CHAPTER - III

REVIEW OF RELATED LITERATURE
The review of related literature is essential and is resorted to, by and large, by all investigators in all areas of research. A study of related literature involves locating, analysing and evaluating reports of research, as well as reports of casual observation, and opinions on the concerned research projects. It helps in developing insight into the problem under investigation. Investigation is facilitated when one knows what others have done in the area concerned. Hence, study of related literature is a must in any type of research work.

It is worthwhile for an investigator to have comprehensive survey of what has already been done in the problem and its related aspects. Mouley (1970) says, "A thorough review of the related literature is an integral part of the conduct of research, helping the researcher in the clarification of his problem and the avoidance of duplication, the formulation of insight for hypothesis, the planning of an adequate research design, and to rigorous and insightful interpretation of findings" (P.154).
Best (1977) says, "Since effective research is based upon past knowledge, review of related literature helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful suggestions for significant investigation". (P. 27)

The related studies tell us how much work has already been done in a particular field and provides necessary knowledge and insight about the methods used to collect, analyse and interpret data. It provides clear path to the investigator.

In the present study the investigator classified the related studies into the following two categories for clarity of the discussion.

1. Studies on organisation of physical education.
2. Other related studies

3.1 STUDIES ON ORGANISATION OF PHYSICAL EDUCATION.

Bakshi (1971) investigated into organisation of physical education in Delhi. A questionnaire was used to collect data. The important findings were the following:
There was a slight improvement in teacher-pupil ratio as compared to the findings of the previous study. There was at least one graduate with physical education degree or diploma in each of the 121 schools of Delhi. The percentage of teachers helping for physical education in schools decreased compared to the previous study and indicated the apathy on the part of the teacher community towards physical education. There existed a great gulf between the expenditure on general education and physical education. Playground facilities were not as per requirements and the conditions for medical examination in schools were unsatisfactory.

Daisy (1963) conducted research on physical education of girls in Indian schools. A questionnaire was used to collect data. He pointed out the handicaps of physical education in India like the failure to recognise the importance of special arrangements for training and providing trained and highly qualified women teachers to conduct the programmes in girls schools; the failure to give importance to present teachers through commensurate
status and attractive salaries; the lack of adequate amenities in schools in terms of playgrounds, equipments, quantum of time set apart in the time-table for participation or instruction in physical education; the lack of provision for a variety of physical activities, the unsuitable dress; the inadequate library for physical education and; the lack of awareness of the value of student leadership on the part of educational authorities.

Ummahesan (1976) investigated into the practices and prospects of physical education in the colleges under the university of Kerala. He studied the existing organisational, administrative and financial set up for conducting physical education; the current procedures and practices in physical education; the availability of material facilities; the difficulties experienced by teachers and; the attitude of students towards physical education. He used questionnaires, attitude scale and interview schedule as tools of data collection. The major findings were the following:
The organisational structure of physical education in the university and the constituent colleges had a statutory board at the apex, and below it were the Directorate of Physical Education and Committees for individual colleges each with its specified functions and powers. Statutory provisions had been evolved for conducting intramural and inter-college meets. Materials and facilities available in different colleges were seen to vary widely from college to college. Out of the 92 colleges, 12 were identified as superior, 31 average, 32 as below average and 17 as inferior. The attitude of representative group of students and the different sub-groups of the general sample was positive towards physical education. Between the sub-groups the attitude of men students was significantly more favourable than that of women students. While there was no significant difference between attitude of rural and urban students, athletes were seen to have a better attitude towards physical education as compared to non-athletes. Difficulties of physical education teachers varied from lack of facilities and
equipments to procedural drawbacks, lack of students initiative etc. Difficulties of students varied from insufficiency of ground and material facilities to difficulty to catch up with portions taught in the class.

Verma (1984) studied physical education programme in Madhya Pradesh. The major objective of the study was to know the existing state of affairs with respect to physical education in the state of Madhya Pradesh. The sample was limited to those higher secondary schools of Madhya Pradesh which had classes from VI to XI. Three questionnaires were developed to collect data. He found that about 63.5 percent of the students were being taught with inadequate facilities. In more than 34 percent of the schools, there was no facility for pure drinking water, and in more than 28 percent of the schools there was no toilet facilities. Only 31 percent of the schools had sufficient playground facility. In 35 percent schools it was insufficient and in 34 percent of the schools there were no playground at all. Only 19 percent of the schools
had adequate ratio in respect of physical education teachers and students whereas in the rest of the schools this ratio was not maintained. Even in the schools where physical education teachers were present, they were not adequately qualified.

3.3 OTHER RELATED STUDIES.

Banga (1983) conducted research on "Impact of Teacher training programme in physical education on the physical fitness, personality, adjustment and motivity of students". The main objectives of the study were to measure the changes in physical fitness, personality characteristics, adjustment and maturity in student-teachers as a result of undergoing one year training in physical education, and to locate areas in the training programme in which changes were sought to make the training programme more effective. The sample for the study was selected from the students of four physical education colleges affiliated to Punjabi University. It comprised 228 students, which included 114 boys and 114 girls.
The important findings of the study were that boys became weaker in ego strength. Boys could overcome emotional situations at the end of the training. Boys became more suspicious and self-opinionated. They became more tense and frustration driven. The training programme improved the quality of group dependence of boys and the training programme negatively affected the emotional control of boys. Boys were apprehensive, worrying and depressive when they joined the course and became more so after the training programme. The training programme made boys more radical and the training programme negatively affected the traits of outgoingness, warm-heartedness and easy-goingness of girls. It made the girls a little less humble, mild and accommodating than they were at the time of joining the course. The girls were suspicious and self-opinionated and the training added to these traits, the girls were practical, careful, conventional and artless and the training programme added to these characteristics significantly. The girls were emotionally controlled and socially precise at the beginning of the training and at the end of the programme they were found to be more so.
The girls were relaxed and unfrustrated at the time of joining the course. The training made them a little less relaxed and less frustrated. The boys improved their scores on adjustment after training on the other hand girls went down in their adjustment scores. Both boys and girls had improved their physical fitness index as a result of training. The mean score on physical fitness of girls increased from 303.08 to 347.37 and in case of boys from 342.00 to 383.70. There was no significant difference as a result of one year training course in the motives of students for joining the physical education course.

Desai (1986) investigated into the attitude of the school going adolescents towards physical education programme in the schools with reference to personality characteristics. The objectives of the study were to construct a valid and reliable scale to measure the attitude towards physical education of the school going adolescents; to study the attitude towards physical education of the school going adolescents in the context of their body build; to study the attitude towards
physical education of school going adolescents coming from rural and urban areas, to study the attitude towards physical education of school going adolescents in the context of personality characteristics, to investigate whether there were any sex differences with regard to attitude towards physical education of school going adolescents and to investigate whether family interest in sports and games had any relation to attitude towards physical education of school going adolescents.

The major findings were that the sex of the students did not influence significantly their attitude towards physical education. The students of classes VIII, IX and X did not differ significantly in their attitude towards physical education. The students from urban areas excelled in their attitude towards physical education, as compared to the students from rural areas. Aloofness-warmth, silent-enthusiasm, simplicity-sophisticated and conservative-experimental trails played some part in attitude towards physical education. The provision of facilities such as play ground, equipment, gymnasium etc
in the school had a significant effect on attitude towards physical education. The interest of parents did not play an important role in developing the attitude towards physical education. The students having normal weight did not significantly differ in their attitude towards physical education from the students who had overweight and underweight. There was no significant interaction effect of the facility of the school and the area of the school on the students' attitude towards physical education.

Johnson (1982) studied some personality characteristics of sports participants in high schools. The main objectives were to study the personality characteristics of sports participants and to compare the personality characteristics of sports participants and non-participants. The sample for the study consisted of two groups -- a group of sports participants (N=419) who had been identified by Kerala Sports Council, the Government Agency for promoting sports, as excelling in sports and
who were selected, prepared and tested in academic as well as physical abilities, and a group of non participants in sports (N=423) who were tested for academic ability alone. The important findings were the following:

Sports participants differed from non-participants in their personality characteristics. Sports participants were more adjusted free from abnormal tendencies, more gregarious (sociable) and thoughtful (less impulsive) than non-participants. Sports participants exhibited a more favourable attitude towards sports and higher interest in sports and games than non-participants. Socioeconomic status, caste and religion and encouragement from parents, peers and teachers were found to be related to sports participation. Sports participation was associated with higher academic achievements.

Kanade (1988) investigated into "A study of the utility of yogic exercises in promotion of physical fitness and selected athletic events". The objectives of the study were to discover whether general physical
fitness could be improved with yogic exercises, to discover whether different items of Fleshmans Physical Fitness Test Battery also recorded significant improvement, to determine the effect of selected yogic exercises on the performance of high jump and to determine the effect of selected yogic exercises on the 1500m run. The sample for the study consisted of 60 subjects drawn randomly from the student population of the college of education, Aurangabad. The selected yogic exercises contributed to improvement of physical fitness and also the improvement in high jump and 1500m run. The study recommended that schedules of yogic exercises should be included as an integral part of physical fitness training as well as coaching in athletics.

Kanwal (1985) investigated into the trends in physical education and sports in India since 1947 with special reference to Punjab. The objectives of the study were to trace the development of physical education in India since 1947 with special reference to Punjab and to
collect the view prints of personnel engaged in physical education programme about the present status of physical education in India. The study revealed that after independence National Association for Physical Education and a National Discipline Scheme were established in India. Training centres were opened at various places to train instructors in physical education. The national plan of physical education and recreation was started to improve the physical education programme in schools and colleges. A national physical education drive was started to promote physical fitness among youngsters. The Laxmibai College of Physical Education was started at Gwalior as a model institute to train and educate physical education teachers. Games at the international level like the 9th Asian Games were organised to promote awareness among the general public about physical education. Various awards for youth were also introduced so as to provide motivation to young persons to strive for physical fitness. In Punjab, Departments of Sports was started in all the Universities. A separate sports department was organised
by the Government of Punjab to promote sports activities in the state. This department organised sports festival at village, district and state levels. Various sports associations were also organised at block and village levels to promote competitions in sports. Sports stadium were built, one for each district, so as to provide sports ground for the common people.

Khan (1987) carried on a comparative study of personality characteristics of physical education teachers and general education teachers. The objective of the study was to evaluate and compare the personality characteristics of physical education teachers and general education teachers in the areas like home adjustment, health adjustment, social adjustment, emotional adjustment, occupational adjustment, general adjustment, neuroticism, medical fitness and motor fitness. The sample for the study consisted of 300 selected districts of Jammu and Kashmir state. Out of these 300 teachers, 150 belonged to physical education and 150 to general education category.
He found that on the whole physical education teachers were found significantly better adjusted, socially, emotionally, occupationally and also with respect to health as well as home adjustment than the general education teachers. The neurotic tendency among the general education teachers was significantly more predominant than among physical education teachers. More than 50 percent of the physical education teachers failed to maintain even normal physical fitness. There was negligence about physical fitness even among the physical education teachers as among general education teachers.

Nehra (1984) worked on standardisation of athletic norms in field events for boys in Haryana secondary school (Age group from 12 to 16). The objectives of the study were to measure the existing level of performance in athletic field events of boys belonging to the age group 12 to 16 years, to establish norms in the field events (athletics for boys of the age group 12 to 16 years), and to find out the difference between the achievements of
urban boys and rural boys in athletic field events. The sample of the study consisted of 2400 students (1200 from rural schools and 1200 from urban schools) with age ranging from 12 to 16 years. During the selection process 12 urban and 12 rural schools were selected from various districts of Haryana. The important findings of the study were the following.

The mean performance of rural and urban boys for different events did not differ significantly in the case of the lower age group. The mean performance of rural and urban boys did not differ significantly for different events in the case of the upper age group.

Pracha (1985) studied administrative problems as perceived by physical education administrators in relation to their leadership behaviour in Thailand. A sample of 70 administrators from all the seven Universities having department of physical education and 16 colleges of physical education were included in the study.
He found that University teachers were mainly involved in teaching and research work and were not easily available to students during the scheduled time-table. The administrators expected University teachers to pursue academic excellence more steadfastly than they expected college teachers to do. University administrators faced problems in terms of classrooms, insufficient toilet, playground and sports facilities. The inadequacy of many physical education and sports facilities resulted from the lack of an indepth study of campus needs based on current conditions and future requirements. Due to adolescent age at the college level and mature age at University level of students, less disciplinary problems were perceived at the University level than at the college level. The differential characteristics features of college and University facilities were the reasons for the differences in perception of college and University students regarding curriculum, text books, teacher handbooks, and extracurricular activities. The University administrators' problems were more serious with regard to facilities,
equipment and teaching aids. The problems relating to department and community relations and department finance were perceived at less serious level, both by University and college administrators. The college administrators had scored high both in initiating structure and consideration as well as in total leadership behaviour. They had high leadership qualities.

Sinha (1981) studied the impact of physical education in the development of leadership qualities and academic pursuits among school students. The main purpose of the research was to study the impact of training in N.C.C. and N.F.C. and participation in sports and games in the development of leadership qualities and academic pursuits among school students. A random sample of 900 class IX, X and XI students undergoing training in N.C.C., N.F.C. and sports and games and also other students was selected from Patna. In each class two groups (A and B) were formed. Group-A included 50 N.C.C., 50 N.F.C. and 50 sportsmen and Group-B included 150 students who were not
undergoing any training. All of them were males, comparable in respect of age, school, class, intelligence, SES and marks obtained in the preceding two school annual examinations.

He found that there was a positive relationship between training and development of leadership qualities among school students. Scores of leadership of Group-A students improved more rapidly with the passage of time in comparison to those who were not receiving such training. On completion of training students were rated slightly superior to their counterparts on each dimension of leadership by both student and teacher raters. Five dimensions of leadership were related to each other and measured different characteristics of leadership.

3.3 CONCLUSION.

The analysis of the 13 studies discussed above shows that the studies were conducted on seven important areas.
The details of number of studies conducted on different areas has been given in the following table.

### Table - 1

Studies Conducted on Different Areas.

<table>
<thead>
<tr>
<th>S1. No.</th>
<th>Areas</th>
<th>Number of studies conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ø1.</td>
<td>Organisation and problems of physical education</td>
<td>05</td>
</tr>
<tr>
<td>Ø2.</td>
<td>Impact of teacher training on physical education</td>
<td>01</td>
</tr>
<tr>
<td>Ø3.</td>
<td>Attitude of students towards physical education</td>
<td>01</td>
</tr>
<tr>
<td>Ø4.</td>
<td>Personality characteristics of Sportsmen</td>
<td>02</td>
</tr>
<tr>
<td>Ø5.</td>
<td>Impact of yogic exercises</td>
<td>01</td>
</tr>
<tr>
<td>Ø6.</td>
<td>Standardisation of athletic norms</td>
<td>01</td>
</tr>
<tr>
<td>Ø7.</td>
<td>Impact of physical education</td>
<td>01</td>
</tr>
<tr>
<td>Ø8.</td>
<td>Physical education of girls</td>
<td>01</td>
</tr>
</tbody>
</table>
It is seen that five studies were conducted on organisation of physical education, two studies were conducted on personality characteristics of sportsmen, and one study was conducted on each of the areas like impact of teacher training on physical education, attitude of students towards physical education, impact of yogic exercises, standardisation of athletic norms and impact of physical education.

One study was conducted outside India and the rest 12 studies were conducted in different states and union territories, the details of which is given in the following table.
Table - 2
State/UT-wise Studies Conducted.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>State/UT</th>
<th>Number of studies conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Bihar</td>
<td>01</td>
</tr>
<tr>
<td>02.</td>
<td>Delhi</td>
<td>01</td>
</tr>
<tr>
<td>03.</td>
<td>Gujurat</td>
<td>01</td>
</tr>
<tr>
<td>04.</td>
<td>Haryana</td>
<td>01</td>
</tr>
<tr>
<td>05.</td>
<td>Jamu and Kashmir</td>
<td>01</td>
</tr>
<tr>
<td>06.</td>
<td>Kerala</td>
<td>02</td>
</tr>
<tr>
<td>07.</td>
<td>Madhya Pradesh</td>
<td>01</td>
</tr>
<tr>
<td>08.</td>
<td>Maharastra</td>
<td>01</td>
</tr>
<tr>
<td>09.</td>
<td>Punjab</td>
<td>02</td>
</tr>
<tr>
<td>10.</td>
<td>TamilNadu</td>
<td>01</td>
</tr>
</tbody>
</table>
Two studies were conducted in each of the states like Kerala and Punjab and one study was conducted in each of the states like Bihar, Delhi, Gujurat, Haryana, Jamu and Kashmir, Madhya Pradesh, Maharastra, and Tamilnadu. It is worth mentioning that no study has been conducted in Orissa.