Frontiers in Health Informatics
ISSN-Online: 2676-7104
www.healthinformaticsjournal.com
2024; Vol 13: Issue 4
Open Access

Assessing The Accessibility And Standard Of Sports Facilities In Kashmir Colleges: Obstacles And Prospects For Enhancement

[1.] Mohammad Shaffat Mir, [2.] Dr. Arun Kumar
1Research Scholar, University College of Physical Education
Guru Kashi University, Bhatinda, Punjab
mirshaffat53@gmail.com
2Assistant Professor, University College of Physical Education
Guru Kashi University, Bhatinda, Punjab
Arunthakur0008444@gmail.com

Cite this paper as: Mohammad Shaffat Mir, Dr. Arun Kumar (2024) Assessing The Accessibility And Standard Of Sports Facilities In Kashmir Colleges: Obstacles And Prospects For Enhancement *Frontiers in Health Informatics, 13* (4), 923-930

Abstract
This study examines how sports facilities, gear, and fitness resources are distributed throughout institutions in Jammu & Kashmir, with an emphasis on how these factors affect students' participation in physical activity and general health. Significant differences in the infrastructure are found by the study, which examines the availability of different sports fields, equipment, gyms, swimming pools, and yoga facilities at eight prominent universities in the area. While SKUAST-K and the University of Kashmir (UOK) have extensive sports facilities, several other universities, such as SKUAST-J, CUJ, and CUK, exhibit significant deficiencies in vital resources. The results indicate that more funding for sports facilities is required to ensure that everyone has fair access to opportunities for physical activity and fitness. According to the study, university administrators and legislators should make focused efforts to close these inequalities, encourage an inclusive sports culture, and improve the health and wellbeing of students
.

Keywords: *Sports Facilities, University Infrastructure, Physical Fitness, Jammu & Kashmir, Sports Equipment, Student Engagement, Disparities, Gymnasiums, Yoga Centres, Sports Grounds.*

INTRODUCTION

College and university athletic departments have a significant impact on how students perceive their time there. They encourage community, cooperation, and school spirit in addition to physical health and well-being. Despite these advantages, many colleges have very different sports programs in terms of accessibility and availability. This disparity sparks a continuous discussion about whether these programs need to be made more accessible to guarantee that every student may take part and gain from them. This study examines the possible benefits and difficulties of growing athletic programs in higher education environments**.**

Physical Health Benefits Participating in sports on a regular basis has been shown to benefit physical health by increasing muscular strength, flexibility, cardiovascular fitness, and total physical endurance. Participating in athletic activities contributes to a healthier student body by preventing and managing a number of illnesses, including obesity, diabetes, and hypertension.

Mental Health Benefits Playing sports has major advantages for mental health as well. Reduced symptoms of stress, anxiety, and depression are linked to physical activity. Additionally, it encourages healthier sleep habits and cognitive function, which enhances academic achievement and mental health in general.

Social and Community Benefits Participation in sports activities helps children develop their leadership abilities, feeling of community, and teamwork. Students who play team sports improve their sense of belonging to the school community, make friends, and hone their interpersonal skills. This feeling of belonging and school

spirit can help create a more lively and harmonious campus atmosphere.

1. LITERATURE REVIEW

Singhet al.,(2017) investigated the players' degree of motivation, the function of educational institutions, the support of families, the necessity of a changed academic course structure for athletes, and the impartiality of the selection procedure. The researchers examined the University of Delhi's influence in developing potential and turning out cricket players who attained national and worldwide fame using a sample of 320 student players. According to the report, the growth of elite cricket players at colleges and universities was hampered by a shortage of trainers and inadequate facilities. Due to missed courses from constant training and travel, athletes who had to devote a significant amount of time to sports found it difficult to concentrate on their studies. Due to low attendance and internal evaluations, this had a negative impact on their performance on semester exams. To increase the quality of cricket and other sports in Indian educational institutions, the authors recommended implementing a sports-centric curriculum with sufficient credits for athletic performance, flexible teaching schedules, and enhanced sports facilities.

Haydarovet al., (2020) discussed the need of using Uzbekistan's educational institutions to introduce the populace to sports and physical culture. In order to maximize the utilization of athletic facilities owned by educational institutions, the writers detailed major events that were planned by the public and private sectors. Even while these facilities' carrying capabilities increased, making sensible use of them remained difficult. The researchers discovered that the quality of sports facilities had declined as a result of their prolonged transfer to other departments. Based on metrics like weekly capacity and recalculation using a rhythm coefficient, a new approach was created to evaluate the efficient use of sports facilities. According to the report, between 50 to 53 percent of sporting facilities were used, which was much less than anticipated. The authors suggested ways to increase the efficient use of sports facilities at educational institutions after identifying ineffective management and resource misallocation as the primary causes of underutilization.

Sahitoet al., (2020) investigated how young people in the Hyderabad division felt about local activities and sports. They looked at the young people's motives, the procedures involved, their interest in sports, and how these things affected their involvement in sports. 36 children from different districts participated in the study, which used qualitative research techniques like semi-structured interviews and fieldwork observations to gather data. The findings showed that people had a good attitude toward playing sports provided the circumstances were suitable and reasonably priced. Nonetheless, the survey also found that government representatives were uninterested in overseeing and maintaining district-level sports facilities. The socioeconomic circumstances of young people and the broader public were adversely affected by the misuse of funding allotted for sports, which was frequently the result of corruption. Politicians' influence over bureaucrats was blamed for this corruption.

Ninsiima et al., (2021) examined research from January 2009 to April 2019 using databases from the Cochrane Library, PubMed, Web of Science, EMBASE, Medline, and Google Scholar. The implementation of Youth-Friendly Sexual and Reproductive Health Services (YFSRHS), national policies pertaining to YFSRHS, and youth perceptions of these services were the main topics of the review. After full-text screening, 20 research from seven nations out of the initial 23,400 studies were found to match the inclusion criteria. Among the structural hurdles identified by the review were health staff' incompetence and unfavorable attitudes. Youth ignorance of YFSRHS was one of the individual obstacles. In order to increase the quality and accessibility of youth-friendly health care that meet the needs and preferences of adolescents, policy suggestions, community outreach, and health education were the main structural facilitators for the use of these services.

2. RESEARCH METHODOLOGY

2.1. Research Design

In order to evaluate and compare the distribution and accessibility of sports facilities, equipment, and fitness infrastructure among different institutions in Jammu & Kashmir, this study uses a descriptive research approach. Analyzing the current condition of the institutions' physical resources and comprehending the differences in regional sports growth are the goals.

2.2. Data Collection

In order to evaluate the availability of sports facilities, equipment, and fitness infrastructure, surveys and questionnaires were sent to the administrative offices, physical education departments, and sports departments of several universities in Jammu & Kashmir. This served as the primary source of data for the study. To get information on the use and efficacy of these tools, in-depth interviews were also done with important staff members, including student reps, faculty, and sports directors. Along with government reports and publications on sports development policies in the area, university records, annual reports, and official websites were examined for secondary data in order to support the primary data and provide a more comprehensive understanding of the condition of sports infrastructure in higher education institutions.

2.3. Sampling Technique

Purposive sampling was employed in this study, which focused on public and private higher education institutions in Jammu & Kashmir. The following universities were chosen for inclusion: IUST (Islamic University of Science and Technology), CUJ (Central University of Jammu), CUK (Central University of Kashmir), SMVDU (Shri Mata Vaishno Devi University), SKUAST-K (Sher-e-Kashmir University of Agricultural Sciences and Technology-Kashmir), SKUAST-J (Sher-e-Kashmir University of Agricultural Sciences and Technology-Jammu), and the University of Kashmir (UOK). Because all eight universities were included in the sample, a thorough examination of the sports facilities in the area was guaranteed.

2.4. Data Analysis

Both qualitative and quantitative techniques were applied to the analysis of the gathered information. Frequencies, percentages, and averages were among the descriptive statistics computed to provide an overview of the availability of different sports facilities and equipment at the universities. A comparative study was carried out to find differences in the accessibility of sports facilities and equipment, with an emphasis on variations in the quantity and kinds of facilities like gyms, outdoor pools, swimming pools, and necessary sports equipment like cricket balls, hockey balls, and footballs. Using content analysis, the qualitative data from the interviews was categorized and responses were interpreted, revealing recurring themes about the infrastructural issues and sports management that the universities encountered.

2.5. Research Tools

A thorough survey instrument was created to collect in-depth data about the institutions' sports facilities, equipment, and fitness infrastructure. It included both closed-ended and open-ended questions. To guarantee uniformity in the data gathered from important individuals throughout the colleges, an interview process was also created. The quantitative data was evaluated using SPSS (Statistical Package for the Social Sciences), and the qualitative data from interviews was examined by hand to find and understand important themes pertaining to sports management and infrastructure.

3. RESULT AND DISCUSSION

The presence of different sports facilities at universities in Jammu & Kashmir is shown in the table. With a vast array of sports fields and courts, the University of Kashmir (UOK) has the most facilities overall, demonstrating a robust sports infrastructure designed to accommodate a variety of athletic activities.

Table 1: Different sports faculties available in universities of Jammu & Kashmir

University Name	Hockey Ground	Football Grounds	Cricket Ground	Basketball Courts	Badminton Courts	Volleyball Courts	Table Tennis Tables	Softball Grounds	Total Facilities
UOK	2	3	3	2	3	2	6	1	22
UOJ	2	2	2	2	3	2	5	1	19
SKUAS	1	2	2	3	3	3	9	1	24

T-K									
SKUAST-J	1	1	1	1	1	1	2	0	8
SMVDU	1	2	2	3	2	3	8	1	22
IUST	2	2	2	1	1	2	5	1	16
CUJ	1	1	1	1	1	1	3	0	9
CUK	1	1	1	1	1	1	2	0	7

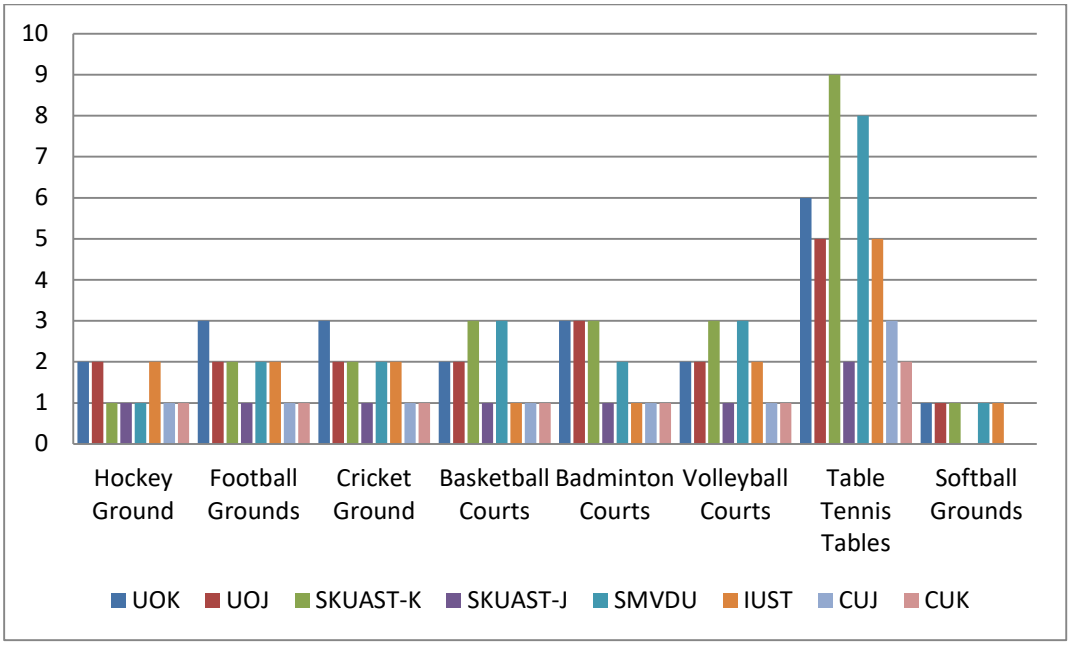

Figure 1:Different sports faculties available in universities of Jammu & Kashmir

With the most table tennis tables, basketball courts, and volleyball courts, SKUAST-K comes in second with a good range of facilities, indicating a strong emphasis on both indoor and outdoor sports. However, the Central Universities of Jammu (CUJ) and Kashmir (CUK) and SKUAST-J have a lot more amenities than the former, which is a result of their low expenditure in sports facilities. While universities such as SMVDU and IUST offer a respectable array of amenities, their overall infrastructure still lags behind that of UOK and SKUAST-K. The lack of facilities at CUJ and CUK highlights the need for further funding and development for sports resources, particularly in more specialized sports like table tennis and softball. By addressing these differences in facility availability, the institutions in the area may be able to develop a more active and welcoming sports culture.

Table 2: Different Equipment's Available in Universities of Jammu &Kashmir

University Name	Hockey Balls	Footballs	Cricket Balls	Basketball	Shuttle Cocks	Volleyball	Table Tennis Balls	Softball
UOK	50	45	100	25	400	35	120	10
UOJ	30	40	130	35	550	40	220	5
SKUAST-K	15	20	40	15	120	25	280	2
SKUAST-J	5	5	10	5	20	5	10	0

SMVDU	10	15	50	20	60	25	70	3
IUST	8	12	60	8	40	18	60	1
CUJ	3	3	5	3	10	3	5	0
CUK	2	4	8	4	12	4	6	0

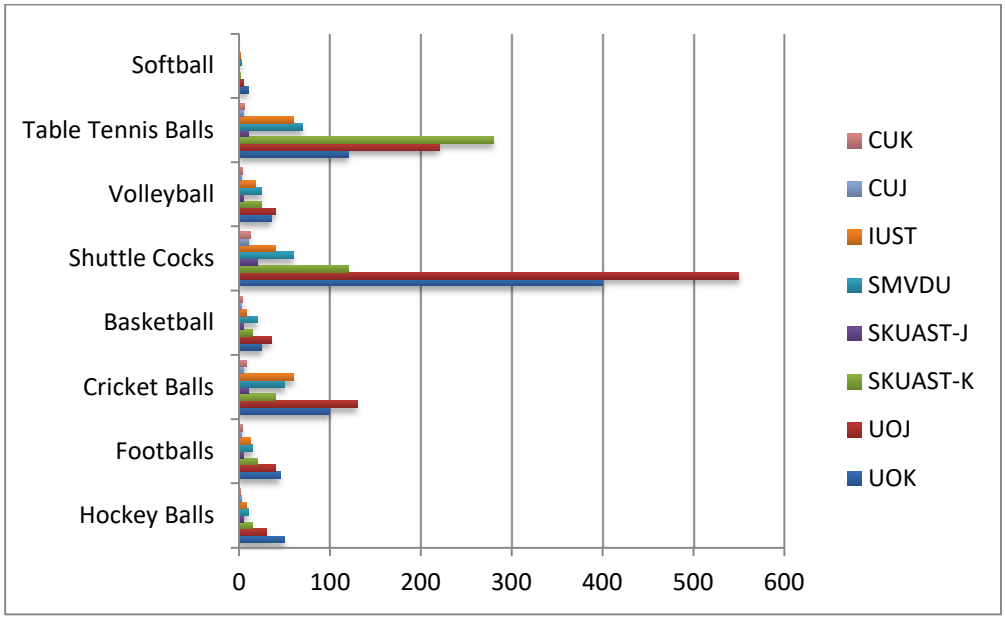

Figure 2: Different Equipment's Available in Universities of Jammu &Kashmir

The table shows notable differences in the accessibility of sporting goods among Jammu & Kashmir's universities. A significant emphasis on encouraging physical activity and sports participation is indicated by the abundance of sports equipment at the Universities of Kashmir (UOK) and Jammu (UOJ), including hockey balls, footballs, cricket balls, basketballs, shuttlecocks, volleyballs, table tennis balls, and softballs. Conversely, there is a dearth of investment in sports infrastructure at institutions like SKUAST-K, SKUAST-J, and the Central institutions of Jammu (CUJ) and Kashmir (CUK), as seen by their small or nonexistent equipment stockpiles, especially for sports like softball and hockey. Despite having a considerable quantity of equipment, universities such as SMVDU and IUST are nevertheless inferior to UOK and UOJ. Given that inadequate equipment can limit student participation in extracurricular activities, impact physical fitness programs, and impede the expansion of sports culture in the area, this unequal distribution of sports resources highlights the need for more focus on sports development. By filling in these gaps, campuses might become healthier and more active places for students to participate in sports.

Table 3: Different Facilities Available In Universities of Jammu & Kashmir

Name of University	Number of Gymnasiums	Number of Outdoor Pools	Number of Swimming Pools	Number of Yogasana Centres	Yoga Mats	Number of Velodromes	Race Cycles
UOK	2	1	1	50	100	1	10
UOJ	1	1	1	40	80	1	8
SKUAST-K	0	0	0	0	0	0	0
SKUAST-J	1	0	0	10	20	0	0
SMVDU	1	1	0	25	50	0	0
IUST	0	0	1	15	30	0	0
CUJ	0	0	0	0	0	0	0
CUK	0	0	0	0	0	0	0

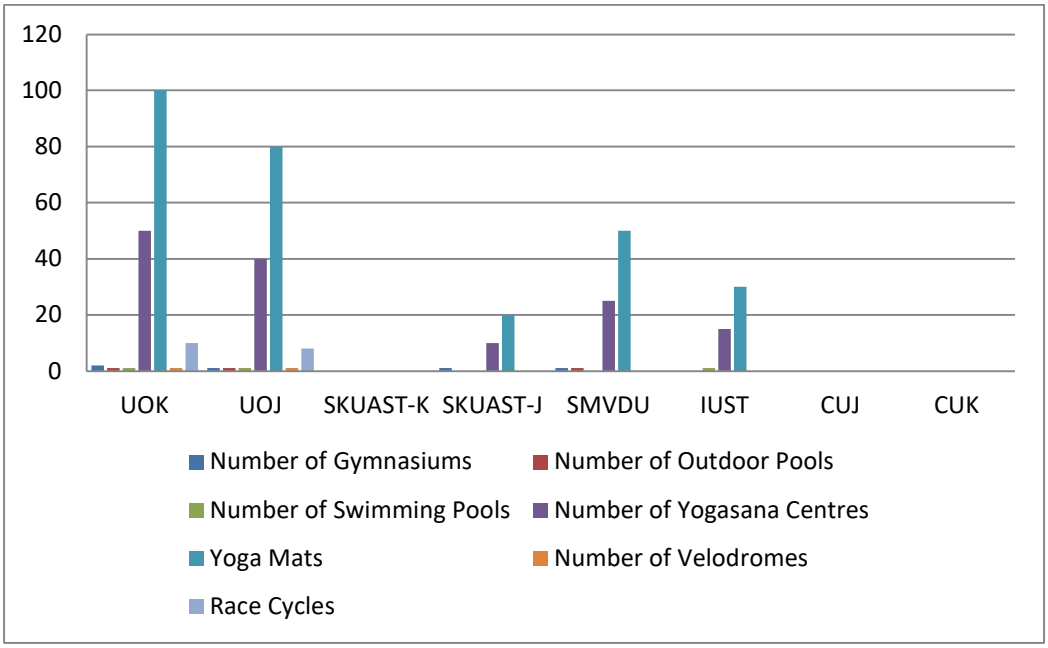

Figure 3:Different Facilities Available In Universities of Jammu & Kashmir

The availability of sports and fitness facilities at different institutions in Jammu & Kashmir varies significantly, as the table shows. Many other institutions, like SKUAST-K, SKUAST-J, and the Central Universities of Jammu and Kashmir, lack basic infrastructure, while some universities, like the University of Kashmir and the

University of Jammu, provide a wide range of amenities, such as gyms, swimming pools, yogasana centers, and velodromes. This indicates the need for increased investments in sports infrastructure by highlighting the notable disparities in physical fitness resources at a number of colleges. At some universities, the lack of these amenities may restrict students' possibilities for physical activity, which may have an effect on their general health and academic achievement. Reducing these differences could create a more comprehensive learning environment and encourage students' physical and mental well-being throughout the area.

4. CONCLUSION

The results of this study clearly show that universities in Jammu & Kashmir differ greatly in terms of the availability of sports facilities, equipment, and fitness infrastructure. Other universities, like SKUAST-J, CUJ, and CUK, exhibit significant gaps in their sports infrastructure, especially in specialized facilities like softball fields, swimming pools, and gymnasiums, whereas the University of Kashmir and SKUAST-K have a wide variety of sports facilities and equipment. The unequal allocation of funds emphasizes the necessity of more funding for sports growth, particularly at institutions with constrained infrastructure. Reducing these differences could improve students' general wellbeing, encourage a more inclusive sports culture, and increase their participation in physical activities. Enhancing sports facilities can also encourage a more active and healthy learning environment, which will boost students' physical and mental well-being and help the region's athletic talent grow. The report highlights the significance of focused initiatives by legislators and university administrations to close these disparities and provide students in Jammu & Kashmir with more equitable access to sporting opportunities.

REFERENCES

1. *Alghamdi, A. A. (2021). Impact of the COVID-19 pandemic on the social and educational aspects of Saudi university students' lives. PLoS One, 16(4), e0250026.*
2. *Aubert, S., Barnes, J. D., Demchenko, I., Hawthorne, M., Abdeta, C., Abi Nader, P., ...& Tremblay, M. S. (2022). Global matrix 4.0 physical activity report card grades for children and adolescents: results and analyses from 57 countries. Journal of Physical Activity and Health, 19(11), 700-728.*
3. *Chen, Y., Lin, N., Wu, Y., Ding, L., Pang, J., &Lv, T. (2021). Spatial equity in the layout of urban public sports facilities in Hangzhou. PLoS One, 16(9), e0256174.*
4. *Fried, G., &Kastel, M. (2020). Managing sport facilities. Human Kinetics.*
5. *Haydarov, N. H., Azimov, B. F., &Halimov, F. E. (2020). Increasing The Efficiency Of Using Sports Facilities Of Educational Institutions Of Sports. European Proceedings of Social and Behavioural Sciences.*
6. *Huang, X., Huang, X., & Wang, X. (2021). [Retracted] Construction of the Teaching Quality Monitoring System of Physical Education Courses in Colleges and Universities Based on the Construction of Smart Campus with Artificial Intelligence. Mathematical Problems in Engineering, 2021(1), 9907531.*
7. *Li, J. (2021). Application of mobile information system based on internet in college physical education classroom teaching. Mobile Information Systems, 2021(1), 1481070.*
8. *López-Valenciano, A., Suárez-Iglesias, D., Sanchez-Lastra, M. A., &Ayán, C. (2021). Impact of COVID-19 pandemic on university students' physical activity levels: an early systematic review. Frontiers in psychology, 11, 624567.*
9. *Ninsiima, L. R., Chiumia, I. K., &Ndejjo, R. (2021). Factors influencing access to and utilisation of youth-friendly sexual and reproductive health services in sub-Saharan Africa: a systematic review. Reproductive health, 18, 1-17.*
10. *Phonthanukitithaworn, C., Wongsaichia, S., Naruetharadhol, P., Thipsingh, S., Senamitr, T., &Ketkaew, C. (2022). Managing educational service quality and loyalty of international students: A case of international colleges in Thailand. Cogent Social Sciences, 8(1), 2105929.*
11. *Sahito, Z., Ansari, M. A., &Abassi, W. A. (2020). Attitude of youngsters towards the games and sports: a case from favorite to affordable conditions. Sylwan, 164(11).*

12. *Seifried, C., Agyemang, K. J., Walker, N., &Soebbing, B. (2021). Sport management and business schools: A growing partnership in a changing higher education environment. The International Journal of Management Education, 19(3), 100529.*
13. *Singh, J., Kaur, I., Chaturvedi, R., &Dhingra, S. (2017). Development and Challenges in Sports: A Case Study of the Indian Cricket. Development, 28.*
14. *Thompson, P. D., Baggish, A. L., Franklin, B., Jaworski, C., &Riebe, D. (2020). American College of Sports Medicine expert consensus statement to update recommendations for screening, staffing, and emergency policies to prevent cardiovascular events at health fitness facilities. Current sports medicine reports, 19(6), 223-231.*
15. *Wang, Y., Sun, C., &Guo, Y. (2021). A multi-attribute fuzzy evaluation model for the teaching quality of physical education in colleges and its implementation strategies. International Journal of Emerging Technologies in Learning (iJET), 16(2), 159-172.*