

Planning, Practice and Achievement of Sports Programs in Secondary Schools of Butwal Municipality

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Abstract

The main purpose of this study is to assess the planning and implementation of sports programs and evaluate their practice and achievements. This research is a descriptive study conducted in Butwal Sub-Metropolitan City, covering all secondary schools in the area. The total population consists of 61 institutions, including 22 public and 39 private schools. From this population, 22 schools were selected by using a simple random sampling method. To ensure a balanced comparison, the sample was divided into 11 public and 11 private schools. Data were collected from headmasters, physical education teachers, and sports teachers using structured interviews and observation checklists, and were analyzed using descriptive ways with simple statistics like percentage and mean. The findings revealed that although all schools reported having annual sports programs, planning often lacked detail and consistency. Sports practices were irregular and insufficiently supervised, which limited student participation and reduced achievements beyond the school level. The Public schools were more constrained by financial shortages, whereas private schools faced greater challenges like inadequate physical facilities. Across both groups, common issues included a shortage of trained personnel, weak management, administrative difficulties, and low student motivation. The study concludes that systematic planning, adequate resource allocation, and effective monitoring are necessary to enhance the quality and outcomes of school sports programs. Strengthening these areas can promote wider space for student participation, improve performance, and support the overall physical, social, and skill development of secondary school students.

Introduction

Sports are an essential aspect of human life, contributing greatly to overall health and well-being. Consistent participation in sports not only enhances physical fitness but also supports psychological, social, and emotional development. To ensure that these benefits are fully realized, sports programs should be organized through a systematic and structured approach. As with other educational or developmental initiatives, effective planning and management are necessary for the successful implementation of sports programs.

In certain contexts, the terms games and sports are used interchangeably, whereas in other contexts they are understood as distinct concepts. While they share several similarities, notable differences also exist between them. Therefore, it is essential to clearly define and understand the specific meanings of both terms before engaging in further discussion. As the defined sports and Games: - Games refer to team events in which more than one person forming a group compete against the similar group supremacy, for example- Football, Volleyball, Hucky, Handball, Cricket, Kabaddi, Kho-Kho etc (Jha, 2059). Sports is an institutionalized competitive activity that involves vigorous physical skills by individuals whose participation is motivated by a combination of intrinsic and extrinsic factors (Coakley, 2021). In this study, both individuals and team events are included as sports. Sports Program is important part of physical education. Its aim is to improve human performance, and their development through sports and physical activities. Sports is inevitable to children for physical, mental, emotional, social as well as spiritual development. It is better to focus on sports program through every community and nation. Sports is not important for ideal growth and development of human being but also equally crucial for national identity. Today's children are the pillars of country. That's why it is better to give emphasis in sports sector with proper priority.

In the context of school sports program, some secondary schools have included physical education as an elective subject and but not all. But these schools also have been practicing in different sports activities. Recent studies in Butwal show that sports resources are not shared equally between different types of schools. Paudyal and Rijal (2022) found that public schools usually have much more land, which allows students to play outdoor sports like volleyball. On the other hand, private schools often have limited space, which forces students to stick to indoor games like chess or table tennis. Even with these space problems, people's opinions are changing; about 81% of teachers and parents now believe that sports should be seen as a real career path instead of just a fun activity. To improve sports in the future, research by Paudyal et al. (2023) suggests that the local government needs to create a clear plan and provide more money. This would help schools hire better coaches and build better places for students to play.

In Nepal's secondary schools, a major gap exists between students simply playing for fun and actually reaching a professional level. Research by Paudyal and Rijal (2022) indicates that even when schools have the necessary grounds and

equipment, they often lack a long-term strategy to develop their athletes, resulting in "unregulated" practice where training is only taken seriously right before major events like the President's Running Shield. Instead of training consistently throughout the year, many schools view sports merely as a quick path to winning a trophy. In addition, Poudel et al. (2023) found that schools in the Butwal region generally do not use a scientific method for coaching, often operating without a clear understanding of training loads, the necessity of rest cycles, or the role of proper nutrition. Without these scientific foundations, school sports remain a temporary hobby rather than a professional career path, suggesting that while there is plenty of interest, the current school system lacks the organization needed to turn students into professional athletes.

The development of a nationwide school-based physical activity program in Finland, which evolved from an initial pilot phase, featured a flexible design tailored to individual school needs by integrating activity into classroom lessons, active recess, and specialized teacher training. This model highlighted that sustainability and long-term participation are driven by local ownership, co-creation, and adaptability. Ultimately, the program resulted in increased physical activity levels among students and higher engagement from stakeholders, proving that structured and context-specific planning is essential for successful, scalable school activity initiatives (Vasankari et al., 2021). A study titled "Do Extracurricular Activities Predict Adolescent Adjustment? The Role of Source, Intensity, and Market-Based Activities" highlights the many benefits of school sports. By looking at data from over 29,000 twelfth-grade students, researchers Fredricks and Eccles (2010) found that being a student-athlete leads to better results both in and out of the classroom.

A study on the status of co-curricular activities in Nepalese primary schools identified several significant barriers to their implementation, including budget constraints, the low socioeconomic and educational status of parents, and an insufficient number of teachers. Additionally, the research highlighted challenges such as a lack of skilled and trained staff, unclear perceptions of co-curricular and extracurricular activities, heavy teaching loads, overcrowded classrooms, and a lack of adequate physical facilities, equipment, and supplies (Jha, 2004). In a study regarding the knowledge and practice of physical education among lower secondary students in the Tanahun district, it was concluded that the majority of students received training in various games and sports. The findings indicated that students from both private and public schools participated in physical fitness training and extracurricular activities, with schools providing necessary facilities and equipment such as fields, volleyballs, javelins, shot-puts, and basketballs (Shahi, 2001). A study on the prospects of health and physical education (HPE) in secondary schools within the Siraha district revealed that schools struggled to implement the curriculum effectively. The findings indicated poor management of physical facilities, primarily due to a lack of trained human resources in the subject and a lack of initiative from the concerned authorities (Jha, 1982). The current state of sports in Nepal is characterized by a lack of structured systems, where most

schools host only occasional indoor or outdoor activities without a sustainable long-term vision. This absence of government attention has created a cycle of "poor planning and weak implementation" (Poudel et al., 2023). Without a formalized Strategic Development Plan or consistent local government financing, school sports remain largely unregulated, which inevitably leads to poor athletic results (Paudyal & Rijal, 2022).

Planning, practice, and achievement are the challenging aspects of building a better future for student-athletes. While there is a strong belief that sports are essential for academic success and national pride, current programs often operate as occasional activities rather than a steady professional path. By moving away from short-term training focused only on specific trophies, schools have the opportunity to adopt more consistent practices that include scientific coaching, better nutrition, and proper rest. Currently, a gap exists where public schools have ample space but need a clearer roadmap, while private schools show great motivation despite having smaller grounds. Strengthening the link between formal government planning and school-level implementation will provide the institutional support students need to reach their full potential. Ultimately, by focusing on year-round development and better resource management, Butwal can transform student talent into lasting professional achievements and a vibrant sports culture. In this context, the study specially focuses on the secondary schools of Butwal Sub-metropolitan. It seeks to investigate how schools plan and implement sports programs, the types of training or practices conducted, the achievements attained, and the challenges faced. This research addresses a gap in the literature, as these aspects have not been systematically studied.

Objectives

The general objective of the study is to examine the planning, practice, and achievement of sports programs in secondary schools. The study had the following specific objectives:

- a) To assess the planning and implementation of sports programs.
- b) To evaluate the practice and achievements of sports programs.

Methods and Materials

This research is a descriptive study conducted in Butwal Sub-Metropolitan City, covering all secondary schools in the area. The total population consists of 61 institutions, including 22 public schools and 39 private ones. From this population, a total of 22 schools were selected using a simple random sampling method. To ensure a balanced comparison, the sample was divided into 11 public and 11 private schools. The respondents were primarily the physical education or sports teachers of the selected schools; in some cases, no such teachers were available but the headmasters were interviewed. Data collection was carried out by using interview schedules and checklists designed to gather information on the planning, practice, and achievement of school sports programs. After collection, the data

were carefully reviewed, organized into a master chart, and analyzed using simple statistical techniques, including percentages and means, so as to support interpretation and discussion.

Results

This section presents the findings of the study on planning, practice, and achievement of sports programs in secondary schools of Butwal Sub-metropolitan. It focuses on how schools organize annual sports programs, allocate resources, conduct training, and supervise students’ participation. The analysis highlights the differences between public and private schools in terms of planning, implementation, sports activities offered, and student involvement. By examining these factors, the present study seeks to identify the strengths, challenges, and areas where improvements are needed to enhance the effectiveness of school sports programs.

Sports Planning of Secondary Schools

Effective planning is a key element in organizing successful sports programs in schools. It ensures that activities are structured, resources are properly allocated, and students can participate regularly. In secondary schools, well-designed sports planning helps improve physical fitness, skill development, and overall student engagement. Proper planning also supports the schedule of the sports days, selection of major games, and the provision of necessary equipment. Understanding the schools approach sports planning provides insight into their priorities and potential areas for improvement. In this section, the discussion focuses on the status of annual sports programs, planners, major games, sports days, equipment, and budget allocation in public and private secondary schools.

Annual Sport Program

In every field, annual program is needed for regular and systematic work. Sports are practical and behavioral subject, that’s way school is needed annual sports program for the better achievement. Annual sports program are given in the table No.1

Table 1

Annual Sports Programme

Annual Sports Programme	Public School		Private School	
	No	%	No	%
Yes	11	100	11	100
No	0	0.00	0	0.00
Total	11	100.00	11	100.00

Source: Field Survey 2082

According to the above table all the respondents from public and private secondary schools’ said the program of annual sports had been designed but they

were unable to show it. In that case, they know that their sports weeks/day and the sports are as the annual sports program of their schools.

It seems that, every school teacher and headmaster interviewed claimed that they have an annual sports program. However, none of the schools could actually show a written plan or a physical calendar during the survey. This suggests that while schools know a plan is important, they don't actually keep a formal record of it. Instead, they simply consider their yearly "Sports Day" or "Sports Week" as their entire program, proving that sports planning in Butwal is mostly unwritten and informal.

Planner of Sports Activities

Planning is the most important in every field. Good planning need that trained person to achieve better performance. The sports field also needs good planner. The responses received are presented in the table as follows.

Table 2

Planner of Sports Activities

Planner	Public school		Private school	
	No.	%	No	%
Head teacher	0	0.00	3	27.27
PE/sports teacher	8	72.72	3	27.27
Head teacher, PE/sports teacher	3	27.27	5	45.46
Total	11	100.00	11	100.00

Source: Field Survey 2082

By this fact, it seems that only 27.27 percent private school' sports program is planned by head master, 72.73 percent public and private school' sports planner is PE/sports teacher. 27.27 percent public and 45.46 percent private school's sports planner are head teacher, PE/sports teacher and students. By this analysis, it seems that most of the school' planners are head teacher and PE/sports teacher. If planning is made by the coordination between head teacher, sports teacher and students, it will be very effective or better achievement from school' sports program.

Major Sports Program

Sports are most important aspect of every school has not emphasized on it. In the secondary schools, they have accepted sports and games according to their financial and physical condition. All schools have not same games, they have different major games and sports as per their school management offer. The variation between different schools in major sports program is given below Table No. 3.

Table 3*Major Sports Program of selected Schools*

Sports	Public school		Private school	
	No.=11	%	No.=11	%
Volleyball	11	100	9	81.81
Cricket	5	45.45	5	45.45
Football	10	90.90	7	63.63
Athletics	9	81.81	8	72.72
Caram	3	27.27	1	9.09
Chess	2	18.18	1	9.09
Badminton	2	18.18	0	0.00
Kabaddi	3	27.27	5	45.45
Kho-Kho	1	9.09	1	9.09
TT	0	0.00	4	36.36
Basketball	0	0.00	4	36.36
Musical Chair	0	0.00	2	18.18
PT	11	100	11	100

Source: Field Survey 2082

From Table No.3, it is found that 100 percent public and 81.81 percent private secondary schools have included Volleyball as a major game/sports, 45.45 percent public private schools have included Cricket, 90.90 percent public and 63.63 percent private schools have included football, 81.81 percent public and 72.72 percent private schools have included Athletics, 27.27 percent public and 9.09 percent private schools include Caram, 18.18 percent public and 9.09 percent private schools have included Chess, only 18.18 percent public schools have Badminton, 27.27 percent public and 45.45 private schools have Kabaddi, 9.09 percent public and private schools have Kho-Kho. A total of 36.36 percent private schools have T.T., and the same percentage (36.36) was found in Basketball also, where as 18.18 percent private schools have musical chair and cent percent public and private schools have P.T. as their major sports program of the schools. By this analysis, it seems that in both types of schools have included some common games and sports and they have not given emphasis on the interesting and new games like as Badminton, Basketball, T. T. due to financial constraint.

Sports Day/Week

Now a day, normally all of the schools have sports day/week but the status of selected area's schools is given in Table No.4

Table 4*Status of Spots Day/Week*

Sports Day/Week	Public School		Private School	
	No.	%	No.	%
Yes	10	90.91	11	100
No	1	9.09	0	0.00
Total	11	100.00	11	100.00

Source: Field Survey 2082

According to table no.4, it shows that 90.91 percent public and 100 percent private schools have sports day/week. In the sports day/week many sports and games are organized. It develops student sports performance; in that case sports Days/weeks are needed for every school.

Standard Sports Equipment/Materials for Designing Sports Activities

To manage the sports activities standard equipment/materials are needed. The respondent's responses about questing in your school have enough equipment/materials for designing sports programs. Those responses are given below in Table No.5

Table 5*Standard sports Equipment/Materials for Designing Sports Activities*

Description	Public School		Private School	
	No.	%	No.	%
Yes	5	45.45	5	45.45
No	6	54.55	6	54.55
Total	11	100	11	100

Source: Field Survey 2082

According to above table 45.45 percent public and private schools have standard sports equipment/materials for designing sports. It seems that in both the cases, majority of public and private schools have not standard equipments and materials. Due to this causes achievement may be affected.

Total Percentage of Cost Allocated for Sports Program

In every field, achievement depends on investment. Schools' sports program need certain costs for different sports activities. Every school invests on sport sector as their financial condition. Here is a data about total percentage of budget allocated for sports by schools are given below in Table No.6.

Table 6

Cost Allocated for sports program

School	Allocated Cost (%)
Public	5.00
Private	4.63

Source: Field Survey 2082

By above table it shows that public schools allocated cost in average is more than private schools allocation.

Sports Practice in Secondary Level

Sports practice at the secondary level is crucial for students’ overall development, and schools organize their programs in different ways. This article focuses on key aspects, including the system of conducting sports programs, regular sports activities, student participation, preferred training times, and daily practice hours. These aspects highlight how schools plan, supervise, and schedule sports activities to promote consistent practice, skill development, and active engagement among students.

System of Conducting Sports Program in the Schools

In the school level sports program Conducting system may different from one school to another. In that case, the researcher has collected the data on that topic. That is given below in Table No.7.

Table 7

System of Conducting Sports Program in the schools

System	Public School		Private School	
	No.	%	No.	%
By making plan	3	27.27	7	63.64
On pupils demand	1	9.09	0	0.00
On special occasion	7	63.64	4	36.36
Total	11	100	11	100

Source: Field Survey 2082

By this table, 27.27 percent public and 63.64 percent private schools have system of conducting a sports program by making plan. Only 9.09 percent public schools have system of depending on pupil’s demand, 63.64 percent public schools and 36.36 percent private schools have conducting system on the special occasion. The finding shows that the majority of private schools sports counting system are done by making plan. Majority of public schools have system on special occasion. From these systems, planning system may be good but in this system pupils’ demand should be included.

Major Sports Activities Practicing Regularly by Students in the Direct Observation of Sports/PE Teacher

Practicing supports for perfect performance but only practice is not enough to it; every sport should be practiced in the presence of PE/sports teacher. It means that the practice should be done by supervising. Major sports practicing by regular observation is shown in Table No.8

Table 8

Major Sports Practicing by Regular Observation

Sports	Public School		Private School	
	No. =11	%	No. = 11	%
Volleyball	9	81.81	6	54.54
P.T.	11	100	11	100
Football	7	63.63	5	45.45
Athletics	5	45.45	3	27.27
Basketball	2	18.18	3	54.54
T.T.	2	18.18	3	54.54
Cricket	2	18.18	6	54.54

Source: Field Survey 2082

(Multiple response)

While studying the above table, 81.81 percent public and 54.54 percent private schools are practicing Volleyball in the observation of PE teacher. While 100 percent public and private schools P.T. are practicing in regular observation. A total of 63.63 percent public schools and 45.45 percent private schools are practicing football, 45.45 percent public schools and 27.27 percent private schools are practicing Athletics in regular observation. Basketball, T.T. and Cricket is practiced in 18.18 percent of public school and 54.54 percentage of private schools within teachers' observation. Thus, it can be concluded cent percent private and public schools are practicing P.T. at morning before beginning of the classes. Some public schools are practicing Volleyball, Football. T.T. Cricket, Athletics, Basketball regularly but in private schools, Basketball, T.T, and Cricket are also practicing regularly by the teacher's presence.

Preferring the Time for Sports Training

Sports can be practice in the morning, day and evenings. Sports training or practicing time may be changed according to hot and cold season but normally their trends preferring the time for sports training was morning. In Butwal, secondary schools time preferring data is given in table no. 10.

Table 10

Preferring the Time for Sports Training

Time	Public School		Private School	
	No.	%	No.	%
Morning	5	45.45	7	63.63
Day	5	45.45	3	27.27
Evening	1	9.10	1	9.10
Total	11	100.00	11	100.00

Source: Field Survey 2082

In table No. 10, it is obtained that 45.45 percent of public and 63.63 percent of private schools prefer morning to the sports training, there are 45.45 percent of public and 27.27 percent of private school’s preferring day and 9.10 percent public and preferring day and 9.10 percent public and private schools prefer evening for sports training. The best time for training depend on local climate. School time is seen more important to practice sports that’s why majority of schools used to do practice sports program either in morning or in day time as per the school time.

Sports Achievement in Secondary Schools

Each and every achievement is affected by the investment. Therefore, the sports field also can’t be beyond by these general phenomena. To get good position/achievement in all sports programmed, there should be good investment and it should be practiced in proper way. Here are some topics that are described as sports achievement.

Satisfaction of Sports Program and its Achievement

Achievement is the most important components of sports program. If sports achievement is good, we can say that their sports program is also good. In that case researcher has found about satisfaction of sports program and that’s achievement from sports/PE teacher. Their responses have giving below in table 11.

Table 11

Satisfaction of Sports Program and its Achievement

Description	Public School		Private School	
	No.	%	No.	%
Yes	3	27.27	4	36.36
No	8	72.73	7	63.64
Total	11	100.00	11	100.00

Source: Field Survey 2082

According to above table, 27.7 percent public and 36.36 percent private school’ sports teachers are satisfied from their sports program and achievement. From above analysis, it seems that majority of the school sports teacher are not satisfied from their sports program and achievement as the response made by.

Students' Satisfaction from their Performance

To evaluate whole program, it should be assessed about every related aspect. In the school's sports program, student's performance and their satisfaction are foundations of evaluation. That's why; the researcher has tried to see the satisfaction of students from their performance. That is given below in Table No.12.

Table 12

Students Satisfaction of their Performance

Description	Public School		Private School	
	No.	%	No.	%
Yes	4	36.36	8	72.73
No	7	63.64	3	27.27
Total	11	100.00	11	100.00

Source: Field Survey 2082

According to above data, 36.36 percentage of public and 72.73 percentage of private school's students are satisfied from their sports performance. This finding shows the private school's students are more satisfied than public schools.

Sports Involvement and its Achievement

Normally, those students who are practicing the sports/games, they can involve in any competition. If school sports program and practice is good, they can get better position. If the player get high position, he will be respected by many rewards. In the study area 4/4 (36.36) public and private school have not seen involvement in different inter-school's competition at last year. Here is a data about sports involvement and its achievement in Table No.13.

Table13

Sports Involvement and its Achievement

Intra-municipality level									
Game	Public Schools		Private Schools		Position	Public Schools		Private Schools	
	No.	%	No.	%		No.	%	No.	%
Football	2	18.18	3	27.27	II	2	18.18	2	18.18
Volleyball	1	9.09	0	0.00	IV	1	9.09	0	0.00
Chess	1	9.09	0	0.00	III	1	9.09	0	0.00
Intra-municipality – 0									
Football	2	18.18	0	0.00	I	2	18.18	0	0.00
Volleyball	1	9.09	0	0.00	I	1	9.09	0	0.00
Cricket	0	0.00	2	18.18	II	0	0.00	2	18.18
Karate	0	0.00	1	9.09	II	0	0.00	1	9.09
Regional Level – 0									
National Level									
Judo	0	0.00	1	9.09	III	0	0.00	1	9.09

Source: Field Survey 2082

Table No.13 shows that in intra-municipality level Football game only 2 (18.18%) public and 3 (27.27) private schools have involved, in this competition 2/2 (18.18%) public and private school gained second position and 1 (9.09%) private school gain fourth position. In Volleyball game only 1 (9.09%) public school have involvement and gain third position. In chess competition only 1 (9.09%) public school has involvement and gained first position at intra-municipality level games.

Inter-municipality level of Involvement

In district level Football competition only 2 (18.18%) public schools have involved and they gained first position, in Volleyball only 1 (9.09) public school have involved and gained first position, in Cricket only 2 (18.18%) private schools have involved and they gained second position, and in Karate only 1 (9.09%) private school have involved and gained second position. In the regional level, sports involvement has not seen. In the national level only 1 (9.09%) private school have involved and gained third position in Judo. From the analysis, it can be said that in both public and private school’s sports involvement and position is not satisfactory.

Best Records in Different Games

To get information about sports achievement, it should be assessing by best record of sports competition. In research area there has not seen any special best records. But only one public school has got first position in Volleyball in district level game. Two private schools have got second in Cricket in district level game. One private school has got first in district level Karate competition and third in National level Judo competition. On the other hand, students of Horizon Boarding school have become national player in judo and Volleyball. By this information, it seems that there have not seen any special records of sports competition but earned some national players as the outcome of school sports program.

Major sports Problem of school

Every sector has been facing many problems. To get perfect achievement, their problem should minimize. The sports sectors of school also have many problems, which directly affecting the achievement also. Major problems found during study are listed as follows:

Public	Private
1. Financial problem	1. Problem of physical facilities
2. Problem of physical facilities	2. Financial problem
3. Management problem	3. Administrative problem
4. Human resource problem	4. Management problem
5. Administrative problem	5. Human resource problem
6. Participation problem	6. Participation problem

The study identified several key challenges affecting the implementation of school sports programs. These included limited financial resources, inadequate physical facilities, insufficient trained personnel, weak management, administrative difficulties, and low student participation. In public schools, financial constraints were the most pressing issue, followed by shortages in facilities. For private schools, inadequate physical infrastructure was the primary concern, with financial limitations ranking second. Other challenges in public schools included management inefficiency, lack of human resources, administrative problems, and limited student engagement, while in private schools the remaining issues were administrative challenges, management gaps, insufficient manpower, and low participation. Addressing these challenges is essential to improve the planning, execution, and outcomes of sports programs, ensuring better student involvement and achievement.

Discussion

The findings indicate that while sports planning is a recognized priority in both public and private secondary schools, its implementation remains largely informal and resource-constrained. Although all institutions reported having an annual sports program, the lack of documented frameworks suggests that these initiatives are often limited to seasonal events rather than integrated pedagogical structures, echoing the concerns of Jha (2004) regarding the lack of clear perceptions of co-curricular activities. The planning process primarily relies on physical education teachers and headmasters, which aligns with distributed leadership principles, yet the absence of standard equipment in over 54% of schools and minimal budget allocations 5% in public and 4.63% in private institutions—reflects a persistent barrier to quality. This resource gap mirrors the findings of Pachkede (1981) and Malik (1977), who noted that inadequate financing and facilities directly hinder the achievement of physical education objectives. Furthermore, the reliance on traditional games like volleyball and football, due to the high cost of specialized sports like basketball or table tennis, suggests that financial constraints limit the diversity and inclusivity of programs. Ultimately, while sports days and physical training are universal, the transition to a high-quality program that fosters holistic development and academic success requires a shift toward well-documented, adequately resourced, and context-specific planning as advocated by Vasankari et al. (2021) and Fredricks and Eccles (2010).

The study of secondary schools in Butwal city shows a major difference in how sports are practiced in private and public institutions. Private schools are much more organized, with most (63.64%) following a set plan, while public schools usually hold sports activities only during special events. The lack of a regular schedule in public schools makes it hard for students to develop their skills consistently. Private schools also have higher student participation (71%) compared to public schools (57%). This matches the ideas of Malik (1977), who found that better funding and resources lead to much higher student engagement

in sports. While every school does follow basic Physical Training (P.T.), specialized sports like Basketball or Table Tennis are mostly found in private schools where teachers can supervise them. This situation supports the findings of Jha (2004), who pointed out that a lack of trained staff and poor management are the main reasons why physical education is not successful in many Nepalese schools. Even though many schools prefer morning practice to stay fresh and alert, most of them do not practice them every day. Instead of the steady, long-term training recommended by Rai (2006), schools often wait until a competition is near to start practicing, which limits the overall growth and success of the students.

This study shows that, sports success is closely tied to the level of investment and the quality of the environment. A major finding is that many sports teachers are not happy with their current situation, with dissatisfaction reaching 72.73% in public schools and 63.64% in private institutions, largely because basic needs like funding, equipment, and administrative support are often missing. Student happiness also shows a big difference, as over 72% of private school students are satisfied with their performance compared to only 36% in public schools, a gap likely caused by the better resources and regular supervision found in private sectors. This matches the research by Malik (1977), who found that steady funding is a main driver of better sports results, and reflects the challenges noted by Jha (2004) regarding the lack of trained staff and tools in Nepal. While a few schools have produced national-level athletes in sports like Judo and Volleyball, most of the institutions are held back by limited space and budgets. To reach the high goals mentioned by Rai (2006), schools must fix these fundamental problems and improve daily conditions to move beyond basic participation and achieve national-level success.

Conclusion

This research explored the current state of sports planning, practice, and overall outcomes within secondary schools across Butwal Sub-metropolitan city. By examining a sample of 11 public and 11 private schools, the study brings to light a troubling disconnect: while educators and administrators verbally acknowledge the value of sports, the actual implementation on the ground remains largely neglected. The study concludes that while sports planning is a recognized priority across all secondary schools, it remains a largely informal and unwritten process that centers on seasonal events rather than daily skill development. Although every institution claims to have an annual program, the lack of physical documentation suggests that these initiatives are conceptual rather than functional, often limited to a single sports week. This planning primarily rests on head teachers and physical education teachers, yet its effectiveness is severely undermined by a widespread lack of standard equipment and minimal budget allocations. These financial constraints force schools to rely on traditional, low-cost games like volleyball and football, effectively excluding more specialized sports such as basketball or table tennis

Sports practice in secondary schools is defined by a distinct divide between organized, plan-based execution in the private sector and occasional, event-driven activities in public institutions. While private schools show a stronger commitment to conducting programs through structured planning, public schools largely restrict sports to special occasions, which prevents the consistent, long-term training necessary for athlete development. This disparity extends to supervision and variety; although basic physical training is a universal daily requirement under teacher observation, more specialized sports like basketball, table tennis, and cricket receive significantly more supervised attention in private schools. Furthermore, while most institutions prefer morning training to capitalize on student alertness and local climate, the overall lack of practice based on student demand suggests a top-down approach that misses the opportunity for greater engagement. Ultimately, for sports practice to move beyond basic participation, schools particularly in the public sector must transition from irregular, occasion-based events to a daily, supervised, and diverse curriculum that integrates student interest into a formal schedule.

The findings clearly show that success in school sports depends on two main things: investment and proper training. Right now, most sports teachers in both public and private schools feel unhappy with how their programs are performing. This suggests that schools are not giving sports the attention or funding they truly need. Interestingly, there is a big difference in how students feel; while private school students are generally happy with their efforts, those in public schools often feel they aren't reaching their full potential. When it comes to real competition, most schools only play in local matches and rarely make it to regional or national levels. While public schools are better at team games like volleyball and private schools show talent in individual sports like karate or judo, these successes are rare. The fact that a few students have become national players proves there is great talent in these schools, but without better equipment and more organized practice, most of that talent is being missed. To truly improve, schools must stop treating sports as a side activity and start investing in them as a path to real achievement.

To address the existing gaps in the secondary schools of Butwal and to elevate the quality of sports program, the following strategic actions are recommended for school administrators and local authorities. These measures focus on transforming sports from a temporary activity into a sustainable, scientifically-managed program by ensuring these measures. Every school needs to move away from verbal arrangements to create documented, year-round sports schedules. The local government requires to introduce partnerships where public and private schools can share high-quality sports related facilities. Schools management committees needs to increase financial investment in sports well above the current and insufficient 5% budget mark. Municipal authorities require to organize specialized coaching and sports science workshops for teachers to improve their technical skills. Institutions prioritize consistent, weekly training habits rather than rushing

to practice only when a tournament is approaching. Municipalities need to establish and enforce strict minimum requirements for playground area and equipment availability. The concerned government body must implement a formal review process to monitor how effectively these sports programs are being carried out.

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