CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Prologue

Known facts build up the edifice of new theories and principles. When a new research project is launched, the researcher has to construct its background with the previous work done by others. We learn from others experiences and our own previous experiences. By reviewing literature related to the problem, the researcher not only became aware of the history of the research problem but also established a link between the past and the present. Success of a new research project depends upon how well it is linked with the past project on the subject. The researcher armed himself with substantial evidence to support his proposed hypothesis.

Furthermore, he had to explain how right or wrong he was in relation to the studies of others on his subject, what contributions other researcher had made and how they could award the pitfall in his own research project. There has been a sort of prior comparison between what has been done and what was proposed to be done by the researcher now. Review of research studies served as a buckle between the old and the new, between the known and the unknown and between the already investigated and the “to-be investigated”.

By doing so present investigator has tried to identify trends in related research and focus on the findings and conclusions of the researches that have some bearings direct or indirect on the present investigation.

Heyward (1962) conducted a study “An Evaluation of attitude towards physical education and an appraisal of the personnel, facilities and program in selected junior high school in South Carolina the wear attitude inventory and a modification of the La Porte score card were used to secure the data and 10-joiner high school in South Carolina. Analysis of the data revealed that both principals
and physical education personal showed a favorable attitude toward physical education. This principals and personals were more in agreement in relation to the emotional attributes. The study indicates the lack of facilities and equipment in this junior high school.

Ramsey, Lorene Maria (1962) studied comparison of the personality variables and attitudes toward physical education between highly skilled girls participating in varsity programs and in girl’s athletic association programs. He found high school girls participating in Varsity basketball program in Iowa and Texas and in girls Athletic association programs in Illinois took the Edwards personal preference schedule and the Mercer physical education attitude inventory. Results from the preference schedule indicated that girls in the intramural (GAA) program had a greater tendency toward dominance and exhibition. Attitude inventory results showed that all highly skilled girls had a favorable total attitude toward physical education. Apparently gaining great satisfaction from activities in which they excelled. Also, girls exposed to an intense varsity program scored significantly lower on moral –spiritual, general and total attitude toward physical education than girls in less intense varsity or intramural program.

Sterle, David E. (1963) Conducted a study “Attitudes towards important issue involving principle national professional organization in recreation”. An attitude scale was submitted to a random sample of 492 recreation executives from a nation-wide list only 330 executives responded a need for unification of national professional organization was indicated, as was a need for recreation personnel and for personal to belong to a single national professional organization. Some professional organization were not meeting the needs of municipal, metropolitan and country recreation executives as national recreation executives as national recreation organization.

Wessel, Nelson (1964) investigated the relationship between strength and attitudes toward physical education activity among college women. The purpose of study was twofold: to investigate (a) the relationship between strength and attitudes towards physical education among 200 college women and (b) there strength in relation to two or groups of women whose stated responses towards
physical activity were extremes of high or low. Women enrolled in physical education classes of Michigan State University expressed a very favorable attitude towards physical education as an activity course as measured by the wear’s inventor. The validity and reliability of findings of this study approximate findings of previously reported studies. Significant correlations were found between strength (hand grip, back lift, pull, push measures) with scores of wear’s inventory, self-rating. However, years of high school physical education were found to be significantly related to the results of the questions (high personal judgment of the time of physical activity and active participation as part of personal recreation grip strength of found to be directly related to the group of subjects who are consistently positive in their responses to the questionnaire item. Based to descriptive information, high group could be characterized as being physically active. Participation more in the intramural program, enjoying co-recreational sports activity, valuing the importance of physical activity part of the recreation program.

Skinner (1964) studied comparison of the attitude of the physical education teachers in the secondary schools of Iowa towards school-public relations and work scales were constructed by the Likert method. Items discrimination was analyzed and the reliability was computed before sending them to 195 teachers with an 85 percent return. The reliability of the public relations attitudes inventory was 0.93 and that if the work attitude inventory was 0.84. The scores on the part one ranged from 43-82 out of a possible 90. The mean was 66.14 and the standard deviation was 7.37. The score on the WAI ranged from 41-61 out of possible 90. The mean was 54.23 and standard deviation was 6.34. The correlation between the two inventories was 0.48 and attitude towards public relations and work appeared favorable on the average.

Herman (1965) undertook studies to determine the attitude of high school students towards physical education. The wears attitude inventory and the Kappes attitude inventory were used. The students developed a higher esteem for physical education as they advanced from grade 10 to grade 12. The students felt that physical education made a contribution to their physical, mental, social and emotional development.
Fisher (1965) had identified the factors identified with positive and negative attitude towards physical education in 1964. A sample of college freshmen and women were surveyed with the wear inventory and with questions concerning other factors which possible influence their attitude towards physical education. Attitude was significantly correlated with frequency of participation, amount of dance experience, participation in athletic activities, self-rating of ability, measured skill in team sports, first semester grade in college, links for school, opinion about physical education at various grade levels, intersect in team sports and learning new activities, higher grades in high school, expected benefits, health beliefs concerning benefits for health and physical fitness and frequency of regular and severe dysmenorrhea. Although many factors were related to attitude, no single factor or group of factors had appreciable predictive value.

Brumbach, Cross (1965) made a study, purpose of which was to measure the attitude towards physical education of all male, lower division students entering the university of Oregon in September 1960. The wear's attitude inventory, short form a, was the criteria used. The results indicated that, as a group these students had a rather favorable attitude towards physical education. In comparing the mean source of this group with the means reported for two somewhat similar groups, the Oregon students, score was significantly higher. By comparing various subgroups, the following conclusions were made; conclusion 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 attitudes is likely to be, and students who attended smaller high school (enrolment under 300) have better attitudes than those from larger schools.

Chambers (1965) had studied the appraisal of the attitude of the principle, teachers and students, unlike principle, held a favorable attitude towards physical education as a secondary school subjects. Teachers and students were aware of the importance of physical education in developing fitness. Attitudes, which like by pupils and teachers, were also the activities of which they derived instruction and in which they estimated their skills to be high.
Moyer et al (1966) studied “women’s attitude towards physical education in the general education program as northern Illinois university” using a modified wear attitudes Inventory (2) that was made to determine the attitude of freshman and junior women towards the required physical education program at Northern Illionois University and to evaluate the physical education offerings in terms of students needs. The findings of a preference of individual sports, a highly favorable attitude towards physical education of the part of both freshman and juniors, and a need for revaluation of methodology and interpretation of objectives in teaching the required program.

Phillips (1967) conducted a survey of the physical activity background present participation and the attitudes towards sports and recreational activities of resident graduate women of Michigan State. An interview questionnaire concerning previous sports participation and attitude was administered to 84 graduate women students. Frequently and percentage table were prepared for each item. Activity preferences were prepared for each item. Activities preferences were ranked and reasons for and against participation were tabulated. Selected variable were tested with chi-square test, but none was significant at the 0.10 levels. The results indicated similar participation and attitudes patterns despite widely varying family and school background.

Vincent (1967) administered the wear attitude inventory to 188 college women in a variety of physical education, and to find the relationship between these attitudes and a variety of physical education activities. The final grade received

Shelton (1986) investigated social and physiological factor that influence women’s participation in recreational physical activity. Using a participation questionnaire designed for the study, An additional regression analysis was performed in an attempt to identify the contribution of demographic variables of ethnicity, income, marital status, number of children in home, and education was significant (f = 2.574; df = 50191p.0.03). The variables number of children in the home and ethnicity significantly contributed to the r².

The major conclusion was the women’s participation in physical activity was a function of compelling commitments, physiological factors, and social
factors, specific variables related to participation included intrinsic satisfactions, body mass index and home and child care obligations.

**Bhullar (1984)**, in her study entitled, “Personality factors as correlated of Attitudes towards physical activity”, took 100 male, post-graduate students of ages ranging between 19-25 years, who had been exposed to the campus environment for at least one year for the study. From various teaching department of the Punjab University, Chandigarh, who were drawn on the basis of random stratification?

Scores on different factors of personality were obtained by administering **Cattle and Eber’s (1967-68)** form a Sixteen Personality questionnaire, consisting of 187 items, which measured 16 independent dimension personalities. The data obtained with the help of 16 Pf and Pa as was analyzed to find the relationship between personality and attitudes towards physical activity.

The main conclusions drawn from the results were: Only two sub domains of attitudes towards physical activity, correlated significantly with three personality factors and Factorial structure indicates that students with specific personality factors are more inclined to some of the sub domains of attitudes towards physical activity.

**Bu Salim, Ridha Mohammed (1984)** undertook a study entitled, “The attitudes towards Physical Recreation of Male Saudi Students studying in the United States”, purpose of which was two old. First, to provide a reliable yard stick to measure to the attitudes towards physical recreation, and second to measure the attitude of male Saudi students studying in the United States.

McDonald’s short terms Attitude Inventory was selected for this purpose, translated into the Arabic Language, typed, copied and mailed to the 915 randomly selected students. There were 334 usable questionnaires returned on which the needed statistical analysis were conducted.

The dependent variable was the 30 items attitude scale; the independent variables were age, marital status, academic classification, major field of study, years spent in the united states, the population of the attended college or
university, athletic background, voluntary participation physical recreation, and undesirable experiences in sports and or physical education.

The first purpose of this study was met by having a reliability coefficient of 93 produced by applying the Spaceman-Brown formula. To meet the second purpose, however, several hypothesis testing were conducted and the following conclusion was drawn: Age and the population of the attendant colleges or university did not have significant effects on the formation of attitude towards physical recreation. Such an attitude was also found to have no significant correlation with the duration living in the United States.

The students who were single, graduate, athletes, and who had undesirable experiences in sports and/or physical education were found to have favorable attitude towards physical recreation than their counterparts. Participation in voluntary physical recreational activities was found to help develop a more positive attitude towards such activities. The general attitudes of the present sample were above in favors of physical recreation.

Stobart (1984) conducted a study entitled “A scale to measure attitude toward organized college intramural sports programs” to devise a scale to measure attitudes of individuals towards college intramural sport programs. Preliminary list of one hundred and six attitudinal statements was given to a twenty number panel of judges to determine which statements were positive, negative or unclear. After an analysis of the judge’s conclusions, a list of 74 statements was given to a pilot study group (N=57). For each statement, the subjects were asked to mark one of the following responses: strongly agree, undecided, disagree from the responses of the subjects, the following determined:

1. A discriminatory factor for each statement.

2. The 30 positive and 30 negative statements with the greatest discriminatory and the item reliability of each statement.

The thirty positive and thirty negative statement with had the greatest discriminatory factors were ranked from 1 to 30. The even numbered positive and negative statements were used for form A and the odd numbered statement was used for form B of the attitude scale. A Spearman’s correlation coefficient of 0’84
was arrived at when scores (N=154) from form A were compared to the scores of form B.

Conclusions of the study were: Form A and Form B of the scale did measure attitudes of individual toward intramural sports. The scale was valid and indicated degree of reliability, and the correlation between form A and form B indicated a high degree of relationship between the two forms.

**Bhanumati K. (1984)** conducted study in traditional physical education and folk dance of Manipur. For the collection of information she used questionnaire technique, visitation and personal interview. It was inferred that there existed a rich tradition of recreational sports and folk dances in Manipur with different varieties. She classified these activities viz. recreational activities, martial art activities and major game activities. These activities were found popular among youth, children and adults. There appeared to have the arrangement of the training in traditional sports and folk dances in Manipur.

**Langford, George (2004)** investigated high school student’s attitudes toward physical education. This study investigated the attitude toward physical education of 1107 high school students from four countries, Czech Republic, Austria, England and the United States.

The sample, which totaled 1107 student participants, was drawn from six high schools in four countries. Two institutions were located in Yhe Czech Republic, two in England and one in Austria and the United States. While the sample was best on convenience, all selected high school had two thinks in common; they were located within city limits and each served students from the Czech Republic 303 were from the United States, 217 from England and 100 from Austria.

The aggregate data indicate an overall favorable attitude towards the physical education. Respondent scores ranged from 56 and the low and of the Adams scale to the maximum of 112. The simple mean of 84.7 are comfortably above the indifference point value of 64. Only 23 of the 1107 respondents had scored below 64 and 8 recorded the maximum value.
The most striking dissimilarity found in the aggregate data is the attitude towards physical education in individual countries. A Univariate ANOVA test using country of origin produced a statistically significant difference in mean scores. Czech student had statistically significant higher attitude scores than both U.S. and English students at the 0.01 level of significance and Austrian student had significantly higher attitude score than English student.

Meaningful differences in attitude were also found between genders. The finding also reveal several meaningful gender differences individual countries with the exception of the Czech Republic, male students had better attitude towards physical education than females.

**Premlata and Bhatia (2005)** studied the attitude of parents towards physical education and sports participation. The major objective of study is to find out the attitude of parents towards physical education and sports participation of their children. Attitude scale was used for the study. The data was collected through a questionnaire containing 50 questions to the parents of 60 girl students of different colleges of Kurukshetras district. The girls were asked to bring the duly filled questionnaires from their parents. So the 60 responses were collected. The furnished data was tabulated, analyzed through frequency and percentage and interpreted through suitable graphical illustrations for meaningful description. The findings of the parents study support the general opinion that parents have unfavorable attitude towards physical education and participation in sports competition by their wards.

**Jay R.Hoffman et al (2005)** purposed a study to examine the association between seasonal participation in recreational sports and its influence on physical fitness measures in children. A total of 44 children (20 boys and 24 girls) all in the fifth grade (11.2 ± 0.3 yr) were tested for flexibility, upper body strength, upper body power, and lower body power. Activity questionnaires examined seasonal participation rates in recreational sports. Spearman rank correlations showed significant correlations between sport participation rates and performance on selected physical fitness tests (p range between 0.34 and 0.55). Subjects participating in recreational sport programs throughout the year (fall, winter, and spring) performed significantly better in tests of upper body strength, upper body
power, and lower body power than subjects who did not participate in any sport or subjects who participated in only one sport. These findings suggest that regular participation in recreational sports throughout the year may be associated with higher levels of muscular strength and anaerobic power in children.

**Dogra (2006)** in her study "Attitude of higher secondary students of Kendriya Vidyalayas towards participation in physical education and sports programmes in Maharashtra" has compared the attitude of 700 male and female subjects by random sampling studying in XI and XII standard in Kendriya Vidyalayas. The main objectives of the study were to compare the significance difference of male-female, rural and urban, sportsman and non-sportsman and rich and middle classes of society. The investigator used "Likert" type of scale to judge the opinions.

**Joseph Doty (2006)** proposed a paper to override the debate related to Sports Build Character? Participation in sports continues to be a major part of our society. Individuals participate in sports for health and fitness reasons, but also for "other" reasons; such as character building and socialization. Whether sports builds character is an ongoing debate. This paper adds to the discussion by providing insights into what character is and what it looks like in sports, and reviews some of the literature and research on whether sports does build character.

**Meghan M et al (2009)** proposed a sport related to health promotion. Sport and recreation organizations are increasingly recognized by the health sector as key players for promoting health, particularly in terms of increasing population-wide physical activity levels. Developing the capacity of these organizations to influence health, however, is not understood. This research examined the efficacy of a system-wide, capacity-building strategy implemented to enable sporting organizations to change from a narrow focus on sport to one encompassing health promotion. This involved evaluating a state-wide health promotion programme funded by the Victorian Health Promotion Foundation (Vic Health) and implemented within nine Regional Sports Assemblies (RSAs). The research method involved a web-based survey with all RSAs and in-depth interviews with four selected RSA Executive Officers. The results demonstrate that health promotion was successfully adopted within sport and recreation environments;
however, they also highlight the need to understand the nature of existing organizational resource dependencies and interdependencies. The article discusses the design of organizational change interventions to support practitioners and policy-makers in health and sport management.

**Lynn A. Barnett et al (2009)** proposed a topic related to teaching children about religion, spirituality, themselves, and others: The role of faith-based recreational activities. A wealth of research has examined children's participation in organized extracurricular recreational activities, detailing rates and types of participation and relationships with academic and psychosocial functioning. However, few empirical efforts have explored children's participation in faith-based recreational activities. This study obtained information, through questionnaires and interviews, from 590 parents of kindergarten through fifth grade children about their child's participation in faith-based organized recreational activities, including why they enrolled their child, and the beneficial outcomes that they perceived accrued to the child from participating. The findings revealed the unique nature of faith-based recreational activities in promoting children's religious and spiritual development, and in parents' perceptions that such participation contributes to the development of desired intra- and inter-personal characteristics in their child. Data were further partitioned to explore sex and/or grade (kindergarten through fifth) differences, and few were detected.

**Carl J. Dunst et al (2009)** made a survey on Preschool Children’s Emerging Participation in Leisure and Recreation Activities. Parents (n = 1509) of young children birth to 6 years of age were surveyed about their children's participation in 30 leisure and recreation community activities. Analyses focused on similarities and differences according to type of activity (leisure vs. recreation), child age, and child developmental condition (children with vs. children without disabilities or delays). Results showed that there were age-related increases in the patterns of participation in both recreation and leisure activities, but that there was considerable heterogeneity in patterns of participation in terms of the particular activities constituting the focus of investigation. Findings also showed greater
participation in leisure compared to recreation activities, and greater participation in both types of activities among children without disabilities or delays.

**Frans Oddner (2010)** stated the idea of sport's character-forming qualities is a globally spread notion, which has begun to be questioned in recent years. In problematizing this notion, the relation of sport to its practitioners has been the primary study. The way the problems reflect the relation of sport to society has been less in focus. This essay sets such a focus with the help of character concepts in social psychology (Riesman, Fromm and Sennett), developing a reconstruction of such concepts of sport in a Swedish context. From being a sphere by the side of society, sport in Sweden from the twentieth century onwards has been increasingly linked in complex ways to the various spheres and actors of society. This understanding of how characters are fostered into and within sport sheds light on the conditions for character formation at different stages of history until the present time. The problems receive further relevance when considering how New Economy culture and its conditions for character formation may affect Swedish sport in the near future.

**Paul Downward et al (2011)** examines the impact of sports participation upon the subjective well-being of individuals. Encouraging participation in sports activity is now an important public policy issue, as it is argued that there are benefits in terms of health and well-being to individuals as well as to society through externalities. Controlling for personal and socio-demographic characteristics affecting well-being, this paper examines if participation in, and the frequency and duration of, 67 sports activities affects well-being. The form in which sports participation takes place is also investigated by examining if social-interaction sports produce more well-being. This paper demonstrates that sports participation has a positive effect upon the subjective well-being of the population and, moreover, estimates its monetary value. The effects are larger if one allows for social interactions.

**Astrid D. A. M. Kemperman et al (2011)** had a study which explored children's participation in recreational (physical) activities and the extent to which this participation was influenced by individual and household socio-demographics and characteristics of the social and physical environment. Travel and activity
diaries were used to collect data on out-of-home recreational activities for a random sample of 4,293 children in primary schools in the Netherlands. These data were investigated in relation to measures describing the social and physical living environment. Specifically, a Bayesian belief network was proposed because it derives and represents simultaneously all direct and indirect relationships between the selected variables. Results indicated that participation in various types of recreational activities was directly related to the socio-economic status of the household, the perceived safety of the neighborhood, the size of agricultural area in the neighborhood, travel distance, and day of the week. Planners and designers are recommended to find a good land use mix, and specifically make sure that they focus their attention on safety issues, as these factors stimulate children's participation in recreational physical activities.

M. Veigel et al (2014) proposed the cooperation of teachers and parents towards sports activities. We live in a century where we are often assisted by a technique. Therefore less the work which need the physical efforts or force. People spent less time in the wild and children forgot outdoors or moving games. Many doctors believe that the most common diseases of our time are deficiency of movement. The population of Estonia is the lack of physical activity: only about 10% of women and 15% of men aged 15-74 regularly engaged in active movement. It is known that a number of physically inactive people are increasing. At the same time Estonia is at the forefront of heart disease mortality rates in Europe and around the world. Every year role of physical activity decreases both at work and home life. At the same time a significant increase in the availability and consumption of energy-dense foods. Therefore we need to be active in energy spending and the movement must become a regular part of one of the lifestyle. Ten years after in this investigation may reach 4-7 year old children in this age range and the proportion of physically active people would be larger (as expected 45% of the population is physically active 2-3 times per week) and begin the formation of a movement habit already.

Physically active and sedentary lifestyle both can start early in childhood and are passed on to adolescence and adulthood. This is confirmed by a study carried out by researchers in Australia, that the child and adult physical activity is
involved. Children who are accustomed to moving or participated in sports training, as well as adults are physically active. Pre-school child’s general physical, social, emotional and spiritual development were affecting by the mobility-related activities. Physical and mental development is a direct connection, because the human brain is able to think abstractly only when the body has enough information and the surrounding world. Such information primarily procures a child moving. If the kids are able more better to manage their movements, then they have more freedom to concentrate on learning new things.

Physical development and movement skills of real estate are directly related to physical activity. Good development of physical skills provides impetus for future physical activity, which will lead to short-and long-term health benefits. For the vast majority of motor skills development takes place pre-school age. It is generally recognized sport activities educational impact to develop positive character traits; children acquire moral principles, learn to consider and evaluate their skills and abilities, experiencing a variety of emotions and learn to check them. Brofenbrenner ecological systems theory of evolution explains that child development growth in the immediate environment as a result of the interaction of different processes. These processes must be regular and long-range period of time, exert a significant influence on a child’s development. The biggest impact to a child’s physical activity at home by the parents is the growth environment, education styles and activities. In today’s way of life parents have often for the older children less and less time. Therefore, parents often replace "electronic babysitters".

Children spend their time playing computer games and watching television. They have more time in the rooms than outdoors, get used to a sedentary lifestyle and moving less. As parents and children have the opportunity to actively spend time together mostly on the weekends, so the kindergarten plays an important role in shaping the physical activity. Child physical activity depends on its own kindergarten teacher and a group activity. For active movement and encourage children to develop their physical skills teacher must do variety of movement activities. The teacher’s role is to make the activities striking so that a child, who is less interested in the movement will take part too. It is also important
for the teacher to know the children’s physical abilities and age appropriate exercises to make such a load of activities what are needed for the development of physical skills.

Vivienne A. Temple et al (2014) examine associations between participation in different types of recreation/leisure and FMS proficiency of boys and girls in their first year of school. We hypothesized that there would be positive associations between FMS proficiency and participation in organized sport, physical activities, and active physical recreation; but not for other types of recreation/leisure.

Participants (n = 74) were kindergarten children (Mage = 5y11 m; boys = 55%). Parents completed the diversity dimension of the Children’s Assessment of Participation and Enjoyment (CAPE) survey. The CAPE measures children's participation in everyday activities outside of mandated school activities in the past four months in five types of formal and informal activities, specifically: Recreational activities, Physical activities, Social activities, Skill-Based activities, and Self-Improvement activities. Two categories of activities were also reported: Organized Sport and Active Physical Recreation. Locomotor and object control skills were assessed using the Test of Gross Motor Development-2 and static balance was assessed using a stork stand. Sex-based differences in motor skills and participation were examined using chi-squared analyses. Correlation coefficients were used to examine relationships between motor skills and CAPE sub-domains and categories. Linear regression was used to examine whether the type of activity predicted motor skill proficiency and the reverse.

There were no sex-based differences in locomotor skills; whereas boys' object control skill scores were significantly higher than girls, and girls' stork stand scores were higher than boys'. Although there were no sex-based differences in the more active categories of recreational pastimes; girls participated in significantly more formal and informal dance and the prevalence of participation in team sports was significantly higher for boys. For boys, participation in physical activities predicted both locomotors and objects control skill scores, organized sport predicted object control skills, and active recreation predicted
stork stand times and object control skill scores. These relationships were not evident among the girls.

These findings illustrate that young children participate in a narrower array of physically active recreational pursuits compared with less active pursuits. There were notable sex-based differences in the relationships between participation and motor skill proficiency. For girls, none of the associations between recreational pastimes and motor skill proficiency were significant. This suggests that the motor proficiency of girls, as assessed in this study, is neither a precursor to, nor an outcome of, participation in active recreational pastimes. Contrastingly, the findings for boys support theory that suggests that physical activity is driving the acquisition of particular types of motor skills. Less active recreational activities were not associated with motor skill levels of boys, whereas each of the more active categories of recreational pastimes (active recreation, physical activities, and organized sport) predicted at least one sub-type of motor skill. It also seems clear from our findings that more light needs to be shed on how to optimally portray young girls' motor skill proficiency; as well as the relationships between their participation and motor skills.