Chapter – 2

Review of Literature

The review of associated studies and reports of experts provide substantial background not merely in selecting unexplored area of research, its verdict helps the researcher in updating his domain of knowledge and highlight the direction to carry out the proposed investigation without unwanted deviation. Since research is based upon everything that is known about a problem, the review of associated studies gives proof of researcher’s understanding of the field and encourages to know what is known and what is unknown. The productive or effective research must compare the past knowledge with that of new one and thus the abstract of related literature helps to eliminate the chances of recurrence of what has already been undertaken and provides useful hypothesis and valuable suggestions for the investigation in hand. Keeping this fact in mind the researcher exhaustively gone through numerous Indian and Foreign Journals, published dissertation abstracts international etc in order to create a strong base for systematically perusing the present investigation.
The review of related literature reveals that a host of researchers have ventured to explore the functioning of sports organizations, their existing infrastructure and other facilities. However, only most relevant studies have been identified and included in the present chapter.

Prakash (1994) studied to explore the organization and working of sports academic wings of sports authority of India. To accomplish the study, a sample of 52 administrators, 45 coaches and 30 sports scientists from various wings was drawn. 98 trainees were also recruited to meet the objectives of the study. Majority of the administrators expressed their dissatisfaction with the present trend for delegation of powers. Most of administrators and coaches were in favour of training programmes like orientation/refresher courses. The dissatisfied trainees opined that the existing admission procedure seemed to be faulty, because the merits during the process of selection were ignored. There have been no control over the back-door entry and the purpose gets badly defeated owing to the reservation policy in sports.

Prasad (1993) conducted a study on the facilities, organization and administration of physical education and sports
in Himachal Pradesh Universities. To accomplish the study, a sample of 200 players 20 administrators and 20 experts was drawn from three Universities of Himachal Pradesh. The findings indicated dissatisfaction of the majority of the administrators, experts and players. The grounds/courts, track and field, indoor gymnasium and the facilities for indoor games were not up to the mark. Most of the respondents were not satisfied with the incentives offered to the players by the institutions from time to time.

Singh (1989) conducted a comprehensive study of administration, facilities and working of Netaji Subhash National Institute of sports, Patiala. After surveying the different functions and schemes launched by the institute the following general conclusions were drawn:

1. Research in national institute of sports was largely limited to only one discipline i.e. the sports medicine.

2. The institute conducted conferences and seminars on sports sciences.
3. The institute made a significant contribution to the development of sports by starting the post graduate course in sports coaching.

4. The institute also conducted international solidarity courses for the coaches of Indian as well as Asian region.

5. The institute also runs sports scholarship schemes, the funds for which were provided by the government of India.

6. To give impetus to the development of sports sciences in India, the National Institute of Sports established the faculty of sports sciences. Its main functions were teaching and research. The faculty, however, suffers from a lack of multi-disciplinary approach. In research, the main focus was on the national level players, the gross-roots level players were ignored.

7. The institute has well stocked modern sports library and sports museum. Institute was also entrusted the responsibility for organizing tournaments and women’s sports festivals. The institute also sends requisition for
foreign coaches. National institute of sports coaches were also send abroad for specialized training.

8. Among the coaches of national institute of sports, there existed no distinction between teaching and coaching cadres.

Jefferies (1983) conducted an investigation of the organization and administration of youth sports in erstwhile Soviet Union to examine the phenomena of sports in soviet culture. Findings revealed that (1) Sports committee of USSR had total responsibility for implementation of entire national sports policy (2) Responsibility lies with the subordinating governmental and public authorities towards the organization of sports. (3) The country retain their talented athletes as coaches. (4) Coaches are highly qualified (5) The societies have brought sports to the people. (6) Facilities are available locally (7) Participation is free and talented athletes are offered every opportunity to develop their abilities to higher level.

Frisby (1983) reported in his study on the organizational structure and effectiveness of Canadian national sports governing bodies. He observed that those organizations which were to
acquire more financial resources, were also more successful in achieving the set goal.

Melalhs (1982) in a significant investigation focused on Brazilian Administration of sports. The study recommended that more emphasis should be placed on academic background in physical education and sports and also on related curricula and experience in administrative managerial procedures.

Rowen (1981) conducted a study on management of college and university foot-ball coaches and reported that successful coaches spent more time on planning/preparing procedures and methods, using instruments, tools, charts and inspection forms, than did unsuccessful coaches to a significant degree. Successful coaches spent less time discussing players than did unsuccessful coaches. It was also found that experience played a greater role in the planning. Longer stay as a football coach coupled with increase in age leads to success of the coach.

Green (1981) in his study of the leadership style of coaches suggested that coaches and administrators needed to be sensitive to their potential influences on the personal and social development of those participating in athletics. It was also
suggested that coaches should utilize a “both end approach” towards directing their teams. Both authoritarian and democratic procedures must be employed to ensure maximum benefits to the athletes from participation in sports.

Dreidame (1974) conducted a study on organization and administration of women’s inter-collegiate athletic program. The purpose of his study was to determine the current organization and administration practices in women’s inter-collegiate athletics and found that 50 percent or more directors performed various tasks, which included schedules of contents, consulting coaches, administering the budget, informing about the expenditure, schedule, facilities, arranging for transportation, supervision of all the publicities and maintaining medical records. He also observed that women’s inter collegiate athletic programs were greatly under financed.

Nath (1951) made an investigation about the organization of sports in high and higher secondary schools of Jallandhar division in Punjab. It was revealed that 26 percent schools were without playgrounds, though they could afford provision of sports wear.
In another similar study about personnel, facilities and equipment, Sharma (1956) observed that only 17 out of 30 high/higher secondary schools in Delhi were having physical education programme. It was also reported that 50 percent of the schools provided only one or two periods for each class per week for physical education. He also found that 83 percent of the schools in Delhi suffered badly for want of playground facilities.

Chason (1985) undertook an investigation related to the need of experience and professional preparation of sports administrators. He surveyed athletic directors, principals and facility directors to determine the need and curriculum contents of sports administration and found that experience in the field of sports administration was the most important variable in preparing a person for the field.

Magnotta (1986) examined the importance of administrative duties of Board of Physical Education and sports of those educators who were directly related with physical education program in the Arizona state. The subjects for this study were 80 physical education administrators representing all countries within Arizona. One hundred nine duties within 10 administrative
categories (Office management, finance, facilities, public relations, personnel, professional growth, purchase and care of equipments, intramurals, interscholastic athletics, and the instructional program) were examined. Result indicated that the maximum administrative time was spent in performing duties concerning the instructional program, inter scholastic athletics, purchase and care of equipment and facility management respectively. Parametric analysis revealed disparities between the relationship of actual and ideal time and the importance for each duty area. Analysis of the duty areas according to size indicated that duties in both actual and ideal settings showed significant differences. The differences found were in the areas of public relation and interscholastic athletics. Physical education administrators in the smaller size tend to perform more duties and place more importance on such duties than those from the larger size. Examination of the gender variable indicated that certain perceptual differences do exist between the differences of actual and ideal ratings of importance in six of ten areas. A job analysis study of the actual and ideal importance of administrative duties for physical education
administrators in Arizona state revealed certain perceptual differences on the variables examined.

Lime et al (1994) examined the financial investment factors in promoting mass spirit in Korea and their relative importance and investment-priorities. This information would be valuable guidance for sports administrators’ decision making in establishing investment policy. The Delphi technique (Delphy, 1976 using 30 experts in mass sport administration and the Analytic Hierarchy process method (Saaty, 1983) were used in this study. Six investment factors with 21 sub-factors were derived. The top investment priority was given to the sports facilities factor followed by the factor of publicity, leadership, administrative support, voluntary sports clubs and programs. Investment priorities sub-factors in each factor were also discussed.

Kothari (1964) in the report of Education Commission and National Development pointed out value of physical activities including sports and games. In the above report he has put forth certain suggestions as to how physical education could be popularized among the masses.
All India Sports Congress, in its proceedings brought out the prevalent problems and difficulties that were hurdles in the way of promotion of sports and games including physical education activities. This congress made certain suggestions to be followed at different levels i.e., primary school, high/higher secondary schools, colleges, Universities and at national level. This congress also laid down certain standard for the organization of sports events at the national and international levels.

Gans (1972) undertook a study to develop and describe specific sequential steps for planning and constructing facilities for health, physical education, recreation and athletics. An analysis of his research revealed the following results:

1. A need existed for careful evaluation and development of educational program, prior to planning the construction of facilities.

2. A disinterest and lack of knowledge on the part of health, physical education, recreation and athletic facility regarding facility planning existed.
3. Delayed recognition of facility needs resulted in adequate planning time for the careful development of educational specifications.

4. The desire to obtain facilities quickly tends to result in the limitation of important considerations and procedures.

5. Insufficient area regarding selection of the site appeared to be common.

6. Groups and individuals involved in planning did not always have a clear understanding of their roles and responsibilities.

7. A lack of communication and co-operative effort existed between the various campus personnel who need to be involved in planning health, physical education, recreation and athletic facilities.

8. The location of a facility strongly influenced its use.

9. The use of educational consultancy may be helpful when no qualified person exists on the campus.

10. Facilities were designed without sufficient consideration of the policies and procedures for their operation and use.
11. The project coordinator, as the key figure in facility planning, should be closely related to the health, physical education, recreation and athletic department.

James (1960) surveyed physical education curriculum, facilities and administrative practices in eighty-one rural elementary schools of Island Empire Area of Washington. For collection of data he used the questionnaire method. The following needs were evident at the conclusion of the survey: more extensive and exclusive teacher education programme for elementary school teachers certification, exclusion of activities unsuitable for certain age groups, indoor recreation areas, additional playgrounds, equipment and uniformity in established administrative practices.

Reid (1963) evaluated the attitude towards physical education and studied the personnel, facilities and programme in relation to physical education in high school of South Carolina. Wear Attitude Inventory and a modified La Porte Scorecard was employed to collect the data. It was revealed that there was a paucity of facilities and requirements in those high schools and the personnel showed favourable attitude towards physical education.
Garaneir (1973) reported that there was no set policy of education regarding administrative organizations related to personnel associated with physical education. Approximately one half of the regions reported that a common instructional physical education programmes existed in their region. Five major activities of instructional programmes were hand ball, track and field, basketball, volleyball and gymnastics. Eighty seven percent of the regions offered an intramural programme, but only sixty percent provided programmes in all the schools in their regions. Indoor teaching facilities were moderate while outdoor facilities were generally poor and totally non-existent in thirty two percent of the regions. Seventy percent of the regions indicated that they possessed an adequate amount of equipment to promote the instructional, intramural and athletic programmes.

Bestmann (1975) studied the boy’s physical education programme in high schools and concluded as follows:

1. **Instructional staff:**

   (i) Physical education teachers were well prepared in their subject matter.
(ii) Membership in professional organizations and attendance at professional meetings were below average.

(iii) Physical education teachers gave themselves high ratings in the categories of physical fitness, teaching effectiveness, personality and character.

2. **Facilities:**

   (i) Adequate area;

   (ii) Placement of buildings on school site prepared adequately;

   (iii) Inadequate indoor and outdoor facilities; and

   (iv) Few schools had gymnasium.

3. **Programme Organizations:**

   (i) Adequate percentage of pupils;

   (ii) Sufficient time allotment;

   (iii) Physical examination of pupils was inadequate;

   (iv) The size of class was larger; and

   (v) Heavy work load for teachers.
4. Programme Activities:

(i) Intramural programmes were weak; and

(ii) Extramural programmes were adequate.

5. Professional Assistance:

(i) There existed sufficient books and magazines for high school teachers than the teachers of Junior high school.

(ii) Comprehensive professional library was available for teachers at district headquarters.

Maharajan (1990) attempted an analytical study of sports facilities and programme of physical education in the school of Nepal. It was found that the physical education course in Nepal was an optional subject. Due to lack of proper facilities, classes are overcrowded. Schools have inadequate playground facilities, only a few teachers were trained and there was a financial crunch.

Steriot (1972) studied the fixation of level of programmes for health and physical education for males in the Junior colleges of state of North Carolina in the light of the facilities of instructional staff, organization and activities for the program and professional assistants. Twenty three public colleges were inspected during
sessions 1963-70 and a questionnaire was administered to these colleges for collecting the data. Following results were obtained after evaluation:

1. Qualified staff was available for physical education and health education for males.

2. Enough facilities were available for health and physical education barring outdoor facilities.

3. Commercial assistance, arrangement for health and physical education were rated superior on the basis of high percentage rating on scorecard.

Mears (1970) conducted a study on the organization and administration of inter college athletics in church related colleges and universities of United States. He found that administration was responsible for arranging the finance for running the organization smoothly. He also concluded that it was the duty of athletic directors to provide equipment and facilities needed for health and physical education.

Saurez (1975) attempted to evaluate physical education programmes in twelve selected secondary schools in Puerto Rico; two from each region in the school system were randomly
selected. Survey technique was used to obtain the data, which was supplemented by the observation of the programmes and personal interview with physical education staff. The following conclusions were drawn:

1. The provisions established for administrative control and safe-guards of the inter-school athletic programme were excellent.

2. Wide discrepancy existed in terms of enforcement of eligibility status of the students.

3. Most of the schools physical education programmes were poorly financed.

Clifford (1960) visited some schools and observations were made on evaluation of the programmes and facilities based on the Lappel Score Card number 11. The major areas in which the schools were collectively below the recommended standards were: programme of activities, modified individual (corrective) activities and swimming pool.

Nordly (1939) in a survey found that 24 percent of the schools have less than two acres of outdoor space for all physical education activities. Only 18 percent of the schools have a space of
five acres on the school site and 48 percent have the grounds and athletic fields on separate sites.

Thakur (1997) conducted a survey of physical education programme in secondary schools in Himachal Pradesh. He used different questionnaires for administrators, experts (physical education teacher) and players. A modified version of questionnaire developed by Prasad (1993) was used. 50 secondary schools were randomly selected out of 900 high schools and 215 higher secondary schools. The major findings were as follows:

1. No significant playing facilities have been found other than for Kabaddi and Volleyball.

2. The playing equipments supplied to the players were found to be average in quality.

3. The expert were not satisfied with the organization of the coaching camps.

4. The physical education teachers were not satisfied with their pay structures and promotional avenues.

5. The physical education teachers expressed the need of sports hostels.
6. Incentives provided to the players by the schools were far below the level of satisfactory.

7. The need of introducing physical education as an elective subject in the schools was felt equally by students, physical education teachers and administrators.

Ennahie (1968) made comparative study of physical education facilities in 20 state colleges and 15 central schools of Hyderabad. The study was designed in perspective of physical education teachers, students, finances, games fields, gymnasium, swimming pool and other teaching facilities. Data were collected with the help of methods of survey, questionnaire, interviews and personal inspection. Following conclusions were drawn after analysis and evaluation of collected data:

1. The ratio of physical education teachers in central schools was 1:696 while in state schools it was 1:776 which was not according to the recommendations contended in the National Policy for Physical education i.e. 1:250. The study revealed that the ratio was better in central schools as compared to that of state schools.
2 All the central schools had co-education while only 75% of state schools were having co-education.

3 66.67% of central schools had sufficient playgrounds while it was only 10% in state schools.

4 Equipments were sufficient in 80% of central schools while in State Schools it was merely 20%.

5 13.33% central schools and 50% of state schools were imparting physical education program for special students.

6 Both types of schools organized intramural program while the percentage for extramural program was 100% for central schools and 95% for state schools.

7 Both types of schools were lacking in library facility, gymnasium and swimming pool. However, the central schools had higher percentage for sports literature.

8 Medical facility was sufficient in both types of schools.

9 Indoor facilities were adequate in both these schools.

Sharma (2000) conducted a study on physical education facilities and programme in schools of greater Gwalior. Questionnaires were sent to principals of 35 selected high and
senior secondary schools, of that only 20 schools had responded. The result showed that:

1. Majority of schools had compulsory physical education programme.

2. Intramural activities and annual sports day were being organized by almost all the schools of the sample.

3. Most of the schools had trained physical education teachers and adequate equipment facilities.

4. Coaching provision was made available for outstanding players in most of the schools.

5. Majority of the schools had Rs. 5000/- or more annual budget for sports activities.

Singh (1998) examined the facilities and personnel of physical education in selected government high schools of Manipur. The copies of questionnaire were served to the head masters of selected government high schools and investigator also consulted certain experts like District Sports Officer, Sports Directors etc. The major findings were:
1. Majority of physical education teachers were certificate holders.

2. Majority of the schools had very limited areas for games and sports and very few schools had adequate facilities.

3. Majority of the schools had facilities for games and sports like football, Volleyball, Kabaddi, Kho-Kho etc. and the facilitates for other games and sports were rarely available.

4. The budgetary allocation of most of the schools ranged between Rs. 2000/- to Rs. 4000/-.

5. Majority of the schools did not get any grant except a few from state sports department and state education board.

6. Majority of the schools had inadequate availability of sports books, Journals, periodicals etc.

7. All the schools participated in the intramural and extramural programmes.

8. All the heads of the schools favoured physical education as compulsory subject.
In an exploratory study with regard to personal, facilities and equipment Sharma (1956) reported that only 17 out of 30 high/higher secondary schools in Delhi had Directors physical education as in-charge of physical education programme. The study also found that 50 percent of the schools provided only one or two periods for each class per week for physical education. He also found that 83 percent of the schools in Delhi suffered badly for want of playground facilities.

Singh (1994) surveyed the facilities and employees in connection with compulsory physical education in secondary schools of Punjab. He tried to collect data from 225 heads of institutions of some selected secondary schools of Jalandhar city by administering questionnaire, but only 135 schools replied. Following conclusion were drawn after analysis of the data:

1. Most of the schools were in rural area and were directly run by Punjab government.

2. In all the schools physical education was compulsory.

3. All these schools had co-education. In most of the schools the strength of students was between 251 and 500.

4. Almost all the schools had physical education teachers.
5. Most of the schools were in the area of 10,000 square metres.

6. None of the schools had swimming pool.

7. 10% schools had the facilities of physical education for special students.

8. In most of the schools regular intramural programs were organized and all the schools were reported to take part in inter-college games competitions.

9. Games books were available in 20% schools.

10. Most of the schools had the games budget less than Rs. 20,000/-

11. Most of the schools had sufficient equipments required for compulsory physical education.

Nanda (1982) studied the facilities of physical education in central schools in Kolkata region. To collect the data, questionnaires were sent to principals of all the schools. Responses were received from 27 schools. Questionnaire was developed in perspective of physical education facilities. Following conclusions were derived:
1. In centrals schools, the ratio of physical education teachers was 1:606.69 and in case of other teachers, it was 1:23.69, which seemed to be unsatisfactory.

2. All central schools were providing co-education.

3. 48% colleges had sufficient playgrounds.

4. In all colleges (baring few), play courts were sufficient. Only one school had swimming pool while facilities for indoor games were inadequate.

5. Only 37% schools had facilities for physically challenged students.

6. In 59.76% schools the equipments were insufficient. Gymnasium and swimming pools were also insufficient. The facilities for girls were inadequate as compared to boys.

7. Most of the colleges had the facility for medical examination.

8. Funds for expenditure regarding physical education programmes were enough because all the schools were receiving grants from the central government.
9. The facility of the library was not sufficient but sports magazines were subscribed in sufficient numbers.

Sarkar (1982) surveyed the equipment for games and facilities in the engineering colleges of West Bengal in the perspective of equipment, games, employees of physical education and playgrounds. For collection of data the questionnaire were posted to presidents, games official and principals of all these colleges. Following conclusions were drawn after evaluation:

1. The ratio of physical education teachers was satisfactory for physical education program in engineering colleges of West Bengal. In one of these colleges there was one expert for training of all the games.

2. Three of these Engineering colleges had the facility of playground under the national scheme of physical education and recreation

3. As compared with the number of students, the equipments and playgrounds were not sufficient in all these colleges.

4. Except one of these colleges, all others had sufficient budget for physical education program.
5. Out of 5 colleges, only 2 colleges utilized the facilities of physical education during competitions.

Pastore et al (1996) studied the perception of college coaches to identify and assess the important areas in which athletic administrators may provide support to them. Overall, the following six main components emerged in his study: game management, decision making, non-discriminatory work environment, Job benefit, salary, program support, and evaluation.

Sundarajan (1999) has focused on sports management in 21st century efficacy of management function in physical education. 166 schools of Kanchimpuram Revenue District of Tamil Nadu were investigated using a questionnaire prepared on the management of physical education (Q.M.P.E.). It consisted of 50 items and studied the overall managerial acts in five dimensions. For analyzing the collected data with respect to location, schools, sex, type of management and educational district, descriptive and differential statistical techniques were employed.

As far as the effectiveness of the efficiency of overall managerial acts scores were concerned, Welfare schools reported
higher mean score (79.56%) and in the schools at Tiruvallur education district it was least (71.62%).

It was also suggested that the authorities of schools and government should try to find out the efficiency of managerial acts in various schools and take necessary steps to ensure improvement in the physical education program in schools.

In an earlier study, Sundarajan (1998), attempted to evaluate the management of inter-school sports program (M.I.S.S.P.) in 103 high/higher secondary schools in Tamil Nadu. A questionnaire was designed to collect the data and descriptive, differential and correlational statistical techniques were used for the analysis and interpretation of these collected data.

On the effectiveness of management of I.S.S.P.E. scores, boys schools scored highest-mean scores (73.69%) as compared to welfare schools that obtained the least mean score (55.22%). On five of the six dimensions boys schools scored the highest mean scores.

Jack (1946) opined that factors such as number of years required for physical education, also of playground and marking system used in physical education showed no significant
differences between large and small schools. The small schools had an edge over the large schools in regard to such factors as location of playgrounds and size of physical education classes. The large schools were superior to small schools in regard to number of periods per week, number of activities, length of periods, the presence of Gymnasium in school building, number of teachers, and the number of supplementary indoor physical education facilities.

Sodhi and Negi (1995) found that one physical education teacher was employed against 217 students. Only Rs. 643/- per annum was spent on equipment out of Rs. 1300/- allocated annually. Eighty nine percent of the teachers took interest in conducting inter-class and inter-school competitions. Ninety Eight percent of teachers exposed the children to drill and other physical education activities. On an average the duration of the class ranged between 35 to 45 minutes. Fifty seven percent of the physical education teachers were teaching other subjects also.

Moon (1997) in a similar work regarding sports education program in the Universities of Republic of Korea, observed overall poor sports education program, however, good evaluation
procedures were indicated in the specific areas of instructional staff, professional assistance, facilities, organization and activities programs.

In a comparative study Petersen (1997) intended to examine current activity spaces and ancillary spaces in New Mexico high schools. He compared these spaces with existing standards and also compared the activity and ancillary space to set standards. A secondary purpose of the investigation was to evolve a revised planning and guidelines for high schools of New Mexico. Forty high schools from were selected at random. Questionnaires regarding the facilities and program were sent to Athletic directors and the chairpersons of the department of physical education. Area measurements were made of the facilities to the questionnaire. Respondents of each school were introduced to obtain facility recommendations. It was observed that: (1) The main activity space did not significantly differ from the recommended standards. (2) Mean ancillary space for all the schools was significantly greater than the established standard. (3) Both total activity space and total ancillary space were significantly related with enrolment (4) The distribution of types of
ancillary space differed significantly from the standard recommended within ancillary space.

Harlcher (1963) found one of the colleges in California had adequate physical education facilities, which were indeed ideal. The main items included in those facilities were a swimming pool, main gymnasium, auxiliary gymnasium, lock room and playing fields.

A more significant work of Happer (1986) examined a group of athletic directors who had been recognized as outstanding in their profession by examining perceptions of their own administrative behaviour. Three survey instruments that were used to gather data for this study were the Responsibility, Authority and Delegation Scales, the work Analysis Form, and the leadership Opinion Questionnaire. Results of the responsibility, authority, and delegation scales indicated that athletic directors perceived to the same degree but higher than their delegation role. Three activities indicated by athletic directors on the work analysis form as consuming the greatest amount of their professional time for consulting peers, preparing and writing reports, and inspecting the organization. Physical education supervisors and principals
disagree on the actual and expected job responsibility roles and the physical education supervision were in agreement with the actual job responsibilities of physical education supervisors.

Jarrett (1979) conducted a study of the adopted physical education program in private and public secondary schools in Tennessee. Seventy adopted physical education teachers were selected from A.A.A. Secondary school and a questionnaire was administered to collect the required data. Analysis revealed that in the majority of A.A.A. Secondary schools, physical education classes were co-educational and the adopted physical education classes were placed as regular classes.

Gurbeet (1976) evaluated the effect of community school concept upon trends in planning and utilizing indoor physical education facilities in the United States. The findings of this study provided information pertaining to the following:

1. The planning base for the school facilities.
2. The human involvement in planning process.
3. The designed characteristics of the indoor physical education facilities.
4. The utilization of indoor physical education facilities.

5. Data for developing guidelines for planning indoor physical facilities, so that the facilities will have the potential of maximum utilization.

Patrick (1975) studied physical education program in high schools and drawn the following conclusions:

1. Physical education teachers were well prepared in their subject matters;

2. Adequate area; placement of buildings on school site appeared to be adequate; Inadequate indoor and outdoor facilities; equipments were adequate in the senior schools than in Junior schools; Only a few schools had gymnasium.

3. Percentage of pupils in physical education was found inadequate; sufficient time allotment; physical examination of pupils were inadequate; the size of the class was large; larger work load for teachers.

4. The organization of intramural program was weak.
5. Sufficient books and magazines were available for high school teachers than Junior High school teachers; comprehensive professional library was available for teachers at district headquarters.

Rao (1996) in an effort to suggest pattern of organization of physical education for a teaching-cum-affiliating universities in India investigated the existing facilities and concluded that:

1. The importance of professionally well-qualified and competent leadership in the area of physical education was not realized at the university level.

2. No importance was attached to securing well-trained and competent-teachers of physical education.

3. Nine colleges under Jiwaji University did not have a trained physical education teaches.

4. It was found that the scales of pay were not in any way related to the qualifications of physical education teachers.

5. Teacher student ratio of 1:863 under Jiwaji University was highly unsatisfactory. Nine colleges did not have even one trained physical education teacher. The co-educational colleges under Jiwaji university did not have a woman physical education teacher to instruct and
supervise the women student’s physical education program.

6. It was found that 52 percent of the colleges that were investigated under Jiwaji University did not have any ground staff.

China (1987) undertook an investigation to study the organization and working of sports departments in Punjab. According to his viewpoint the objectives of physical education and sports cannot be achieved without efficient and dedicated administration. He concluded that there were so many factors responsible for the moderate performance of players in various competitions which included:

1. Poor quality of sports infrastructure like sports complexes and equipments;
2. Un-imaginative frequency of coaching camps;
3. Shorter duration of most of the coaching camps;
4. Political, Administrative and individual considerations for selecting participants for camps and also for making selection for competitions;
5. Group rivalries among coaches and sports officers;
6. Poor quality of diet;
7. Irregularity in participation by players;
The University Education Commission survey report (1950) has made the following suggestions regarding organization and administration of physical education and sports: (i) Expert leader should be appointed in the departments of physical education of the universities. (ii) The professional status and pay of physical education personnel should be recognized as per academic institution. (iii) Each university should appoint a well qualified director of physical education with Ph.D. degree either in physical education, who should have equal status and pay with other heads of departments. (iv) Every University should make provision of adequate Gymnasium, play grounds and other physical facilities.

Mizuguchi (1972) surveyed the boys physical education programme in the Junior and senior high schools in Honolulu, Hawaii. The Noelson score card for evaluation of the boys physical education programme were utilized to obtain the data related to Instructional staff, facilities, programme organization, programme activities and professional assistance. The survey was an attempt to candidly evaluate the current status of physical education programme for boys and to inform all concerned regarding the evaluation. He came to the conclusion that programme as a whole
was not adequate and was below the normal standard. In comparison to Junior schools, senior schools to some extent had better programmes.

Goldgrabe (1999) investigated the administrative relationship between department of physical education and athletics. The findings indicated that, even though departments of physical education and athletics were separated in majority of the institutions, strong relationships continued between the two areas. Additionally, minimal change in administrative relationship was evident in the last five years. Areas of change most commonly cited were separation of departments and changes in the status and responsibilities of teachers and coaches.