Chapter II

Review of Related Literature
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Research signifies the search for unknown and the establishment or rejection of the known. For this purpose, a thorough scrutiny of relevant and related literature is imperative to provide a scientific basis and to make logical interpretations. The research scholar has made sincere efforts to collect review of literature both critical and allied obtained from different sources and are presented in this chapter.

Aicinena\(^1\) acknowledges that a review of existing literature allows one to conclude that teachers may be able to affect student's attitude towards physical education positively. The findings should encourage all members of the profession. If needed, teachers can affect student's attitudes positively and great things can occur in our profession. When the students mature and assume the roles of voters, parents, members of management of various institution and politicians, they will make important decisions concerning the future of physical education in the academic institution. If they possess

positive attitudes towards their physical education, perhaps the profession will be benefit and the support necessary to expand and improve programmes to benefit all students and society as a whole.

**Allerdice**\(^2\) conducted a study on the relationship between the attitude towards physical education, physical fitness scores and socio-metric status. He administered the wear attitude inventory and AAHPER Youth Fitness Test to 202 girls in grade eight and nine at the Fair Field IOWA, USA. The entire group did not demonstrate any substantial relationship between attitude towards physical education and degree of physical fitness. However, the girls with the most favourable attitude towards physical education had a significantly higher degree of fitness than the girls with most negative attitude. Allerdice concluded that an adverse attitude towards physical education was not due to lower or higher social status of girls as measured by sociometric scale.

Alston\textsuperscript{3} studied the attitude of teachers towards physical education in selected schools in Virginia, U.S.A. He concluded that, as a group, these teachers accepted physical education requirement favourably. Further, his inference was that sex has no bearing on one's attitudes towards physical education. But the science teachers held the view that physical education requirement was lower in the academicians than any other group.

Basu\textsuperscript{4} studied the parental attitudes toward physical education programmes and found out their differences, if any. The investigator prepared a questionnaire comprising 100 statements based on a very simple pattern viz. yes / no. It covered 10 aspects of physical education. The study revealed that a majority of the parents had a favourable attitude towards all aspects of physical education, because it promotes physical health and fitness, mental maturity and alertness, personality development, sociability efficiency, and use of leisure time. They also thought that the

\textsuperscript{3} Joseph L. Alston, "The attitude of Teachers towards Physical Education in selected Schools in Virginia", \textit{Completed Research in Health, Physical Education and Recreation}, 9, 1967, 86.

political interference in sports was undesirable. They wanted physical education programmes for all ages.

**Broer, Fox and Way**\(^5\) surveyed the attitude of 1649 college freshmen women towards physical education. The study of total scores showed that they indicated a very favourable attitude. The students in swimming and tennis seem to have a more favourable attitude than those in archery. The high percentages of those students who indicated that physical education activity classes contribute to social development, mental health, agree with results found at the University of Michigan.

**Bucher**\(^6\) conducted a survey, covering 100 teachers, parents, general superintendents, principals of schools and Directors of Physical Education to determine what they believed should be the role of physical education in American schools and colleges. Overwhelming support for physical education as a part of the education programme was indicated by 89% of the persons surveyed. Sixty one percent believed that physical education should

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be scheduled once a day. Only two percent professional groups and parents indicated that they were in favour of physical education for three times a week. Most of the persons thought that all types of activities, including team sports, carry-over activities, individual activities and recreational activities should be a part of physical education programme. Principals and Superintendents were of the opinion that a physical education class should be larger than the size of classes for the academic subjects.

Majority were of the opinion that physical education grades should be reported separately from the other educational offerings. School administrators and professors were the only group who believed that it should correspond with the marking in other subjects.

**Burling**\(^7\) conducted a comparative study of the attitudes towards physical education in two eastern colleges. For this, a comparison was made between fresh women in a co-educational college and in a women’s college. Schools were chosen to minimize differences in socio-economic backgrounds, based on relative school size and regionality. An adaptation of Moore’s background

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\(^7\) Judith Wilmot Burling, “A Comparison of the attitudes towards Physical Education in Two Eastern Colleges”, *Completed Research in Health, Physical Education and Recreation, 12, 1970, 202.*
Questionnaire and the Wear Attitude Inventory were used. The majority of students indicated favourable or highly favourable attitude towards physical education. There were no significant differences in general scores. However, those from the co-educational college had a significantly higher mean on social value than those from the women’s college and also significantly higher means on general and physical health values.

Chellamal⁸ conducted a study on the attitude of 200 college women students towards inter-collegiate competitions at Madras. She made no attempt to record differences in the training and prior sports experience of the respondents. These subjects had to evaluate each statement of the questionnaire against a given 3 points rating scale. According to her, most of the subjects had a favourable attitude towards inter-collegiate competitions for their social, psychological and physical values. They agreed that these competitions helped to develop and display skills, which helped some students to become a member of the university teams.

Coralle\(^9\) found that participation in sports and recreation activities by resident graduate women students varied widely due to family and school backgrounds. These subjects had experience of physical education in the previous years before joining university.

Cramer\(^10\) made a survey study, to investigate the opinions of the parents towards physical education. The opinion was solicited from 90 parents by means of a questionnaire to determine how the parents of pupils conceived the place of physical education in the school curriculum. Physical education was considered to be an important subject. The majority of respondents believed that effort was the criterion most often used by instructors when grading pupils in physical education. Ninety percent (90\%) of the parents felt that calisthenics was the most important activity in the physical education programme, while seventy eight percent (78\%) indicated that they knew the difference between physical education and interscholastic athletics. Parents generally were not satisfied with youth

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fitness and assigned the basic responsibility for this to the physical education teachers.

**Dennis**\(^{11}\) investigated the attitudes of faculty members towards the role of inter-collegiate athletics in selected institutions of higher education. The perception of the faculty members were collected by means of a questionnaire and five point Likert Scale was utilized. The colleges and universities covered in the study were chosen on a random basis from within the Big-Ten Athlete Conference, the Mid-American Athletic Conference and the Michigan Intger-Collegiate Athletic Association. The findings of the study indicated that inter-collegiate athletics appear to be an integral part of total education programme at the college and university level.

**Ferrando**\(^{12}\) conducted a study on popular sports and socio-cultural change in the Spain of the 80s. He concluded that in 1980’s more and more people were practicing their favourite sport. This is due to social cultural changes in the Spanish Society. Sports

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\(^{11}\) William Dennis, "Faculty Attitudes Toward the Role of Inter-Collegiate Athletics in Selected Institutions of Higher Education", *Dissertation Abstracts International*, 34, 1973, 3123.

practice among the Spanish population is more conditioned by social status than the socio-cultural trends reflected on life’s styles. However goals of the study was the social understanding of sports' behaviour and in such a sense, the observation is made that sports interest and sports practice discriminate in some way socio-cultural values.

Govindarajulu\(^{13}\) believed that due to the lack of academic values of physical education in Indian Universities, people in-charge of Physical Education are not in a position to organize and administer the programme successfully.

According to Kenyan and McPherson\(^{14}\) peers were important agents stimulating interest in the most sports while teachers and coaches appeared to be most influential than peers in stimulating an interest in track and field. The family influence was noticed in generating interest in traditional spectator sports.


Kothiwalal has suggested that Indian Universities should introduce Physical Education as a subject for their various degree examinations. He believed that perfect integration of body with mind will take place only when every individual receives physical education with academic or professional education. Therefore, perceiving the need for physical education as a subject for degree examinations some universities like Panjab University, Chandigarh, Punjabi University, Patiala, G.N.D.U., Amritsar and Kurukshetra University, Kurukshetra have introduced physical education as an elective subject for degree examination.

Lashuk and Vickers\textsuperscript{16} state that, if any curricular offering is to become maximally successful in having students achieve course objectives, it would seem necessary that all parties in the process concur in large measure about the objectives and their priority. This study has shown that considerable confusion exists between teacher educators, teachers, students and the parents of the students in terms of what students should attain in secondary school physical


education. This study confirms that the process of identifying the
precise goals of the profession is not over. In the first instance,
there appears to be a reasonable amount of disparity between the
views of students and the views of adults on the most important
outcomes in the process. Secondly, the parents, teachers and
teacher educators were not isomorphic in their rankings. Again, the
confusion may be the result of insufficient communication between
groups or curriculum development that does not involve all
constituent groups. Finally, it is interesting to note that the process
of going through teacher education does not appear to be successful
in altering the attitude of undergraduate students as to the
desirable outcome of physical education. Therefore, the lack of
consensus may be attributed to a disjointed curriculum development
procedure, lack of communication as well as changing times.

Having only teachers, or teacher educators developing
curriculum seems to have contributed to the confusion. A concerted,
unified process of determining where physical education should be
going must include the active participation of students, their parents
and professionals. It is equally important that the resultant
outcomes be clearly and precisely communicated collectively and
individually to all participants in the process. Further the relative
attainment of goals must be assessed periodically to ensure that student growth and development in desired direction is clearly occurring.

The credibility of the physical education profession can be enhanced by better goal setting. Continued debate is necessary but also striving to effect some closure not only discussion.

Mayers\textsuperscript{17} has stated that parental attitudes towards physical education were not related to socio-economic status. Parents considered the activities and the outcomes of physical education as desirable and essential to the total development of their daughters.

Mazumdar\textsuperscript{18} examined the attitude of the secondary school teachers, parent and administrators of West Bengal towards physical Education by administering a self-constructed questionnaire on a five-point scale. He concluded that a major percentage of teachers,


parents and administrators held favourable attitudes towards the physical education programme and wanted physical education programme to be held for all students.

Moore\textsuperscript{19} investigated the attitude of college women toward physical activity as a means of recreation. Majority of these girls however, wish to spend more time than they are spending in activity but find it impossible for the following reasons: a) lack of finance, b) lack of time, c) lack of play companions and outside work. This study showed, that the interest and participation of college women are definitely more strongly related to individual sports activities and dancing than to team sports. Interest in competitive and team sports was found very less.

Moyer\textsuperscript{20} used a modified Wear Attitude Inventory to determine the attitude of Freshmen and Junior women toward the required physical education programme at Northern Illinois University and to evaluate the physical education offerings in terms of student needs. The findings indicated a preference for individual

\textsuperscript{19} Young Moore, "The Attitude of College Women toward Physical Activity as a Means of Recreation", \textit{Research Quarterly}, 12, December 1941, 720.

sports, a highly favourable attitude toward physical education on the part of both freshmen and juniors and a need for re-evaluation of methodology and interpretation of objectives in teaching the required programme.

Okon\textsuperscript{21} developed a scorecard to evaluate physical education facilities, programme and administration of physical education and athletics in Nigerian University and colleges offering major and minor courses in physical education. From the analysis of data it was found that out of the ten divisions, only two divisions received a rating of good and above. The rest fall between average and poor. There is much to be done in development and improving physical education facilities and programmes in Nigerian colleges and university. A recommendation was made based on the finding for the improvement of the programme and for constant evaluation of the facilities, programme and administration of physical education in Nigeria.

Omo-osagie\textsuperscript{22} investigated the attitudes of faculty and students of the University of Lagos, Nigeria, towards the Inter University games. A total of 350 questionnaires were sent out to faculty and students for this investigation. The mean scores, ‘t’ value and standard deviation were computed for various components within and between faculty and student groups. The findings included the following: the students had more favourable attitude towards Inter-University games at the University of Lagos than the faculty.

Organ\textsuperscript{23} administered the Wear Attitude Inventory to 206 students to determine students’ attitudes towards required physical education in the liberal arts programme at Harvard University. The Wear questionnaire had a possible maximum score of 200, which would indicate a strongly favourable attitude towards physical education. He found the following: 1) There were no significant differences between the students attitudes and their classification.

\textsuperscript{22} Anthony Izevbuwa Omo-Osagie, "An Analysis of the Attitude of Faculty and Students of the University of Lagos towards Inter-University Games at the University of Lagos, Nigeria", \textit{Dissertation Abstracts International}, 39, 1978, 2817.

\textsuperscript{23} Moses John Organ, "Students Attitudes towards Required Physical Education in the Liberal Arts Programme at Harvard University", \textit{Dissertation Abstracts International}, 37, October 1976, 2059-A.
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(2) There were no significant differences between the students and the activity area in which they were currently enrolled. (3) There were no significant differences between the students’ age and their attitudes towards required physical education. (4) There were no significant differences between the male and female attitude required towards physical education.

He also concluded that (1) The students at Harvard University who participated in this study had favourable attitudes towards physical education. (2) No significant differences in attitudes concerning physical education can be predicted on the basis of classification of sex, age or course enrollment. (3) The majority of the students i.e. 58 percent had favourable attitudes towards physical education.

Paul24 studied the attitudes of 300 college women students towards physical education in the city of Madras in 1972-73. She used a five-point attitude scale based on the model of Likert. She found that most subjects were undecided concerning many statements. Yet they appreciated the physical, social and

psychological values of physical education and showed a favourable attitude towards yoga and asanas. They expressed the view that proper importance is not given to physical education programmes and they wanted more money to be spent on the programme of physical education for girls in school and colleges.

Pelton\textsuperscript{25} in his study underlined six basic concepts of physical education which were considered important. They were:

a) The development of strength and endurance as an aspect of biological fitness.

b) The achievement of a personally satisfying level of motor skills involving fundamentals of movement.

c) The development of an aesthetic appreciation for the role of sports as a cultural force.

d) The acquisition of knowledge concerning agencies and resources useful in solving personal health problems.

e) The clarification of self-image and enhancement of self-esteem through involvement in physical activities.

f) The acquisition of facility in the combined use of physical skills and mental interpretation.

Ranawat\textsuperscript{26} stated that at school and college level, sports has been treated as a part of educational curriculum wherein negligible percentage of the national income is earmarked for education out of which, just a fraction of the amount is allocated for development, improvement and promotion of sports at college or university level. Two major factors which cause worry are, that the college going students are not interested in pursuing sports as a matter of routine and if, in certain areas, they do become interested, there is a lack of infrastructure and coaching facilities.

Bhatia\textsuperscript{27} a former Olympian declared that an effort to produce international stars or teams, mass participation has been causality, especially in universities in India. The problem is even more complex, since sheer numbers bogs down the educational system. As a result, there has been little time for streamlining sports. Most of our universities possess a system of sports administration that may best be described as disjoined. At the undergraduate level, the universities are essentially teaching places. Their daily curriculum


and general outlook today does not encourage regular participation of the student community in sports. Those that are in the game, so to speak, are players associated with inter-collegiate or inter-university tournaments. The extra-curricular activities that attract the bulk of the students once they are out of the lecture room or to the library do not as a rule include sports. This is partly due to the inadequate facilities for playing games, and partly on account of our approach to sports. Nearness of the places of work and play would help to make life so much easier for the student who is keen to do well at sports without getting out of the mainstream of university life. It would also help the academician for whom the ethos of regular participation in sports is alien, and there are some in the realm of academia who feel a little nervous about taking on a student who is aiming high as a sportsman. The feeling is aggravated by the attitude of the coach and the sports official who ignores the fact that the student has to do justice to his studies. Thus the undergraduate wanting to do serious competitive sport today has to do some real hard thinking, before deciding on his priorities.

Bhatia also states that if sports are to be an integral part of life in a university, then effort has to be made to blend work and
play in the appropriate manner. In the first place the organization of
sports and games ought to be good enough to make it attractive for
the students to join in large numbers. It should be so planned that
as many as possible are able to get to the field or the gymnasium,
once the day's work is over. There ought to be financial and
material incentives, not only for those who are outstanding
performers, but also for those who combine excellence in sports
with studies. It should also be possible to help those of the
highflying sportsmen who, because of tournament commitments
miss work during term time, to be able to attend extra courses
during vacation period. Far too many players have faced crises in
later life, because of lack of proper qualification for a suitable
career.

Bhatia further suggests that the Indian Universities could in
the long run incorporate sports related subjects in the courses of
study. These could provide an apt alternative to those not keen to
do the conventional course in the humanities or sciences. This is a
ticklish question, which would have to be handled very carefully,
with a great deal of homework. There is certainly room for Sports
Sciences or Physical Education subjects in the academic curriculum.
At no stage however, should these be reduced to second string
status. Experts preparing courses in sports related disciplines would have to ensure that their academic content is at par, say with a B.Sc. in Chemistry or a B.A. Economics. This is something that should now concern the physical educationists in our universities.

**Raymond** evaluated the effect of the new physical education programme at Northland College, Wisconsin, on the conceptual knowledge and attitudes of freshmen students. More specifically, it was to determine if the new programme would increase the knowledge of the why physical education and if positive changes in student attitudes might parallel conceptual knowledge increase.

**Reid** evaluated the attitudes towards physical education and studied the personnel, facilities and programme in selected high schools in South California. He used the Wear Attitude Inventory, and a modified La Port Score Card to collect the data. His study revealed that there was paucity of facilities and equipments in the

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high schools and personnel showed favourable attitude toward physical education.

Santra\(^{30}\) says that physical education occupies a lower position because of traditional emphasis on intellectual achievements. In spite of various incentives in the form of scholarships and National awards like Padmashree, Arjuna Award and the Maulana Abul Kalam Azad Trophy for best sporting University, with lots of glamour attached to sportsmen and competition, it is difficult to say that the attitude of society at large and of the academic community in particular, has undergone any appreciable change. Just as sport is considered a poor relation of other elements of culture, physical education is treated as a poor cousin of other branches of academic learnings.

Sapra\(^{31}\) described the role of physical education in meeting certain needs of college women. According to her the objectives of physical education programme at college level should meet the


\(^{31}\) Krishan Sapra, "The Role of Physical Education in Meeting Certain needs of College Women", *Journal of physical Education and Recreation*, VIII, April 1959, 28-31.
needs and interests of the students. One of the needs of the college women student is that, she should experience social development, which she may get mostly by participation in group games.

Soltani\textsuperscript{32} conducted a study to determine the attitudes of college and university students towards required physical education activity class programmes. Wear Attitude Inventory (1955) was administered. The results showed a significant, favourable attitude among students towards physical education activity classes. Moreover, senior student attitudes were significantly more favourable (p<.02) than freshmen attitudes and social science student attitudes were significantly more favourable (p<.01) than science student attitudes.

Rao\textsuperscript{33} administered a questionnaire with 60 statements based on the Likert technique for measuring the attitude of physical education teachers towards their profession in West Godavari District, Andhra Pradesh.

\textsuperscript{32} Jumhaydary Soltani, "Comparison of Freshman and Senior College Students Attitudes towards Required Physical Education Courses", \textit{Dissertation Abstracts International}, 45, December, 1984, 1686-A.

The analysis of the data of the attitude scores of the 140 respondents (men and women) revealed that physical educators did have a positive attitude towards their profession, and towards compulsory physical education in the schools. They expressed the view that the physical education budget was very meager and that the low teacher-pupil ratio was a draw back for the successful implementation of the programme.

Swamikannu\textsuperscript{34} investigated the attitudes of Madras city college men students towards physical education and its introduction as an examination subject in 1973-74. He selected 125 students at random for six city colleges. He employed the Likert Attitude scale and analysed the data. He concluded that the men students had a favourable attitude towards physical education especially for its social value and considered it as a good medium for socialization. They recognized the role of physical education for a healthy and vigorous life and for keeping oneself physical fit and mentally healthy. The need for more facilities and equipment for physical education and more instruction in basic skills was expressed by the

students. They showed favourable attitude towards the introduction of physical education as an examination subject.

One of the recommendations of the National Seminar on 'Physical Fitness and Sports Standards in Universities' stated that sports should be introduced as course of graduation studies in the multi-faculty colleges and universities. Where this is not possible, at present, sports should be introduced as an elective subject for the degree course. Performance in sports should be taken into account in academic performance. Uniform norms of minimum achievement on this behalf may be worked out by U.G.C. in consultation with the Association of Indian Universities and Sports Authority of India.\textsuperscript{35}

While reviewing literature, the research scholar came across many more studies which could have been included but for the fact that they were quite similar to the ones already cited. Some studies were left out because they had been included in the first chapter. Hence, the total review presentation focuses on the critical literature first and the allied literature later. No chronological order has been followed in this presentation.

\textsuperscript{35} Association of Indian Universities, Physical Fitness and Sports Standards in Universities, Association of Indian Universities, New Delhi, 1987, p. 65.