Chapter - I

Introduction
Chapter - I

INTRODUCTION

The progress of civilization is so inextricable and interwoven with the threads of education that it can be assumed that one never existed without the other. From the age of caveman, the way man has reviewed and used his body and mind had an impact on society\(^1\).

Physical education is an old and fundamental education. The first physical educator was the parent who taught his son to throw a spear, to climb a tree, to leap a brook and to do all those thing that were important for a youth to learn in the tribal life of uncivilized society. Over the century, the civilized social scene has changed tremendously, ways of living have profoundly altered, and new stresses have pressed upon the old biological patterns of man. The need to learn to throw a spear has passed but the need to throw remains; the need to climb a tree is gone, but the urge to climb appears in every child; the need to leap a broke rarely occurs, but

\(^{1}\) Deobold B. Ven Dallen and Bruce L. Bennett, A world History of physical education (Englewood Cliffs. N.J. Prentice Hall Inc. 1971) p. 3
the necessity to leap arises again and again in the urgent jumping and leaping of youth².

Physical education is an organized experience, related to general education which attempts to lead the individual and the group into situations offering opportunities for the learning of neuromuscular skills, acquisition of organic vigour, development of desirable social attitudes and the enjoyment of creative expression through big muscle activity.

The field of physical education has developed from an unappreciated, unwanted appendage of the curriculum into an indispensable phase of the general education for every one. While not so many years ago a few or no physical education facilities were provided for the education of the children and youth. Today no educational facility can be considered modern, unless it provides for a wide and varied programme of physical education. For this reason, all who are responsible for authorizing, designing or using the facilities should have an accurate knowledge of the scope and contents of present and if possible future programmes of physical education also. It is only in this manner the facilities can be

constructed that will enhance, rather than restricting the
achievement of the educational goals of the programme.

The subsequent growth of the profession of physical education
in the developed countries in the world where it is considered
indispensable in the proper development of youth is ample evidence
of the need for continued thought, study and research by those in
the profession in India also.

Physical education facilities and programmes are not frills to
the educational programme. As in the classroom, furniture,
laboratory, libraries, drawing-hall and other things are necessary,
similarly physical education facilities have a high order of priority in
the total educational step up. But the extent of facilities like
playgrounds, tracks, gymnasium, swimming pools, etc determine
the level up to which physical education percolate to the masses in
the country. Regarding the availability of facilities, responsibility
goes on to the part of the government and the management of the
institutions\(^3\).

---

\(^3\) Carl E. Willgoose. *The Curriculum in physical education* (Englewood
But the reluctance on the part of managements towards physical education is a great set back in India. The need for classroom, furniture, laboratories, libraries etc is accepted as essential but facilities for physical educations are grudgingly provided and not much emphasis is paid.

This responsibility of providing sports facilities can be successfully discharged, if we realize the need of attractive programme of physical education as well as trained, enthusiastic and dedicated teachers of physical education. The programme, facilities and personnel as well as conducive environment and similar factors make a strong chain in the fulfillment of the desired aim. Though leadership plays an important part and may be considered to be uppermost by many, it has to be accepted that facilities and other factors are also equally vital. The facts remain that any weak link in chain would result in the poor achievement of the aim.

The facilities should be designed and constructed keeping in view to serve particular kind of educational programme. Large range planning for physical education facilities is a continuous process to meet out the future facility needs of youth. Functional facilities are the result of detailed and well organized planning. The time, effort
and expenditure thus invested will be amplified to manifold in functional facilities at the lowest possible cost. Such facilities necessitate the use of extensive outdoors and indoor activity area as well as expensive equipment and service facilities.

In spite of the fact, that the top ranking educationists have realized the contribution of physical education to general education and human development, but till date out pattern has not been able to give place and status to this integral part of education.

As a matter of fact, physical education in India is still in the formative stage. Physical education, in general, does not have the same status as the other academic subjects in the educational curriculum, though it has been generally accepted as a matter of policy that physical education and sports should be in harmony with the total educational pattern and should be complementary to the ultimate aim of education.

In the opinion of the Education Commission\textsuperscript{4}, "The physical welfare of the youth of the country should be one of the main concern of the state and any departure from the normal standards

of physical well-being at this period of life may have serious consequences).

Participation by the students in physical education programmes under the guidance of well-qualified teachers contributes significantly to total health through the development of physical, mental, social and emotional well-being aspect. Physical education also provides experience in imbibing the spirit of democratic citizenship. Even the national plan of physical education states that the aim of physical education must be to make every child physically, mentally and emotionally fit, and also develop capacities to live happily with others and to make him a good citizen. Thus it is clear that organized physical education programmes are related to those changes in the individual, which enables him to reach the highest level of development in his life.

As per constitutional responsibilities of Central Government and the State Governments in compliance with the directive principles of State Policy has laid down the aims to achieve the goals of education. With respect to the context, many State Governments have attempted to make physical education as a compulsory subject in the school and college education.
Almost every observer of the sports scene in India has stressed the need for a master plan for sports. Sports organizations have been functioning in the country without paying proper attention for making the games and sports popular among the younger generation in the rural areas. Various suggestions have been made for the much needed sports rejuvenations in India. Most of the items have been incorporated in a draft for a national policy on sports prepared by the All India Sports Council and Ministry of Sports and Youth Welfare, Govt. of India.

The students develop interest in healthy habits and activities more by what they observe in the behaviour of the teachers, rather than what the teachers instruct them. The academic subjects where information may not have any direct application on day-to-day life, physical education on the other hand has concept and skills that have immediate and vital application on one's daily living. Seeing the principles and targets being observed by teachers themselves, will have a greater impact on the motivation of the students to learn those activities well.

Moreover, what type of programme in physical education is followed in an institution depends on the attitude of the faculty of
that institution. "Attitude are contagious and children are great
imitators of attitudes which are caught as they are taught. They
learn many of their attitudes from their parents, teachers and other
elder associates"\textsuperscript{5}.

Allport\textsuperscript{6} has defined attitude as, "a mental and neural state of
readiness organized through experiences exerting a direction of
dynamic influence upon the individual's response to all students with
which it is related".

Attitudes arise out of experiences and therefore the institute
seeks to develop opportunities for relevant experiences. Right
attitudes are as important in education as a steady steering wheel is
to a speeding car. They are the dynamics of human action. Unless
pupils have favorable attitudes towards what they set out to learn,
they cannot derive full benefit out of what is taught. The
development of healthy positive attitude is itself a phase of
education to facilitate learning and serve as cause for further
motivations.

\textsuperscript{5} Joseph L. Alston "The attitude of teachers towards physical education in
selected schools in Virginia," Completed Research in Health physical
education and Recreation. 9 (1967): 86.

\textsuperscript{6} Hansraj Bhatia, A Text Book of Educational Psychology (New Delhi: The
Macmillan Co. of India Ltd., 1977) P. 343.
Attitudes, however, can be changed by the influence of a particular teacher, the peer group or even a single event. Of course, not all changes are desirable. But, the key to progress may be made if it could be determined how unfavorable attitudes may be changed for the better.

However, in colleges, the student still needs physical education sports and recreation for maintaining health, getting relaxation from academic stress and for healthy social relationships. If the students coming to college have not developed positive attitude and skills in sports and physical education programme during school days they may still need a well organized programme of physical education in colleges.

In under developed as well as developing countries, the values and the need of physical education are not being appreciated properly even today. Not to speak of the general mass, even the greater portion of the educated section is not giving due importance, proper recognition and right status to physical education and its personnel’s. A certain percentage of the educated people of these countries theoretically believe that physical education is an integral

---

part of general education but in practice they do not treat it so. Besides the true educated sportsmen, there are some responsible educated people who believe in physical education, who wish for its development and try their best for its improvement. But unfortunately the number of such well wishers is so limited that the effects of their sincere efforts cannot exert any noticeable influence or change. The fruits of their endeavour can only be seen and enjoyed by the people with whom they are involved. As these enthusiastic and interested gentlemen are not exclusively in this profession and as they have no direct influence over broader jurisdiction, their contribution in their own area is praise worthy and remarkable.

One of the main problems confronting physical education in India is that of educating the educationists and public about the educational significance and contribution of physical education. Progress has been achieved, but still in many regards physical education is a fringe area of education. There has been a lack of outstanding leaders who could mobilize professional personnel in physical education. In under developed and developing countries this is all because programme of physical education sometimes fails to withstand the needs of society and nation.
Thus as far as professional institutions and centres of higher studies are concerned, it is of interest to investigate the attitude of a faculty of a college or university towards physical education whether there is any degree of correspondence between attitudes towards physical education faculty of the institution to the facilities and programme in physical education and sports in the institution.

A Science/Engineering/ Management professional or the professionals in various other fields demands good physique and stamina, as they are concerned with both mental and physical labours. A professional who suffers from any organic defect or does not have sound health, cannot bear the strain and stress of the job. Each job require greater amount of physical and mental energy for further professional growth. They are mostly involved with day-to-day manual tasks. Therefore, to perform the tasks efficiently, physical fitness will be considered as an important pre-requisite. To achieve the maximum contribution and service from these professional persons, the development and maintenance of good health are essential along with the intellectual development. This physical fitness or the efficiency of doing manual work should be obtained during the student's career along with the acquisition of knowledge. Until and unless the administrative authorities, the
teachers and other concerned personnel of the institutions realize
the importance and need of physical education for their students, it
will not be possible to have positive attitude among students
towards physical fitness, sound health to be achieved through
participation in physical education programmes.

The attitude of faculty members towards physical education
has a significant role to play in growth and its development. Healthy
favourable attitudes in any individual are an asset both for him and
society.

Thus, physical educators and coaches cannot over look the
importance of attitudes. Hence, deliberate efforts must be made to
provide experiences that aid in the development of desirable
attitudes.

Education plays a vital role in the programme of nation
building. For that reason the sub-title of the Report of Education
Commission is Education and National Development. The most
powerful instrument to meet the challenge of poverty and the
widening of gap between the rich and the poor and between the
countries is education and research. We need better and more
education deliberately linked to national goals. The role of higher
education is to promote a sense of common citizenship, national integration, to make a direct contribution to national productivity and to contribute to the rapidly expanding store of knowledge and technology in the world.

Analysing the present conditions and diverse needs of the modern society, it is clear that higher education has a special role in it. In this respect, the universities are perhaps the greatest assets of a nation and university education should not be the privilege of a few, it should be the right of many. The Indian University Commission under Dr. S. Radha Krishnan contended that universities must provide leadership not only in politics and administration but also in various professions.

Deo⁸ the former Union Minister feels that in many of the colleges, playfields even though available are not made full use of. The table tennis boards in their recreation rooms are used to keep the newspapers and magazines. The problems is mainly lack of inclination from students to do regular physical exercises, whether it is simple callisthenics inside their rooms, jogging around the college premises or taking part in organized sports and games. Their

⁸ K.P. Singh Deo, “Valedictory Address”, Physical Fitness and Sports Standards in Universities, University of Delhi pp. 62-63
laziness could be traced back to their school and Kindergarten days, where they failed to learn the importance of fitness programmes not only for sports but even for a normal healthy life. This lack of awareness on the importance of keeping fit is instrumental in their reluctance to get into fitness programmes in later life. This shows that the health education programmes and physical education programmes need to go side by side. Until the universities give due importance to Health Education in their academic curriculum, the progress of physical education programmes will remain retarded. Unless the students in a college are motivated and encouraged to take part in organized sports activities and fitness programmes on a mass scale, the justification for providing sophisticated and expensive infrastructure facilities to a handful of students who are serious about their sports and games will remain a debatable proposition. The tragedy of this situation is that the students who have the potential to excel in their sports are denied modern facilities, due to the apathy of their fellow students to take up sports and games even for recreation or for better health.

He concludes by saying that the problems, which the universities face in developing the physical fitness and sports standards in our universities, are essentially the problems, which
surmount Indian sports in general. Innumerable problems could be traced and linked together to complete the discussion on this subject. However, the basic issues remain illiteracy and lack of physical culture. Countries who are advanced in international sports have tackled these two issues effectively. We have initiated steps to tackle illiteracy but are yet to introduce the concept of physical culture to our children. When education and physical culture go hand in hand, the concept of "A healthy mind in a healthy body" as I had mentioned earlier will yield results. Sports heroes will automatically emerge out of such a system.

Keeping in view that the environment and personality of teachers and administrators have great influence on development of attitudes among students with whom they come in contact during the course of studies in institutions of higher learning, the researcher felt a strong need to always the attitudes of vice-chancellors of Asian Universities towards physical education and sports.

**Statement of the problem**

The main purpose of the study was to analyze the attitudes of Vice-chancellors of Asian Universities towards physical education and sports.
Delimitations

The present study was be delimited to the followings:-

1. The study was be delimited to Seventy one Vice-chancellors of State Universities, Central Universities, Deemed Institutions and Technical Institutions of India.

2. The study was further delimited to thirteen foreign Vice-chancellors of Asian Universities excluding India.

3. The study was further delimited to teacher made attitude questionnaire, which was prepared in consultation with the supervisor and prominent leaders of physical education engaged in research in this area in the country.

Limitations

1. The responses of Vice-chancellors might be based on their personal liking and disliking of different aspects of physical education therefore, asserting the validity, reliability and genuineness of the responses has been be considered as one of the limitation.
2. The differences in knowledge of Vice-chancellors about the benefits of physical education and sports might have also lead to divergence in the trends of results regarding their attitudes towards physical education and hence has been considered as one of the limitations.

3. No motivational techniques were used by the researcher to motivate the subjects of the study for responding to the questionnaire and hence this might be considered as one of the limitation.

**Hypothesis**

On the basis of the research findings, related literature, expert opinion and researcher’s own level of understanding of the problem it was hypothesized that attitude of the Vice-chancellors of Indian Universities would not be positive towards physical education and Sports and attitudes of Vice-chancellors of foreign Universities would be favourable and positive towards physical education and sports.
Definitions and Explanation of Terms

**Attitude**

Attitude is defined as ideas with emotional contents, important beliefs, prejudices, biases, predisposition and appreciation and on state of readiness or set.

Attitudes are internal state that creates readiness or predisposition to respond with certain behaviour.

**Vice-chancellor**

The Vice-chancellor is whole time paid officer of the University and is appointed by the Chancellor upon the recommendation of a selection committee. He/She is Principal Executive and Academic Officer of the University.

**Significance of the Study**

The results of the present study would clearly indicate—the attitudes and values held by Indian and foreign Vice-chancellors towards physical education and Sports. This would also highlight the feelings, perceptions and imaginations of Vice-chancellors
Definitions and Explanation of Terms

Attitude

Attitude is defined as ideas with emotional contents, important beliefs, prejudices, biases, predisposition and appreciation and on state of readiness or set.

Attitudes are internal state that creates readiness or predisposition to respond with certain behaviour.

Vice-chancellor

The Vice-chancellor is whole time paid officer of the University and is appointed by the Chancellor upon the recommendation of a selection committee. He/She is Principal Executive and Academic Officer of the University.

Significance of the Study

The results of the present study would clearly indicate—the attitudes and values held by Indian and foreign Vice-chancellors towards physical education and Sports. This would also highlight the feelings, perceptions and imaginations of Vice-chancellors
towards physical education in the Asian Countries. The findings would also reveal weaknesses, which need to be overcome, and strong points, which need to be strengthened further for creating better image of physical education in the minds of the masses of the country by implementing new programmes of physical education in the institutions of higher learning.

The survey of attitudes would also help in formulating an effective physical education programme which would meet the need of students of the universities as perceived by the Vice-chancellors of Indian Universities and further to maintain and hold standards of physical education and Sports in the Country.