CHAPTER - II

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Review of Related Literature is an important aspect of any research work. The present study has been undertaken to make an appraisal of sports facilities and programmes of physical education in secondary schools of Darrang district in Assam. Therefore, in this chapter, an attempt has been made to review some of the existing literature related to this area of study. This is important because it helps the research workers to acquaint himself/herself with available knowledge in this particular area of study and to find out what is already known, what others have attempted to find out, what method adopted has been promising or disappointing and what problems remain to be solved. It shows whether the evidence already available solves the problem adequately without further investigation. After going to a number of related literature from different research, journals and books, thesis and other study materials, the researcher has found that, although a number of studies were conducted on sports facilities and programmes in general, only a few studies were carried out on the secondary school in India. In Assam, particularly; not much work has been done on the secondary school sports facilities and programmes of physical education. Researcher has thrown glance towards some of the related studies with regards to the problem under investigation.

2.1 Studies undertaken abroad:

TATTERSFIELD (1975) studied 106 boys who were members of 23 swimming clubs for a period of 5 years. The objective of the study was to find out the effect of frequent and regular exposure to a rightly competitive environment on the personality development of boys. His study reveal that there are many influences in a competitive environment which changes more
than those we more likely to show in our younger age, i.e. during the formative years of childhood and adolescence. The most prominent changes are in the direction of increased extroversion, decreased anxiety and a lower level of independence.

**KANE (1980)** from his investigation have reported that personality and motor performance in the sports are related. But he has reported that the amount of variance in athletic ability that may be predicted by personality testing exceeds 20 per cent. The rest 80 per cent behavior variance of athletes apparently dependent on other qualities including the physical attributes.

**RILEY (1983)** studied the inter-relationship between self-concept and physical performance from the perspective of symbolic interaction theory and his findings revealed a significant positive relationship between self-concept and physical performance

**ZENENBAUM AND FRAUST (1985)** from their study of 138 successful and unsuccessful athletes, reported that individual athletes assigned unsuccessful sports events more internally than team athletes with a similar tendency found in successful events. Following competition individual sports athletes assigned causes more internally than team athletes. The higher the perceived ability, the more internal the responsibility for both successful and unsuccessful sports events.

**MARSH et al (1986),** conducted a study on 'Multidimensional Self-Concept', a long term follow-up of the effect of participation in an outward bound programme. During the study they observed the participation in intensive physical exercise and assessed them through self-description questionnaire in the beginning and end of the programme. Results of the study revealed that the subject self concept was enhanced after undergoing the sport training programme.
MAHARAJAN, R.K. (1987) attempted an analytical study of sports facilities and programmes of physical education in the schools of Nepal. The study found that the physical education course in Nepal is an optional subject due to the lack of sports facilities, classes are over-crowded, schools have inadequate playground facilities and only a few teachers are trained and there was a financial crunch.

MOHONEY et al (1987) conducted a study to assess psychological skills relevant to exceptional athletes' performance. A 51 item questionnaire was administered to a sample of 713 male and female athletes from 22 sports. The athlete sample comprised of 126 elite competitors, 141 pre-elite athletes, and 416 non-elite collegiate athletes. 16 leading sports psychologists also completed the questionnaire as they thought the ideal athlete might be omnibus. Individual team, discriminate regression, factor and cluster analysis revealed significant differences among the athletic sub-samples. The themes of concentration, anxiety, management, self confidence, mental preparation and motivation were seen to have potential importance in skill level differentiation, although age difference confounds as well as gender and sports differences may have been involved. The ideal profile constructed by the sports psychologists generally paralleled the skill difference encountered, although the elite athlete did not report selected amplitude in the profile.

NELSON et al. (1991) in their study, examined the longitudinal change in throwing performance. They concluded that while hereditary factors may be operating to increase the differences in throwing performance across the three years span, girls do not throw as far as boys because the developmental level of their movement pattern shows little change.

MARTIN AND GILL (1991) while studying the relationship among competitive orientation, sports confidence, self-efficacy, anxiety and performance, reported that state sport confidence, anxiety and self-efficacy were predictive of sports behaviour.
2.2 Studies in India:

GITELSON (1938) made studies regarding the influence of games in the social adjustment of children. He made a comparison between the children who should proficiency in games and sports and the children not proficient in games and sports. After his proper studies he found that game has positive influence on the social adjustment of children. He concluded by saying “play is used as a therapy which contributes to social adjustment of children”.

ABRAHAM, SPARLING (1942) found out the difference in the personality pattern of university and intramural athletes and distinguished from those of the non-athletes group.

AGARKAR (1947) made a critical study of the importance of folk dance of Maharashtra as a means of physical education in the school curriculum.

MILLICHAMP (1953) made a study on play activities and find out play helps a child to express his emotions in a socially acceptable way and allows him to get rid of pent up energy in a manner that will meet social expectation and win social approval.

HARTNEY (1957) studied on ‘some safety values in play’ and states that strenuous play activities such as hammering, running, jumping, climbing and swimming help the child to let the pent up emotional stream. The hostile and aggressive pupil may obtain satisfaction in such activities as bag punching, aquatic games, hand ball, squash, tennis and badminton. The child’s negativistic may find group activities and team games were useful, especially volleyball, touchball, group calisthenics and soccer. If the child gains very little by his unrullingness, it teaches him a lesson and lead to a more acceptable manner of dealing with his emotions.
DAISY (1963) studied physical education on girls’ in Indian schools by using questionnaire method – A review of the related literature helped the investigator to high light the role played by physical education in Indian universities. He pointed out the following handicaps of physical education in India.

1. The failure to recognize the importance of special arrangement for training and providing trained and highly qualified women leaders to conduct the programme in girls’ school.

2. The failure to give importance to present day leaders through commensurate status and attractive salaries.

3. The lack of adequate amenities in schools in respect of playground, equipment, quantum of times set apart in the time table for participation or instruction in physical education.

NAIR (1972) studied the effects of N.C.C. training on physical growth, adjustment, academic achievement and certain personality traits of high school pupils in Kerala State. The sample consisted of 240 matched pair, and the experimental group was exposed to N.C.C. training. The Bell’s adjustment Inventory was used to measure adjustments of the pupils. The academic achievement was taken from quarterly examination marks. The personality traits namely leadership qualities, integrity, sociability, attitude to school, self confidence, assertiveness, attention to details and concentration was measured by Rating scale.

The major findings are i) significant gain in physical development, ii) adjustment achievement in English, general science and social studies and personality trait was found in experimental group.

DEVI, JAMINI CHONGTHAN (1979) “Studied of Physical Education and its influence in the adjustment of Adolescent Girls’ in secondary schools
of Manipur." The main objectives were to investigate into the influence of Physical education in the adjustment of Girls', the problems of certain mal-adjusted girls students (case study) in the secondary schools of Manipur. The results revealed that there was a profound influence of physical education on the adjustment of Girls' except in the area of home adjustment. The five areas of adjustment namely home, social, emotional, school and health appear to be very essential in one's adolescent stage as lack of proper adjustment in any of these life situations may lead the individuals to become misfits, delinquent and later criminals, not desired by the society. There was strong indication that physical education helps an individual in learning many phases of life adjustment.

THAKUR AND THAKUR (1980) studied personality characteristics of athlete and non-athlete Indian college males using projective method of personality assessment and found that characteristics significantly associated with the athletes were dominance and superior organization capacity along with other factors.

N.N., PANDEY (1982) investigated and studied the interests in co-curricular activities of Higher Secondary school students. His study reveal that girls show greater interest in three areas of co-curricular activities, cultural, social and hobbies than the boys, where as in physical activities only boys have shown greater interest than girls.

BLAH, M.D.H. (1988) studied the role of the Govt. in the promotion and development of sport and cultural activities in Meghalayas. The study found that Maghalayas state has initiated schemes for providing training and coaching facilities in various sports and games discipline. The sport talent search scholarships have helped promising boys and girls to pursue various training programmes. The majority of the younger who joined this programmes do so without sacrificing their normal education careers. Most of
the training facilities in sports, games, and fine arts concentrated in the capital
town of Shillong and have not spread to the other district.

SANDHU, K. (1988) conducted a comparative study of sports women
and non-sports women in selected psychological and socio-logical variables.
It was found that the sports men are found to be tough minded group
dependent and less submissive, shy and sober as compared to non-sports
women. Further among the sport women, the individual and team players
differed. Sports women of team games were found to be less intelligent and
more conservative, self-assured and relaxed than their individual game
counterparts with regards to the SES, a lesser percentage of team games,
sports-women were from the upper middle class, as compared to individual
game sports women.

education’ mentioned about the availability of facilities of physical education.
Teaching personnel, play fields, equipment, material, apparatus etc. are the
components of facilities in physical education. In the absence of their
availability in sufficient quantity, it is hardly possible to aim at ideal teaching
through ideal methods. Indian, are greatly handicapped on account of the non-
availability of those teaching gadgets-which help the athletes and players in
the other countries to gain inconceivable heights in their sports performance.
Our methods of teaching and training are outdated and outmoded. So it is
hardly possible for us to produce world-class sportsman. It is impossible for
the physical education teachers in a school contribute to the object of physical
education without good equipment and other allied facilities.

KAUR, D. (1989) attempted to assess the physical fitness of high
school girls of Panjab with the objectives of preparing norms of physical
fitness rural and urban location wise and age wise and to offer remedial
measures for those who are below a certain standard for their age. The study
found that rural and urban girl differs significantly in their physical fitness.
The physical fitness norms reported in the study can serve as a ready reckoner for physical education.

**DHANASKERAN, G. (1990)** studied on ‘Primary and middle school teachers regarding health promotion amongst school children’. The main objects were:

1. To make the teachers aware of the health of the children.
2. To develop the health of the children by a scientific process.

Results shows that most of the teachers were ignorant of the healthy education of the children.

**PARVEEN (1991)** conducted a comparative study of Kho-kho and basketball women players, at inter-district and interstate level in their motor activities, intelligence and personality traits. It was found that the basketball players were more mature emotionally, were practical, group dependent, relaxed; and had better muscular strength than the kho-kho players but had lesser speed. Further the two groups were not found to differ significantly on their assertiveness, shrewdness, and discipline. The national level players were mere emotionally stable, more assertive, more shrewd, less group dependent, mere relaxed, had more muscular strength, endurance and speed as compared to state level players. The national level and state level players, however did not differ on practicability, discipline and intelligence variables.

**BRAR, H.S. (1991)** analyses the policies of physical education and sports in India since independence and listed out different policies of physical education.

**KANG, G.S. (1991)** compared sports persons and non sports persons with respect to their personality needs adjustments and attitudes. The study conducted that significant difference exist between sports man and non sports man, sports women and non-sports women as well as non-sports man
regarding various personality needs, adjustment and attitudes. Further
differences also exist between individual and team games sports men and
sports-women.

DAS, C (1991) studied the achievements motivation, adjustment and
creative thinking of college athletes in relation to their performance in track
events. It is evident from the findings that achievement motivation,
adjustment and creativity are significant predictors of the performance of
males in track events. Further these three factors put together can predict the
performance of males in track events than when they are taken separately.

PATTNAIK, A (1991) examined the nutritional status and its effect on
physical development and educational achievement and found that physical
development had its effect on the education achievement of the children.

SINGH, D (1992) studied sports achievement of Secondary schools in
Panjab in relation to the physical education programme, coaching and
physical facilities. The study indicates that the provision of physical education
programmes, physical facilities and coaching facilities has a positive effect on
the sports achievements of schools. Furthers, physical facilities are more
important than the coaching facilities.

AKRAM, K.A.Z. (1992) studied the programmes and practices in
physical education in the college of Vidharbha. Using questionnaire and
opinionsnaires, the researcher has listed the programmes and practices. It is
reported that in the majority of the class less than 50 per cent of the desiered
sports activities have been allotted times for practice and hardly any theory
classes are held. In the majority of classes, some fundamental skills are
taught. Less than 50 per cent of the popular games are practiced. Most of the
colleges are found raising money from students through fees and yet teachers
felt that funds are not satisfactory.
As regards the quality of activities, it is reported that there is no linear progression from one class to the others, and hardly any activity was individualized. The findings call for re-orientation of the objectives of physical education and highlight the importance of providing physical education in relation to the changing physical and psychological conditions of pupils.

SAFAYA, R.N. et al (1994) in his book ‘School Administration and Organization’ mentioned about the value of co-curricular activities. He gave stressed that co-curricular activities cater to the development of the child’s entire personality, draw out the latent power of children of varying temperaments and aptitudes, supplement the academic work, socialized the pupil in rich social milieu of school society, and perform the real functions of education. Without these activities, the school is a teaching shop, the teachers remain information mongers, the pupil become book-worms and education narrow done or cramming.

KANSAL (1995 C) reported the status of physical education in the over all educational process. It has been pointed out that there is a great paucity of qualified men-power in physical education. Referring to a meeting dated 16.5.1994 of major associations of physical education and sports science held in the office of the Ministers of state, Department of Youth Affairs and Sports, Ministry of H. R. D., it has been reported that a decision was made to create an All India Council of physical education (AICPE) for insuring the Co-ordinated department of physical education all over the country especially by creating infrastructure and qualified man powers in all the educational institutions of the country. A detail proposal for the job avenues in physical education and for the suggested composition of AICPE has been presented.
The National policy of education has laid down that “Games and sports should be developed on large scale with the object of improving the physical fitness’.

NARAYANAM (1995) the then vice-president of India expressed that the need for interfacing sport with health care and physical fitness should be highlighted. Such an integrated approach will help in modernizing the development of sports and encourage the youth to imbibe the true spirit of sportsmanship.

RAI, B.C. (1995) in his book ‘school organization and management’ mentioned about organization of co-curricular activities in secondary schools. He pointed out that the games and sports activities must be organized properly. If the games and sports are not organized properly, nothing can be expected from them. Unsupervised play ground often become hot beds of vice. Just as planning and supervision are needed in various academic subjects, in the same way in games and sports are needed. Games should be so organized that every pupil may have a chance to play everyday.

DESHMUKH, S. ASHA et. al., (2002) studied on “Problems faced by physical education teachers and their present status scenario”. They explained that they conducted a study in Maharasatra region of Maharasatra state during the year 2000 to 2002. The purpose of the study was to understand which were the problems facing by physical education teachers. It can be summed up that physical education teachers do faced problems, relating to equipments and work environment. 300 physical education teachers were respondents of the study to draw the sample for the study of randomly. The present study indicates that the physical education teachers are not well placed.

KANSAL, R.D. (2003) in his book, ‘Modern’s Physical Education and Sports’ for 11th classes wrote about the importance of Health education. He mentioned that Health is rightly called wealth. In order to maintain it, the
knowledge of Health education is essential. Life can not be enjoyed without health. Health education provides knowledge about those basic principles by which one can lead a happy and healthy life. The common people do not have must knowledge about health and prevention of diseases, fall a victim to disease and make their life miserable in the absence of health education. Such a citizen does not prove to be useful for the society. If common people get health education properly then such institutions which impart health education can give useful citizens to the state. Any person can achieve success in his field if he enjoys good health. And such person can maintain good health only if they are aware of health education.

SING, AJMER et al (2003) in their book, “Essentials of physical education” mentioned about role of games and sports in national and international integration. They observed that games and sports brings all the nations of the world nearer and nearer and it results in the formation of strong bones of international brotherhood and fellow-beings. It helps in developing mutual love and friendship between all the nations bringing peace and prosperity in this world. Sports and games help in establishing contact between different communities and nationalities and help in producing a well integrated personality skill in arts and science of human relations.

NCERT (2006) in the national curriculum frame work gave stressed on the health education in the secondary school curriculum. Given the multi casual understanding of health, many of the health education concepts are being dealt by various subjects in the school curriculum that includes environmental studies, languages, social science and physical education, yoga and population education. This then calls for greater interaction and coordination between the subject teacher that covers topics concerned with health and health and physical education. It also needs to be graded intellectual ability at different levels of schooling.
AHMED, SHYAMSHAD (2007) in his book ‘Education and Physical Education’ pointed out that the goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy lifetime of helpful physical activity.

2.3 Studies in Assam:

BHAGABATI, NILIMA (1986) studied on “Co-curricular activities organized in the secondary schools of Assam and its relevance on physical, social, emotional aspects of adolescent girls and boys”. The main objectives of the study were

(1) To examine the prevailing condition of co-curricular activities organized in the secondary schools of Assam.

(2) To find out the number of trained teachers to organise co-curricular activities.

(3) To find out the number of Deputed trained teachers to conduct NCC/ACC girls Gide and scout.

(4) To find out the provision of play ground, school hall, store room, games materials, swimming pool etc.

(5) The number of co-curricular activities in the school time table and number of students participating in different co-curricular activities after school hours.

(6) To find out the number of teachers in general education and that of co-curricular activities and The provision of fund regarding co-curricular activities and its influence in relation to the adjustment of the adolescent students in their physical, emotional and social aspects
The results revealed that the prevailing condition of co-curricular activities in the secondary schools of Assam were unsatisfactory, the programme facilities were inadequate. Moreover non-participating students in difference physical and mental activities were found to be mal-adjusted. Accordingly this study suggested some remedial measures.

TALUKDAR, CHANDRA, GANESH (1990-91) studied on “Importance of physical education in the secondary schools of Bajali Sub-division”. The objectives of the study is to ascertain the present position of secondary schools of Bajali sub-division. Findings of the study reveals that fund is not sufficient, because the main defect is lack of assistants from the Govt. for the development of physical education in the secondary schools of Bajali sub-division. It is found that staff regarding physical education is not sufficient and also they are not properly trained. Again it was found that in most of the secondary schools of Bajali sub-division the entire environment is not satisfactory. The result derived from studies indicate at the moment the facilities provided to the schools with regards to physical education are very inadequate for its successful implementation of compulsorily as a curricular subject in different grades of the schools.

CHANDRA, SHYMALI (1997-98) studied on “The attitude of girls students towards co-curricular activities in the secondary schools in greater Guwahati” with the objectives a) to study the attitudes of girl’s students towards co-curricular activities in greater Guwahati, b) to know the nature of involvement of girls student in different co-curricular activities, c) to study the facilities provided by the school authority, d) to study the number of trained teachers for co-curricular activities. The result reveal that the girl’s students were not willing to participate in the co-curricular activities, sometimes socio-economic condition of girls do not allow to carry out the activities, in almost all the schools had allotted period for co-curricular activities in the time table, very few trained teachers were provided and the
general teachers were given the responsibility for carrying out the co-curricular activities, most of the schools fulfill the financial condition by students fees. Due to necessary equipments, the girls students were not attracted towards co-curricular activities. The investigator had also given importance of co-curricular activities in the area and suggestions for improvement which helped the investigator for her present study.

DAS, SWARASWATI (2005-2006) Studied on “Physical education facilities and its role on sports achievement of the students in the secondary schools of greater Guwahati area” With the following objectives-

1) To examine the present status of physical education programme initiated by the secondary schools of greater Guwahati area.

2) To assess the present status of achievement of students in sports.

3) To assess the infrastructure facilities available in the schools in relation to physical education programme.

4) To study the attitude of school teacher towards the relationship between physical education facilities and sports achievement of students.

5) To study the status of involvement of students in physical education programme.

6) To suggest some remedial measures for desired level of sports achievement.

BARUAH, LACHIT (2008-09) Studied about the ‘physical education in the secondary schools of Sipajhar in Darrang district’. The main objectives of the study were –

1) To find out the facilities available in the schools in relation to physical education problem.
2) To study the curriculum in the secondary schools regarding physical education.

3) To study the availability of the proper physical education teacher in the secondary schools.

4) To study the financial support received by the secondary schools from the various sources for the promotion of physical education.

5) To study the status of involvement and achievement in physical education programme.

Findings of the study reveals that most of the schools do not have adequate physical education infrastructure like play fields, sports materials and trained physical instructor. Again it was found that no govt. grants were provided to the schools of Sipajhar in Darrang district for the promotion of physical education.

Results of the study revealed that physical education programme initiated by the secondary schools of grater Guwahati area is not adequate, level of performance of the students in sports is not satisfactory, most of the secondary schools of grater Guwahati do not have their own playground.

The findings of different studies have been stated above reveal that very few studies have been undertaken to appraise the facilities and programmes of physical education in secondary schools in India. In North-East India particularly in Assam not much work has been done on secondary level sports facilities and programmes of secondary education. As such it was considered worthwhile to make a study on sports facilities and programmes of physical education in secondary schools in the context of local education environment. Thus the study has been entitled as, “An evaluative study of sports facilities and programmes of physical education in secondary schools of Darrang district in Assam”.

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