Chapter II

REVIEW OF RELATED LITERATURE

The research scholar has made a sincere effort to go through professional literature related to the study. Research studies on the attitude of parents, student and teachers towards physical education programme are very limited in numbers. However, some related studies have been reviewed in this chapter.

Mayer\textsuperscript{1} from his study has concluded that parental attitude towards physical education were not related to socio-economic status. Parents considered the activities and the outcomes of physical education either desirable or essential to the total development of their daughters.

Woar\textsuperscript{2} conducted a study on the evaluation of individual and group attitude towards physical education as an activity course and also developed an inventory for

\textsuperscript{1} Barbara A. Mayer, "A Study of Parental Attitude Towards the Value of Physical Education in the Total Development of the Daughters," \textit{Completed Research Health, Physical Education and Recreation 6} (1964): 86

measuring attitudes towards physical education as an activity course and developed an inventory for measuring attitude towards physical education. He reduced the length of the inventory from 120 to 30 items and the correlation between the two forms was 0.96.

Bucher\(^3\) conducted a survey covering 100 teachers, parents representative of the general, superintendents and principals of school and directors of physical education to determine what they believed should be the role of physical education in American Schools and Colleges. Overwhelming support for physical education as a part of the education programme was indicated by 89 percent of the persons surveyed. Sixty one percent believed that physical education should be scheduled once a day. Only two group professors and parents indicated that they might possibly be more in favour of three times a week. Most of the persons surveyed, thought that all types of activities including team sports, carry over activities, individual activities and recreational activities should be a part of physical education programme. Principals and superintendents thought that physical

\(^3\) Bucher, *Foundation of Physical Education*, p.4
education class should be larger than the size of classes for academic subjects. A majority was of the opinion that physical education grades should be reported separately from the other educational offerings.

School administrators and professors were the only group who believed that it should correspond with the marking in other subjects.

The purpose of the study conducted by Keogh⁴ was to determine if students differed in their attitudes towards general benefit or values of physical education and if men and women differed in this respect. The responses of 136 men and 130 women to the wear physical education attitude Inventory (Form A) were analysed to determine if difference between men and women or size of agreement response were related to items with a common meaning. Subjects endorsed the social, physical and emotional values of physical education, but they conflicted in the opinion regarding the relative value of physical education programme in the school curriculum.

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Allerdice\textsuperscript{5} conducted a study on the relationship between the attitude towards physical education and physical fitness cores and socio-metric status. She administered the kneer adaptation of the wear attitude inventory and AAHPER Yough Fitness Test on 202 girls in grades eight and nine at Fair Field Lowa, U.S.A. in 1962-1963. The entire group did not demonstrate any substantial relationship between attitudes towards physical education and degree of physical fitness. However, the girls with most favourable attitude towards physical education had a significantly higher degree of fitness that the girls with the most negative attitude. Allerdice conducted that an adverse attitude towards physical education did not seem either to lower a girls social status in the physical education classes or to possess a positive place to raise her status.

Chamber\textsuperscript{6} conducted a study on the appraisal of the attitudes of the principals, teachers a students towards

\textsuperscript{5} Mary Flien Allerdice, "The Relationship between Attitude Towards Physical Education and Physical Fitness Scores and Socio-Metric Status", \textit{Completed Research in Health Physical Education and Recreation} 6 (1964) : 59-60.
\textsuperscript{6} Samuel H. Chamber, "The Appraisal of the Attitude of Principals, Teachers and Students Towards Physical Education as a Secondary
physical education as a secondary school subject. The study revealed that teachers and students, unlike the principals, held a favourable attitude towards physical education as a secondary school subject. Teachers and students were aware of the importance of physical education in developing fitness. Activity which were liked by pupils and teachers were also the activities in which they desired instruction and in which they estimated their skills to be high.

Prince\textsuperscript{7} conducted a study on the attitudes of the campus community towards the intramural programme of California State College, San Bernardino. Among the community groups were administrators, participating faculty, non-participating faculty, participating male student, participating female students, non-participating male and female students. The semantic differential technique was utilized as a research tool in assessing attitudes.

The students, faculty and administrators indicated positive attitude toward the intramural programme. Those who participate in the intramural programme expressed more positive attitude than their counter parts who did not participated in the programme.

To analyse the current practices and beliefs on physical education programme in higher education Pelton\(^8\) took three groups of subjects to conduct his study. They were college physical educators, a jury of physical educators, and Deans of Instruction. The six important basic concepts of physical education cited by all three groups were: the development of strength and endurance: the achievement of personality satisfying level of motor skills, the development of an esthetic appreciation for the role of sports as a cultural course in the modern world: the acquisition of knowledge useful in solving personal health problems: classification of self-image and enhancement of self-esteem: and acquisition of physical skills and mental interpretation.

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It was also found that physical educators and academic deans of instruction were in close agreement in most instance with regard to beliefs concerning the general college programme of physical education.

Delforge⁹ conducted a study where an attitude inventory using the semantic differential technique was administered to 100 male and female graduate and undergraduate students, subjects were selected to random from each of the following students populations: i) Ambulatory physically handicapped ii) Wheel chair physically handicapped, iii) Non-handicapped and iv) College athletes

No significant differences in attitudes towards physical activity in general or toward each of the six dimensions of physical activity were found among the four main study groups. No significant differences were detected between male handicapped and male non-handicapped, between female handicapped and female non-handicapped and between male handicapped and female handicapped students. Attitude expressed by male students and by male

⁹ Gray Don Delforge, “Attitude of Physically Handicapped and Non-handicapped College Students Towards Physical Activity”, Dissertation Abstracts International 34 (September 1973): 1116-A
and female handicapped students towards physical activity as an ascetic experience were significantly less positive than for all other dimensions.

Reid\textsuperscript{10} evaluated the attitudes towards physical education and studies the personnel, facilities and programmes in, selected high schools in South Carolina. He used the wear Attitude Inventory and a modification of the La-port score card to collect the data. His studies revealed that though there was a lack of activities and equipments in these high schools the personnel showed a favourable attitude towards physical education.

The purpose of the study of Selby and Lewko\textsuperscript{11} was to measure grade school children's attitudes toward female involvement in sports and their relationship with participation, sex and grade level. A Likert type questionnaire (CATFIS) was administerd to 106 girls and 264 boys in grades 3-16 at the beginning of their

\textsuperscript{10} Hyward V. Reid, "An Evaluation of the Attitudes Towards Physical Education and An Appraisal of the Personnel, Facilities and Programme in Selected Junior High School in South Carolina", \textit{Completed Research in Health, Physical Education and Recreation} 5 (1963) : 61
\textsuperscript{11} Rosemary Selby and John H. Lewko, "Children's Attitude Toward Females in Sports: Their Relationship with Sex, Grade and Sports Participation", \textit{Research Quarterly} 47 (October 1976) : 453.
participation (P) in a YMCA sponsored sports programme. Similarly, 344 girls and 287 boys in grades 3-9 who did not participate (NP) in this sports programme were administered the questionnaire in their school classrooms. Five month later the P group and the NP group (only grades 3-6) were retested to investigate whether any change attitude had occurred. The results of the study indicated that females at all grade and participation levels hand significantly more favourable attitudes than the males. At grades 3 and 4 male P and NP were quite similar in their attitudes, as were female P and NP, but at grades 5 and 6 the attitudes of each sex group diverged. Male NP were more positive than male P, while female NP were less positive than female P. The significant three-way interaction between participation, sex and grade was explained in terms of a psychological contrast effect and sex roles. Overall, the groups became more positive towards female involvement in sports from the time of the pretest to the post test.
The purpose of the study by Nessel and Nelson\textsuperscript{12} was two fold: to investigate (a) The relationship between strength and attitudes towards physical education among 200 college women and (b) strength in relation to two groups of women whose stated responses towards physical activity were extremes of high or low, women enrolled in physical education classes at Michigan State University expressed a very favourable attitude towards physical education as an active courses as measured by the wear inventory. The validity and reliability findings of this study approximate findings of previously reported studies. Significantly correlation were found between strength (hand grip, back lift, pull, push measures) with scores on wear's inventory. Self-Rating Scale, and the three questions used in his validity study: although the relationship were low. Back strength showed the highest relationship with all attitudes measures. Number of years of participation in high school physical education was not related to the strength measures, wear's Inventory, or Self-Rating Scale. However,

\textsuperscript{12} Janet A. Wessel and Richard Nelson, "Relationship between Strength and Attitudes Towards Physical Education Activity Among College Women", \textit{Research Quarterly} 35 (December 1964) : 562.
years of high school physical education was found to be significantly related to the results of the three questions (high personal judgment). Grip strength was found to be directly related to the group of subjects who were consistently positive in their responses to the questionnaire items. Based on descriptive information, the high could be characterized as being physically active, participating more in the intramural programme, enjoying co-recreational sports activities and valuing the importance of physical activity as part of their personal recreation programme.

The purpose of this study by Zaichkowsky\(^{13}\) was to determine the difference in attitude toward physical education activity after participation in required service programmes in physical education at the college level between a foundation curriculum (Women = 87, Men = 129) and a lifetime sports curriculum (Women = 185, Men = 118). Pre = and Post = test measurements were carried on the three attitudinal components. Effect was measured using the semantic differential scales of Kenyon's Attitudes

\(^{13}\) Linda B. Zaichkowsky, “Attitudinal Differences in Two Types of Physical Education Programmes”, Research Quarterly 46 (October 1965): 364.
Towards Physical Activity Inventory. Tools specifically designed for this study were used to measure the behaviourable and cognitive components. A 2 x 2 multivariate ANCOVA indicated statistically significant differences (0.05 level) on the main effects of sec and type of programme as well as significant introduction. Further evaluation using discriminate analysis indicated that there were 2 statistically significant discriminate functions. One function demonstrated distinct attitudinal differences between men and women regardless of the type of programme in which they were enrolled. The second function revealed that women in the foundations programme were different from the other three groups of subjects. It was concluded that a foundations programme was not more effective than a life time sports programme in effecting a more positive attitude toward physical activity.

Form A of the wear Attitude Inventory was administered to one randomly selected physical education class of seventh grade boys, one class of eighth grade boys, and one class of ninth grade boys in each of five junior high
schools by Campbell\textsuperscript{14}. The mean inventory Score for each grade was found to be equal to or superior to the mean reported in wear's validation study. A significant $x^2$ value was found for the distribution of Inventory scores of the three junior high school grades. A biserial co-efficient of correlation item analysis which was computed for each of the three grades established that the 30 items correlated significantly with the total score and that the item score also had a significant correlation with the Inventory Category Score. On the basis of these results, the conclusion was advanced that the wear Attitude inventory was an appropriate instrument to measure attitudes of junior high school boys towards physical education.

The purpose of this study of Brumbach\textsuperscript{15} was to measure the attitude toward physical education of all male lower division students entering the University of Oregon in September 1960. The wear Attitude Inventory, short form A, was the instrument used. The results indicated that as a

\textsuperscript{14} Donald E. Campbell, "Wear Attitude Inventory Applied to Junior School Boys", \textit{Research Quarterly} 39 (December 1968) : 888

\textsuperscript{15} Wayne B. Brumbach and John A. Cross, "Attitudes Towards Physical Education of Male Students Entering the University of Oregon", \textit{Research Quarterly} 36 (March 1965) : 10.
group, these students had a rather favourable attitude toward physical education. In comparing the mean score of this group with the means reported for two some what similar groups, the Oregon Students score was significantly higher. In comparing various subgroups, the following conclusions were made, athletes have better attitudes than non-athletes, the more years of physical education a student has had in high school the better his attitude is likely to be and students who attended smaller high schools (enrollment under 300) have better attitudes than those from larger schools.

A study by Moyer, Mitchem and Bell’s\textsuperscript{16} using a modified wear Attitude Inventory (2) was made to determine the attitudes of freshmen and junior women toward the required physical education programme at Northern Illinois University and to evaluate the physical education offerings in terms of student needs. The findings indicated a preference for individual sports, a highly favorable attitude toward physical education on the part of both freshmen and

\textsuperscript{16} Lon Jean Moyer ; John C. Mitchem and Mary M. Bell, “Women’s Attitudes Toward Physical Education in the General Education Programme at Northern Illinois University”, Research Quarterly 37 (December 1966) : 515.
juniors, and a need for re-evaluation of methodology and interpretation in teaching the required programme.

The purpose of the study by Keough\textsuperscript{17} was to analyze stated attitude responses and selected descriptive information in relation to two groups of men and women who demonstrated extreme attitude toward physical education. From an original group of 226 subjects, 69 men and women were selected whose scores on the wear Physical Education Attitudes Inventory were extremes of high or low. Additional data were obtained through a group interview questionnaire. There were no male - female differences within the extreme groups. The low group offered some minimum support for the outcomes of physical education, but they vigorously questioned the relative value of physical education as a school programme. There was no evidence to indicate that negative attitudes were related to non participation.

\textsuperscript{17} Jack Keogh, “Extreme Attitude Toward Physical Education”, \textit{Research Quarterly} 34 (March 1963) : 27.
Broer et al’s\textsuperscript{18} article presents the results of a survey of the attitude of 1,149 college freshmen women toward physical education as an activity. Study of the total scores shows that they indicated a very favourable attitude. The students of swimming and tennis seen to have a more favourable attitude than overage and those in archery a less favourable attitude. The high percentage of these students who indicated that physical education activity classes contribute to social development, mental and physical education activity classes contribute to social development, mental and physical health agree with results found at the university of Michigan.

The wear attitude inventory was administered to 188 college women in a variety of Physical Education activities by Marilyn F. Vincent\textsuperscript{19}. The final grade received for the activity course was used as the success factor. Attitude were analysed both as to values and as to activity groups and correlations were computed between attitude and success.

\textsuperscript{18} Marion R. Broer ; Katharine S. Fox and Eunice Way, “Attitude of University of Washington Women Students Toward Physical Education Activity”, \textit{Research Quarterly} 26 (December 1955) : 379.
\textsuperscript{19} Marilyn F. Vincent, “Attitudes of College Women Toward Physical Education and Their Relationship to Success in Physical Education”, \textit{Research Quarterly} 38 (March 1967) : 126.
Attitudes toward physical education were generally favourable, with the contribution of physical education to the physiological physical values being higher than other values examined. There was a significant relationship between attitude and success at the 0.05 level. The higher significant occurred in the case of students having more favourable attitudes.

The purpose of study by Wilma Isenberger\textsuperscript{20} was to determine the relationship between the self-attitudes of women physical education teacher. Subjects used in the study were 277 women physical education major students from three institutions and 167 women physical education teachers. The “Who am I ?” test a twenty statements Test of Self Attitudes (TST), was used as a measure of self attitudes. The results of this study indicated that there was a significant difference between the self-attitudes of student groups within a school and between schools. It was also indicated that the self-attitudes of teachers offered significantly from those of students enrolled in a liberal arts

\textsuperscript{20} Wilma Isenberger, “Self Attitudes of Women Physical Education Major Students and of Women Physical Education Teachers”, \textit{Research Quarterly} 30 (March 1959) : 44
college or a teachers college connected with a university but mere similar to those of students in teaching education institutions.

Park\textsuperscript{21} determined whether there is any relationship between physical fitness and success in physical education activities in a normal school department. The activities used were those required of all majors in physical education at the state normal school Cortland, New York Sixty-Five subjects were selected at random. The activities were swimming, gymnastics, dancing, play game ad athletics. The author concluded that all fine correlation have low values. There was no correlations between physical fitness index and athletic award. Athletic success for men depends on mere strength than physical fitness.

Jean\textsuperscript{22} study was to find out relationship existed between attitudes toward physical education and level of physical activity based on private and public school, college

\textsuperscript{21} Bessie I. Park, "Relationship Between Physical Fitness and Success in Physical Education Activities", \textit{Research Quarterly} 6 (March 1935) : 263.

\textsuperscript{22} Jeon Yong Bal, "Relationship between attitudes of College Students in Korea toward Physical education and level of Physical Activity", \textit{Dissertation Abstract International} 60 (February 2000) : 2850-A.
classification and gender among selected students at the Yeungnam University and Chungnam National University in Korea through the administration of the adam scale and Godin physical activity questionnaire subject were selected from Yeungnam University and Chungnam National University, Korea. Twenty six undergraduate classes were randomly selected, the subject for this study were 1,293 students. The data were analyzed by employing a statistical package for the social sciences (SPSS-X). Both descriptive and inferential statistics were used to analyze the data gathered for this study. The 0.05 level of significance was selected. The conclusions of this study were as: college students tended to possess positive attitudes toward physical education, the attitudes of subjects toward physical education were related to their levels of physical activities, Yeungnam University students tended to participate in physical activities more than public school students, subjects grouped by college classification did not differ in attitudes toward physical education or in level of physical activity, Male and Female subjects did differ in attitudes towards physical education.
Karen B. Wright\textsuperscript{23} to determine of significance differences between the expressed attitude of students and the teachers, perception of the students attitudes differences between the expressed attitudes of the teachers and students perception of teachers attitudes were also investigated. Analysis revealed that teachers had a better attitudes toward physical education than and did the classes as a group. There was no significant differences in the attitudes of students and their teachers perception of their attitudes however, there was a differences in the expressed attitudes of teachers and the students perception of the teachers attitudes, students perceived a less favourable attitude then the teachers expressed.

Alston\textsuperscript{24} studies the attitude of teachers toward physical education in selected school in Virginia U.S.A. He concluded by saying that, as a group, these teachers accepted the physical education requirement favourably further, his inference was that she has no bearing on ones


\textsuperscript{24} Joseph L. Alston, “The Attitude of Teachers Towards Physical Education in Selected Schools in Virginia” \textit{Completed Research in Health Physical Education and Recreation} 9 (1967) : 86.
attitudes towards physical education but the science teachers held the view that physical education requirement was lower in esteem than any other group.