Chapter - II

REVIEW OF RELATED LITERATURE

This chapter includes a resume of research studies and other literature relevant to the present study.

Mizuguchi\(^1\) surveyed the boys physical education programme in the junior and senior high schools in Honolulu, Hawaii. The area was surveyed, and the survey method of research was used. The Matison Score Card for the evaluation of the boys physical education programme for junior high school and senior high school were utilised to obtain the following data: instructional staff, facilities, programme Organization, programme activities, and professional assistance. The survey was an attempt to critically evaluate the current status of physical education programmes for boys and to monitor the findings and inform all concerned regarding the evaluation. He came to the conclusion that programme as a whole was not adequate and was below the normal standards. In comparison to junior school senior schools had some extend of better programme.

Duke\(^2\) administered a questionnaire to the coaches of the seventy one selected schools of the Louisiana high school of Atlantic Association to survey

\(^1\) Norman K. Mizuguchi, "Survey of Boys Physical Education Programme in the Junior and Senior High Schools in Honolulu, Hawaii" Dissertation Abstracts International 32 (January, 1972), p.3479-A

the need and problem of inter-scholastic athletic programme.

The results indicates that a majority of coaches were well prepared in
teacher education. They believed that coaches should not be held liable for
athletic injuries. Coaches were underpaid for their duties and responsibilities and
indicated a need for financial support of inter scholastic athletic programme.
Players discipline was considered as a problem, principals and coaches favoured
the separation of physical education from coaching.

Loughrey\textsuperscript{3} made a status study using a questionnaire and a interview with
one hundred and eighty six physical education teachers in sixty secondary
schools in Indiana. The study revealed weaknesses such as inadequate facilities,
large groups, inadequate instructional setting, lack of motivation, lack of adapted
programmes in physical education, lack of opportunity for professional growth
and have work load.

Patrick\textsuperscript{4} studied on boys of physical education programme in high schools
provides the following conclusions :

(1) Instruction Staff - Physical education teachers were well prepared in their
subject matters

(2) Facilities - (a) Adequate area (b) Placement of buildings on school site
appeared adequate (c) Inadequate indoor and outdoor facilities. (d)

\textsuperscript{3} Monnas James Loughrey, "A Status Study of Programme in Physical Education in Selected
Public Secondary Schools in Indiana" Dissertation Abstracts International 35 (1975), p.9229-A
\textsuperscript{4} Lawrence Bestmann Patrick, "An Evaluation of the Boys Physical Education Programmes in
Anaheim Union High School District "Anaheim, California" Dissertation Abstracts International 35
(April, 1975), p.6495-A.
Equipment adequate in the senior school than in Junior school (e) A few schools had gymnasium.

(3) Programme Organization - (a) Percentage of pupils adequate (b) Sufficient time allotment (c) Physical examinations of pupils were inadequate (d) The size of the class was larger (e) Larger load for teachers.

(4) Programme Activities - Intramural programme was weak.

(5) Professional Assistance - (a) Sufficient books and magazines for high school teacher than Junior high school, (b) Comprehensive professional library available for teachers at district head quarters.

Stratton\(^5\) investigated the adapted physical education programme in the AAA private and public secondary schools in the state of Tennessee in terms of (i) Professional preparation of the physical education teachers (ii) Available facilities (iii) Activities included in their present programme.

A questionnaire was mailed for the investigation and the data were collected. Based on the data obtained the following conclusions appear to be warranted:

(l) The age of the teachers was between the 21 to 55 with teaching experience ranging, from 0 to 30 years. The majority had master degree with undergraduate and graduate degree in physical education.

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(II) The facilities were inadequate for the adapted physical education programme.

(III) The service workshops and clinics were not meeting the needs of the majority of the subjects.

(IV) The majority of the subjects had completed a wide variety of professional preparation courses.

Several recommendations were made:

(I) A person of the state level should serve as Director or Coordinator.

(II) Local school system should up grade the facilities.

(III) Additional personnel should be provided to adjust the teacher.

(IV) The school administration should meet the need and interest of the exceptional students.

(V) The physical education teachers should avail themselves for different courses.

Coker⁶ made a survey of physical education programme for boys in selected senior high schools in Louisiana during 1969-70 academic year. In terms of professional preparation and background of instructions the following conclusion were made.

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Most of the teachers were found to be well prepared to teach physical education. All had received bachelor's degree or were attending graduate schools. Teachers had taught a mean of 7-2 years in physical education, 35 present of teachers belonged to one or more education association but less than 20 percent were member of a professional physical education Organisation.

Approximately half of the teachers taught only physical education with a 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. An average of 37 students with 59 percent of the 46 schools were assigned physical education classes with out any regard to grade level. Approximately 40 percent of the class time was spent in participation in games. Fifty percent of gymnasiums were of adequate facilities, and classes were exceptionally well controlled.

Bhuller⁷ has shown revealing facts in her study. She has shown that all the institutions in Chandigarh have no planned programme of physical education. The investigator found that all the schools have about six acres of land for using as playgrounds, but some of them were being presented a horrible picture and served as cattle ranches. The equipments were not adequate, time allotted for physical education period is discriminating, specially no attention is paid to games and sports. They were not having any

organized pattern for the conduct of intramural and extramural competitions. Physical and medical examination was done without any follow up system.

Garbett\(^8\) evaluated the effect of the community school concept upon trends in planning and utilizing indoor physical education facilities in the United States, which have been completed since January, 1970. A questionnaire for survey was prepared and mailed to selected traditional and community school throughout United States. The findings of his study provided information pertaining to the following and certain conclusions were made and recommendations suggested in each of the below areas.

1. The planning based for the school facilities.
2. The human involvement in planning process.
3. The design characteristic of the indoor physical education facilities.
4. The utilization of the indoor physical education facilities
5. Data for developing guidelines for planning indoor physical education facilities, so that the facilities will have the potential of maximum utilization based on these findings.

Sterpitt\(^9\) made a study to determine the status of health and physical education programme for men in junior college in the State of North Carolina, in teams of instructional staff, facilities, programme Organization

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and activities, professional assistance and teacher education programme. The writer visited 23 private and public colleges during the 1963-70 school year and administered the questionnaire. The out come of evaluation is as follows:

1 The personnel teaching health and physical education for men were highly qualified.

2 Facilities available for health and physical education were adequate with the exceptions of outdoor facilities.

3 Programme organizations and activities was classified as inferior as a result of a low percentage rating on the score card shows on majority of the institutions.

4 The professional assistance phase of the health and physical education programme was considered to be superior as a result of a "High" percentage rating on the score card.

Raymond\textsuperscript{10} made a survey of physical education programme in the classical college of the province of Quebec. The result of the study showed that physical education programme was most satisfactory in the classical colleges.

Nordly's\textsuperscript{11} study shows that 34 percent of the schools have less than two acres of outdoor space at school for all physical education activities. Of the total group of schools, 75 percent of the schools have enrollment of


350 or less. Only 18 percent of the schools have excess of five acres of such space on the school site and 48 percent have grounds and athletic fields on separate sites.

Savaye\textsuperscript{12} surveyed the physical education programme in the public elementary school in Indiana. A 56 item questionnaire was submitted to 218 randomly selected elementary physical education teachers in Indiana. Data were received from 112 (56\%) of those selected in the study. Additional data were received from personal interviews with 20 teachers and their 20 principals.

Results indicated that physical education is perceived to be a legitimate part of the total school curriculum, that specialist teachers are primarily employed to administer physical education programs and that physical education curriculum are appropriately sequenced for grades 1-3 and 4-6.

D'Souza\textsuperscript{13} Surveyed the physical education programmed for girls secondary schools of Thailand in Order to provide basis for drawing up guidelines for imaginative curriculum in physical education to realize the objectives of physical education more effectively.

\textsuperscript{12} Michael Patrik Savaye "A Physical Education Programs in the Public Elementary Schools of Indiana" Dissertation Abstracts International 49 (September 1 988), P.456 - A
J.P. Thomas\textsuperscript{14} has given some valuable recommendations for improving the lot of physical education and sports programmes in the country, which are summarized in the following terms:

(a) Teachers for physical education and sports should appointed at the ratio of 1 for every 250 pupils.

(b) The Government should give grant for physical education and sports Equipments to schools and colleges on the same basis as grants for laboratory equipments are given.

(c) Some standards for physical education achievement should be set which the student should have achieved before the degree is awarded to them as it is done in the University which does not offer the Bachelors Degree unless the candidate is able to exhibit the following physical skills: (1) 50 sit-ups, (2) 25 push ups, (3) 8 chin-ups, (4) standing broad jump of 86 inches, (5) standing vertical jump of 18 inches, (6) vaulting over a 4.5 feet fence, (7) 100 mts. swimming.

(d) In service training for physical education teachers who are proficient in games as coaches.

(e) In each district two or three sports schools and colleges may be opened, where the outstanding sportsmen of the district may be assigned for nurturing their talent.

(f) Scholarships should be given to the outstanding sportsmen in each District so that they could continue to improve their sports performance along with their academic careers.

Writing on the "Problem of Physical Education in Colleges".

Bennett\textsuperscript{15} concluded a survey, which was limited to those institutions offering the graduate courses in physical education for men in following areas:

1. Instructional staff

2. Programmes (activities)

3. Facilities

4. Professional Assistance

5. Programme (organization)

6. Administration

7. Professional Educational Programme

These seven major areas further divided into forty-seven items. The analysis survey method was employed utilizing Nelson-Comer-Griffin Score Card, following standards were achieved.

The seven major areas included in survey area five and area three-rated with highest, 92% of attainment and were rated "Good" with respective percentage of attainment were rated "Good" with respective percentage of attainment of 87, 86, 82, and 80 per cent respectively. The area having the lowest percentage of attainment was "programme activities," with 78% of attainment.

Joseph¹⁶ evaluated under graduate professional preparation in physical education in Canada to probe the adequacy of various phases of Canadian under-graduate professional preparation programme in physical education. Other purpose were to compare the judgment of local physical education faculty members with those made by the investigator on site visit to four practice provinces universities and to compare the judgment of local physical education faculty members with those made by the investigator on site visit to four practice provinces universities and to compare the judgment

of selected group of physical education faculty. Means and percentage were used and analyses were made on the basis of percent attainment of the possible score. Conclusion of the study were:

1. The programme is reasonable adequate according to the criteria of this study.

2. The area of the students, personal programme library references materials, organization and administration were yet to be developed.

3. The area of faculty philosophy, objectives and curriculum in the programme are satisfactory.

4. Physical education faculty members were judged to have quite outstanding qualifications and were recognized as an integral part of the universal community.

5. The general faculty members holding advance degrees senior ranks and administrative position and those with the greatest amount of teaching experience expressed more satisfaction with their programmes than did other faculty groups.

6. The under-graduate professional preparation programmes in the Paretic provinces university were a good quality.
Joseph and Oxendine\textsuperscript{17} studied the status of general instruction in four-year college and university to investigate the status of physical education programme of the responding institutions. 74 percent require physical education for all students. An additional 8 per cent have a requirement for students in certain schools or department. During the past four years there has been a 10-15 percent decrease in the number of institutions requiring physical education. Curricular changes have occurred within the past two years. Majority of the institutions have got physical education for a period of two years. However, a slight shift towards one-year physical education is noticed. It is also noticed that one fourth of the students elect to take the physical education, on the other hand it is also seen that this number increases after the first year. Greater flexibility in physical education programmes today allows more faculty and student option regarding independent study, competency examinations the grading system and general class routine.

Joseph\textsuperscript{18} studied the programme of physical education in Residential Schools for the handicapped (Blind) in selected states of North Eastern United States. Evaluative criteria derived form the literature were rated by a board of seven experts selected by the American Foundation for the Blind.


and seven Representative Residential Schools for the Blind were visited to gather the data regarding their physical education programmes. All Schools had adequate Indoor and Outdoor facilities and sufficient equipments, although large pupil-teacher ratio and an insufficient time allotment were characteristic. Physical Education was an accepted phase of the educational programme and a wise variety of activities were offered, orientation and mobility training has become an increasing responsibility of physical education department at these schools.

Saures\textsuperscript{19} attempted to evaluate physical education programmes in selected higher secondary schools in Puerto Rico, twelve schools, two from each region in the school system, were randomly selected. Survey technique was used to obtain the data, which was supplemented by the observation of the programmes and personal interview with physical education staff. The following conclusions were drawn:

1. Most of the schools physical education programme was very poorly financed;

2. Lack of facilities, equipment and other educational materials impeded an affective teaching learning process.

Comprehensive professional library available for teachers at district headquarters.

Bestmann\textsuperscript{20} studied on boys physical education programme in high schools provides the following conclusions:

1. Instruction staff

Physical education teachers were well prepared in their subject matter.

2. Facilities

(a) Adequate Area.

(b) Placement of buildings on school site appeared adequate.

(c) Inadequate indoor and outdoor facilities.

(d) Equipment adequate in the senior school than in junior school.

(e) A few school had gymnasium

3. Programme Organization

(a) Percentage of pupils adequate.

(b) Sufficient time allotment.

(c) Physical Examination of pupils was inadequate.

(d) The size of class was larger.

(e) Large load for teachers.

4. Programme Activities

Intramural programme was weak.

5. Professional Assistance

a. Sufficient books and magazines for high school teachers then junior high schools.

Loughrey\textsuperscript{21} made a status study using a questionnaire interviews with one hundred and eighty-six physical education teachers in sixty Secondary Schools in Indian. The study revealed weaknesses such as inadequate facilities, large groups in instructional setting, lack of motivation, lack of adapted programmes in physical education, lack of opportunity for professional growth and heavy workload.

Thomas\textsuperscript{22} Conducted an study to evaluate and compare the quality of the physical education programme and create an awareness and understanding of what is essential the organization and administration of a qualify of physical education programme for universities and to make available for providing and maintaining such programmes. Elements of the programme evaluated ware instructional staff, facilities, programme, organizing the programme of activities, administration processional


association and the professional education programmes. From an analysis of data it was observed that universities wide programme received a rating of average. Statistical evaluation was analyzed and cooperative methods of study were used. A recommendation was made that the programme be reevaluated in five years.

Muthuraj\textsuperscript{23} says that there is no use in spending crores of rupees on "Catch them Young" "Talent Finding Scheme" "Rural Sports' and appointing "problem Committees" for our debates in international tournaments etc. Instead physical education must be made compulsory from elementary school level and from higher secondary and collegiate level onward, it must be made on examination subject. Students who are found proficient in game must be made to specialize in their chosen games as it is being done in the universities of U.S.A., U.S.S.R., and East Germany, and for this special sports schools and colleges may be started at least one in each district.

Tingle\textsuperscript{24} in his survey concerning the status of physical education, the physical education programme, staff, qualifications, course content, and budget in selected schools for the deaf in U.S.A. revealed that large range in enrolment (14-520), public financial support (25 of the 30 High Secondary

\textsuperscript{23} C. Muthuraj, "Problems of Physical Education in College" Report of the Second Seminar of the Tamilnadu State Collegiate Physical Education Association (Madurai University Collegiate Physical Education Association March, 1977): 28

School) and state requirements of physical education for 26 High secondary schools. A special adapted curriculum was provided by his Secondary Schools. Only 13 provided advanced or elective physical education courses. After school free play or recreation activities were provided by higher Secondary Schools, and 85 percent of the staff members were state certified. Separate Physical Education budgets were provided by 43 percent of the schools. Programmes included a wide variety of activities. Only a small percentage of multiple handicapped students participated in physical education. The physical education programmes at Higher Secondary Schools for the deaf appeared to be similar to programmes at high Secondary Schools for normal hearing students.

Fredle and Bevan\textsuperscript{25} conducted a survey of daily physical education in Canada and the data analysis led to this conclusion that daily programmes are received enthusiastically favorable comments from the majority of children, teachers, administrators and parents involved.

Misra\textsuperscript{26} in his study revealed, sending questionnaire to 100 schools and 50 colleges of Orison state, that lack of qualified physical education personnel in proportion to institutions strength, the effectiveness of the programmers, facilities, equipments etc. play a significant role in the success of


the programmers; Mass participation was ignored by most of the institutions have a stringent attitude in respect of financial aids in the educational institutions programme.

Sarkar\textsuperscript{27} surveyed the facilities and equipments of sports and physical education in Engineering Colleges concluded that the student teacher ratios in physical Education are satisfactory. And only one college had provided special coaching personnel's for different games and sports. Out of five engineering colleges, only three colleges have sufficient playground facilities as per minimum norms laid down by National Plan of Physical Education and Recreation. The study revealed that all the Engineering Colleges do not possess sufficient number of equipment and play grounds as per their student’s strength. He collected his data for the study through a questionnaire.

Singh\textsuperscript{28} surveyed the facilities and personnel in relation to compulsory physical education in the secondary schools of Punjab and found that about 10 Percent of the schools had facilities for the physically handicapped students and all the schools had introduced physical education as compulsory physical education programme. The data was collected through carefully compiled questionnaire, supplemented by personal visits. The questionnaire was sent to 225 heads of the secondary schools of


Jalandhar District of Punjab state and 135 out of them were returned with necessary information, which worked out to 60 percent, and was considered to be a good percentage for the study. The data furnished in the questionnaire by the respondents were analyzed in terms of percentages in the category-wise on the basis of pupil strength of the schools, and the method of logical analysis were used to obtain meaningful results.

The purpose of this study was to evaluate the sports education programs of 30 universities in the Republic of Korea selected by a panel of experts. When identifying the sample, the following factors were considered (1). The selection of a representative sample from a variety of schools should be making (2). The sample should be identified by a recognized geographical area, and (3). The sample universities should be representative of all the universities with sport education programmes.

Each programme was evaluated by the modified N.P. Nelson scorecard, which assessed the universities. (1) Instructional staff, (2) Facilities (3) Programme organization, (4) programme Activities, (5) Professional Assistance and (6). Instructor Education programmes. All data were analyzed using descriptive statistics scoring each university as excellent, good average below average, or poor in each of the six programme devising. Results indicated the total

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courses for sports education programmes in all universities were poor. However, good evaluations were indicated in the specific areas of instructions staff, professional assistance, facilities, organization programme, and activity.

The Jeon's\textsuperscript{30} problem was to evaluate the sports education programme in selected boys' high schools in the Republic of Korea. A modified version of N.P. Neilson scores card for evaluating boys' high schools physical education programs used for the evaluation instrument. Only 20 schools were included in the study.

After receiving the approval of the sports education directors from the participating the boy's high school, to conduct the evaluative and status type survey, conferences were arranged with the high school sports education directors.

A questionnaire was included to collect certain scorecard information. The points recorded were compared with the points possible and percentages were computed for each scores card and for the overall score for each boy's high school. Five areas of evaluation in the study were instruction staff, facilities, programme (organization), programme (activities) and professional assistance.

The results indicated the overall instruction staff score ranged from poor

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to average. Overall programme (organization) sports ranged poor to good. Overall programme (activities) scores were all poor. The overall professional assistance score ranged from poor to average. Based on the results, general and specific recommendations were made.

Sardhara\textsuperscript{31} conducted a study on physical education colleges and universities departments of the Gujrat State with a purpose of find out the programme, facilities and personal service in the physical education college and university departments of Gujrat State. The response obtained from different principals of various physical education colleges and director of physical education of universities were converted in the percentage and range for the purpose of analysis, he recommended that:

1. The Government should make efforts for extra grants for sports to the University Departments of Physical Education from University Grant Commission and State/ Central Government.

2. The Physical Education subject should be included in the curriculum of colleges as a compulsory subject.

3. The services The help of Voluntary agencies should be properly used for the promotion of sports.