Chapter II

Review of Related Literature

Number of researchers have studied the topic of the sport participation and sport infrastructure in various countries of the world. This study attempts to outline the sports infrastructure in State of Goa and assess its impact on participation in sport events. In the section below attempt is made to briefly outline the various studies done by the researchers in the following categories.

2.1 Reviews Related to Sports Participation:

Johnson et al. (2007) made a study on the Sports participation and physical education in American secondary schools: current levels and racial/ethnic and socioeconomic disparities.

BACKGROUND: The purpose of this study was to determine the current levels of physical education (PE) and sports participation among American secondary school students, and to establish the extent to which they vary by grade level, racial/ethnic background, and socioeconomic status (SES) of the students.

METHODS: Nationally representative data were used from over 500 schools and 54,000 students surveyed in 2003, 2004, and 2005 as part of the Youth, Education, and Society (YES) study and the Monitoring the Future (MTF) study. As part of YES, school administrators completed questionnaires on physical activity (including rates of sports and PE participation) of students in their schools. Students in the same schools completed self-administered questionnaires in the same year as part of
MTF, providing individual background data, including their gender, racial/ethnic identification, and parents' education level. Data were analyzed in 2006.

RESULTS: Physical education requirements, and actual student participation rates, decline substantially between 8th and 12th grades. About 87% of 8th graders were in schools that required them to take PE, compared to only 20% of 12th graders. Principals estimate that over 90% of 8th graders actually take PE, compared to 34% of 12th graders. Subgroup differences in PE participation rates were small. Only a fraction of all students participate in varsity sports during the school year, with girls participating only slightly less than boys (33% vs. 37%). Participation correlates negatively with SES and was lower among black and Hispanic students than white students, even after controlling for other variables. Participation rates in intramural sports were even lower, declined in higher grades, and were lower among low-SES and Hispanic students (after controlling for other variables).

CONCLUSIONS: Physical education is noticeably lacking in American high schools for all groups. Racial/ethnic minorities and low-SES youth, who are at higher than average risk of being overweight in adolescence, are getting less exercise due to their lower participation in school sports. Disparities in resources available to minorities and lower-SES youth helps to explain the differences in participation rates.

Yusof and Parilah (2007) conducted the study of sports participation housed within the parents' disciplines of economics and demands.
Research from Sport Market Forecasts publication consistently demonstrates that the overall value of the sport market is driven by the level of participation in sport. People taking part in sport increase a demand for clothing, equipment, facility fees, travel and other related expenditure. In 2004 the sport market was valued at £18.7 billion or 2% of the UK's Gross Domestic Product. The Sport Industry Research Centre has been at the heart of the debate surrounding the benefits of sport and physical activity, helping national agencies who have been tasked with increasing participation rates, managing surveys and research into sport participation at both regional and national levels and evaluating the impact of initiatives to increase participation. Senior staff from SIRC acted as consultant advisers to the Department for Culture Media and Sport for the two large scale surveys started in 2005, namely 'Taking Part' and 'Active People'.

Participation in sports has been linked to success in mathematics and science, subjects traditionally dominated by men. One explanation is that sports may help girls resist traditional gender scripts that limit persistence and competition in these areas.

To explore this, we contrast the effects of sports for boys and girls on academic domains that are stereotyped as masculine (physics) and feminine (foreign language). Furthermore, we differentiate sports by those characterized as masculine versus feminine to identify activities that may reinforce versus challenge traditional gender norms. Sports overall have positive effects: compared to non-participants of the same sex, girls are more likely to take physics and foreign language, while boys are more likely
to take foreign language. The sport categories reveal divergent patterns for boys and girls, with masculine sports associated with physics for girls and foreign language for boys, while feminine sports are associated only with foreign language for girls. These findings confirm prior research that sports improve academics, but suggest that sports do not have uniform effects. While some sports may potentially counteract traditional femininity and help girls persist in masculine domains, other sports may not provide the same benefits.

**Joseph (2007)** from Kannur University is of the opinion that competitive sports play a major role in the higher education scenario as an integration mechanism for individual students, the educational institutions as an organization and the society at large. It is a well known fact that inter-collegiate sports offer opportunity for the youth to congregate and fight for a common goal. At the individual level, participation in sports activities will have positive effect in developing an integrated personality, besides social and psychological values. University sports have now achieved greater importance and momentum in India. More than two hundred thousand students participate in Inter-University level competitive sports (AIU report 2007) and many more thousand participate at inter-collegiate level competitions every year in various sports disciplines. In spite of the increased opportunities and benefits offered by various agencies the quality and quantity of inter-collegiate participation remains almost stable. Sports administrators and teachers are adopting strategies to create awareness among the youth to develop a holistic approach towards competitive sports.
and physical activities. Present study was undertaken to examine the student's participation in the University sports and physical activities, based on an academic and social view point. The study was confined to students and programs of Kannur University, Kerala (India). The participation in Inter-Collegiate sports competition is 8.61% and 2.23% in male and female sections respectively. Even though the objective of intercollegiate sports is to give opportunity to all the student community to have an access to sports and physical activities, the rate of participation is very low due to academic, social and psychological reasons. The academic performance of the sports persons is not affected by their sports participation. The main reasons may be the award of grace marks in order to compensate the class hours lost due to sports participation. To enhance the standard and quality of university sports, students have to be made aware of the health and fitness benefits and the value of sports and physical activity, rather than emphasizing on sports achievement and monetary benefits.

**Kaestner, R., (2006)** made study of the Effects of Title IX and Sports Participation on Girls' Physical Activity and Weight. In this study, the Researcher examined the association between girls' participation in high school sports and the physical activity, weight, body mass and body composition of adolescent females during the 1970s when girls' sports participation was dramatically increasing as a result of Title IX. It was found that increases in girls' participation in high school sports, a proxy for expanded athletic opportunities for adolescent females, were associated with an increase in physical activity and an improvement in weight and
body mass among girls. In contrast, adolescent boys experienced a decline in physical activity and an increase in weight and body mass during the period when girls' athletic opportunities were expanding. Taken together, these results strongly suggest that Title IX and the increase in athletic opportunities among adolescent females engendered beneficial effect on the health of adolescent girls.

Yasmeen, I.,(2006) made a study in which the Researcher analyzed the sports culture of Pakistan, by relating to social class differences in sport participation among female college students of five capital cities of Pakistan. The provinces were selected in such a way that the girl's participation in sports competitions exists at various Boards and Universities. The Investigator concluded that the sports particularly belonging to working class families in the capital cities of Pakistan and the provinces are hardworking, industrious, strong and determined as compared to middle class sports participants. The study clearly shows that sports participants of both classes need attention of parents and the educational institutions towards sports activities, and desire for adequate incentive on their achievements during competitions.

The sense of realization and responses of the girls of both middle and working class sport participants were more or less of the same views. Thus, it confirms that the female college students irrespective of social class belongingness tend to perceive greater amount of ideal characteristics in them self. Further, it was found that the sport participants are more affectionate, smart, and socially strong in tackling the affairs of
the society and possess comparatively better societal understanding, predicting, communicating and controlling individual as well as collective behavior of women in the society as compared to non-sport participants. The studies and reports of the physical educationists have verified, to great extent, that physiological problem expressed were mainly on whims and lack of adequate information about women’s health care. The women of 21st century are participating more in sports and engaging themselves in various physical activities for maintaining the effective physiological responses to bring laurels for themselves and for the nation.

Cheng S.T. (2004) states that, survey research is the very worst way to measure sports participation but it's the best one I've seen yet! Sports Participation, when compared with the many blank topics of conventional marketing research (taste tests, shopping diaries, retail point-of-sale tabulations, etc.), is perceived as more interesting and entertaining to researchers and study populations alike; but while sports participation does have a certain appeal, its sexier subject matter confers no advantages on the research process. The rules and principles of sampling and question writing are governed by the same orthodoxies that rule more prosaic branches of research, and if pressed to name the first law of questionnaire design, ordinary researchers and sports, researchers should both respond with the familiar imperative: “Ask people questions they can answer”. By the year 2050, technological progress will take us far beyond our quaint reliance on fallible human memory and perception. Unobtrusive monitoring devices gleaning data from bodily implants, or perhaps even
less obtrusive retinal scanning devices will free respondents from the primitive need to remember "how many days per year". Investigators of sports participation behavior will avoid the minefield of consumer research altogether, because hard physiological data will finally trumped soft social science.

Coralie (1967) conducted a survey research entitled “A survey of physical activity background and present participation in sports and attitude towards sports and recreational activities of resident graduate students at Michigan State University. He used interview technique and questionnaire for the collection of data. Questionnaire was administered to 84 students. Data was analyzed by converting it into frequency table. Percentage table was prepared for each item. Rank-difference method of correlation was used as preferences of activities and reasons for participation and against participation for each item in the test. Some selected variables were tested using Chi-square test. It was found that none was significant at 0.01 level of significance.

2.2 Review Related to Sports Facilities

Chaudhary (2008) made a survey of physical education and sports facilities and programme in relation to their utilization and achievements in schools of Kendriya Vidyalaya Sangathan. The purpose of the study was to survey the physical education and sports facilities and programme in relation to their utilization and achievements in schools of Kendriya Vidyalaya Sangathan. Questionnaire method was used for the purpose of collection of data.
Data was analyzed by the percentage method, weighted means and chi-square test method. It was found that

a) International level participation in football was 01 each (according to physical education teacher’s response) and according to administrators the participation was found to be nil.

b) Athletics had maximum participation in School Games Federation of India, followed by cricket. The minimum participation was in Kayaking and Chess.

c) The maximum participation in Kendriya Vidyalaya Sangathan national meet was in athletics and the minimum participation was in Kayaking because of lack of facilities available.

d) The maximum participation in Kendriya Vidyalaya Sangathan regional meet was in cricket and athletics.

e) The participation in open national meet was in athletics and volleyball.

f) Participation in open state meet was maximum in athletics and basketball.

g) Parents support was maximum for cricket followed by athletics and Kho-Kho.

h) The study shows that maximum schools do not organise intramurals in all games. Maximum organization of intramurals was in athletics and volleyball.
i) Standard playfields and courts were available for Kho-Kho, Volleyball, Table tennis, Kabaddi, Football, Basketball, Athletics and Cricket.

j) Maximum utilization of facilities was found in Volleyball followed by Football and Cricket.

k) Maximum schools have standard equipments.

l) Availability of qualified Coach was insufficient.

m) All schools have allocated budget and was found to be utilized fully.

n) Most of the schools do not organise coaching camps prior to the competition.

o) Time allotted for physical education was insufficient for their development in sports.

**Anand (1986)** recommended facilities for school or colleges and universities in his book of playing field manual. As regards school, college and universities, the following minimum facilities must exist in each school, college and university.

**(a) For Schools:** Facilities may be provided for Running Track, Kho-Kho, Kabaddi, Basketball Volleyball, Football, Hockey and Wrestling and a suitable low-cost open or covered Gymnasium.

**(b) For Colleges:** Cricket field (desirable), Hockey field, Football field, Basketball courts, Volleyball courts, Squash court, Running track, Swimming Pool (25 meters), and Gymnasium.

**(c) For Universities:** Two Cricket fields, two Hockey, two Football fields, two Basketball courts, four Volleyball courts, six Tennis courts, two Squash
courts, one Running track 400 meters, Gymnasium for multipurpose activities and Swimming pool - 50 meters.

Lakshmaiah (1984) made a study to find out the programmes and facilities of physical education in the colleges of Andhra Pradesh Agricultural University. Survey technique was used for the conduct of the study. Questionnaire tool was used for the purpose of collecting the data. Questionnaire was mailed to the heads of the physical education department of the colleges in Andhra Pradesh. It was found that the programme of intramural and annual Athletic meet was compulsory in all the colleges under study. It was also found that all the colleges were participating in intercollegiate tournaments. It was found that none of the colleges under the study were conducting physical efficiency drive test as a part of the physical education programme. Regarding facilities it was found that 80% of the colleges were having 400 meters track. Only 20% of the colleges have 200 meters track. Three colleges had sports pavilion. 60% of the colleges have indoor games facilities. None of the college has a swimming pool, No flood light arrangement for major games. About the coaching facility it was found that none of the college has a qualified coach appointed. All colleges had two grounds men each. The main source of income was student fees and government grants. Although students paid fees, they had to bear the cost of travelling allowances, Dearness allowance and other expenditure.

Gopalakrishna (1984) made a study to evaluate the programmes and facilities of physical education in the Universities of Agricultural science in
Karnataka State. Questionnaire tool was used for the purpose of collecting the data. Questionnaire was administered to physical education teachers of University of Agricultural sciences in Dharwad and Raichur districts of Karnataka State. Interview technique was also used in the study to ascertain the programme of physical education organised by physical education teachers of these Universities.

It was found that sports administration was managed by nontechnical persons. Significant number of colleges of these universities did not have a qualified Director of physical education nor do they have a qualified physical education Instructors appointed for their department of physical education and sports.

The performance of these colleges in sports events was unsatisfactory compared to the expenditure made by these colleges on sports. Regarding sports facilities it was found that significant number of colleges had inadequate sports facilities and therefore deprives the students from participating in the intercollegiate tournaments. As there were lacking facilities of physical education and sports, swimming pool, and the manpower, the programmes of physical education and sports were not organised effectively. There was no coaching camp for preparation of University teams to participate in the Interuniversity tournaments. As a result, students were deprived of Inter University Sports participation.

Neson (1986) made a survey for evaluation of physical education programme in public schools of Louisiana. The purpose of his study was to see availability of personnel, required classes, intramural sports, inter-
scholastic athletics, health education facilities, equipments and financial support. He used stratified random sample of 100 Senior Waite Public High Schools of Louisiana. He mailed the questionnaire to 100 senior Waite Public High Schools of Louisiana and collected the data. The findings of his study stated that the significant number of personnel were available for teaching physical education programme. He also observed that facilities available for intramural sports and interscholastic athletics were satisfactory. The results also indicated that the availability of financial support, equipments and required classes were significant.

Brosnon (1962) made a survey of physical education in secondary schools for boys in the United States. The purpose of his studies was to study the professional preparation of personnel and facilities available for activities within the physical education programme. The investigator followed a questionnaire method. The questionnaire was mailed to 40 secondary boarding schools concerning their physical education programme and data were collected. The result revealed that professional preparation of physical education personnel was satisfactory but facilities available for activities of physical education programme were inadequate.

Harlacher (1963) conducted a survey research with a view to determine the facilities that exist for physical education programme in junior colleges in California. A Questionnaire method was adopted in the study. Questionnaire was mailed to all the junior colleges in California and the data were collected. The researcher found that junior colleges have adequate facilities for physical education; the main items included in the
facilities were swimming pool, a main gymnasium, an auxiliary gymnasium, locker rooms and playfields.

Clifford (1960) made a survey of physical education programmes and facilities in secondary schools of the first judicial divisions of South Alaska. The purpose of the study was evaluation of the programmes and facilities for physical education based on the La Porte Score Card No.11. The researcher visited all the schools of the first judicial division of south Alaska and made observation for collecting the data. The researcher found that the programmes of physical education activities were below the recommended standards.

Bestmann (1975) conducted a survey to evaluate the boy’s physical education programmes in Anatheim, California. The purpose of the study was to determine the availability of facilities, personnel, programme activities and organization. A questionnaire was mailed to all the boy’s schools in Anatheim and the data were collected. The researcher arrived at the conclusion that physical education teachers were well prepared in their subject. Area available for physical education programme was adequate. Placements of buildings on school site appeared adequate. The outdoor facilities for programmes of physical education were inadequate. The availability of equipments in senior schools for physical education programmes was adequate. Percentage of pupils participating in physical education programmes was adequate. Sufficient time was allotted to the activities of physical education but the physical education examination of pupils was inadequate. The size of the class was larger and the teachers
had large load. The intramural programme for physical education activities was weak. Sufficient books and magazines in physical education were available for high school teachers.

Khare (1985) conducted a comparative study of the facilities in colleges of physical education in Maharashtra. The purpose of the study was to have a thorough survey of the existing sports facilities in the colleges of physical education in Maharashtra State. The data were collected from eight colleges of physical education from the five different divisions of Maharashtra state through questionnaire and personal visits. The data were collected with various headings including course details, nature of course, students’ strength, sports facilities and maintenance cost. The results indicated that except one none of the other colleges have the required sports facilities in accordance with the national plan of physical education act 1956.

Joshi (1987) made a study of the physical education facilities available in the junior colleges of rural and urban areas of Buldhana district. The purpose of the study was to compare the existing status of the facilities for physical education in the selected colleges situated at the rural and urban areas. The data were collected from 17 junior colleges of rural areas and 25 of urban areas of Buldhana district through the questionnaire and interview. The result indicates that comparatively more physical education facilities were available in the junior colleges of urban areas than the rural one.
Vidyarthi (1987) made a comparative study of the physical education facilities existing in the government and non government secondary schools of Gaya district in Bihar state. The data was collected from 10 government and 10 non government, secondary schools of Gaya district through questionnaire. It was found that the playfields, sports equipments, conditions of playgrounds, availability of required physical education staff and standard in sports competitions of non government secondary schools of Gaya district were significantly superior to the government schools.

Mane (1987) made a comparative study on sports facilities. The purpose of the study was to compare the existing sports facilities in the rural and urban colleges of the Marathwada University. The information was collected from the 40 colleges of Marathwada through the personal visit and a set of questionnaire having 9 major heads. On the basis of the data collected it was concluded that sufficient and better sports facilities are available in the colleges of urban areas of Marathwada in comparison with the rural areas.

Lakshminarayana (1987) made a survey of staff and facilities of physical education in affiliated colleges of Andhra University. The main purpose of this study was to find out the existing facilities for games and sports, and have a thorough survey of the staff working in the department of physical education. The data were collected through the questionnaire, interview and visits from the randomly selected 50 colleges of Andhra University. It was concluded that the staff facilities in the affiliated colleges of Andhra University were adequate whereas other physical education facilities found to be inadequate.
**Dhanokar (1989)** made a comparative study of sports facilities and sports achievements of government and non government secondary schools of Buldhana district for the years 1983 to 1987 five government and five non government secondary schools from Buldhana district were randomly selected and the data were collected through the questionnaire regarding the sports facilities and sports achievements. It was concluded that though the non government schools possessed more sports facilities, the government schools had more sports achievements.

**Gulhane (1989)** made the study of the sports facilities and sports achievements of the secondary schools of Karanja Tahasil. The purpose of the study was to collect the data regarding the sports facilities and sports achievements of secondary schools of Karanja Tahasil. The data was collected from Physical Education teachers of 20 secondary schools through the questionnaire and interviews. The results indicated that sports achievements were very much affected by the sports facilities that were available in the school.

**Hire (1989)** made a study of the Physical education facilities offered to 9th grade students of Amaravati. The objective of the study was to find out the types and nature of facilities required according to syllabus for 9th grade students of secondary schools of Amravati city. The data was collected from 24 schools of Amravati city through the questionnaire. It was concluded that the 9th grade students did not receive the facilities for completion of physical Education course as per the syllabus of the subject.
Ibetomi (1989) made a study of Physical Education programme and facilities in Higher Secondary schools of Manipur. The objective of the study was to obtain information regarding the existing Physical Education programmes facilities and personnel in the Higher Secondary schools of Manipur. The data was collected from 25 Higher Secondary schools through the questionnaire. The results indicated that the Higher Secondary schools in Manipur have significant facilities for Physical Education and Sports.

Rumale (1989) made a comparative study of sports facilities existing in junior colleges of rural and urban areas of Akola district. The purpose of the study was to compare the sports facilities existing in the junior colleges of rural and urban areas. The data was collected from 13 junior colleges each from rural and urban area of Akola district through the questionnaire and interview. It was concluded that the existing Physical Education in junior colleges of rural and urban areas were insignificant, yet comparatively facilities of physical education in junior colleges of urban areas were rather slightly better than the junior colleges of rural area.

Walia (1971) made a survey study of facilities of physical activities and sports for the students of higher secondary schools of Delhi. Results of the study indicated that significant number of schools do not have sports equipments and playground facilities. It was also found that the inadequate funds were provided for sports. Funds for sports provided by government are diverted to some other activities instead of sports by the school authorities.
Kori (1993) studied physical education programme and facilities provided for sports in the affiliated and constituent colleges of Karnataka University, Dharwad. Survey method was used for the study. Questionnaire tool was used for collecting the data. Questionnaire was mailed to all the constituent college principals and the Directors of physical education and sports of Karnataka University. It was found that there were 125 colleges, of which 65 were Government aided, 51 were totally Private colleges and 5 colleges were fully Government colleges. From 125 colleges, 118 colleges provide co-education. 7 colleges were only for women. 83.2% of the colleges had the Director of physical education and sports. All the 125 colleges had exclusive facilities for major games only. Football-54 fields, Cricket- 96 grounds, Hockey- 42 fields. Only 6 colleges had standard track. Extensive small area games were also available. Sports fees were the main source of income for department of physical education and sports. From 125 colleges in the district only two colleges had Gymnasium. There was only one college with the facility of swimming pool.

Biradar (1984) conducted a research study for finding out the existing facilities in the colleges of Bijapur District of Karnataka state. The researcher used survey method for his study. Questionnaire tool was used for collection of data. The researcher personally visited the colleges under the area of his study and administered the questionnaire to principals of the colleges. Data was collected from 17 colleges of Bijapur district of Karnataka State. It was found that except two colleges of the district, other
15 colleges had the Director of physical education and sports. Each college had its own procedure for conduct of intramural sports activities. The maintenance of existing facilities for physical education and sports were unsatisfactory. None of the college in Bijapur district had library facility for physical education and sports. Only one college of the District had a Gymnasium. None of the college had a swimming pool. 99.96% of the colleges had playfields for outdoor games. The financial support for creation of library facility for the college was significant.

Christopher (1993) made a study of sports facilities and Programme in the Women’s Degree Colleges of Mysore University. The researcher used survey method for his study. Questionnaire tool was used for data collection. The investigator selected 11 colleges affiliated to the Mysore University. Questionnaire was administered to the Directors of physical education and sports of these selected colleges. The Interview technique was also used for collection of data from the Principals of these selected colleges for the study. It was found that only 4 colleges were having the coaching facility for Basketball, Volleyball, Kho-kho and Hockey. All the colleges had 1 to 3 acres of open land or area where facilities for sports events could be made available. Only 30% of the colleges had Basketball Court. Each college had Ball badminton facility. Only one college amongst the 11 colleges had Hockey field. 80% of the colleges had Kho-kho Courts. 30% of the colleges had Softball and only three colleges had a Tennis court. Amongst 11 colleges each college had Tennikoit, Volleyball and Throwball courts. Only three colleges had Handball courts. 7 colleges had
200 meters Track. Amongst 11 colleges none of the college had Gymnasium, Indoor hall, and Swimming Pool facility. The only financial source for sports activities was student's sports fees. Each of the college had Intramural programme and were participating in the Inter-collegiate sports events.

Palani (1992) made a study to find out existing facilities for physical education and sports in the Higher Secondary Schools of Pondicherry region. A survey method was used for the purpose of study. Data was collected using Questionnaire tool and observation Technique. The investigator personally visited 15 schools and administered the Questionnaire to the physical education teachers. From 18 schools, only 15 schools responded. The researcher found that 80% of the schools were managed by Government and only 20% of the schools were managed by private bodies. All the schools had their own playfields. Three schools were having less than two acres. 10 schools were having 5 acres and two schools had five to ten acres of land for providing facilities for sports. 7 schools had physical education office room. There were two rooms for physical education office in each of the eight schools. All schools had a qualified physical education teacher. Library facility for physical education was existing in only twelve schools. 200 meters track was present in only five schools. There was no Gymnasium hall, swimming pool and 400 meter Athletics track available in any of the schools. The researcher concluded that the facilities existing for physical education and sports programme are insignificant.
Eshwarappa (1985) made research study on sports facilities in Junior colleges of Hassan District of Karnataka state. The researcher used Survey method, using Questionnaire and observation technique as the tool for collecting the data. The Questionnaire was administered to the Principals and Physical Education teachers of Junior colleges. A sample of 40 Junior colleges was randomly selected for the purpose of study. The researcher found that 34 colleges of the sample study were having qualified physical education teachers. 13 Junior colleges were only for women. Only one college had a lady physical education teacher. Each Junior college had its own procedure for conduct of Intramurals. The existing sports facilities were not properly maintained. Gymnasium and Swimming Pools were not in existence in any of the colleges. 8 colleges had 400 meters athletics track. The sports fees collected from the students are the only source of income for running the regular physical education and sports activities.

Narayana (1985) conducted a survey study to find out existing facilities offered at sports stadiums of Bangalore city. The objective of the study was to investigate areas like administration, maintenance, seating capacity, employee status, facility for spectators, players and officials. The study concluded that three stadiums were maintained by the state associations and government. One stadium was maintained by Corporation Authority. The Kanteerva stadium was mainly for athletics and cycling facility. Jayanagar stadium had multipurpose use. The staff position for football, tennis and for Corporation stadium was unsatisfactory.
The stadiums were well planed except Corporation stadium. The seating capacity for spectators of Cricket stadium was 50000. The stadiums had facility of score board, rooms for officials, reading room, Television, Toilet and bathroom facility except in Corporation stadium. The toilet facilities were unsatisfactory except Chinnaswammy stadium. The financial source of all the stadiums was membership fees, rent, gate collection, advertisements, public donations and government grants. 400meters athletics track, Gymnasium and swimming pool facility did not exist in any of the college.

Gupta (1990) presented the report of the Committee for improvement in teachers training programme in physical education. In which he stated that, University Grant Commission has suggested following facilities for universities, colleges and schools like playground facilities for Cricket, Hockey, Football, Volleyball, Basketball, Kabaddi, Kho-kho, Badminton, Table Tennis, Gymnastics, Athletics and Wrestling. A Gymnasion is a must for every university. The standards of playing areas should be same as suggested by rules and regulations of the respective game. However, in addition university department of physical education must have accommodation for clinics, coaching camp, competitions and the like. It should be available for about 60 to 80 students at a time by providing, separate hostel for the purpose. A swimming pool will be an advantage.

2.3 Reviews Related to Research Methods

Wadhera (1986) made a study on scenario of sainik Schools. The main purpose of his study was the development of comdradeship, leadership,
character building, and community service. He made his study on 18 schools which were Defence Ministry sponsored boys residential institutions, designed specially to work out the imbalance of office ratio in the armed forces. These schools were public schools with a military bias, and the data was the boys coming from economically depressed and socially backward families. These Schools were affiliated to the Central Board of Secondary Education, New Delhi, for the purpose of syllabi, and examination. The attribute individual difference was sought to be cultivated through the judicious functions of House system and thoughtful daily routine of work and play rest and recreation, competitions and contests. Leadership implies self confidence and ability to inspire, trust and obedience by socially approved personal example, mastery of the subject matter and continuing concerned for the welfare of colleagues and subordinates entrusted to ones care. Character formation crystallizes through the varied challenge of self development and is acquired on playground through supervised games, annual athletic meet, annual day celebrations which presents a collective projection of the student's physical power and social maturity. The findings of this study were that, the sainik school education was a unique in its orientation and outcomes. Its academic routine and social activities symbolize functional training device for shaping up students integrated personality. It promotes effective patriotism, democratic norms and professional capability. The study recommended that training must be aimed at the total development of boys’ personality.
Saurez (1975) made a study to evaluate the physical education programme in selected higher secondary schools in Puerto Rico. Survey technique was used to obtain the data, which was supplemented by the observation of programmes and personal interview with physical education staff. Data was collected from twelve schools, two from each region in the school system, which were selected randomly. The researcher arrived at the conclusions that most of the school’s physical education programme was poorly financed. There were lack of facilities, equipments and other educational materials impeded on affective teaching learning process.

Avachat (1989) made comparative study with a view to assess the sports facilities existing in the colleges of Amravati and Wardha districts. The data were collected through personal observation and questionnaire from 10 colleges of each district and the existing facilities were compared. The results indicates that the total game fee collected in Wardha district was more than the Amravati district colleges, but the number of physical education teachers and existing physical education facilities were inadequate and less than the colleges of Amravati district.

Junagare (1989) made a comparative study of the facilities and the income and expenditure of the government and non-government schools of Jabalpur city. The purpose of the study was to compare the existing sports facilities and to explore the income and expenditure of the schools. The data was collected from 15 government and 15 no-government schools of Jabalpur city through the questionnaire, visitation and interview. It was found that the sources of income were more in non-government schools
and the available sports facilities and expenses in physical education were more in non-government schools as compared to government schools of Jabalpur.

**Tayade (1990)** surveyed the physical education facilities available in the colleges of Akola district. The data were collected from 12 colleges of the district. The information was gathered regarding the required sports facilities according to syllabus through the questionnaire and interview. It was concluded that the physical education facilities were totally inadequate in the junior colleges of Akola district.

**Cameron (1960)** made a study on physical education and sports facilities and administrative organisation of sports in the city high schools of the province of Saskatchewan, Canada. The researcher used survey method based of Laporte Score Card number II. The researcher found that the facilities and administrative organisation of Saskatchewan schools were insignificant compared to the standards fixed by Laporte for adequate physical education and sports programme.

**Borell (1964)** made a study of physical education curriculum, facilities and administrative organisation in the public schools of Tacoma, Washington. The study concluded that schools were strong in activity, programmes, locker and shower facilities, equipments, organisation and administration of class room physical education programmes. 15 schools were below average in outdoor facilities and had no swimming pools. All these schools were substandard in the modified or adopted programmes.
Keshavamurthy and Prakash (2006) made a study of the family influence on sports performance among university sports persons- a comparative study of men and women in which fifty men and fifty women that represented Mangalore University were randomly selected as subjects for this study. A questionnaire comprising of 25 questions, out of which 13 questions were on their socio-demographic facts and 14 to 25 questions related to family’s sport background and sport achievement were framed on the basis of 5 point scale. The questionnaire was administered to the sports persons by the investigator personally.

It was found from the analyses carried out on the basis of responses given by the University sports persons, that

(1) The brothers and sisters of University sports persons have good sports background. Their parents do not have sufficient sport and financial background; still they try their level best to help their children to achieve their best performance in sport.

(2) In addition to that, most of the University sports person’s parent’s educational background and occupation is below the average standard of living and also, they belong to rural areas. Still, the sports persons have achieved their target of minimum level of sport representation.

Thus we can justify the encouragement and level of contribution given by the family to their children’s sport achievement.

(3) Popularity of sport and its increased participation can be achieved only if the family members provide all sorts of encouragement, financial
assistance, and moral support and personally involve in sport and regularly participate in physical activity to maintain their health.

Elvin (2007) in his Research Article on ‘The Changing Face of University Sport” at the International Conference for Sports Administrators at Kanyakumari, India, focuses on some innovations in the development and engagement in sport at a modern UK University. The University of North Umbria at Newcastle, in the North East of England, has academic programs in sport for approximately 500 students (located in Division of Sport Sciences) and a sports service department (Sport North Umbria) which plans, manages and resources University wide sport services through a network of facilities, sports clubs, student participation, competitions, high performance sports, a volunteer and coach education and training service and a portfolio of community initiatives. North Umbria University has (not surprisingly) identified the quality of the student experience as its first corporate aim. Sport North Umbria’s contribution to student life is to concentrate on the delivery of a quality sport services program endorsing the student experience, and other corporate aims. The University is far from typical in how to do this, and for that they make no apology. To embrace as many of the corporate aims as we can, the department has set specific targets, which aspire to deliver a range of international, national, regional and University objectives. North Umbria’s vision is to be one of the world’s leading learning and teaching universities, renowned for the excellence of the student experience, innovative research based practice and high quality research and enterprise, together
transforming the communities it serves. The University's mission is to serve learning communities by delivering internationally recognized and professionally relevant learning research and enterprise.

**Doss and Shenbagavalli (2007)** of Alagappa University, Karaikudi made the study "Analysis of Achievement Motivation and Self Concept among All India Inter University Women Football Players". To investigate this study 90 women players from various Universities that participated in the All India Inter University Football Tournament held at Alagappa University, Karaikudi were taken up as subjects. The subjects were administered with two types of questionnaires, which are sports achievement questionnaire by Dr. M. L. Kamlesh to find out the Achievement Motivation, and Pier's Harris Self-Concept questionnaire to find out Self-Concept. The subjects were randomly divided as high achievers those teams entered into the semi finals and the low achievers those team lost in the first round. The two questionnaires were carefully analyzed with a separate scoring scale and the collected data were calculated with analysis of variance (ANOVA). The results showed that there was a significant difference in the achievement motivation among high and low achievers and there was no significant difference in the self concept among high and low achievers.

**Anoop (2007)** in a study on Analysis of Personality Traits of University Level Players in Selected Sport Discipline conducted from Kannur University states that personality is the relatively stable and distinctive patterns of behavior that characterize an individual and his or her reactions to the environment. In recent years the study of personality of sports men
and women got great relevance, as it affects the success and molding of behaviour. Trait theories assume that a personality can be described by its position on a number of continuous dimensions or scales, each of which represents a trait. A trait refers to any characteristics in which one individual differs from another in a relatively permanent or consistent way. Research into the relationship between personality and sport is principally educated towards answering two categories of questions (1) the influence of sport on personality, (2) to predict individual differences in sport participation and achievement.

The study has been conducted to find out the relationship between the personality traits of selected sports groups namely Football, Volleyball, Kho-Kho and Handball. The study was delimited to northern part of Kerala. Nagalingappa (2007) in the study on Sports Activities in Karnataka State Universities *Glimpses of a Cost Benefit Analysis* states that at present there are 18 University level institutions in Karnataka state, of which eight are traditional Universities. These Universities are basically of two types, unitary and affiliating. Most of the Universities are of affiliating type with large ones like Bangalore having more than four hundred colleges. This work focuses on the Cost benefit analysis of Bangalore and Mangalore Universities and assesses the performance. Its purpose is to help managers, maintain a precise focus on the most efficient use of funds and also to help program managers to minimize costs for a desired level of effectiveness and to maximize effectiveness for given level of costs. The primary objective is to decipher the trend and linear growth in case of
benefit cost of the Karnataka Universities. In this study a simplistic method is followed to evaluate the nature of cost and benefits as applicable to institutions. A regular and systematic training is required to improve the level of performance, so the long duration investment is evaluated using the benefit cost ratio technique. Data has been collected from the directorate of physical education in all the Universities of Karnataka state. As a result, Bangalore University performance should be double than that of Mangalore University because of the doubling of budget and infrastructure over the years. But Bangalore University performance is 196 to Mangalore University’s 100, showing only a slight improvement in performance over Mangalore University.

2.4 Reviews Related to Survey Research

**Guess (1963)** made a survey to study the status of boys physical education programme in the independent secondary schools of California. The purpose of his study was to determine the extent to which boy’s physical education programme was implemented. He used the questionnaire method. He mailed the questionnaire to 49 independent secondary schools in California and collected the data. The main findings of his study were that, majority of the independent schools failed to meet the State standards. Common weaknesses were inadequacy of trained personnel and lack of facilities with the schools.

**Safrit and Patterson(1986)** made a survey of “Research Quarterly for Exercise and Sport”. The purpose of the study was to survey the section editors, reviewers, authors and subscribers of the journal to determine their
perceptions towards its quality. An inventory was developed for each of the four groups. The content validity of the instrument was established in three stages, the last stage occurring during a pilot study. The return rate for the four groups ranged from 61% to 81%. It was found that in many respects this journal was rated positively. However, several problem areas were identified. One was the difficult and inadequately representing all areas of specialization in physical education.

**Brainnard (1975)** conducted a survey research for the problems confronting men student teacher in the field of physical education. The purpose of this study was to look into the common problems in the schools regarding organization, administration and human relationship. A questionnaire was adopted to carry out the survey. The researcher made the study on sixty two men teachers including supervisors of students coaching and beginning teachers, covering twenty two states in U.S.A. The investigator arrived at the conclusion that majority of the teachers were facing difficulties with respect to organization, administration and human relationship in the field of physical education.

**Belchu (1992)** conducted a survey research on employees health promotion programmes in public research and doctorate granting institution (PRD-GI) in the United States. The objective of the study was to describe the nature and scope of employee’s health promotion. Total 134 institutions were sent inventories and data were compiled from the 78% of the returned questionnaires obtained by phoning to identify the person knowing the most about any employee heath activities and / or programmes to which the
questionnaire was mailed. Questionnaires reliability was attained by using the office of diseases prevention and health promotion’s National Survey of Worksite Health Promotion Activities (NSWHPA). The data were compiled into percentages, critically reviewed, graphed and charted. Comparisons were shown with NSWHPA companies total and with NSWHPA companies having 750+ employees. PRD-GI have employee population ranging from 500 to 15000. Results indicate that PRD-GI have higher prevalence of employee health promotion programmes and different programme category rank – orderings than NSWHPA. PRD-GI activities include more health promotion classes and individual counseling less than NSWHPA companies in smoking, seat-belt-use policies. Significant numbers of PRD-GI administer programme through academic or personnel department’s staff by full time health educator, fitness specialist and part time students. While NSWHPA programmes are more often medical related and staff of department.

**Duncan Sportscare and Wright (1992)** made a national survey of athletic trainer role and responsibilities in the allied clinical sitting. The purpose of the study was to assess the current level of competency, job rule and responsibilities of certified athletic trainers employed in the allied clinical setting. Data were collected via a survey instrument mailed to all NATA allied clinical setting directors. Survey was returned by 127 respondents representing 70.5% of the sample. The topics examined in the data included specific role and responsibilities of certified athletic trainers who were employed in an allied clinical setting. The results indicated that job
responsibilities of A.T.C. The breakdown of time span in daily activities consisted of the treatment of athletic injuries in the clinic (25%), on site coverage of athletic events (35%) and other responsibilities including patient care, public relations, education and programme development (40%). Over 92% of the medical coverage provided to schools and community athletics was arranged on part time basis. Financial sponsorship of this coverage is provided primarily through a contract with the school (58%), a free service from a clinic(34%) or other means(8%). About 70% of the clinics that indicated some type of governmental licensure in their state sited no specific regulations for athletic trainers employed in the clinical setting. Skills and services provided by the clinical A.T.C were rated as very important for evaluation prevention and rehabilitation of athletic injuries. Competency regarding recognition and evaluation received the highest relative importance score which was consistent with the findings of 1982 N.A.T.A role delineation study. Educational preparation to N.A.T.A approved curriculum had the highest importance in professional preparation for a career in athletic training. The results from this study supported previous findings of 1982 role delineation study but additional research needs to be completed addressing the level of competency, job roles and responsibilities of the clinical athletic trainer.

**Butt and Pahnos (1994)** organized a survey of multicultural education courses in schools of higher education that offers degree programmes in physical education at Hofstra University. The purpose of this study was to determine what training, if any, undergraduate or graduate physical
education students receive in multicultural education. A survey consisting of four questions addressing physical education departmental requirements of multicultural courses in general education, elective multicultural course offerings and levels of these courses offerings was mailed to all 295 institutions of higher education listed in the college Blue Book (1989). Preliminary results indicate that, of 176 responding colleges (60% responses), 53% offer a course in multicultural education. Only 37% of all respondents require students to take multicultural courses. Fourteen percent of those had discipline specific courses of those not requiring multicultural education courses, 26% offered students elective courses. Six percent of the multicultural offerings were graduate, the remainder undergraduate. The results indicate that even though multicultural education is available at more than 50% of the surveyed institutions, very few saw the need to acquire it. Unfortunately, only slightly more than half of the respondents were compelled to offer any type of multicultural education course. This study recommended that multicultural education must be fully enforced.

Coker (1972) conducted a survey of physical education programme for boys in selected senior high schools in Louisiana during 1967-70 academic year. The purpose was to study the professional preparation and background of teachers, teachers load, programme content and method of instruction. A questionnaire method was followed. Questionnaire was mailed to all senior high schools in Louisiana and the data were collected accordingly. The researcher arrived at the following conclusions
Most of the teachers were found to be well prepared to teach physical education. All had received bachelor’s degrees or were attending graduate school. Teachers had taught a mean of 7.2 years in physical education. 85% of the teachers belonged to one or more education association but less than 20% were members of professional physical education organization. About 50% of the teachers taught only physical education or mean of 19 classes per week. Other teachers taught a combination of subjects for a mean of 26 classes per week including 12 classes of physical education. Physical education classes averaged 31 students in 59% of the 46 schools and were assigned physical education classes with regard to grade level. About 40% of class time was spent in participation in game activities. About 50% of the gymnasiums were of adequate size.

**Bhagat (1987)** surveyed the sports literature available in the colleges of Amaravati University. Total 12 colleges affiliated to the university were selected randomly from the Amaravati city and data were collected through questionnaire and personal interview. It was concluded that the colleges have the sufficient books in their library, but the books related to physical education and sports were less in number and the authorities were pessimistic in purchasing and maintaining the books and other reading literature regarding physical education and sports.

**Shaikh (1990)** made a survey of facilities of the games and sports in the secondary schools of Nizamabad district in Andhra Pradesh. The purpose of the study was to have a thorough survey of existing sports facilities and to find out the efforts to improve the sports facilities in the secondary
schools of Nizamabad district. Total 22 secondary schools were selected randomly from Nizamabad district and the data were collected through questionnaire having 5 major heads. On the basis of analysis it was found that out of 22 schools only 1 secondary school of Nizamabad had the adequate sports facilities where as in the remaining 21 schools the facilities for sports were inadequate.

Kang (1968) made a survey of existing Intra-mural sports programmes in the colleges of physical education in India. His findings shows that the main objective of organising Intra-murals was to provide experience to the subjects under training that will become physical education teachers in future. Trainee teachers needed experience of organising sports events. The Intramural competitions helped them to gain organisation experience. A modal programme for organisation of sports events was prepared under the guidance of staff member of the college. This programme encouraged Trainee teachers to participate in sports activities. It also provided the administrative experience to the Trainee teachers as they were given the responsibility of officiating the games. Activities like Football, Kabaddi, Kho-kho, Athletics and Volleyball were chosen for the competition.

Kang also found that the Institutions did not make any budgetary provision for the Intramural competitions. However, institution provided financial support in most of the cases. The major heads of expenditure were refreshments, Certificates, Trophies or Prizes, stationary and other miscellaneous items. A nominal fee was charged in some cases for meeting the organisational expenses.
Martin (1984) made a survey research to study the facilities for physical education existing in the Junior and First Grade colleges of Coorg District of Karnataka state in India. The researcher used Questionnaire tool for the purpose of collecting the data. A sample of 12 Junior colleges and Five First Grade colleges were randomly selected for the study.

The investigator found that six colleges were fully managed by the Government. Three colleges were managed by private bodies. Regarding facilities available for sports activities it was found that Three Junior colleges and two first grade colleges had above 5 acres of area for providing sports playfields. 18 Junior colleges and two first grade college had below 5 acres of area and one first Grade College and Junior college each, had no space for providing playfield facilities. The facilities in first grade colleges were Basketball 40%, Football 60%, Hockey 60%, Cricket 40%, Ball Badminton 80%, Kho-kho 20%, Kabaddi 60%, Volleyball 60%, Throwball 80%, Table tennis 20%.

The facilities in Junior colleges were Basketball 57%, Football 83%, Hockey 83%, Cricket 66.66%, Ball Badminton 91%, Softball 83%, Kho-Kh0 91.66%, Kabaddi 91.66%, Volleyball 91.66%, Throw ball 91.66%, Table tennis 50%. The only source of income for regular activities of sports and physical education programmes was sports fees collected from the students.

Harlacher (1938) made a survey study of physical education facilities in the colleges of California. The investigator found that only one college had
adequate facilities for physical education. The survey items include facilities like Swimming pool, Gymnasium, Locker room, and Playfields.

Mukherjee (1982) made a study for finding facilities existing at physical education training colleges of west Bengal State. The investigator used survey method. Questionnaire tool was used for data collection. Six physical education training colleges were selected for the purpose of study. The study concluded that one college was managed by the university. Two colleges were managed by the Government; two colleges were managed by private bodies with government aid. Kalyani University College had 4 readers. PGBT College had three assistant professors. Other colleges were having inadequate teaching staff. Heads of the departments of training colleges were not having the required professional qualification except that of Kalyani University’s college. The colleges were having multipurpose playing area. Three colleges had Gymnasium. Swimming pool and good library facilities were not found in any of the training colleges.
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