramural activities for them, while 178 (49%) said their DIET/Institute

does not organise intramural activities for them.

Table No. 3

PROVISION OF EXTRAMURAL ACTIVITIES FOR GOVERNMENT DIET'S & PRIVATE ETE PRE-SERVICE TEACHERS

S. No.	Is Institute/DIET provides extramural activities from time to time	Total Pre-service teachers (in numbers and %)
1	Yes	83 (23%)
2	No	277 (77%)

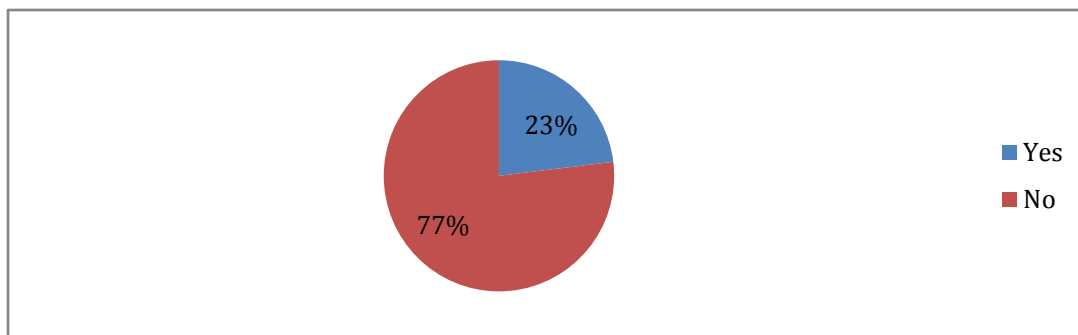


Figure 1 illustrates analysis of provision of extramural activities for government & private ETE pre-service teachers

According to the results, 83 (23 percent) of pre-service teachers said that their DIET/Institute organises extramural activities for them, whereas 277 (77

percent) reported that their DIET/Institute does not organise extramural activities for them.

Table No. 4

PROVISION OF BOOKS RELATED TO GAMES/SPORTS FOR GOVERNMENT DIET'S & PRIVATE ETE PRE-SERVICE TEACHERS

S. No.	Do you have sufficient books related to games/sports (literature) in the library of Institute/DIET	Total Pre-service teachers (in numbers and %)
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1	Yes	258 (72%)
2	No	102 (28%)

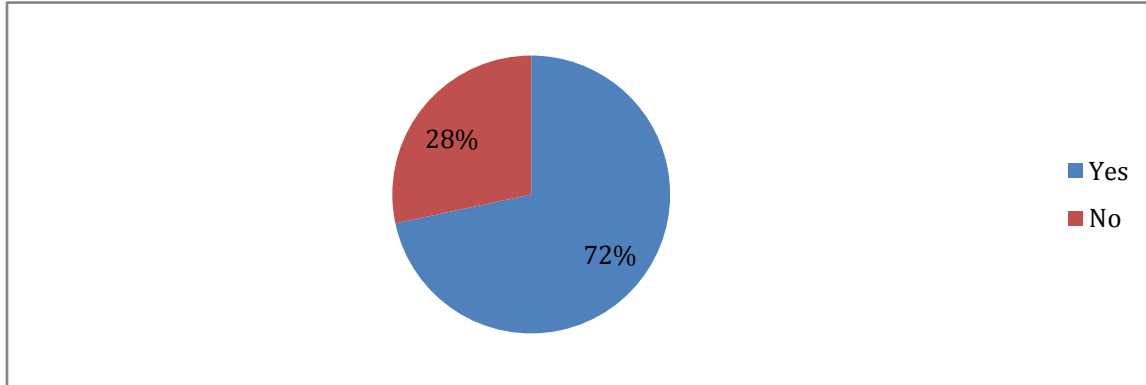


Figure 2 illustrates analysis of provision of books related to games/sports for government & private ETE pre-service teachers

According to the results, 258 (72%) pre-service teachers reported that their DIET/Institute had books connected to games/sports, whereas 102 (28%) pre-

service teachers reported that their DIET/Institute had books related to games/sports.

Table No. 5

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**SATISFACTION WITH THE PHYSICAL FACILITIES AVAILABLE IN
GOVERNMENT DIET'S & PRIVATE INSTITUTE/DIET**

S. No.	Are you satisfied with the Physical facilities available for physical education and sports in your Institute/DIET?	Total Pre-service teachers (in numbers)
1	Yes	240 (67%)
2	No	120 (33%)

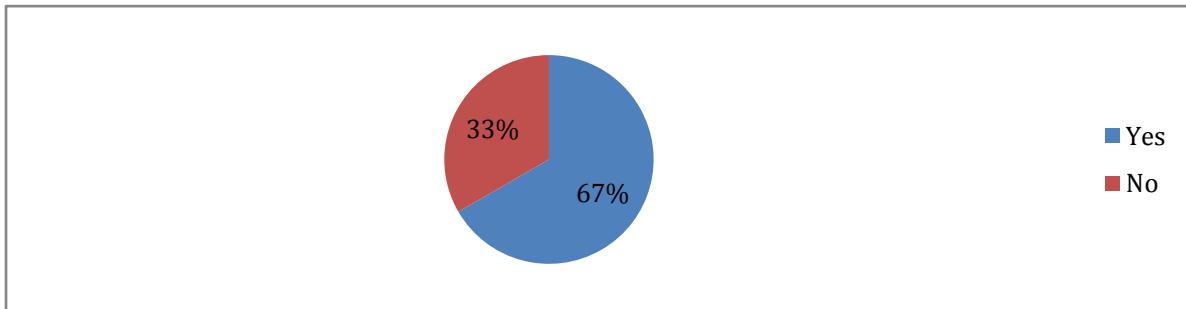


Figure 3 illustrates analysis of satisfaction with the physical facilities available in government & private institute/DIET

According to the results, 240 (67 percent) of pre-service teachers are content with the physical facilities available in their institute/DIET, whereas 120 (33 percent) are dissatisfied with the physical facilities available in their institute/DIET.

Table No: 6

STATUS OF FACILITIES AND RESOURCES IN GOVT DIETs AND PRIVATE ETEs

S.No.	Resources/facilities	Yes (%)	No (%)
1.	Physical Education Teachers	85%	15%
2.	Playground	80%	20%
3.	Tennis	20%	80%
4.	Volleyball	50%	50%
5.	Badminton	80%	20%
6.	Tug-of-war	82%	18%
7.	Others (Carrom board, Ludo, Rope)	75%	25%

Pre-service teachers in 80 percent to 85 percent of institutes/DIETs reported having playground badminton and tug of war. Volleyball is taught in 50 percent of pre-service teachers' institutes/DIETs. Only 20% of pre-service teachers reported having tennis in their institute/DIET.

Table No: 7

MAJOR GAMES PLAYED IN THE INSTITUTE/DIET AND HOW MUCH

S. No.	Games	Less than 1 hour		Less than 2 hours		More than 2 hours		Not played	
		No.	%	No.	%	No.	%	No.	%
1	Kho-Kho	36	10	0	0	0	0	324	90
2	Kabbadi	0	0	0	0	0	0	360	100
3	Volleyball	0	0	0	0	0	0	360	100
4	Badminton	4	1.11	0	0	0	0	356	98.89
5	Tug of war	0	0	0	0	0	0	360	100
6	Cricket	0	0	0	0	0	0	360	100
7	Basketball	0	0	0	0	0	0	360	100
8	Football	0	0	0	0	0	0	360	100
9	Handball	0	0	0	0	0	0	360	100
10	Tennis	0	0	0	0	0	0	360	100
11	Table-tennis	0	0	0	0	0	0	360	100
12	Hockey	0	0	0	0	0	0	360	100
13	Throwball	0	0	0	0	0	0	360	100
14	Baseball	0	0	0	0	0	0	360	100
15	Softball	0	0	0	0	0	0	360	100
16	Any other game	40	11.11	0	0	0	0	320	88.89

Table No. 7 represents the analysis of major games played by Government & Private ETE pre-service teachers and the duration of playing major games.

Based on the responses in Table No. 7 regarding the playing of major games and their duration, it can be concluded that 36 pre-service teachers play kho-kho for less

than 1 hour, 4 pre-service teachers play badminton for less than 1 hour, and 40 pre-service teachers play any other game for less than 1 hour. No student said they play major games for less than or more than 2 hours, and 324 pre-service teachers said they don't play kho-kho. 360 pre-service instructors said they don't play kabbadi.

360 pre-service teachers stated that they do not participate in volleyball. 356 pre-service teachers stated that they do not play badminton, while 360 stated that they do not play tug of war. 360 pre-service teachers said they don't play Cricket, 360 pre-service teachers said they don't play Basketball, 360 pre-service teachers said they don't play Football, and 360 pre-service teachers said they don't play Handball. 360 pre-service instructors said they do not play tennis. 360 pre-service teachers responded that they do not play Table-tennis, 360 pre-service teachers responded that they do not play Hockey, 360 pre-service teachers responded that they do not play Throwball, 360 pre-service teachers responded that they do not play Baseball, and 360 pre-service teachers responded that they do not play Squash. 320 pre-service instructors said they don't play any other games.

According to the results of the analysis, the playing of significant games and their duration It may be determined that 10% of pre-service teachers play kho-kho for less than an hour, 1.11 percent of pre-service teachers play badminton for less than an hour, and 11.11 percent of pre-service teachers play any other game for less than an hour. No student said they play major

games for less than 2 hours or more than 2 hours, and 90% of pre-service instructors said they don't play kho-kho. 100% of pre-service teachers said they do not play kabbadi, and 100% of pre-service teachers said they do not play volleyball. 98.89 percent of pre-service teachers said they do not play badminton, and 100 percent of pre-service teachers said they do not play tug of war. 100% of pre-service teachers said they don't play Cricket, 100% said they don't play Basketball, 100% said they don't play Football, and 100% said they don't play Handball. 100 percent of pre-service teachers said they don't play Tennis, 100 percent said they don't play Table-tennis, 100 percent said they don't play Hockey, 100 percent said they don't play Table-tennis, 100 percent said they don't play Table-tennis, 100 percent said they don't play Table-tennis, 100 percent said they don't play Table-tennis, 100 percent said they do not play Throw ball, 100 percent of pre-service teachers said they do not play Baseball, 100 percent of pre-service teachers said they do not play Softball, and 100 percent of pre-service teachers said they do not play Softball.

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MAJOR FINDING

- Only 11% of pre-service teachers have adequate play time, while 89% do not.
- 51% of pre-service teachers reported that their DIET/Institute organises intramural activities for them, whereas 49% reported that their DIET/Institute does not organise intramural activities for them.
- 23% of pre-service teachers reported that their DIET/Institute organises extracurricular activities for them, whereas 77% reported that their DIET/Institute does not organise extracurricular activities for them.
- 72 percent of pre-service teachers said that their DIET/Institute had books connected to games/sports, while 28 percent reported that their DIET/Institute had books linked to games/sports.
- 67 percent of pre-service teachers reported being satisfied with the physical facilities available at their institute/DIET, whereas 33 percent

reported being dissatisfied with the physical facilities provided at their institute/DIET.

- 10% of pre-service teachers said they play kho-kho for less than an hour, 1.11 percent of pre-service teachers said they play badminton for less than an hour, and 11.11 percent of pre-service teachers said they play any other game for less than an hour.
- No student said they play major games for less than 2 hours or more than 2 hours, and 89.99 percent of pre-service instructors said they don't play any other game.
- 100% of pre-service teachers said they don't play Pakdampakdai, Berfpani, Hide and seek, Marbles, Plucking the tail, Do this do that, Cock fight, or any other game. Pre-service instructors unanimously stated that they do not play Birds Fly. Balloon deflation, Immediately following each other, Make a breakthrough, If you ring a ring of roses, 89.98 percent of pre-service teachers will say they play any other game for less than an hour.

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5.3 Recommendations

In light of the conclusion drawn from the present study the following recommendations

are made:

1. The government/any other body should take care of every part of sports facilities and infrastructure in order to meet any deficiency requirements.
2. Sports participation and success status should be fostered in order to make the most use of the facilities.
3. A policy should be developed to provide regular coaching and the necessary number of various sports items and sports products, as well as to develop and maintain other facilities and infrastructure and to provide financial help for this purpose.
4. A policy for the regular assessment of sports facilities and sports achievements/participation may be monitored on a regular basis in inter-college, inter-university, state-level, senior –national, international, and other competitions.
5. A similar type of study might be undertaken at other institutions and colleges throughout India.

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