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Utilization of Sports Facilities in Government and Private Schools of Delhi: A Comparative Analysis

Suraj Singh Pawar[1]* Dr. Ajit Kumar[2]

[1] Ph.D. Scholar, ASPESS, Amity University, Noida, Uttar Pradesh

[2] Assistant Professor, ASPESS, Amity University, Noida, Uttar Pradesh

Abstract – Physical Education and Sports going through an evolutionary process in India, Various Sports schemes were initiated by Government of India since inception. This study efforts to assess the Utilization of sports facilities parameters i.e. sports Equipment's, Sports Infrastructure, Sports Personnel's, Sports Events organization and participation in both Government and Private Schools of Delhi. Study focuses on comparison between Government and private Schools of Delhi in terms of utilization of various Sports facilities parameters in relation to frequency of use, Quality and level of satisfaction of beneficiaries towards one or other available sports facilities rather than just analysing availability or non-availability of available resources. Present study proposes and confirms an Independent variable (School Type) and its effect on dependent variable (Sports Promotion). A total of 616 subjects from 56 Government and Private Schools of Delhi (28 Government schools 28 Private Schools 10 students and one physical education teacher from each school) were selected for the study. Data was collected with the help of a self-made questionnaire. The data was analyzed using mann-whitney U test for assessing the difference between the means of Government and Private schools of Delhi. Study reveals that there are significant differences between Government and Private schools of Delhi in relation to Frequency of Use, quality, and level of satisfaction towards selected Sports Facilities variables. Present study also reveals that impact of sports facilities is dependent on school type.

Keywords: Sports Facilities, Sports Equipment's, Sports Infrastructure, Sports Personnel, and Sports Events.

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INTRODUCTION

Sports around the Globe:

Globally, countries across the world have enacted laws or enunciated guidelines for the regulation of sports in public interest and in national interest. The need to regulate sports arises out of several considerations such as the need to prevent racism in sports, eradicate doping in sports, prevent age fraud in sports, protect athletes' rights, prevent child abuse and sexual harassment in sports, protect gender equality in sports, prevent betting and gambling in sports, ban dangerous sports, promote professional management and managerial and financial accountability in sports, address anti-trust and competition policy issues related to sports, regulate sports broadcasting rights, regulate the price and entry to sports events, etc.(National Sports Development Code of India, 2011) Sports and physical activities plays an important role in building nation hence it needs to be review the policies time to time and proper implementation (International Charterof physical education and sports, 2015) Adopted during UNESCO's 38th General Conference (November 2015) is an update of the original International Charter of Physical Education and Sport, adopted at the 20th General Conference (1978). In twelve brief articles, the revised Charter serves as a universal reference on the ethical and quality standards of physical education, physical activity, and sport. Few articles related to the current study are listed below

Article 1 - **The practice of physical education, physical activity, and sport is a fundamental right for all**

Article 4 - Physical education, physical activity and sport programmes must inspire lifelong participation.

Article 6 - Research, evidence and evaluation are indispensable components for the development of physical education, physical activity and sport.

Article 7 - **Teaching, coaching and administration of physical education, physical activity and sport must be performed by qualified personnel.**

Article 8 - **Adequate and safe spaces, facilities and equipment are essential to quality physical education, physical activity and sport.**

Article 9 - Safety and the management of risk are necessary conditions of quality provision.

Article 10 - Protection and promotion of the integrity and ethical values of physical education, physical activity, and sport must be a constant concern for all.

Sports has its significance as for the competitions, national integrations cultural exchange etc but it also helps an individual in overall development. Sports promote health and fitness nation, which has more of fit individuals, may have a better pace of growth than other nations. In July 2002, the secretary General of the United Nations convened an inter-agency task force to review activities involving sport within the United Nations system. The aim of task force was to promote the more systematic and better use of sports activities for devolvement of peace at community level and to generate support for this aim through government and sports related organizations. The task force was also asked to establish an inventory of existing sport for development programmes, and to encourage United Nations System to incorporate sports into their activities and work towards achieving the Millennium Development Goals (MDGs). (Force, 2002) This shows development in sports is not only necessary for achieving sports excellence in competitive sports but also it leads to the development of significant physical benefits, ability to lead long and healthy life, reducing the likelihood of several major noncommunicable diseases etc. Sports also provide psychosocial benefits, such as fostering social integration, teaching coping mechanisms etc. Sports further have psychological benefits such as reducing depression and improving concentration etc. While sport is essential to human development, it also contributes to economic development. The economic potential of sport is highlighted by its economic weight, resulting from activities such as manufacturer of sporting goods, sports events, sports related services etc. Developed countries have their own manufacturers while Developing Nations has to depend over those developed nations for their sport's needs. Despite of efforts made by governments globally it seems to be underestimated by us a research conducted on US population shows Organized youth sports are highly popular for youth and their families, with approximately 45 million children and adolescent participants in the US. Seventy five percent of American families with school-aged children have at least one child participating in organized sports. On the surface, it appears that US children are healthy and happy as they engage in this traditional pastime and families report higher levels of satisfaction if their children participate. However, statistics demonstrate a childhood obesity epidemic, with one of three children now being overweight, with an increasingly sedentary lifestyle for most children and teenagers. Increasing sports-related injuries, with 2.6 million emergency room visits a year for those aged 5–24 years, a 70%–80% attrition rate by the time a child is 15 years of age, and programs overemphasizing winning are problems encountered in youth sport. The challenges faced by adults who are involved in youth sports, from parents, to coaches, to sports medicine providers, are multiple, complex, and varied across ethnic cultures, gender, communities, and socioeconomic levels. It appears that an emphasis on fun while establishing a balance between physical fitness, psychological well-being, and lifelong lessons for a healthy and active lifestyle are paramount for success. (Merkel, 2013). In a more recent study by Troiano et al, only 42% of elementary school children undertook the recommended daily amount of physical activity, and only 8% of adolescents met this goal. 18 Research has shown that childhood obesity is a good predictor of adult obesity, (Hedstrom R, 2004) (Whitaker RC, Wright JA, Pepe MS, Seidel KD, Dietz WH, 1997) and it is estimated that one third of children born in the years 2000 and beyond will encounter diabetes at some point in their lives. Talking about another superpower in sports China President Xi Jinping believes sport has great significance beyond itself, and that building China into a sports power is an integral part of realising the Chinese dream of rejuvenating the nation (Chi, 2017). President Xi says fitness is the basis and guarantee for all people to live a healthy life and it plays an important part in China's transition from a big country to a strong nation in sports. His proposal of promoting mass fitness was included in the work report of the 18th National Congress of the Communist Party of China. Under a national plan for developing mass fitness issued last year, China aims to have 435 million people, a third of its population, regularly doing physical exercise by 2020, since winning their first Olympic gold medals at the Los Angeles Games of 1984, China has gradually made tracks towards becoming a world sports power. China, as the host, won 51 golds to take the top position at the 2008 Summer Olympics in Beijing; it demonstrated its stature as a sports powerhouse. However, there is an inherent irony to this success story when more than a million Chinese succumb to cardiovascular diseases and stroke annually – illnesses that are associated with a bad diet and lack of exercise. Last year, a global study even found that China had the world's largest population of obese children. (Ieong, 2018) These are perplexing data from a genuine world sports power, and should not be shrugged off. While nurturing outstanding sports talents, Chinese authorities seem to put little emphasis on the development of physical and mental health for the general population, and numerous areas beneficial to the public well-being have been transformed into commercial premises. More disappointingly, the motivation for holding international sports events

nowadays seems to be to use it as a means of upgrading a country's global status and tourism potential, which goes against the original idea of uniting nations of the world and unifying the body, mind and will in a balanced whole. (Ieong, 2018). Sports is evolved in relation to skill level, competitiveness, better equipments, facilities and infrastructure etc in developed nations but they are lacking achieving the major goal, major aim of sports i.e. health, cooperation, peace, fraternity etc. It seems that public sector sports organisations, private sector sports organizations working hard for the betterment and development of sports but still sports needs to be evolved in relation to achieve its ultimate aim.

Sports in developing nations:

There are a number of economic concerns with regard to sports (under)development in developing countries, although most issues have remained unheeded until now in the economic literature. The most investigated topic is about the correlation between the level of economic development and sporting performance in major events such as the Olympics. (Andreff, 2016). From a questionnaire sent by UNESCO to 32 African least-developed countries (LDCs), with a response rate of 50 per cent (Souchaud, Yves, 1995), it emerged that one country had no physical education scheduled in primary schools, three countries had scheduled one hour per week and the other 12 countries between two and three hours per week. In secondary schools, physical education was scheduled for two to four hours per week in nearly all sampled countries. The problem is, however, that the hours supposedly devoted to physical education were often not fulfilled. This is largely due to a shortage of sports teachers compared with the number of pupils (40–100 per sports teacher, on average, in the 16 African countries' primary schools), a lack of sports facilities and equipment and practically no vocational training to upgrade the qualifications of those teachers involved in sport in secondary schools. Most sports teachers qualify abroad in bilateral cooperation programmes with European countries, after having obtained a grant to support their studies.

The capacity to train sports teachers is greater in emerging and middle-income countries like Argentina, Cuba, Egypt, Syria, or Thailand (Andreff, Wladimir, 2001) than in African LDCs. The level of sports participation, measured by the ratio between the number of affiliated members to sports federations and the number of inhabitants, is low in developing countries. In 1983, there was one affiliated member to sports federations per 739 inhabitants in Africa, one per 707 inhabitants in Asia and one per 100 inhabitants in Latin America (Bourg, Jean-François, 1993). In Morocco, 1993, there were four sports participants affiliated to sports federations per 1000 inhabitants, and in Tunisia, in 1994, 14 per 1000 inhabitants; in Africa's LDCs, in 1995, less than one inhabitant out of 800 was participating in sport (Souchaud, Yves, 1995). Thus, the ratio of sports participation in the third world is in the range of 0.01–per cent of the population (compared with 20–25 per cent of the population that is affiliated to sports federations in European countries). Moreover, the great bulk of participants are concentrated in a few sports, which are primarily determined by the availability of facilities. Similarly (R.P.Sharma., 1956) had conducted a study to check the availability of physical education personal, sports facilities and equipments in high and higher secondary schools of Delhi, he included thirty different schools of Delhi in his study, a check list of sports facilities was made by scholar to collect data. Study conducted revealed some facts that, from thirty different schools only seventeen schools were having a director of sports as an in charge of physical education in their schools, study also found out that fifty percent of schools are having only one or two periods for physical education for each class in their school, and eighty three percent of schools are not having proper sports facilities and equipments in their school. Similarly (Misra, 1980), in his study he sent questionnaires to 100 schools and 50 colleges of Orissa State. The study revealed that the lack of qualified physical education personnel in proportion to institution strength affects the effectiveness of the programme, facilities, equipment etc. play a significant role in the success of the programme. Mass participation ignored by most of the institutions has a stringent attitude in respect of financial aids to the educational institution's programme. Das (2000) conducted a comparative study of physical education facilities available in the private and Government primary schools of greater Kolkata. Questionnaires were administered to 18 schools (nine private and nine Government schools). The findings of the study were:

i) Majority of the schools in both the categories had only one playground.

ii) None of the primary schools in of the two categories had either a Gymnasium or a Swimming pool.

iii) 50% of the schools in both categories had no teacher of physical education.

iv) Physical education facilities in the Government schools were better than the private schools.

v) Schools of both the categories did not provide adequate funds for development of physical education

Biswas (2001) conducted a survey of sports facilities of Central Government and State Government schools situated in the state of West Bengal. The total numbers of schools involved in the survey was eight (four State and four Central Government schools). The questionnaire tool was employed for collection of data. It was concluded that the Central Government

colleges had better facilities as compared to the State Government colleges. Similar Study was also conducted by (Mili, 2016) Study observed the Status of Physical Education and Sports Development in North Eastern Region. This study is conducted on a sample of 354 officials of Directorate of Sports, Coaches, Federation officials, and players from 4 states namely Arunachal Pradesh, Assam, Manipur and Nagaland. The purposive sampling technique was used to select from both the samples. The descriptive-cum-normative survey research method used for data collection using (i) Questionnaire for Officials of Directorate/Federations, Coaches and Players and (ii) Personal Interview. The study reported that the states in the North East have not implemented comprehensive sports policy. The states have drafted its sports policy but are to implement it in real terms, which were ascertained through the interview with various individuals by the investigator. Further, the state wise analysis of the responses revealed that only the Assam Government is exercising effective control over state Olympic Associations and Sports Federations as compared to rest of the three states. . (Andreff, 2016) There are no comprehensive data available about sports facilities, stadiums, playgrounds and games equipment in LDCs. In the 16 countries covered in the UNESCO survey, the overall number of sports facilities in 1995 was as follows: 1130 football pitches (average: 71 per country), 490 volleyball courts (31), 474 basketball courts (30), 304 handball courts (19), 213 athletics tracks (13), 51 swimming pools (3) and 14 gymnasiums (less than one). No baseball fields, boxing rings, cycling tracks, horse-riding arenas, ice-hockey rinks, tennis courts or sailing harbours were found in these countries. In those nations where sports facilities are present, they have to cater for a large number of potential participants. Since sports, facilities are so rare; we may have expected a large emphasis on maintenance. In fact, it is quite the contrary: facilities are often not maintained at all, due to insuperable financial costs. Consequently, their use is reduced to a few exceptional events, which in turn diminishes the number of local sports competitions. It also decreases the possible length of training time and hence the number of sports participants. In a vicious circle, with sports facilities being underutilised, their maintenance is felt to be neither useful nor necessary. Research shows that investment into sport in developing countries is much less, than in developed countries, as sport development is usually not a top priority in the national budget or in the education system of most developing countries (Underdevelopment of sport in developing countries)

SPORTS SCENARIO IN INDIA

Government of India also time to time, taking various steps and initiatives to promote good governance practices in the management of sports at the national level in pursuance of successive National Sports Policies. These policies are based on the Basic Universal Principles of Good Governance of Olympic and Sports movement and do not, in any manner, contradict or interfere with the autonomy of the national sports bodies in discharging their functions and duties in accordance with the International Olympic Committee. (Center(NIC), 2017) The Ministry of Youth Affairs & Sports was initially set up as the Department of Sports in 1982 at the time of organization of the IX Asian Games in New Delhi. Its name was changed to the Department of Youth affairs & sports during celebration of the International Youth Year, 1985. It became a Ministry on 27th May 2000. Subsequently, the Ministry has been bifurcated in Department of Youth Affairs and Department of Sports under two separate Secretaries w.e.f. 30th April 2008. The specific subjects being dealt with by these two Departments are contained in the Order of the Govt. of India (Allocation of Business) Rules, 1961. Sports promotion is primarily the responsibility of the various National Sports Federations, which are autonomous. The role of the Government is to create the infrastructure and promote capacity building for broad-basing sports as well as for achieving excellence in various competitive events at the national and international levels. The Department schemes are geared towards achieving these objectives. Various initiatives has been taken up by ministry of youth affairs and sports as mentioned below (Center(NIC), 2017) Grants for Creation of Sports Infrastructure:- Under this Scheme, the Ministry gives grants to State/UT Governments, Local Statutory Bodies and registered voluntary bodies active in the field of Sports for development of play fields, construction of Indoor/Outdoor Stadia facilities, etc. In addition, the Ministry also assists State/UT Governments for construction of District/State Level sports Complexes. Financial assistance is rendered subject to the cost being shared between the Union Government and the sponsoring agencies/State Governments concerned in the ratio 75:25 in respect of Special Category States, and Hilly/Tribal Areas, and 50:50 in case of other areas. Central assistance is limited to the ceilings indicated in the scheme for different facilities. Kendriya Vidyala Sangathan /Navodya Vidyala samiti/State/UT Administration will also be eligible to avail assistance upto Rs 5.00 lakhs for construction of certain facilities in their schools. Likewise Grants to Rural Schools for Sports Equipment and Playground;- Under this Scheme, the Ministry releases grants to Secondary /Senior Secondary Schools located in rural areas on fulfilment of conditions regarding availability of play field of a requisite size, having a regularly appointed physical education teacher etc. up to a maximum of Rs 1.50 lakhs for development of Play field and purchase of consumable /non consumable sports equipment. Only one School per year per Block and not exceeding two schools per Block during a plan period are provided assistance under this scheme. Similarly Grant for Installation of Synthetic Playing Surfaces, Grants for Promotion of Sports in Universities and Colleges:-The Ministry provides financial assistance to the Universities/Colleges for

development of play grounds/construction of Indoor Stadium facilities in the ratio of 75:25 in the case of Special Category States and in the ratio of 50:50 to all other States subject to a certain ceiling. Financial Assistance is also given for purchase of Sports equipment upto a maximum ceiling of Rs 3.00 lakhs, Financial assistance is also provided to the Association of Indian Universities for holding Coaching/training camps of sports persons, inter university tournaments and participation in foreign tournaments. Ministry also assists National Sports Federations.:-The Ministry gives financial assistance to the recognised National Sports Federations for sending their teams abroad for training and participation in internationals tournaments, for holding international tournaments in India, for conducting National Championship and for procuring sports equipments. Sports Scholarship Scheme is also there Under this Scheme, State level Scholarship at the rate of Rs.450 per month, National Level Scholarship of Rs 600 per month and University /College level scholarship of Rs.750 per month are given to sports persons excelling at State, National and University/college levels. Special Scholarships for women champions at the rate of Rs 1,000/- per month (for senior Women sports persons), scholarship at the rate of Rs 6,000/- to women doing Diploma in sports coaching at SAI centre, and Rs 6,000/- to women doing M.Phil/PhD in Physical education per annum for a maximum of 3 years are also given under this scheme. Scholarships are also offered to doctors and scientists and also to selected institutions to motivate and encourage them to undertake research in different aspects of sports science. (National Sports Development Code of India, 2011) Sport development is a national priority, as it promotes active lifestyle, child and youth development, social inclusiveness, employment opportunities, peace and development, and above all a sense of belongingness and national pride. At the national policy level, sport is at par with public education and public health, and like them sport is a public good and sport development is a public function. Several National Sports Federations were formed for the better functioning of sports activities in country, Even though national sports bodies are autonomous in nature both, the Supreme Court of India and several High Courts have, in various judgments, maintained that **although national sports bodies are not State within the meaning of Article 12 of the Constitution of India, they come within the writ jurisdiction of High Courts under Article 226 of the Constitution of India** because they perform state-like functions such as the selection of national teams and representing the country in international sports events and forums. According to the Constitution of India, sport is a state subject. (Banergee, 2103) The state governments in India allocate funds for developing sports and sports infrastructure as per their priority list. There is no unique approach in developing sports infrastructure throughout the country. Government of each nation plays an important role in promotion and development of sports countrywide. The government and governmental organizations constitute the public sector of the sports industry, which is responsible in making sports policies, allocating grants for developing infrastructure, nurturing talents, and designing specialized programmes for overall development of sports. Government of India working hard for the development of sports in country but still researches shows lack of facilities, Infrastructure and funds etc (R.P.Sharma., 1956) (Misra, 1980) (Mili, 2016). Research conducted by (Suresh Patil, Vithal D Metri, 2016) shows lack of Sports facilities the purpose of the study was to investigate physical education and sports facilities available in Government and aided high schools of Koppal taluka. The finding of the study indicate that none of the high schools have got full staff members, teaching as well as physical, ground men, and librarian. All high schools are lacking with physical education books, magazines and journals. Very few high schools have got well qualified few staff members for teaching. The physical education teachers are having CP.Ed and BP.Ed and MP.Ed qualifications. In connection with equipment's, none of the high schools have got enough playing equipment's and they do not have sufficient facilities for play grounds. Not all the high schools have the enough equipment facilities, staff members and physical education books, physical education programmes and cocurricular activities. This is due to the fact that lack of money and lack of well qualified staff members. To improve the physical education and sports programmes government must provide sufficient funds and should appoint qualified staff.

SPORTS IN SCHOOL EDUCATION

Sport is a powerful tool that humanity can use to improve the well-being of society. However, various international agencies, governments, sport organizations, and entrepreneurs need to pull together to effectively use sport to positively impact people. The role of physical education and sport should particularly be emphasized in school curriculum (Simiyu, 2007) Sports actively educates young people about the importance of certain key values, such as honesty, fair play, respect for self and others, adherence to the rules and respect for the self and others. It provides a forum to for them to learn how to cope with competitions. Sports are a way to build understanding of the value of common bonds. Traditional sports and games are usually lower cost in terms of facilities and equipments. (UNICEF, 1999). As for social development, we must remember that the game is "a get---together, of liberation, of expression." Through it the child "grows, learns, knows and compares with the others having fun"19. From A historical point of view then, the Importance of activities that have been handed down for so long and who have survived so many social changes, are to be analyzed in depth and to be valued (Marta D'atri, 2013). It is necessary to conduct sports

activities in schools for school students for which we need proper sports facilities i.e. sports infrastructure, sports equipments, human resources and sports events, researches shows lack of facilities in schools (Mili, 2016) (R.P.Sharma., 1956) (Suresh Patil, Vithal D Metri, 2016).

Need for research: It seems that Physical education and sports is promoted in India according to Government of India but situation differs according to studies conducted in respective area. It draws the attention towards ground reality of numerous schemes initiated by government of India. Although almost all the researches were purely focused on finding presence or absence of one or other facility, infrastructure or personal but presence of absence of certain resource does not explains its functionality and utility. In some cases it is seen that facilities, infrastructure, and personnel were available but not properly utilized on the contrary few cases were seen where facilities, infrastructure, and personnel were not available but somehow arranged and used to promote physical education and sports. This draws attention of researcher towards the gap within policies, programs and their utilization for promotion of sports among the students so the purpose of the study was to conduct a comparative analysis of sports facilities among different government and private schools of Delhi in relation to Utilization of sports facilities.

OBJECTIVES OF THE STUDY

1. To compare the status of selected Sports Facilities in government and private schools of Delhi in terms of frequency of use, quality, and level of satisfaction of students.

2. To assess the impact of sports facilities selected parameters.

METHODOLOGY

Selection of Respondents: 560 students and 56 physical education teachers of different government and private schools were selected for the study which is of different standards i.e. of X TO XII class. Ten students and one physical education teacher from each school become part of the present study.

Selection of Tools of Survey: Data collected in a phased manner through self-made questionnaire. The following parameters of sports facilities were finally selected for the better conduct of study:

1. Sports equipment's.

2. Sports infrastructure.

3. Sports Personnel.

4. Organization/participation in sports events.

The scale consisted total of four parameters and each parameter have 16-30 items. Each parameter further has second level of categorical variables for each item i.e.

a) Frequency

b) Quality

c) Level of satisfaction

Each parameter has five levels of opinion regarding the Frequency of use, Quality and Level of Satisfaction. Respondents can fill number (1-5) which represents level opinions for frequency, Quality and Level of satisfaction. (Frequency: "Never Used" or "almost never used", "Occasionally Used" or "Almost every time used" or "Frequently used") (Quality: "Poor" or "Fair", "Good" or "Very good" "Excellent") (Level of Satisfaction: :"Not Satisfied" or "Slightly Satisfied", "Moderately Satisfied" or "Very much Satisfied" " Extremely Satisfied") according to their opinion or actual status of sports facilities in their school.

Administration of Questionnaire: 560 questionnaires were distributed to the Students and 56 to teachers as mentioned above. Data was collected in school premises after establishing contacts with the physical education teachers of various schools and data collection was done at the time of Zonal Sports Tournaments conducted by Delhi Government for School Students in each Zone.

Statistical technique employed in the study: Descriptive analysis was used to find the status of sports facilities in government and Private schools of Delhi. Further to compare the status of each parameter between government and private schools of Delhi Mann-Whitney Test was used and effect size was also used in the study to assess the Impact of each Sports Facility parameter.

Result and Analysis: Analysis of the data conducted in a phased manner so that each fact of the study may reveal. In first phase tables showing the comparative analysis between Government and Private schools Physical Education teachers in respect to the sub variables of Sports Facilities i.e. Sports Infrastructure, Sports Equipments, Sports Personnel and Organization and participation in Sports Events. First phase also provides a comparative analysis between Teachers and Students of Government School as well as of Private schools. Second phase shows the Comparative analysis between Government and Private Schools of Delhi in respect to each Sports Facility parameter

Table 1.1

Results of the Mann Whitney U Test on Sports Facilities of Government and Private schools of Delhi with respect to Frequency of use, Quality, and Level of satisfaction of Physical education Teachers

			Sports Infrastructure			Sports Equipments			Sports Personnel			Sports Events		
	School Type	N	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Freq	Govt	28	18	104	.000	24	264	.036	20	142	.000	22	202	.002
	Private	28	39			33			37			35		
	Total	56												
Qual	Govt	28	23	244	.015	20	145	.000	20	158	.000	17	57	.000
	Private	28	34			37			37			40		
	Total	56												
Satis	Govt	28	21	169	.000	22	203	.002	19	139	.000	20	143	.000
	Private	28	36			35			38			37		
	Total	56												

Sig at 0.05 level of confidence

Table 1.1 reveals the results of Mann Whitney U test, applied to compare the data obtained from **Teachers** of Government schools and Private schools of Delhi with respect to Frequency of use, Quality and Level of Satisfaction of selected sports facilities variables i.e. Sports Infrastructure, Sports Equipments, Sports Personnel, and Sports Events. Table shows significant statistical difference for each variables i.e. Sports Infrastructure Frequency U= 104, p=.001<.05, Quality U=244, p=.015<.05, Level of Satisfaction U=169, p=.001<.05 respectively. For variable Sports Equipments Frequency U= 264, p=.036<.05, Quality U=145, p=.001<.05, Level of Satisfaction U=203, p=.002<.05 respectively. For Variable Sports Personnel Frequency U= 142, p=.001<.05, Quality U=158, p=.001<.05, Level of Satisfaction U=139, p=.001<.05 respectively. Similarly for the variable Sports Events organization and participation Frequency U= 202, p=.002<.05, Quality U=057, p=.001<.05, Level of Satisfaction U=143, p=.001<.05 respectively which shows there are significant differences between frequency of use, quality and level of satisfaction of teachers for selected Sports Facilities parameter in Government and private schools of Delhi. After analysing the descriptive, we may conclude that higher mean rank shows better use of certain sports facility variable over the lower mean rank. Mean rank displayed in table shows that, Private Schools of Delhi having more frequency of use of sports facilities variables, Private schools of Delhi has better quality sports facilities in comparison to government schools of Delhi, beneficiaries of Private schools of Delhi are much satisfied than the beneficiaries of Government schools of Delhi.

Table 1.2

Results of the Mann Whitney U Test on Sports Facilities of Government and Private schools of Delhi with respect to Frequency of use, Quality, and Level of satisfaction of Physical education Teachers

			Sports Infrastructure			Sports Equipments			Sports Personnel			Sports Events		
	School Type	N	Mean Rank	Mann-Whitney U	Sig	Mean Rank	Mann-Whitney U	Sig	Mean Rank	Mann-Whitney U	Sig	Mean Rank	Mann-Whitney U	Sig
FRQ	Govt	280	207			210			196			207		
	Private	280	354	18696	0.001	351	19503	0.001	365	15579	0.001	354	18529	0.001
	Total	560												
QUL	Govt	280	214			201			203			165		
	Private	280	347	20555	0.001	360	17074	0.001	358	17504	0.001	396	6750.5	0.001
	Total	560												
SATI	Govt	280	206			206			194			201		
	Private	280	355	18446	0.001	355	18252	0.001	367	15095	0.001	360	17029	0.001
	Total	560												

Sig at 0.05 level of confidence

Table 1.2 demonstrating the results of Mann Whitney U test, applied to compare the data obtained from **Students** of Government schools and Private schools of Delhi with respect to Frequency of use, Quality and Level of Satisfaction of selected sports facilities variables i.e. Sports Infrastructure, Sports Equipments, Sports Personnel, and Sports Events. Table shows significant statistical difference for each variables i.e. Sports Infrastructure Frequency U= 18696, p=.001<.05, Quality U=20555, p=.001<.05, Level of Satisfaction U=18446, p=.001<.05 respectively. For variable Sports Equipments Frequency U= 19503, p=.001<.005, Quality U=17074, p=.001<.05, Level of Satisfaction U=18252, p=.002<.05 respectively. For Variable Sports Personnel Frequency U= 15579, p=.001<.005, Quality U=17504, p=.001<.05, Level of Satisfaction U=15095, p=.001<.05 respectively. Similarly for the variable Sports Events organization and participation Frequency U= 18529, p=.002<.001, Quality U=6750, p=.001<.05, Level of Satisfaction U=17029, p=.001<.05 respectively which shows there are significant differences between frequency of use, quality and level of satisfaction of teachers for selected Sports Facilities parameter in Government and private schools of Delhi. After analysing the descriptive, we may conclude that higher mean rank shows better use of certain sports facility variable over the lower mean rank. Mean rank displayed in table shows that, Private Schools of Delhi having more frequency of use of sports facilities variables, Private schools of Delhi has better quality sports facilities in comparison to government schools of Delhi, beneficiaries of Private schools of Delhi are much satisfied than the beneficiaries of Government schools of Delhi.

Table 1.3

Results of the Mann Whitney U Test on Sports Facilities of Physical education Teachers and Students of Government schools of Delhi with respect to Frequency of use, Quality, and Level of satisfaction

			Sports Infrastructure			Sports Equipments			Sports Personnel			Sports Events		
	Grouping type	N	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Freq	Students	280	156	3579	.444	153	3373	.222	154	3869	.908	154	3857	.887
	Teachers	28	142			174			156			157		
	Total	308												
Qual	Students	280	156	3629	.513	155	3888	.943	155	3838	.854	154	3910	.982
	Teachers	28	144			153			152			155		
	Total	308												
Satis	Students	280	155	3835	.848	154	3669	.573	155	3758	.715	155	3740	.685
	Teachers	28	151			163			149			148		
	Total	308												

Sig at 0.05 level of confidence

Table 1.3 shows the results of Mann Whitney U test, applied to compare the data obtained from Physical education teachers and Students of Government schools of Delhi with respect to Frequency of use, Quality and Level of Satisfaction of selected sports facilities variables i.e. Sports Infrastructure, Sports Equipments, Sports Personnel, and Sports Events. Table shows **No Significant** statistical difference for variables i.e. Sports Infrastructure Frequency U= 3579, p=.444≥.05, Quality U=3629, p=.513≥.05, Level of Satisfaction U=3835, p=.848≥.05 respectively. For variable Sports Equipments Frequency U= 3373, p=.222≥.05, Quality U=3888, p=.943≥.05, Level of Satisfaction U=3669, p=.573≥.05 respectively. For Variable Sports Personnel Frequency U= 3869, p=.908≥.001, Quality U=3838, p=.854≥.05, Level of Satisfaction U=3758, p=715≥.05 respectively. Similarly for the variable Sports Events organization and participation Frequency U= 3857, p=.887≥.05, Quality U=3910, p=.982≥.05, Level of Satisfaction U=3740, p=.685≥.05 respectively. If we analyse the descriptive data mean rank differences are present but as the rank difference is not significant enough to differentiate the scores, we may conclude that more or less frequency of use, quality, and level of satisfaction of selected sports facilities variables are same according to physical education teachers and students of Government schools of Delhi.

Table 1.3

Results of the Mann Whitney U Test on Sports Facilities of Government and Private schools of Delhi with respect to Frequency of use, Quality, and Level of satisfaction of Physical education Teachers

			Sports Infrastructure			Sports Equipments			Sports Personnel			Sports Events		
	Grouping type	N	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)	Mean Rank	Mann-Whitney U	Asymp. Sig. (2-tailed)
Freq	Teachers	28	169	3511	.362	151	3829	.838	164	3649	.546	188	2979	.036
	Students	280	153			155			154			151		
	Total	308												
Quality	Teachers	28	133	3321	.182	173	3412	.258	155	3909	.980	178	3259	.141
	Students	280	157			153			154			152		
	Total	308												
Satis	Teachers	28	139	3485	.333	154	3916	.992	163	3684	.599	166	3598	.473
	Students	280	156			155			154			153		
	Total	308												

Sig at 0.05 level of confidence

Table 1.4 demonstrates the results of Mann Whitney U test, applied to compare the data obtained from Physical education teachers and Students of Private schools of Delhi with respect to Frequency of use, Quality and Level of Satisfaction of selected sports facilities variables i.e. Sports Infrastructure, Sports Equipments, Sports Personnel, and Sports Events. Table shows **No Significant** statistical difference for variables i.e. Sports Infrastructure Frequency U= 3579, p=.444≥.05, Quality U=3629, p=.513≥.05, Level of Satisfaction U=3835, p=.848≥.05 respectively. For variable Sports Equipments Frequency U= 3373, p=.222≥.05, Quality U=3888, p=.943≥.05, Level of Satisfaction U=3669, p=.573≥.05 respectively. For Variable Sports Personnel Frequency U= 3869, p=.908≥.001, Quality U=3838, p=.854≥.05, Level of Satisfaction U=3758, p=715≥.05 respectively. Similarly for the variable Sports Events organization and participation Quality U=3910, p=.982≥.05, Level of Satisfaction U=3740, p=.685≥.05 respectively. However, the data revel **significant differences** for the variable frequency of sports events organization and participation Sports Events organization and participation Frequency U= 3857, p=.887≥.05. Significant difference between scores obtained from Physical education teachers and Students for the respective variables may be due to their perception towards sports events. Each physical education teacher has some limitations for organization sports events and sending students for participation in various sports events, whereas students wants to get involved more and more in sports events. Higher Mean rank of teachers (188) data shows that according to them frequency of sports events organisation and participation is optimum but on the other hand students (151) finds it on a lower side. After analysing other variables, it shows that mean rank differences are present but as the rank difference is not significant enough to differentiate the scores, we may conclude that more or less frequency of use, quality, and level of satisfaction of other sports facilities variables are

same according to physical education teachers and students of Private schools of Delhi.

Further, second phase of study shows results of Mann Whitney U test of collective Whole Data collected by Teachers and Students Government and Private schools of Delhi. To assess the impact of sports facilities researcher also employed test for effect size with the help of Mann Whitney Z value. (Cohen, 1965) Suggested that d=0.2 be considered a 'small' effect size, 0.5 represents a 'medium' effect size and 0.8 a 'large' effect size. This means that if two groups' means do not differ by 0.2 standard deviations or more, the difference is trivial, even if it is statistically significant. The calculation of the effect size of Mann-Whitney's U test is easy.

$$r = \frac{Z}{\sqrt{N}}$$

N is the total number of the samples. Here is the standard value of r for small, medium, and large sizes. The sign does not contain much information, so we often just report the absolute value of r.

Table 2.1

Results of the Mann Whitney U Test on the Sports Infrastructure of Government and Private schools of Delhi with respect to Frequency of use, Quality, and Level of satisfaction of respondents

Sports Infrastructure	School Type	N	Mean Rank	Mann-Whitney U	Z score	Sig	Effect size $r = \frac{Z}{\sqrt{N}}$
FRQUENCY	Government	280	207.27				0.2058
	Private	280	353.73	18696.0	-10.72	0.001	
	Total	560					
QUALITY	Government	280	213.91				0.1704
	Private	280	347.09	20555.0	-9.76	0.001	
	Total	560					
SATISFACTION	Government	280	206.38				0.2109
	Private	280	354.62	18446.0	-10.85	0.001	
	Total	560					

*Significant at 0.05 level of significance

An examination of the findings in Table 4.1 reveals that the results of Mann Whitney U test, applied to compare the Government and Private schools of Delhi with respect to Frequency of use, Quality and Level of Satisfaction, shows significant statistical difference (Frequency Z=-10.72, p=.001<.05, Quality Z=-9.76, p=.001<.05, Level of Satisfaction Z=-10.85, p=.001<.05 respectively). The mean rank values for frequency of use of sports infrastructure, quality of sports infrastructure, Level of satisfaction for sports infrastructure for government school and Private schools of Delhi i.e. (Frequency of use in Government School (207.27) and Private school (355.32), Quality of sports infrastructure in government school (213.91) and Private school (347.09), Level of satisfaction for sports infrastructure of Government school (206.38) and Private school (354.62). Mean rank shows higher mean rank value of Private schools in comparison to Government schools of Delhi which shows that Private Schools of Delhi are significantly better than Government Schools of Delhi while promotion sports in relation to Frequency of Use of sports Infrastructure, Quality of Sports Infrastructure and Level of Satisfaction after using Sports Infrastructure but still it is necessary to check which of sports Infrastructure parameter provided by Private School of Delhi (i.e. Frequency of use, Quality, Level of satisfaction) affects the most or having smaller, medium or larger impact on Sports Promotion. To assess impact of sports infrastructure over sports promotion effect size is calculated this effect size r^2 value for frequency of use of sports infrastructure (r^2 =0.20) which represents a **Small Effect Size** on Frequency Of Use For Sports Infrastructures in Private Schools over Government schools of Delhi. In relation to variable Quality of sports infrastructures effect size r^2 value reported (r^2 =0.17) which represents a **Small Effect Size** of frequency of use for sports infrastructures in private schools over Government schools of Delhi. In connection to variable Level Of Satisfaction Of Sports Infrastructures effect size r^2 value found (r^2 =0.21) which again represents a **Small Effect Size** of frequency of use for sports infrastructures in private schools over Government schools of Delhi. This in turns clearly indicates that although there is significant differences in relation to frequency of use, Quality, Level of Satisfaction but the impact of Sports Infrastructure has Small Impact over Sports Promotion while comparison Government and Private Schools of Delhi. Which means according to mean rank values private schools of Delhi providing quality infrastructure, more frequency of use and students are more satisfied towards quality and frequency of use for available sports infrastructure than Government Schools but still it has Small effect over Sports Promotion.

Table 2.2

Results of the Mann Whitney U Test on the Sports Equipments of Government and Private schools of Delhi with respect to Frequency of use, Quality, and Level of satisfaction of respondents

Sports Equipment's	School Type	N	Mean Rank	Mann-Whitney U	Z score	Sig	Effect size $r = \frac{Z}{\sqrt{N}}$
FRQUENCY	Government	280	210.15				0.1903
	Private	280	350.85	19502.5	-10.31	0.001	
	Total	560					
QUALITY	Government	280	201.48				0.239
	Private	280	359.52	17074.0	-11.56	0.001	
	Total	560					
SATISFACTION	Government	280	205.68				0.2146
	Private	280	355.32	18251.5	-10.95	0.001	
	Total	560					

*Significant at 0.05 level of significance

An examination of the findings in Table 4.2 reveals that the results of Mann Whitney U test, applied to compare the Government and Private schools of

Delhi with respect to Frequency of use, Quality and Level of Satisfaction of Sports Equipments, shows significant statistical difference (Frequency Z=-10.31, p=.001<.05, Quality Z=-11.56, p=.001<.05, Level of Satisfaction Z=-10.95, p=.001<.05 respectively). The mean rank values for frequency of use of Sports Equipments, Quality of sports Equipments, Level of Satisfaction for sports Equipments for government school and Private schools of Delhi i.e. (Frequency of use in Government School (210.15) and Private school (350.85), Quality of Sports Equipments in Government school (201.48) and Private school (359.52), Level of satisfaction for sports Equipments of Government school (210.15) and Private school (350.85). Mean rank shows higher mean rank value of Private schools in comparison to Government schools of Delhi which shows that Private Schools of Delhi are significantly better than Government Schools of Delhi while Promoting sports in relation to Frequency of Use of sports Equipments, Quality of Sports Equipments and Level of Satisfaction after using Sports Equipments but still it is necessary to check which of sports Infrastructure parameter provided by Private School of Delhi (i.e. Frequency of use, Quality, Level of satisfaction) affects the most or having smaller, medium or larger impact on Sports Promotion. To assess impact of sports Equipments over sports promotion effect size is calculated this effect size r^2 value for frequency of use of sports Equipments (r^2 =0.19) which represents a **Small Effect Size** on Frequency Of Use For Sports Equipments in Private Schools over Government schools of Delhi. In relation to variable Quality of sports Equipments effect size r^2 value for Quality of Sports Equipments (r^2 =0.23) which represents a **Small Effect Size** on Quality of Sports Equipments in Private Schools over Government schools of Delhi. In connection to variable Level Of Satisfaction Of Sports Equipments effect size r^2 value for Level of Satisfaction of sports Equipments (r^2 =0.21) which again represents a **Small Effect Size** on Level of Satisfaction for Sports Equipments in Private Schools over Government schools of Delhi. This in turns clearly indicates that although there is a significant difference in relation to frequency of use, Quality, Level of Satisfaction but the impact of Sports Equipment has small Impact over Sports Promotion while comparing Government and Private Schools of Delhi. Which means according to mean rank values Private Schools of Delhi providing quality infrastructure, more frequency of use and students are more satisfied towards quality and frequency of use for available sports equipments than Government Schools but still it has Small effect over Sports Promotion.

Table 2.3

Results of the Mann Whitney U Test on the Sports Personnel of Government and Private schools of Delhi with respect to Frequency of use, Quality, and Level of satisfaction of respondents

Sports Personnel	School Type	N	Mean Rank	Mann-Whitney U	Z score	Sig	Effect size $r=\frac{Z}{\sqrt{N}}$
FRQUENCY	1.00	280	196.14				0.273
	2.00	280	364.86	15578.5	-12.35	0.001	
	Total	560					
QUALITY	1.00	280	203.01				0.2302
	2.00	280	357.99	17504.0	-11.34	0.001	
	Total	560					
SATISFACTION	1.00	280	194.41				0.2842
	2.00	280	366.59	15095.0	-12.60	0.001	
	Total	560					

*Significant at 0.05 level of significance

An examination of the findings in Table 4.2 reveals that the results of Mann Whitney U test, applied to compare the Government and Private schools of Delhi with respect to Frequency of use, Quality and Level of Satisfaction of Sports Personnel, shows significant statistical difference (Frequency Z=-12.35, p=.001<.05, Quality Z=-11.34, p=.001<.05, Level of Satisfaction Z=-12.60, p=.001<.05 respectively). The mean rank values for frequency of classes with Personnel, Quality of sports Personnel, Level of Satisfaction for sports Personnel for government school and Private schools of Delhi i.e. (Frequency of use in Government School (196.14) and Private school (364.8), Quality of Sports Personnel in Government school (203.01) and Private school (357.99), Level of satisfaction for sports Personnel of Government school (194.41) and Private school (366.59). Mean rank shows higher mean rank value of Private schools in comparison to Government schools of Delhi which shows that Private Schools of Delhi are significantly better than Government Schools of Delhi while Promoting sports in relation to Frequency of Classes with sports Personnel, Quality of Sports Personnel and Level of Satisfaction towards Classes with Sports Personnel but still it is necessary to check which of sports Infrastructure parameter provided by Private School of Delhi (i.e. Frequency of use, Quality, Level of satisfaction) affects the most or having smaller, medium or larger impact on Sports Promotion. To assess impact of sports Personnel over sports promotion effect size is calculated this effect size r^2 value (r^2 =0.27) which represents a **Small Effect Size** on Frequency Of Classes with Sports Personnel in Private Schools over Government schools of Delhi. In relation to variable Quality of sports Personnel effect size r^2 value (r^2 =0.23) which represents a **Small Effect Size** on Quality of Sports Personnel in Private Schools over Government schools of Delhi. In connection to variable Level Of Satisfaction Of Sports Personnel effect size r^2 value (r^2 =0.28) which again represents a **Small Effect Size** on Level of Satisfaction for

Sports Personnel in Private Schools over Government schools of Delhi. This in turns clearly indicates that although there is a significant difference in relation to frequency of use, Quality, Level of Satisfaction but the impact of Sports Equipment has small Impact over Sports Promotion while comparing Government and Private Schools of Delhi. Which means according to mean rank values Private Schools of Delhi providing quality infrastructure, more frequency of use and students are more satisfied towards quality and frequency of use for available sports Personnel than Government Schools but still it has Small Level effect over Sports Promotion.

Table 2.4

Results of the Mann Whitney U Test on the Sports Events Organization and Participation of Government and Private schools of Delhi with respect to Frequency of use, Quality, and Level of satisfaction of respondents

Sports Events organisation and participation	School Type	N	Mean Rank	Mann-Whitney U	Z score	Sig	Effect size $r=\frac{Z}{\sqrt{N}}$
FRQUENCY	1.00	280	206.68				0.2095
	2.00	280	354.33	18529.0	-10.82	0.001	
	Total	560					
QUALITY	1.00	280	164.61				0.5143
	2.00	280	396.39	6750.5.0	-16.95	0.001	
	Total	560					
SATISFACTION	1.00	280	201.32				0.2407
	2.00	280	359.68	17029.0	-11.60	0.001	
	Total	560					

*Significant at 0.05 level of significance

An examination of the findings in Table 4.2 reveals that the results of Mann Whitney U test, applied to compare the Government and Private schools of Delhi with respect to Frequency, Quality and Level of Satisfaction towards Sports Events Organization and Participation, shows significant statistical difference (Frequency Z=-10.82, p=.001<.05, Quality Z=-16.95, p=.001<.05, Level of Satisfaction Z=-11.60, p=.001<.05 respectively). The mean rank values for frequency of Sports Events Organization and Participation, Quality of sports Events Organization and Participation, Level of Satisfaction towards sports Events Organization and Participation for government school and Private schools of Delhi i.e. (Frequency of use in Government School (206.68) and Private school (354.33), Quality of Sports Events Organization and Participation in Government school (164.61) and Private school (396.39), Level of satisfaction for sports Events Organization and Participation of Government school (201.32) and Private school (359.68). Mean rank shows higher mean rank value of Private schools in comparison to Government schools of Delhi which shows that Private Schools of Delhi are significantly better than Government Schools of Delhi while Promoting sports in relation to Frequency of Use of sports Events Organization and Participation, Quality of Sports Events Organization and Participation and Level of Satisfaction after using Sports Events Organization and Participation further To assess impact of sports Events Organization and Participation over sports promotion effect size is calculated, the effect size r^2 value for frequency of use of sports Events Organization and Participation (r^2 =0.20) which represents a **Small Effect Size** on Frequency Of Use For Sports Events Organization and Participation in Private Schools over Government schools of Delhi. In relation to variable Quality of sports Events Organization and Participation effect size r^2 value (r^2 =0.51) which represents a **Medium Effect Size** on Quality of Sports Events Organization and Participation in Private Schools over Government schools of Delhi. In connection to variable Level Of Satisfaction Of Sports Events Organization and Participation effect size r^2 value (r^2 =0.24) which again represents a **Small Effect Size** on Level of Satisfaction for Sports Events Organization and Participation in Private Schools over Government schools of Delhi. This in turns clearly indicates that although there is a significant difference in relation to frequency of use, and Level of Satisfaction but the impact of Sports Events has small Impact over Sports Promotion while comparing Government and Private Schools of Delhi. Whereas in relation to Quality of Organization and Participation of sports events has Medium Effect Size Which means according to mean rank values Private Schools of Delhi providing quality infrastructure, more frequency of use and students are more satisfied towards frequency of use for available sports Events Organization and Participation than Government Schools but still it has Small effect over Sports Promotion, only the variable Quality of Sports event Organization and Participation shown major impact over Sports Promotion.

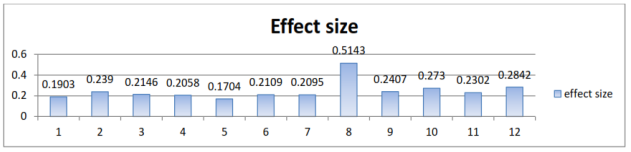

Fig 4.1

Effect size calculated for each variable is displayed with the help of a bar diagram below

Above diagram is showing details of 'Effect Size'. In Present Study Effect Size Shows the effectiveness or Impact of one or other categorical variable i.e. Frequency of use, Quality and Level of Satisfaction for every sports Facilities parameter i.e. Sports Infrastructure, Sports Equipments, Sports Personnel and Sports Event organization and Participation over Sports Promotion in one or other type of school. Operational Definition based on the reviews and objectives of various sports Promotional government and private agencies Describes the Term Spots Promotion as a concept which intended to provide good quality sports Facilities i.e. Sports Infrastructure, Sports Equipments, Sports Personnel Sports Events Organization and participation etc by an Institution to

its beneficiaries which is needed to increase sports participation. After analyzing the descriptive it may be assumed that both types of schools are providing one or other Sports Facilities which means it has some sort of impact on sports promotion. Small size effect indicates no major impact of a certain sports facility variable on sports Promotion in Government and Private school whereas medium or large effect size shows the effectiveness or impact of that particular Sports facility variable on Sports Promotion in one or other type of school.

In present study results obtained from Effect Size, indicates a Medium Effect Size for the variable Quality of Sports Events Organization and Participation. Medium effect size suggests that the significant differences obtained between Government and Private schools of Delhi are affected majorly by the Variable Quality of Sports Events, whereas other variables i.e. (Frequency of use, Quality and Level of satisfaction for Sports Equipments, Sports Infrastructures, Sports Personnel) (Frequency of use, and Level of satisfaction for Sports Events Organization and Participation) affecting less. Results may lead to a conclusion that out of all selected Sports Facilities variables for the study only one variable i.e. Quality of Sports Events Organization and Participation has a Major Impact over Sports Promotion. This may stated other way that sports facilities variables in relation to Frequency of use, Quality and level of satisfaction has a trivial difference although significant differences are there but beneficiaries of Government school and private schools having more or less similar kind of opinions towards the Frequency of use, Quality, and level of satisfaction sports facilities variables. Only noticeable variable is Quality of Sports Events organisation and participation.

DISCUSSION

After the analysis of data study revel few facts, scores obtained from teachers and students of Government schools and private schools of Delhi shows significant differences. **The significant differences found rejects the first hypothesis framed for the study i.e. there will be no significant difference between frequency of use, quality, and level of satisfaction of students for selected Sports Facilities parameter in Government and private schools of Delhi**. With the help of results, we may conclude that higher mean rank shows better use of certain sports facility variable over the lower mean rank. Mean rank displayed in table shows that, Private Schools of Delhi having more frequency of use of sports facilities variables, Private schools of Delhi has better quality sports facilities in comparison to government schools of Delhi, beneficiaries of Private schools of Delhi are much satisfied than the beneficiaries of Government schools of Delhi. This may lead to a conclusion that Private schools are better than Government schools of Delhi in relation to frequency of use, quality, and level of satisfaction of selected sports facilities variables.

A comparative analysis between Students and Teachers of Government and private school conducted respectively, which shows no significant differences in case of Students and Teachers of Government schools of Delhi. It shows no significant differences for all other variables except one i.e. Sports Events Organisation and Participation in case of Students and Teachers of Private schools of Delhi. Significant difference between scores obtained from Physical education teachers and Students for the respective variables may be due to their perception towards sports events. Each physical education teacher has some limitations for organization sports events and sending students for participation in various sports events, whereas students wants to get involved more and more in sports events. Higher Mean rank of teachers (188) data shows that according to them frequency of sports events organisation and participation is optimum but on the other hand students (151) finds it on a lower side. After analysing other variables, it shows that mean rank differences are present but as the rank difference is not significant enough to differentiate the scores, we may conclude that more or less frequency of use, quality, and level of satisfaction of other sports facilities variables are same according to physical education teachers and students of Private schools of Delhi. A report published in DNA India website also supports the present study (Iftikhar, 2017) Under the Right to Education (RTE) Act, 2009, it is mandatory to have a playground on school premises. And, in the absence of space, the schools have to make adequate arrangements in a nearby park/playground."No such effort has been taken by the school authority even as we don't have a sports ground," said a faculty member at Government Boys Senior Secondary School, Mangolpuri. The Delhi government recently constructed two new swimming pools - one in Mayur Vihar Phase-2 and another in west Vinod Nagar - and a world-class hockey stadium in Boys Senior Secondary School in Ghumanhera village."What will they do in the absence of trained teachers? 50 per cent of the sanctioned posts for Physical Education Teachers are lying vacant," said Ajay Veer Yadav, general secretary, Government School Teachers Association and a physical education teacher at a school in Karol Bagh. As per a recent data, of the 864 sanctioned posts of post-graduate teacher (PGT) Physical Education, 636 are lying vacant. In addition, among graduate teachers (TGTs), supposed to teach up to class VIII, of the 2205 sanctioned posts, 901 are lying vacant.

Analysis of effect size shows ‘small effect’ in relation to all the variables except one i.e. Quality of Sports events Organization and Participation. (Cohen, 1965) Suggested that d=0.2 be considered a 'small' effect size, 0.5 represents a 'medium' effect size and 0.8 a 'large' effect size. This means that if two groups'

means do not differ by 0.2 standard deviations or more, the difference is trivial, even if it is statistically significant. Small effect size suggests trivial differences so it may conclude that impact of either type of school is not strong enough so that it may be considered, but present study also indicates a Medium Effect Size for the variable Quality of Sports Events Organization and Participation. Medium effect size suggests that the significant differences obtained between Government and Private schools of Delhi are affected majorly by the Variable Quality of Sports Events, whereas other variables i.e. (Frequency of use, Quality and Level of satisfaction for Sports Equipment's, Sports Infrastructures, Sports Personnel) (Frequency of use, and Level of satisfaction for Sports Events Organization and Participation) affecting less. Results may lead to a conclusion that out of all selected Sports Facilities variables for the study only one variable i.e. Quality of Sports Events Organization and Participation has a Major Impact over Sports Promotion. This may state other way that sports facilities variables in relation to Frequency of use, Quality and level of satisfaction has a trivial difference although significant differences are there but beneficiaries of Government school and private schools having more or less similar kind of opinions towards the Frequency of use, Quality, and level of satisfaction sports facilities variables. Only noticeable variable is Quality of Sports Events organisation and participation. **This in succession rejects the second hypothesis framed for the present study i.e. Impact of sports facilities over sports promotion will be independent of school type in Delhi.**

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Corresponding Author

Suraj Singh Pawar*

Ph.D. Scholar, ASPESS, Amity University, Noida, Uttar Pradesh