Chapter-V

SUMMARY, CONCLUSION AND SUGGESTIONS
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Physical Education is rightly recognized as an integral part of education. The existence of man is primarily physical. The first lessons a human child learns are lessons of physical activity. No education, howsoever ideal and exalted in its objectives, is complete without emphasis on motor activity. The human body is a sacred gift of Nature. Its growth, development and efficiency largely depend upon the quantity and quality of motor activities it performs. Compartmentalization of human personality into "body, mind, and spirit" is an oversimplification. The mind and spirit do not reveal themselves without body. The body, being an observable material cause of mind, is an instrument through which man performs all mundane duties enjoined upon him by nature and society. Sherrington aptly has remarked that "muscle is the cradle of recognizable mind which seems to have arisen in connection with the motor act. It is now recognised that sound mind exists in a sound body. If a man does not keep good health, he cannot be mentally alert. His I.Q. is less than others. A man with good physique is morally superior to others and is more social and capable for spiritual evolution. Normally, all good things go together and good or healthy physique is normally not easily liable to insanity, alcohol or drug consumption and leads a long and happy life.

The science of psychology is also very much concerned with the body because this is the basis of very existence of man. There is a basic unity in human organism. The ideals of truth, beauty and justice seem to be far remote from physique but if there is ill physique, how far can one go. All our observations or activities depend primarily on our senses, though we may be using microscopes or telescopes. The unity of physiology and psychology is further strengthened by the state of postures. A general or a soldier walks with sketchy steps, a man who is self-confident stands erect, a person with a slavish disposition or who is a coward always crunches. If a person, who is sad, is told to stand erect, he gains a little self-confidence. Conversely, if a man who is happy begins to crouch, he will feel depressed.
That women specially in Indian villages and rural areas are backward and orthodox, is an acknowledged fact. Even in many urban areas, parents raise objections when their daughters go out to play games and join to co-educational institutions. They feel that sports do not fit in their idea of women's role. The mother of a student at the Polish Academy of Physical Education is seen giving expression to her feelings as expressed by the daughter:

"My mother was in Principle against my going in for sports
She was mainly concerned about
the fact that sport is not a
proper recreation for the girls.
You are running around undressed
as the sports field, together with
boys as if you have no shame at
all .............. She would have preferred
her to sit at home or bring occupied
with something else. She does not want
I should start my sports study
and live amidst athletes.
She was afraid that I would get
spoiled in the world"

(Krawzyk, 1987)

Such like attitude really haunt the imagination of women. This unwanted position is not due to their feminism but is rooted deep into the rigid bonds of customs.

Pt. Jawahar Lal Nehru also expressed that women should be given due status in the society and should not be considered inferior to men in any field of human life. One of his statements that "To awaken the people the women must be awakened when she is on the move, the family moves, the village moves, the nation moves," Signifies the liberalization of women. A woman is the mother of a race and is the liaison between generation to generation. Indian culture attaches much importance to
them because of their exemplary qualities like patience, endurance, love, affection, sacrifice sympathy and generosity. Women have also played an important role in the history of mankind. Mahatma Gandhi (in 1964) said, "Educating a man is educating an individual, while educating a woman is educating a family."

Inspite of the awakening towards the participation by women, still there is a section of society which does not approve participation of women in sports. Still there are some of the events for example, hammer throw and pole vault, triple jump in which women are not allowed to participation even at international level. In India specially village society, does not give equal exposure to the boys and girls in sports. This may not be the only reason of their backwardness but many more reasons for not allowing girls to participate in the sports whole heartedly.

Statement of the Problem

"PHYSICAL EDUCATION AS A CAREER OF WOMEN : A SOCIO-DEMOGRAPHIC STUDY OF HARYANA"

Objectives of the Study

- To study the general conditions pertaining to physical education and sports prevailing in India in general and Haryana in particular.
- To study the social profile of the respondents to identify their preference towards physical education from different strata of society.
- To undertake a study of rural and urban areas as well as the region of Mewat, the most backward in education.
- To identify the factors responsible for lesser preference of women toward physical education.
- To be specific, an attempt is to be made to examine the perception and attitude of women, parents, technical experts, physical educationists, and administrators on the issue of women participation in sports and physical education.
- To identify the attitude of Head of Institution/Principal and physical education teachers toward women physical education.
- To put forth a suggestive frame for the solution of the problem.
Hypotheses

- Women hesitate in choosing physical education and sports as a career.
- Women have negative perception and attitude towards physical education specially in the rural area like Mewat.
- There is some adverse impact of social and economic factors leading to the poor interest of rural women in sports activities.
- It is because of the burden of domestic chores that women hardly find any time for sports activities.
- Parents belonging to remote areas do not allow their wards to participate and choose physical education as a career.
- Attitude of the Head of Institutions as well as physical education teachers is favourable.
- Government policies towards physical education and sports are not very effective.

Limitation

While conducting the study the researcher would like to confine herself to areas and respondents selected in the study. Moreover being a female researcher the mobility would be restricted, restraints in terms of time, money are also to be kept in mind.

Delimitations

- At the same time the study is delimited to the female non participant and participants students of M.D.U., Rohtak and college affiliate to it, high and higher secondary schools apart from middle schools of the areas.
- It will also take into consideration the peer group, physical education teachers, physical educationists and coaches as the sample.
- As many as 1800 respondents will be studied in the work under reference.
- Study will be delimited to five districts of Haryana state i.e. Jhajjar, Rewari, Mewat, Gurgaon, and Faridabad.

Researcher Design of the Study

- Population
- Sampling
• Tools used in data collection
• Statistical tools used

Population

The term 'population' is a technical term which indicates a large group having the essential elements needed for the purpose of investigation. For the purpose of this study the population will consist of the lower educational institutes, of rural and urban areas of five districts, higher educational institutes, technical experts and peer group. It is to cover the rural and urban areas of five districts of Haryana. The population being large in number and vastly distributed so it is difficult to contact the whole population within limited resources of time and money. So only small but representative samples could furnish the details. The most simple technique was used. The samples for the study were selected in three stages.

In the first stage, the investigator collect the list of senior secondary schools from the five districts with the help of district education officers.

In the second stage, the selection of school was made according to availability of data and suitability of convenience. In the third stage the students were picked up from the selected schools. Female students of rural and urban background studying in senior secondary school, female students of higher educational institute i.e. affiliated colleges of M.D.U. from five districts and university students from various Hostels of M.D.U and technical experts i.e. physical education teachers, coaches, lecturers in physical education constitute the population of this study.

Sample of Population

A sample of 800 subjects are taken for study. The respondents of the study are divided in four categories.

1. Rural Area - Lower Educational Institutes - Senior Secondary School (250)
2. Urban Area - Lower Educational Institutes - Senior Secondary School - (250)
3. Higher Educational Institutes - Colleges and M.D. University Student (200)
4. Technical Experts - PET, Coaches Lecturer in Physical Education (100)
Lower educational institutes located in five districts of Haryana (i.e. Jhajjar, Rewari, Gurgaon, Mewat, Faridabad). Higher educational institutes under M.D.U., Rohtak are selected.

**Tools Used in Data Collection**

**Questionnaire**

Questionnaire is one of the most extensively used data gathering technique with researchers engaged in descriptive studies. It is a set of questionnaire, logically arranged in sequence and used when functioned information in needed.

Structured questionnaire was used in data collection. The questionnaire was prepared with great care in consultation with the supervisor, colleagues, experts and the research scholars also by going through the literature on the subject. The questionnaire was also circulated among different fields of specialized experts such as social sciences, Psychology and journalist etc. for their valuable suggestions. The questionnaire was prepared in English.

Pilot study was made by collecting data from 35 female students in physical education and sports at higher education level. The results of this pilot study were analyzed and got evaluated from the experts. Their valuable suggestions for improvement in questionnaire were incorporated. Before circulating the questionnaire to the actual subjects, the reliability of the questionnaire was determined. The co-relation between the filled and refilled questionnaire was applied to establish the reliability of each questions including total questions. The reliability co-efficient between each question were find between 0.74 to 0.87 which were found highly significant. The reliability co-efficient of over all questionnaire was find to be 0.78 which was also found to be highly significant. Accordingly the necessary changes were made in the questionnaire and it was finalized after the approval of the supervisor. The finalized questionnaire was used to collect the date from the respondents i.e. the population of the study.

The structured questionnaire, which was specially prepared for the study purpose was used to collect the data. The scholar personally visited all the respondents at their home, school, inter-collegiate tournaments of M.D.U., Department of Physical Education and girl hostels of M.D.U., Rohtak. Before filling
up the questionnaire, the objectives of the study were clearly explained to them. So as to avoid any misunderstanding in the minds of respondents. The respondents were explained about the importance of the study and hence requested to provide correct information as far as possible. In addition to this, the scholar personally interacted with P.E.T., L.P.E. and Head/concerned secondary data.

The data regarding the interest of girls for physical education of different areas, secondary information were also gathered from university physical education department and other sources.

**Statistical Tools Used**

Statistical Design – In order to make the analytical and interpretation part of data more rational and scientific, some statistical tools are used for this propose the tools like percentage in decimal and numerical form. The response of each question are placed in tabular and pictorial form by drawing histogram for number of yes or not and pie graph for total percentage of respondents are undertaken. Otherwise also, it would be easy to extract the finding with the help of such tools through computer or N.E.T.

The word percent is an abbreviation of Latin phrase 'per centum' which means per hundred. Thus the term percent means per hundred or for every hundred.

When we say a boy scored 80 percent marks in his final examination means that he obtained 80 marks out of every hundred marks.

The term percent is sometime abbreviate as P.C. The symbol percent is often used for the term. This 80 percent will be written as 80% percentage as fraction.

\[
\frac{80}{100} = \frac{80 \times 1}{100} = 80 \text{ prepared } 80\%
\]

**Analysis and Interpretation of Data**

Data collected from all 800 respondents was compiled. Since the study is descriptive one. The scholar has analyzed data of all the respondents question wise. The number and percentage of respondents who gave their opinions in yes or no about each question and (√) the questions selected to social profile were counted. By doing so the researcher is able to get overall responses of the respondents about a particular question. After this corresponding conclusions are drawn. The
questionnaire has five parts viz. questions on social profile, facilities and infrastructure available, general conditions, society's outlook, some ethics, religion, custom's traditions, Burden of domestic chores, attitude of women parents physical education and principal.

The responses of questions have been placed in tabular and pictorial form by drawing histogram and pie graphs.

Chapterization Scheme

Conclusion and findings are drawn accordingly chapterization scheme. The thesis has been divided into five chapters. The first chapter is in the nature of introduction. It includes history of physical education, meaning of physical education’s objectives of physical education, physical education in India, Haryana, definitions of technical terms, statement of problem, significance of study, objectives, hypothesis, limitations and delimitation of the study.

In second chapter, a brief review of related literature has been presented.

Third chapter deals with population, sample, tools used, meaning of percentage, statistical techniques and chapterization scheme.

Fourth chapter deals with the results and discussion. It also brings out the attitude of women, parents, educationists towards this profession and highlights the existing facilities for physical education.

Fifth chapter deals with summary, suggestions for further studies and conclusions of the study. The last chapter deals with bibliography and appendices.

Conclusion

Findings can be summarized as follows :

Section - I : Social Profile of Respondents

Conclusions based on caste and religions of respondents

On the basis of the data collected from the 800 respondents of various castes 52% Jat, 28% Yadav, 2% Jain and 18% Muslim in rural area. In urban area 50% Jat, 38% Yadav, 6% Jain and 14% Muslim, in Higher institute and technical experts respondents 80% are Jat and 20% Yadav. It seems that maximum of percent are Jats and then Yadav. There is impact of religion only in Muslim Area. Most of
approximately 80% respondents belong to Hindu religion, 13% Muslim and 2% belongs to Jain religion.

**Educational Qualification of Respondents**

The table reveals the relationship of education with various categories of respondents. The education has been divided as Matric, Secondary, graduate, postgraduate, professional training and others. The maximum percentage of respondents passed matric and secondary of urban and rural area. 80% respondents of higher educational institutes are found average aspirant and they are graduate and past graduate. 80% respondents of technical experts passed professional training.

**Conclusion based on Mother's Educational level of respondents**

Mothers are the ideal and the first teacher or informal education given at by home is the as most effective and natural. In modern sociology also, it is said that family is the primary institution which help children in becoming good human beings. The results show that mother's educational levels of rural respondents were low as compared to urban respondents. Therefore in rural areas, sports women have indifferent attitude due to lack of education of the mother as the mother can change the attitude of a child at early age.

**Educational Qualification of Father**

Education is the integral part of sports. That's why the educational qualification of father affects the girls. And mostly in rural areas the education and the choice of career of a woman totally depends on the father. Due to illiteracy and less education fathers have no knowledge about the scope of physical education. Therefore sports women have less positive attitude towards sports and less participation in games and sports. One another interesting fact is that in urban areas fathers are more educated as compared to rural areas so, they are much aware of women sports. Thus the education given by the father makes a woman good citizen of the nation.

**Occupation of Father**

It has been clearly shown in the table that the rural areas of Haryana state are mainly agricultural areas. Agriculture is the main source of earning in the rural area.
That's why girls are more physically strong they have to perform domestic works. The other categories percentage of responds is very thin (low).

It is concluded that economic condition of respondents belonging to urban areas is better than rural areas. People of rural areas have to do hard work for earning of money.

**Occupation of Mother**

Mostly mothers are house maker and they also help also in the farms with their husbands in the rural area as compared to other fields respondents. Occupation of mother also affect physical education and sports, because urban mothers have a broad mind towards their girls participation in sports and they are able to provide incentive facilities. There attitude is motivating for the girls participation in games.

**Game Participation Level**

It is concluded that game participation level of urban respondents is better than other field respondents but rural girls are more talented in sports like Kabaddi and Kho-Kho.

**Place and Birth**

It is interpreted that most of the population of respondents belongs to rural areas directly or indirectly.

**Matrimonial Status**

Due to the lack of awareness the girls are married early age in rural areas as compared to urban areas. This shows that marriage is one aspect of girls by which a woman changes her total lifestyle as after marriage she become more static. They have a fear that their in-laws would compel them to drop physical education and sports. Therefore they can't opt physical education and sports.

**Nature and Size of Family**

Life has become very fast in modern time and as the time passes circumstances also change which cause change in social life style'. It is concluded that remote areas respondents have large family and most of respondents of urban areas have small family. Due to having a large family they can't provide basic facilities to their family.
Annual Income of Family

An attempt has been made in the table that economic condition of rural respondents is poor as compared to urban respondents. Because Agriculture is the main source of survival in rural area service and trade and business is main profession/occupation of urban areas respondents.

Conclusion Based On Facilities and Infrastructure in Physical Education in Haryana

• At school level 84.8% rural respondents are not satisfied with the existing facilities and infrastructure in comparison to 78.8% in urban areas, however in college and university 70.5% respondents are not satisfied, in comparison to 65% technical experts.

• At school level 90.8% rural respondents are not satisfied with the working of sports institutions in Haryana. In comparison to 80.4% in urban areas. 83% college and university respondents are dissatisfied with the working of sports institution in comparison to 44% technical experts.

• At school level 67.6% rural respondents think physical education and sports are neglected areas in the Haryana in comparison to 48.8% in urban area. 53.5% college and university respondents and 91% technical experts think physical education sports are neglected areas.

• At school level 71.2% rural respondents are dissatisfied with the incentives given by the government for sports and physical education and 68.4% are dissatisfied in urban areas. However, in college and university respondents 40.5% are dissatisfied in comparison to 62% technical experts.

• At school level 89.2% rural respondents are not satisfied with the facilities provided by the government for physical education in comparison to 77.2% in urban areas. 78% college and university respondents are dissatisfied in comparison to 31% technical experts.

• 81.2% schools in rural area have playgrounds and 88% schools have playgrounds in urban area, 94.5% respondents at higher educational level accept that they have playgrounds and 90% technical experts accept that their school/college have playgrounds.
• 98% in rural respondents accept that their institutions have no provision for indoor games in comparison to 50.8% in urban areas, 56% college and university respondents accept that they don't have provision for indoor games in comparison to 3% technical experts.

• 96.8% rural respondents don't think what type of refreshment is prescribed by the state government in comparison to 2% in urban areas. Only 1.5% college and university respondents don't know in comparison to 0% technical experts.

• 100% rural respondents as well as 100% percent urban respondents accept that facilities/ Machinery are not available at village/block level. However, 100% college and university respondents and 100% technical experts accept that facilities are not available at the village level.

• 100% rural respondents as well as 100% percent urban respondents accept that sports officers never visit remote area for publishing the government scheme for more and more involvement of the girls in physical education. 100% college and university respondents and 100% technical experts accept it.

• 79.6% rural respondents accept that their institution have physical education teacher in comparison to 88.4% in urban area, 99% at higher educational level and 100% technical experts admit that there institutions have physical education teacher/lecturer.

• 75.2% rural respondents have no knowledge about sports officers appointed by government at district level for the promotion of sports in comparison to 4% in urban areas. 100% respondents at higher educational level and 100% technical experts have knowledge about it.

• 100% rural respondents don't agree with the statement that their institutions have proper accommodation for girl player in comparison to 20% in urban areas. 9% at higher educational level not agree in comparison to 81% technical experts.
Conclusion based on preference of physical education from different strata of society

• 100% rural respondents, 95.2% urban respondents, 19% at higher education level and 72% technical experts accept that there institution have not separate arrangement for the girls common room, girls toilet, for proper dressing and bathing arrangements.

• 100% percent rural respondents as well as 100% urban respondents, 100% respondents at higher educational level and 100% technical experts accept that non availability of college and higher sports institutions in remote area is a treatment in participation in sports.

• 100% respondents at school level, 100% respondents at higher education level and 100% technical experts agree that lack of motivation, interest, facilities, job insecurity and social values are responsible for lesser admission in physical education in school/college/university.

• At school level, 46.8% in rural respondents accept that low economic standard in rural areas hinders the students to opt for sports and physical education in comparison to 37.6% in urban areas. 38.5% at higher education level and 38% technical experts accept it.

• At school level 96% rural respondents, 97.2% urban respondents in comparison to 59% higher education level and 77% technical experts think that physical education profession is more time consuming than other subjects.

• At school level, 43.6% in rural area, 18.8% in urban area, 10% at higher education level and 17% technical experts accept that religion of parents hinder the respondents to opt physical education as a career.

• At school level, 63.2% rural respondents, 52.8% urban respondents, 80% college and university students and 71% technical experts accept that parents can not provide all required facilities like equipments, books, uniform, and diet traveling facilities in remote areas.

• At school level, 96.8% rural respondents accept that social values of parents are a hindrance to opt physical education as a career in comparison to 15.6%
in urban area, 59.5% at higher education level and 78% technical experts accept it.

- At school level 76.04% in rural area, 55.6% in urban area, 36.5% at higher education level and 86% technical experts accept that people of rural areas have a poor impression of this profession.

- At school level 95.6% rural respondents accept that there is lack of awareness towards this profession in comparison to 78.8% in urban area, 68% at college and university students and 81% technical experts accept it. All respondents agree with the statement that there is lack of physical education courses in remote areas and girls are deprived of it.

- At school level 54.5% rural respondents accept that early marriage of girls and responsibilities of family in rural areas also come in the way of sports in comparison to 36% in urban area, 13.5% at higher education level and 49% technical experts accept it.

- At school level 88.4% rural respondents accept that parents feel insecure and think that male coaches take undue advantage when their female wards go to the ground in comparison to 61.6% in urban area, 43.5% at higher education level and 89% technical experts accept it.

- At school level 93.2% rural respondents accept that parents living in remote areas are not much aware of career in education for their female wards in comparison to 67.2% in urban area, 52% at higher education level and 80% technical experts accept it.

**Conclusions based on factors responsible for lesser preference of women towards this profession.**

- At school level 72.8% rural respondents accept that marital status of a woman affect her working life in comparison to 29.2% in urban area, 56.5% at higher education level and 57% technical experts accept it.

- At school level 93.6% rural respondents accept that women's own attitude towards physical education is not positive in comparison to 95.6% in urban area, 60.5% at higher education level and 29% technical experts accept it.
• At school level 14.8% rural respondents accept that they get co-operation from boys in co-educational or institutions in comparison to 53.6% in urban area, 28.5% at higher education level and 50% technical experts accept it.

• 79.6% in rural area, 69.2% in urban area, 71.5% in higher educational institutes and 59% technical experts accept that physical education needs more time and dedication so women can’t perform their household responsibilities towards family along with it.

• At school level 4.8% rural respondents accept that there teacher / coaches are gender biased in comparison to 49.2% in urban area, 59.5% at higher education level and 21% technical experts accept it.

• 77.6% in rural area, 55.2% in urban area, 85.5% in higher educational institutes and 82% technical experts accept that the behaviour of teacher/lecturer is encouraging for girls.

• At school level 100% rural respondents don’t accept that coaches/physical education teachers have interaction with their parents for promotion of sports in school/colleges in comparison to 93.2% in urban area, 96.5% at higher education level and 87% technical experts don’t accept it.

• 98.8% in rural area, 79.6% in urban area, 54.5% in higher educational institutes and 75% technical experts accept that they will encourage female students towards physical education and sports.

• At school level 96.8% rural respondent accept that girls feel hesitation in wearing sports uniform in comparison to 52.4% in urban area, 35.5% at higher education level and 49% technical experts accept it.

• 93.2% in rural area, 70% in urban area, 80.5% in higher educational institutes and 69% technical experts accept that religion and society’s outlook is negative towards female sports.

• 10% in rural area, 54.8% in urban area, 34% in higher educational institutes and 82% technical experts accept that physical education and sports help in getting a job.
• 14.8% in rural area, 8.8% in urban area, 20% in higher educational institutes and 100% technical experts accept that they want to be a teacher of physical education.

• 66.4% in rural area, 77.2% in urban area, 47.5% in higher educational institutes and 85% technical experts accept that negative attitude of society towards women sports discourage girls from physical education sports.

**Conclusion based on perception and attitude of women technical experts, parents, peer group, physical educationist and head of the institution / principal**

• At school level 10% rural respondents accept that attitude of principal/management is positive towards sports activities in comparison to 51.6% in urban area, 50.5% at higher education level and 67% technical experts accept it.

• At school level 5.02% rural respondents accept that provision of adequate budget is made for sports in their institution in comparison to 40% in urban area, 37.5% at higher education level and 91% technical experts accept it.

• 1.2% in rural area, 0% in urban area, 14% in higher educational institutes and 21% technical experts accept that there are special/extra classes for physical education in your school/college.

• 82.4% in rural area, 98.4% in urban area, 98.5% in higher educational institutes and 100% technical experts accept that physical education and sports must be a compulsory subject.

• 72.4% in rural area, 82.8% in urban area, 93.5% in higher educational institutes and 100% technical experts accept that sports increase social status of women.

• At school level 3.6% rural respondents accept that physical education and sports develop moral and personality qualities of women in comparison to 92.4% in urban area, 93.5% at higher education level and 100% technical experts accept it.

• 96.4% in rural area, 80% in urban area, 53.9% in higher educational institutes and 31% technical experts accept that women's own attitude physical education is not positive.
80.8% in rural area, 95.6% in urban area, 83.5% in higher educational institutes and 100% technical experts accept that girls should participate in sports competition at different levels.

75.6% in rural area, 76.4% in urban area, 51.5% in higher educational institutes and 100% technical experts accept that physical education and sports are helpful in all round development (personality, leadership qualities, self-confidence, tolerance power) and establish healthy and happy society.

68.8% in rural area, 57.2% in urban area, 34% in higher educational institutes and 23% technical experts accept that they don't like physical education for girls.

79.2% in rural area, 84.4% in urban area, 30.5% in higher educational institutes and 100% technical experts accept that they like physical education as a subject but don't like sports participation of girls.

At school level 17.6% rural respondents accept that the educational institutions create a protective environment for girl's opt physical education in comparison to 42.8% in urban area, 80% at higher education level and 80% technical experts accept it.

At school level 17.6% rural respondents accept that the teacher/principal encourage them for more participation in sports activities in comparison to 42.8% in urban area, 80% university and college students and 80% technical experts accept it.

**Suggestions**

In order to workout the approximate sports structure and culture with a view to improving awareness and interest towards physical education, some suitable suggestions are given as under: -

- Government should make a policy for promotion of specific games in specific areas then there will be better chance of inclination of female participation at senior secondary school level.

- Grants and financial incentives which are given to various rural areas/schools by the government must be spent on the promotion of women sports. That funds or facilities should not be misused. The interest of the sports girls
must be safeguarded. They should not become victims of corrupt officials. This can be made possible when the organizers and administrators are very sincere and honest.

- On the basis of not much better economic and educational level found in the areas under study, sports centres should be made for promotion of girl’s sports in these areas. More facilities should be provided to girls for participation in sports and games.

- Large numbers of schools in urban and rural areas do not have the basic infrastructure for games and sports. These schools should be encouraged to build the infrastructure, which should be after a time made compulsory.

- Induction of certain scholarships and incentives for participation at various levels would be the best solution for women participants to encourage participation.

- Tournaments for women with trophies having good prize money should be conducted. This will serve as a good encouragement to women and will also add up to seriousness in participation. This will also serve as a launcher for career in sports.

- A culture for women to practice at any time and participate with liberty at any place beyond their home, town should be developed by gaining confidence and providing such environment.

- Female sports participation is a function of socio-economic status. More specifically, team sports participants come from a lower social class background, whereas individual and dual sports participations come from higher social class background. Socialization into various sport types is not a function of specific reference group influence.

- Improvement in their diet, care for their health and hygiene and environment sympathetic attitude and behavior of the Coaches, physical education teacher, Principal, relative and parents should be provided. And better playing conditions should be given in the schools.

- Women coaches and women physical education teachers should be appointed in rural/ urban areas and in all schools.
• Special courses like C.P.Ed, B.P.Ed, M.P.Ed., B.Sc., Sports Science, M.A. Physical Education courses should be available at various places. All courses should be operative for both boys and girls equally.

• More facilities should be provided to girls for participation in sports and games.

• Physical education subject should get equal weightage as any other subjects in schools.

• Employment is a major motivating factor in the present phenomena of society. More than half respondents think that there are less job opportunities in this profession. There is need to change this attitude. Some major steps should be taken so that physical education as a career also makes them confident and able to earn employment for livelihood.

• Government policies towards this subject are not satisfactory there is lot of differences in fact and fiction. Government should make a policy for promotion of specific games in specific area so that interest towards this profession may be increased.

• There should be equal reservation for women to become coaches, Physical Training Instructor, Director Physical Education, Coaches, Physical Education Lecturer and Trainer.

• The technical experts and physical education teachers should take interest in sports activities

• Female students own attitude should be positive towards this profession.

• Playgrounds and other infrastructural facilities should be provided at school level.

• Healthy sports environment should be created in school/ college by the principal/ management to promote the positive attitude among sports women towards physical education and sports.

• Girls should herself be motivated towards their education and career. They should be free to go out for physical activity within limit which is imposed by society for security of a girl.

• Efforts should be made to remove all the ill-conceived ideas among the society. There is a need to awaken the parents specially the mother. Mothers are the best possible guarantee of healthy and progressive nation.
• The factors which can be considered as the basic input or backwards linkages with regards to promotion of sports must be made available. In the absence of adequate infrastructural facilities sufficient funds, incentives and awareness towards this subject, miracles can not be achieved in the field of physical education. Therefore, every effort should be made by govt. to ensure the above basic needs for raising the women sports standard.

• Physical education teachers/coaches should be interacted with the parents of remote areas to create interest towards this profession.

• There is a requirement to improve the functioning and performance of physical education and sports programmes at grassroots level.

• Physical education subject should be compulsory at school level.

Suggestions for Further Research

➤ Similar study may also be conducted at various levels in other districts of Haryana and other states.

➤ A comparative study of physical education as a profession of women may also be conducted at senior secondary school and colleges level.

➤ Similarly study may also be conducted on boys at different levels.

➤ Attitude of female students, technical experts and management towards physical may also be investigated at higher educational level.

➤ The study can be extended to the entire state of Haryana by involving higher number of subjects.

➤ Comparative study of this nature can be carried out between women and men.

➤ A similar study can be conducted in other educational courses i.e. English, Computer Science, Engineering, Management etc. where attitudes of students can be compared.

➤ A study can be conducted on society's attitude towards the profession.

➤ Gender discrimination and attitude towards sports and physical education, the parents may also be undertaken.

➤ Attitude of administrators and experts of Haryana districts towards physical education and sports may also be investigated.

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