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SPORTS BUDGETING: ESTIMATES AND EVIDENCE FROM UNIVERSITIE IN NATIONAL CAPITAL REGION

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ABSTRACT

Youth forms the backbone of any economy and it is especially true so in case of India which is home to 356million10-24year-olds which means that India has world's largest youth population. India can reap advantages of Demographic Dividend provided India directs and channels youth energy in the right direction. About two-third of surveyed students followed a sedentary lifestyle and henceforth, to have BMI above the normal range. The students' responses are indicative of two facts. First, they do not actively make use of college's/ university's sports facility. This is partly due to the fact that the facilities are not readily accessible or are of poor quality and/or insufficient. Second, they are unaware of the facilities and provisions available to them. Those who represent their college are not given all categories of necessary expenses and over one-fourth reported to have not given any reward or recognition by the college/university upon securing position in sports. The authors computed that amount of about Rs. 2900 is the minimum amount per student that a college or university need to spend in provisioning of sports facility to students, in addition to existing expenditure amount.

***Key Words**: Sport, Capital, Region, Budget and Performance*

INTRODUCTION:

Youth forms the backbone of any economy and it is especially true so in case of India which is home to 356million10-24year-olds which means that India has world's largest youth population. India can reap advantages of Demographic Dividend provided India directs and channels youth energy in the right direction. One such step could be youth participation in sports and physical activity that promote greater physical and mental well-being, both of which are important to enhance productivity (Skirka, 2000).

There is adequate evidence all over the developed world that the physical activity declines in transition from adolescents to adulthood and this often becomes the root cause of deteriorateing health levels in the adults and elderly (Nelson et al, 2007). The most effective means to reduce this decline could be to target the youth population early and capture their motivation level and make them understand the value of being physically active. Some studies have indeed established such links in the context of a number of developed countries.

There are a number of other studies which talk about the level of motivation of youth and how it can affect their participation in the physical activity and encourage the sports activity. One of the most important factors that remain crucial to increasing the motivation is the education of students, youth and adults. Indeed, a number of studies have talked about the role of physical education in promoting various kinds of physical activity among different age groups (see for example, Bailey,2006; Joseph et al, 2014).

Christodolous et al (2006) evaluate the contribution of a randomized control trial in the highs chool students in Greece to participate in physical activity. Their results show that the students who participated in the physical education intervention program took up moderate to rigorous physical activity for more amount of time than the students who did not participate in the activity. A similar study by Fair clough and Stratton (2004) demonstrates that physical education is crucial to the take up of physical activity by young persons (11-14 years) and could be more effective if the lessons are planned carefully. There are other studies which also talk about the important role of physical education in promoting lifetime activity among individuals.

Sallis and Mckenzie (1991) place the role of physical education as a crucial component of public health. Heath et al.(2012) review a number of studies based on the role of physical education in long term and short term and found that there are a number of ways in which education can enhance the physical activity. They lay a special emphasis on the school based approach where in the focus is on physical education, classroom based activities, after-school sports and active transport.

The role of education and educational institutions extends beyond just providing motivation tostudents.Theeducationalinstitutescansupportencouragementinsportsandphysicalactivityina number of other ways. The institutes provide peer group support, financial support, adequate infrastructure and other forms of encouragement like arranging workshops and coaching lessons for the students which give the students a motivation to participate in sports and physical activity. Unfortunately, such studies have been missing from the literature and this is what we seek to analyze in the paper. In the phase of rapid urbanization (as has been in capital city of India), infrastructure- like parks, gyms etc.- required to indulge Indian youth in constructiveactivitiesfallsshort(Mohammad,1995).Thisstudy,therefore,fillstheresearchgapinunderstandingyouth'sneedsinpresentscenarioanduponassessingthem,providespolicyrecommendationsto reorient higher education towards such activities.

OBJECTIVES:

The objectives, in the light of significance of proposed study, are as follows:

- To study the life style pattern of students and to study how Indian youth utilizes leisure time.
- To study the role of universities or institutions in promoting sports and physical fitness among students.
- To identify the channels and their adequacy available for promotion of sports and physical activities.
- To suggest appropriate policy recommendations thereafter.

METHODOLOGY:

The primary data is collected from colleges/ universities in the vicinity of Delhi and NCR. The target sample size is about 500 students and 100 teachers from different universities in New Delhi. In analysis of the results, descriptive statistics, tables and graphs are used.

Composition of Respondents

For the current study, 567 students and 170 teachers were asked to fill up questionnaire. Since few questionnaires were returned incomplete, a total of 502 students'and164 teachers' responses were analyzed. The sample had appropriate representation of the sex, age and universities. The complete detail is listed in following table (tableno.1).

Table1: composition of sample

		Students	Teachers
Sex	Male	324	88
	Female	178	76
Location	Universities in Delhi	287	76
	Universities in NCR	215	88

Studying Leisure time of students

The students were given a list of set of leisure activities. They were asked to select the frequency of activities that they undertake. The activities were clubbed into one set on the basis of whether these activities require physical activity or are sluggish in nature. The activities like watching T.V., working on Internet or PC and watching movies were identified as 'sluggish'. Those, who answered either 'daily' or 'several times a week' for all the activities, are considered to be 'very often involved in sedentary activities', and otherwise not. Contrariwise, activities like jogging, walking and body-building etc. are considered activities involving physical labor. If the responses for these activities were either 'several times a year or often' for activities categorized sluggish or else 'never' for activities involving physical labor the students are believed to follow a sedentary lifestyle. The numbers are presented in table2.

Table2: Leisure time analysis

	More often involved in sedentary activities		
involvedin activities requiring physical		Yes	No	Total
	Yes	371	10	381
	No	119	2	121
Total		490	12	502

It is confirmed by checking weekly leisure activity score; calculated as per God in and Shepard's methodology. The students, who are more involved in sedentary activities and simultaneously are less often involved in activities requiring physical activity, are also less active as per weekly leisure activity score(table 3).

Table3: Average of weekly leisure activity score

Sedentarylifestyle	Weeklyleisureactivityscore
No	49.26687117
Yes	35.18181818

The students who are involved in sedentary activities are the ones with higher BMI i.e. above normal range, when compared to the ones who didn't have sedentary lifestyle. It is true for either gender (table 4). The BMI has been calculated for men and women separately as either group has different benchmark BMI.

Table4: Average BMI

	Sedentary life		
SEX	No	Yes	Grand Total
M	24.98913536	29.22586371	27.78993934
W	22.88905997	25.975946	23.92958335
Grand Total	23.50505899	28.11793722	26.42112785

It has been found that a majority of 73.9% students are the ones who follow sedentary lifestyle, are less involved with activities involving physical activity and more often spending leisure time in activities that are sluggish in nature. The leisure activities undertaken have a direct bearing onthe student's BMI or health. Thus, it is imperative to understand the role of colleges and other institutes in promoting sports activities or to understand what is lacking in initiatives that could create a better or inductive environment for sports activities.

Role of Universities/Colleges

The students were asked about their college sports fee. Out of 502, only 56 students knew their contribution towards college sports fee. The reported average sports fee was Rs.550. The rest students didn't know their sports fee amount.

It was reported that 171 students out of 502, reported to participate/practice on college site. These 171 students were, in turn, asked whether they have access to university stadiums. Almost46% of the students who practice on college grounds were not aware that they have access to University grounds and reported that they don't have access to it (table6). It shows then egligence on part of students about the irrights (pertaining to sports facilities available for them).

Table6: Awareness about access to University grounds

Response	frequency
Yes	91
don't know	58
No	22
Total	171

Out of these 171 students who practice on college grounds, 59 represented their college in sportstournamentsatvariouslevels.50studentsreportedthatUniversityprovidedessentialexpenses pertaining to sports. Students were also asked about nature of expense made by university. Their responses are recorded in following table:

Table7: Nature of expenses borne by college/University*

Nature of expense	Refreshment	Daily allowance	Travelling allowance	Medical expenses	paying for uniform and other accessories
Number of students who are beneficiaries ofvarious expenses borne by the college or university	48	22	22	14	48

*as reported by 50students

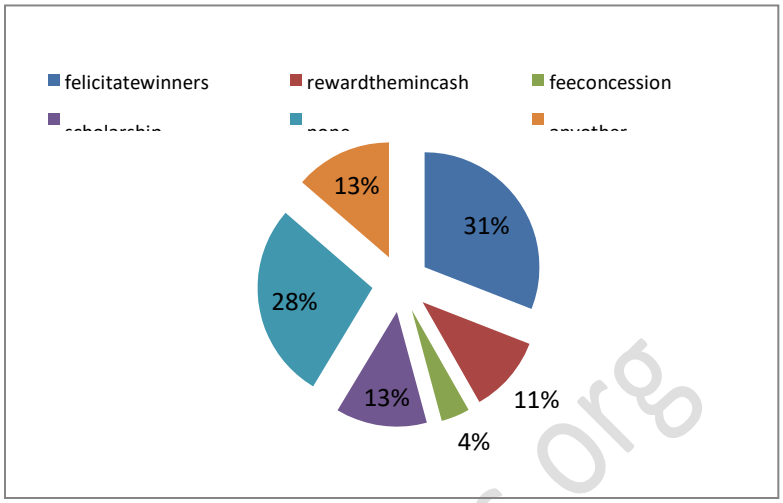
Each cell shows number of students being benefitted of specific benefits. For example, 14 students reported toget allowance for medical expenses.

Table7: Number of expenses borne by college / University

Number of expenses borne	1	2	3	4	All	Total
Frequency	4	16	10	12	8	50

The students were asked about the number of benefits provided by college or university. The frequencies are presented in table 8. Only a smaller fraction (i.e. 8 out of 50) reported to have been given all the necessary expenses pertaining to sports to the students, who represent college/University.

Figure1: Rewards to sports students



It is imperative for every college or university to encourage their students to take up activities for their betterment. Institutions can do so by providing some form of reward or recognition when they achieve distinct position in sports. But it can be seen in Figure 1, a little over one-fourth of students answered that their college/University does not provide any form of recognition or reward to the students upon securing position in various sports played at any of the levels viz. international, national or inter-college.

The students were asked to rate sports facilities on a Likert scale of one to five. The lower value represents lesser level of satisfaction. For instance, one - if they agree that sports facilities are very poor and five –if these are very good. Before, their satisfaction levels are analysed, the students are divided into two sections viz. 'those who avail sports facilities' and 'those who don't'. The students who avail facilities like borrowing sports equipment, seeking help from expert etc. reported an average of 3.56 on satisfaction Likert-scale. On the other hand, those who don't avail reported a lower average value of 2.6(table9).

Table9: Likert scale value

Availing sports facilityprovidedby college	Satisfaction value(Likertscale)	Interpretation
Yes	3.5625	Fairto good
No	2.619266055	Poor to fair

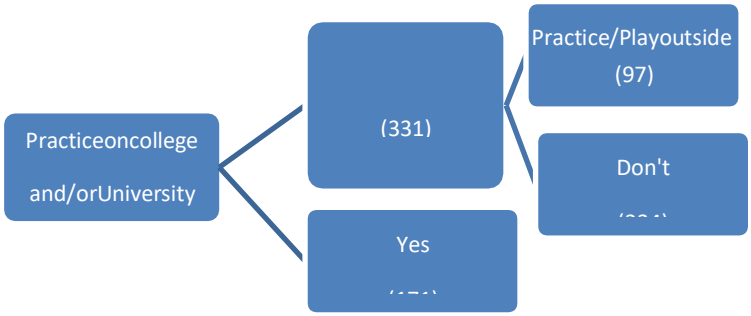
Only 64 students avail sports facilities and only their responses about quantity and quality of sports facilities are taken into account and are summarized in table10. Only 43 percent feel that sports infrastructure and equipment are sufficient in quantity and are in good condition.

Sports activities outside College/University

Since only 171 out of 502 students participate or practice on college grounds. The rest students don't practice on college and/or university ground, but 29.3% (97 out of 331) of these students play for fun or practice outside college premises. They play/practice outside college for an average of 3.620172 hours per week. Only eight students out of 97 are involved with a sports club in community with only 2 having lifetime membership to the clubs. A majority of students seem to have access to streets and public parks for undertaking sports activity.

About 90 percent of students who play outside college campus reported to have a positive amount of expenditure on sports activities which includes buying sports equipment, trek pants and paying for club membership etc. The amount of expenditure varied in the range of Rs. 200 to Rs.16000 with an averageofRs.2879.6.This average amount doesn't rise significantly even if this set includes students whoparticipate/practiceoncollegegrounds.ThisamountofaboutRs.2900representstheminimumadditional amount per student that a college or university need to spend in provisioning of sports facility to students.

Figure2:Treechartshowingstudents'useofsportsinfrastructure



An attempt was then made to understand what creates hindrance in undertaking sports activities in their free time. To come at conclusion, authors look at modal frequencies. It was witnessed that lack of facilities nearby and lack of time are major obstacles. Personal health and shouldering responsibility does not seem to be major reasons for youth not being indulged in sports. Lack of money factor does not have clear cut result; it affects approx 47% though with varying degree and doesn't affect at all to another 47%.

Teachers' perspectives on sports

To analyze teachers' role in facilitating support system to the students participating in sports, their responses are analyzed. The teacher's perspective about sports should be positive; because it is only then teachers can motivate, encourage and support them to get indulged in physical activities. First o fall, let us analyze if teacher is engaged in either playing sports ever or have been involved in activities connected to sports. It has been observed that out of a total of 164; 26 teachers play at present time, 10used to participate in their younger age, 4 have membership of sports club and 30 have been involved in sports committee (table12). Those who have been connected to sports in either of these sense, are 44 in number.

Table10: Teachers' Responses

engaged in physical activities at present	Used to participate in competitive sports	Membership of sports club	have ever been in college's sports committee	either of these
26	10	4	30	44

The teachers were asked if their university had various provisions for students who represent their college. Over 67% said that there is no provision for attendance and 85% reported that there is no provision for re-exam (external); results are a shown in Table 11. They said so when such provisions were actually available. The authors found that such provisions were enlisted in written documents of respective Universities. This shows teachers are unaware about various norms for sports students. Teachers were also asked if they provided such support to sports students irrespective of university/college have such provision or not. Teachers seem to have provided assistance in giving re-test, providing extra classes to compensate teaching loss and extending last date for submission of assignment. At the same time, majority of teachers don't provide attendance.

Table11: Provisions by college/university as support to students who represent college

	Attendance	organizing re-exam(internal)	organizing re-exam(external)	extra classes to compensate for teaching loss
Yes	50	96	16	100
No	110	66	140	60
Don't know	4	2	8	4

Table14: Provisions by a teacher as support to students who represent college

	Extension of Assignment dates	re-test facility	granting them attendance	providing extra classes to compensate for teaching loss
Frequency	144	112	52	154

The authors calculated conditional probability of teacher sex tending support very often given they have been involved in sports playing or organizing. In other words, what is the probability that a teacher would provide support to students (at their own level) if it is already known they have been involved in sports activity. The teachers who responded either 'to a large extent' or 'to some extent' in answer to if they provided such provisions are marked as 'extending substantial support'.

Probability (extending substantial support given teacher has been involved in sport activities)=

$$\frac{Prob(extendingsubstantialsupportandbeinginvolvedinsportsactivities)}{Prob(beinginvolvedinsportsactivity)} = \frac{36}{44} = 0.8181$$

It is more likely that a teacher provide support to students if they have been involved in sports activities themselves.

Though to varying degrees but all agree that sports develops character, a majority believes that sportsbringsracescloserandgovernmentshouldspendmoreonsportsinfrastructure.(seeboldcellsoftable15).

CONCLUSION:

About two-third of surveyed students followed a sedentary lifestyle and henceforth, to have BMIabove the normal range. The students' responses are indicative of two facts. First, they do notactively make use of college's/ university's sports facility. This is partly due to the fact that thefacilities are not readily accessible or are of poor quality and/or insufficient. Second, they are unaware of the facilities and provisions available to them. Those who represent their college are not given all categories of necessary expenses and over one-fourth reported to have not given any reward or recognition by the college/university upon securing position in sports. The authors computed that amount of about Rs. 2900 is the minimum amount per student that acollege or university need to spend in provisioning of sports facility to students, in addition toexisting expenditure amount. Teachers are found to be ignorant of provisions for sports studentsand henceforth, didn't grant them their rights; though their Universities have such provisions.Government must have sports based budgeting for three important reasons. First, students arefollowing sedentary lifestyle. Second, around 50% students don't take up sports because suchfacilities aren't available to them in their vicinity. Last, a greater fraction of teachers, who havebeen involved in sports committee, feel that government should give grants of greater funds forday-to-dayactivities ofsports.

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