

A Study on the Availability of Physical Facilities and Extra-curricular Activities in Public School in Kathmandu District

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Abstract

Schools are intended to cultivate and foster a student's complete potential, nurturing their physical, intellectual, and moral development through guidance and support. Hence, Schools provide physical and non-physical facilities, especially extracurricular activities. The primary purpose of this paper was to study on the availability of physical facilities and extra-curricular activities in public schools in Kathmandu district. This research is a quantitative study with data collection techniques by means of observation, interviews, and documentation.

Key words: public schools, intramural activities, extramural activities, physical facilities.

Introduction

Physical Education in schools uses planned activity to build students' physical capabilities, enhance their coordination, and foster lifelong habits of health and activity. It contributes to a student's complete development by not only improving fitness and motor skills but also by educating them on the benefits of an active lifestyle. It is not only teachers and students who contribute to the learning process at school; there are also other factors that help achieve the goals of education (Novita, 2017). One such factor that aids in the learning process is the availability of educational facilities and infrastructure. Facilities refer to anything that can be used to achieve a specific goal (Sopian, 2019).

Infrastructure refers to tools that are not used directly but support the achievement of a goal. Educational infrastructure consists of all basic equipment that supports the implementation of education in a school, even though it supports indirectly. From the above description, it can be concluded that educational facilities and infrastructure encompass all resources, both direct and indirect, used in the learning process with the aim of achieving the predetermined educational objectives. In an educational institution, the quality of extracurricular activities is an indicator of the overall quality of education in it. This extracurricular activity is like a brand image for the school, so that it can increase interest in prospective student. Facilities and infrastructure management also plays a crucial role in supporting these extracurricular activities, such as procuring the necessary items for their implementation. Facilities and infrastructure that are not suitable for supporting extracurricular activities can become obstacles to the successful execution of these activities.

An extracurricular activity (ECA) is an activity, performed by students, that falls outside the realm of the normal curriculum of school, college or university education. Extracurricular activities are activities that are carried out outside of learning hours, these activities are carried out at school or outside school, the purpose of this activity is to add and broaden the knowledge insights and abilities that he already has, of course, from various fields of study that he is interested in (Yulyanti et al., 2022). Extracurricular activity consists of intramural activities and extramural activities. Intramural and extramural sports activities have become of great importance in spreading sports, whether inside or outside schools. Intramural and extramural programs offer an excellent opportunity for everyone to develop the techniques of games under highly trained specialists and provide a chance for wholesome recreation and

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the cultivation of hobbies. Besides this, the programs play a decisive role for the formation of athletes. The interest of students to participate in intramurals and extramural programs is very high.

We believe that each activity offers unique benefits, catering to different interests and aptitudes. For instance, team sports like football teach children the importance of teamwork and discipline. Yildiz and Bozpolat (2021) argued that extracurricular activities are a collection of activities associated with the school program that helps bring out the rounded development of the learners, other than subjects for examination. Students currently require knowledge, skill and personality. The school should provide these three requisites. Buckley and Lee (2021) also reported that students who engaged in extracurricular activities managed to develop many essential traits that are key to their future life and it is supposed to be regarded like any other curricular program. Extracurricular activities are those other tasks undertaken by learners' clubs or groups and recognized by the school management (Winstone, Balloo, Gravett, Jacobs & Keen, 2022). Extracurricular activities are direct and individual services for learners in school for their enjoyment during free time and they are regulated and operated with the supervision of a teacher or approved staff. Munir and Zaheer (2021) noted that the following features characterize extracurricular activities; they are not offered for school credit or needed for graduation; they are primarily performed after school hours, or in some instances, during school hours and within the agreed period by the participants and approved by school management; the content of the activities is determined mainly by the learner who is participating and under the guidance.

Extracurricular activities are of great importance in the educational sector for the all-rounded development of students and motivate them to learn and make their studies enjoyable (Kumpoh, Sulaiman & Le Ha, 2021). Schools educate learners to attain their full potential by participating in extracurricular activities, which is a good experience for many. It assists in developing learners' academic and fine arts to improve skills without credit towards graduation.

In the context of Nepal, the National Education System Plan of 1971 A.D have made extracurricular activities (ECAs) mandatory for all schools in Nepal. According to this policy, all public schools should compulsorily conduct extracurricular programs like volleyball and athletics. Birendra Shield Competition was conduct every year in district level for programs like volleyball and athletics. After the movement of 2006/07 A.D., instead of Birendra Shield Competition, the President Cup has been conducted in schools in Nepal. Furthermore, Kathmandu Metropolitan City's "Book Free Friday" initiative, a pilot program launched in 2023 A.D. where students in schools dedicate their Fridays to practical skills and extracurricular activities instead of regular textbook study. Due to this policy, many students are actively participating in different extracurricular activities.

The objective of this study was to determine the availability of physical facilities in public schools and to explore the student participation in intramural activities and extramural activities in different public schools.

Methodology

This research was based on quantitative and descriptive nature. The primary data were used in this study. Public schools, administrators and sports teachers were the main sources for data collection. The public schools of Kathmandu district were chosen as the study field. Out of one hundred twenty-one public schools ten public schools were selected through purposive sampling method. The data were analyzed and interpreted on the basis of the objectives of the study.

Data Analysis

Table-1: Availability of land in schools

Land in Ropani	No of school	Percentage
Below 5	4	40%
5-10	3	30%
10-15	2	20%
Above 15	1	10%
Total	10	100%

In Table-1, the most common category is "Below 5 Ropani," which includes 40% of the schools. This suggests that smaller land holdings were common in this sample. 30% of the schools have a land area between 5 and 10 Ropani and another 20% have between 10 and 15 Ropani. The category for schools with the largest land area, "Above 15 Ropani," includes only 10% of the sample. This shows that very large school grounds are uncommon in this sample.

Table-2: Available of playing equipment

Playing equipment	No of school	Percentage
Volleyball	10	100%
Football	10	100%
Basketball	8	80%
Badminton	10	100%
Table tennis	10	100%
Shot put	5	50%
High jump	2	20%
Javelin	2	20%
Cricket	8	80%
Ring	8	80%
Chess	10	100%
Carrom board	7	70%
Baghchal	3	30%
Spiking	10	100%

Table-2 shows that the playing equipment for several popular sports like volleyball, football, badminton, table tennis, chess, and spiking is available in all the 10 schools that have been surveyed. Basketball, cricket, and ring playing equipment are available in 80% of the schools. Carrom board is present in 70% of the schools. Playing equipment for shot put is available in half of the schools (50%). Baghchal is available in 30% of schools, and equipment for high jump and javelin was the least common available in only 20% of the schools.

Table-3: Participation of students in Intramural activities

No of school	Percentage
3	40-50%
3	50-60%
2	60-70%
2	70-80%

Table-3 shows that three schools have between 40-50% of their students participating in intramural activities which indicates that a substantial portion of the schools in this sample struggle to engage at least half of their students in intramural activities. Another three schools show a slightly higher participation rate of 50-60% of their students in intramural activities. Two schools have 60-70% participation of their students while two other schools demonstrate the highest engagement with 70-80% of students participating in intramural activities.

Table-4: Participation of students in Extramural activities

No of school	Competition	Percentage
10	Resource centre	100%
9	District level	90%
7	National level	70%

Table-4 shows that the level of student participation in extramural activities, with all 10 schools reporting 100% participation in competitions held at a resource center level. Student involvement drops as the competitive level increases, with 9 schools participating at the district level and 7 schools participating at the national level. This pattern indicates a drop-off in student participation as the difficulty or exclusivity of the competitions increases.

Conclusion

In conclusion, the surveyed schools demonstrate a strong foundation for sports engagement but face limitations in land and consistently high student participation in both intramural and extramural activities but as the competitions grow more difficult or exclusive, the number of participating students decreases. Schools have successfully prioritized and universally provided equipment for popular and space-efficient sports such as volleyball, football, badminton, table tennis, and chess. However, the scarcity of land with 70% of schools having 10 Ropani or less likely restricts the offering of space-intensive sports like high jump and javelin, which are only available in 20% of schools. This land limitation may also contribute to the variable student turnout for intramural activities, where only 20% of schools report high participation rates of 70–80%. Furthermore, while extramural participation is universal at the entry-level resource center, it experiences a drop-off at more difficult district and national levels. This trend suggests that while initial participation is high, fewer students or schools have the resources, advanced training, or talent to compete at the most exclusive levels.

It was found that schools in Kathmandu district have limited playgrounds. However, they have been conducting various types of sports within the space available to them. Kathmandu Metropolitan City has been providing financial support to schools for organizing extracurricular activities and for purchasing different sports material. Most schools have appointed sports teacher for conducting extracurricular activities.

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