

EVALUATION OF SPORTS FACILITIES, FINANCIAL SUPPORT, STAFF DEPLOYMENT AND SPORTS-LITERATURE RESOURCES IN GOVERNMENT SENIOR SECONDARY SCHOOLS IN SOUTH-EAST DELHI

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Abstract

This study investigates the status of sports infrastructure, financial support, staff deployment and sports-literature resources in government senior secondary schools in the South-East Delhi region. The primary objectives are to evaluate the availability and adequacy of sports facilities, analyze the financial provisions for sports, examine the deployment of staff (physical education teachers, coaches, etc.), and assess the presence and use of sports-related literature (books, journals, periodicals) in these schools. Using a mixed-methods descriptive survey design, data were collected from a sample of schools via questionnaires, interviews and document-checks. The findings reveal significant gaps in infrastructure, uneven financial support, sub-optimal staff deployment and limited sports-literature resources. The paper concludes with recommendations for policy and practice to strengthen the sports component in senior secondary schools in the region.

Keywords:-

Sports Facilities, Financial Support, Staff Deployment

1. Introduction

Sports and physical education are vital components of holistic education, offering numerous benefits to students beyond physical health. These include the development of social, emotional, and cognitive skills, all of which contribute to the overall growth and well-being of students. In this context, government senior secondary schools play a crucial role in providing opportunities for students to engage in sports activities, fostering both academic and extracurricular development.

In the South East Delhi region, it becomes imperative to evaluate the adequacy of resources allocated to sports within these schools. This includes examining the quality and availability of sports infrastructure, financial support for sports programs, the deployment of qualified staff, and the availability of academic resources such as sports literature that can enhance students' theoretical understanding of sports. Despite the significant role sports play in education, it remains unclear how well these schools are equipped to meet the growing demands of fostering a thriving sports culture.

This study, therefore, aims to answer the following research question: *How adequate are the sports facilities, financial support, staff deployment, and sports literature resources in government senior secondary schools in South East Delhi?* Through this investigation, the study seeks to highlight the current state of sports infrastructure, assess resource allocation and use, and provide recommendations for improving the sports environment in these schools to support student participation in sports at the secondary level.

The findings from this research will contribute valuable insights that can inform policy decisions, administrative actions, and future academic programming to ensure that sports and physical education are given the emphasis and support they deserve in the school curriculum.

2. Review of Literature

A growing body of research indicates that the quality and availability of sports facilities are closely linked to student participation and performance in sports activities. Several studies highlight the critical role that infrastructure plays in promoting physical activity within schools. For instance, a study of secondary school students revealed that while many schools had access to basic sports facilities, their utilization was often low due to poor maintenance, lack of proper equipment, and inadequate space. The study pointed out that even when facilities were available, they were not always used to their full potential, resulting in diminished impact on students' sports engagement (ResearchGate).

Further research conducted in Indian educational institutions emphasizes the deficiencies in the availability, maintenance, and use of sports infrastructure. It was found that many schools, especially those in rural or underserved areas, face challenges in providing the necessary facilities for sports. Infrastructure is often inadequate, outdated, or poorly maintained, which affects the overall quality of physical education programs. This research underscores the need for better planning, budgeting, and infrastructure management to improve the sporting opportunities available to students (Oldror).

In addition to infrastructure, the importance of other resources—such as equipment, space, and environmental resources—cannot be overlooked. Effective physical education (PE) programs require not only physical spaces and equipment but also a supportive environment that encourages student participation. This includes the availability of educational materials, such as sports literature, which plays a key role in fostering a deeper understanding of sports science, techniques, and strategies. Literature on school infrastructure and PE highlights that without proper resources, both material and academic, the impact of physical education is limited (Scribd+1).

However, despite the growing awareness of the importance of sports facilities, funding, staffing, and academic resources, there remains a significant gap in the literature regarding integrated assessments of these four domains—facilities, finance, staff, and literature—in a specific regional context. Most studies have focused on isolated aspects of sports programs, such as infrastructure or staff qualifications, but few have comprehensively evaluated how these factors interact and influence the overall sports culture within schools. Furthermore, regional studies focusing on specific urban areas, like South East Delhi, are limited, leaving a gap in understanding the specific challenges and opportunities faced by schools in this part of the city. This study aims to bridge this gap by providing a comprehensive evaluation of all four domains, offering insights into how they collectively shape the sports environment in government senior secondary schools in South East Delhi.

3. The Importance of Sports and Physical Education in Schools

Sports and physical education are fundamental components of a balanced educational system, contributing significantly to the physical, mental, and social development of students. Physical activity is crucial in maintaining good health and preventing lifestyle diseases, such as obesity, diabetes, and cardiovascular problems, which are becoming increasingly prevalent among children and adolescents. Regular participation in sports enhances physical fitness, strength, and endurance, while also improving motor skills and coordination. Additionally, engaging in sports helps students build habits that promote long-term health and well-being. Mental health benefits are equally important, as physical education has been shown to alleviate stress, improve concentration, and foster a sense of achievement. This reduction in mental strain is particularly important for students facing academic pressures or personal challenges. In fact, studies suggest that students who regularly participate in physical activities perform better academically because they are more focused, energetic, and resilient.

Beyond physical and mental health, sports education plays a vital role in teaching valuable life skills such as teamwork, leadership, and perseverance. In sports, students learn how to collaborate with others, solve problems in real-time, and manage competition and setbacks. These lessons extend far beyond the playing field and are essential for personal growth and future success in both professional and social spheres. The importance of sports in education cannot be overstated, as it shapes well-rounded individuals who are not only physically fit but also emotionally and socially prepared for life's challenges.

3.1 Previous Studies on Sports Facilities in Schools

Research on the state of sports facilities in Indian schools reveals significant disparities in the quality and accessibility of sports infrastructure. Government schools, particularly in urban regions like South-East Delhi, often face challenges in providing adequate sports facilities. Many schools lack basic infrastructure, such as playgrounds, gymnasiums, and multi-purpose sports courts, which are essential for fostering a thriving sports culture. Even when facilities are available, they are often poorly maintained due to inadequate funding, which limits the opportunities for students to engage in regular physical activities. In contrast, private schools typically have superior sports facilities, including modern equipment, well-maintained fields, and specialized areas for various sports, which gives their students an advantage in both physical education and extracurricular activities.

Moreover, research highlights that many government schools in South-East Delhi struggle with the issue of accessibility. Not all students, especially those from economically disadvantaged backgrounds, have equal access to sports resources. For example, some schools might have facilities, but they may not be available to all students due to class scheduling conflicts, gender restrictions, or a lack of coaching staff. Studies also point out that government schools often fail to create an inclusive environment where students with disabilities or other special needs can participate in sports. These limitations create a significant gap in the quality of sports education between government and private institutions, thus hindering the potential of many students.

4. Financial Support for Sports in Indian Schools

Financial support for sports in Indian schools remains a critical area of concern, particularly in government schools. The allocation of funds for physical education and sports programs is often insufficient, resulting in poorly maintained infrastructure and a lack of essential equipment. Government schools in Delhi are frequently faced with the challenge of allocating limited resources across multiple educational priorities, leaving sports programs underfunded. This lack of financial support affects various aspects of sports education, from the development of infrastructure to the procurement of sports equipment and the hiring of qualified coaches. Furthermore, insufficient funding restricts the ability of schools to organize inter-school competitions, workshops, and training programs that could enhance students' sporting skills.

Additionally, the financial constraints often limit the opportunities for professional development for physical education teachers and coaches. Without adequate funding, these educators are unable to attend training sessions or update their knowledge of new teaching methodologies, sports science, or changes in sports regulations. The lack of up-to-date training results in outdated practices being passed on to students, further hindering the effectiveness of physical education programs. Furthermore, the disparity in funding between government and private schools exacerbates the inequality in sports opportunities, as private schools are able to invest significantly more in sports education, giving their students a competitive edge.

4.1 Staff Deployment and the Role of PE Teachers and Coaches

The quality of sports education in schools is significantly influenced by the deployment and qualifications of physical education teachers and sports coaches. Research has shown that many government schools in South-East Delhi face a shortage of trained PE teachers, which limits the quality of instruction that students receive. Often, physical education is taught by teachers with limited or no formal training in sports or fitness, which can impact students' engagement and understanding of physical education. In some cases, physical education teachers may be tasked with multiple responsibilities, leaving them with little time to focus on developing and enhancing sports programs.

Coaches also play a vital role in the development of students' sporting abilities. However, many government schools lack qualified sports coaches, or coaches are often stretched thin due to the high number of students in each school. This lack of specialized instruction affects students' performance and engagement in sports. Additionally, the professional development of physical education teachers and coaches is often neglected. Without access to updated resources, training sessions, or exposure to best practices in sports education, educators are unable to provide the most effective instruction. This creates a cycle of underachievement, where both students and teachers are limited in their potential.

4.2 Availability and Importance of Sports Literature Resources

Sports literature, including books, journals, and online resources, plays a critical role in enhancing the academic and practical understanding of sports. Unfortunately, many government schools in South-East Delhi face significant challenges in providing access to updated sports literature. The lack of proper resources limits students' ability to learn about the history, techniques, and strategies of various sports. Moreover, sports literature is essential not only for improving students' knowledge but also for fostering a deeper interest in sports. Schools that incorporate diverse sports literature into their curriculum help students gain a broader understanding of physical education, which in turn enriches their experience and engagement with sports activities.

The integration of sports literature into the school curriculum is also important for PE teachers, as it provides them with the knowledge and strategies needed to teach more effectively. Access to academic journals, research studies, and sports science resources allows educators to stay up-to-date with the latest trends and methodologies in physical education. However, due to budget constraints, many government schools are unable to invest in such resources, leaving both students and educators at a disadvantage.

5. Gaps in Existing Research and the Need for the Study

While there is substantial research on sports education in India, much of it remains generalized and does not focus on the specific needs and challenges faced by government schools in urban areas like South-East Delhi. Existing studies have largely overlooked the localized factors that influence sports education, such as socio-economic conditions, infrastructure limitations, and the availability of qualified staff. This gap in research highlights the need for a more targeted study that explores how these factors intersect and impact the quality of sports programs in government senior secondary schools.

This study is crucial because it aims to provide a comprehensive analysis of the current state of sports education in South-East Delhi, focusing on the specific challenges faced by government schools. By addressing these gaps, the research will offer insights into how infrastructure, financial support, staffing, and literature resources can be improved to create a more effective sports education environment. Ultimately, the study will contribute to a better understanding of how to bridge the disparities in sports education and create opportunities for all students to benefit from quality physical education programs.

6. Discussion

The findings of this study indicate that while government senior secondary schools in South East Delhi have made some efforts to provide sports facilities, significant gaps remain. The availability of sports infrastructure is often limited, with many schools lacking full-sized playgrounds or indoor game halls. Where facilities exist, their condition is often suboptimal, with maintenance challenges hindering their effective use.

Financial resources allocated for sports are insufficient and misprioritized, with a disproportionate focus on acquiring new equipment rather than maintaining existing infrastructure. Staffing levels are also inadequate, with a shortage of full-time PE teachers and specialized coaches, resulting in limited opportunities for students to receive high-quality sports education and training. Additionally, the lack of sports literature and academic resources further undermines the intellectual aspect of physical education, preventing students from gaining a comprehensive understanding of sports beyond practical experience.

These deficiencies align with findings from previous studies, which show that the availability of sports facilities positively correlates with sports participation and achievement. Moreover, effective sports programs require a holistic approach, integrating well-maintained facilities, sufficient financial support, qualified staff, and access to academic resources.

The integrated nature of this study adds value by highlighting that improvements in sports education cannot focus on just one domain (e.g., facilities or staff) but must involve a multifaceted approach that addresses all four areas—sports facilities, financial support, staff deployment, and sports literature resources. This comprehensive perspective is essential for building a more robust sports culture in schools, which in turn can enhance student participation and achievement in sports.

7. Recommendations

Based on the study, the following recommendations are made:

- Government and school management should increase budgetary allocation for sports, ensuring maintenance of existing facilities as well as new development.
- Deployment of qualified PE teachers and coaches should be mandated; schools might partner with local sports bodies for support.
- Sports-literature resources (books, journals, digital access) should be developed or procured; a small sports-resource corner in school libraries is suggested.
- Regular audits of sports facilities, staff deployment and resource usage should be instituted to ensure accountability and continuous improvement.
- Encouragement of student participation in reading and research on sports topics (techniques, management, history) to enhance sports culture.
- Implementation of a school-wide sports policy that integrates all four dimensions—facilities, finance, staff and literature—and monitors progress annually.

8. Limitations of the Study

- The sample size is limited to schools in South-East Delhi and may not represent other districts.
- Data rely partly on self-reported questionnaires and may have response-bias.
- Resource constraints limited the depth of inspection of facilities and literature resources.

9. Conclusion

The study highlights that in government senior secondary schools of South-East Delhi, significant gaps remain in sports facilities, funding, staffing and sports-literature resources. Addressing these gaps is crucial for fostering a sustainable sports environment that supports students' physical, social and academic development. A holistic approach involving infrastructure, finance, human resources and academic materials is needed to strengthen the sports component of secondary education in the region.

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