CHAPTER II

REVIEW OF RELATED LITERATURE
Sincere attempts were made by the research scholar to locate literature related to the present study. A brief account of relevant literature which the research scholar could gather from various sources are presented in this chapter.

Singh\(^1\) surveyed the facilities and personnel in relation to compulsory physical education in the secondary schools of Punjab and found that about 10 per cent of the schools had facilities for the physically handicapped students and all the schools had introduced physical education as a compulsory physical education programme. The data was collected through a carefully compiled questionnaire, supplemented by personal visits. The questionnaire was sent to 225 heads of the secondary schools of Jabalpur District of Punjab state and 135 out of them were returned with necessary information, which worked out to 60 per cent, 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.

Gloss emphasized the need for better provision of facilities, equipment and leadership by bringing about the difference between what people were actually doing in their spare time and what they would like to do if they had opportunities/facilities for sports. Outdoor and strenuous activities were desired but they had to be contented with passive indoor pursuits for lack of better facilities. From the studies it was noticed that people were engaged in passive pursuits within the home more frequently than before. Judging from their expressed desires it seemed that they preferred to engage in outdoor activities of a more strenuous nature. Presumably, people were not doing what they desired to do but rather were doing things they found it possible to do. Their needs and desire could be met only by better provision of facilities, equipment, and leadership supplied by public or private agencies. The fulfilling of these varied desires and needs became a function of the community, state and federal governments.

Mizuguchi surveyed the boy's physical education programme junior and senior high schools in Honolulu, Hawaii. The areas were surveyed; and the survey method of research was used. The Nelson score card for the evaluation of the boy's physical education programme for junior high and senior high schools were utilized to obtain the following data: Instructional staff, facilities, programme organisation, programme activities and professional assistance. The survey was an attempt to candidly evaluate the current status of physical education programmes for boys and to monitor the finding 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 schools, senior schools had to some extend better programmes.

The results indicated the overall instructional staff scores ranged from poor to average. Overall programme (organisation) sports ranged from 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.

Moon Sung Chal conducted a study on 30 universities. The purpose of this study was to evaluate the sport education programmes 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 made, (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 score card and which assessed the universities.

(1) Instructional staff, (2),Facilities, (3) Programme organisation (4) Programme Activities, (5) Professional Assistance and (6) Instruction 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 encores for sport education programmes in all universities poor. However, good evaluations were indicated in the specific areas of instructions staff professional assistance, facilities, organisation programme, and activity programme.

Browman\(^5\) conducted a survey study of 48 secondary boarding schools concerning their physical education programme. Areas represented in the questionnaire were those of professional preparation of personnel, administration, facilities and activities within the programme. After summarising the replies to the questionnaire, valuable recommendations were made to improve the personal preparation, administration and other facilities in connection with the programme.

Guess\(^6\) made a survey study of forty-nine independent but non-Parochial Secondary Schools in California. He used questionnaire method to determine the extent to which their

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programmes implement the recommendations made by the state of California for a boy's four year physical education programme. A majority of independent schools failed to meet the state standards. Common weaknesses were inadequacy of trained personnel, lack of evaluation and lack of school-parent communication. Favourable points found were limited size of classes, aquatic programme and inter-scholastic athletic programme.

James survey physical education curriculum facilities and administrative practices in 81 rural elementary schools of Island Empire of Washington. For collection of data he used the questionnaire method. The following needs were evident at the conclusion of the survey: more extensive and exclusive teacher education programme for elementary school teachers certificate, exclusive activities unsuitable for certain age groups, indoor recreation area, additional play grounds, equipment and uniformly established administrative practices.

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Bundgoard collected data from a stratified sample of seventy-two high schools by personal visits. The purpose of the study was to describe the status of instruction in physical education for IOWA public schools in terms of professional preparation, teaching, load, combination of subject taught, activity progression, method of instruction, techniques of class organisation, testing and measuring techniques, teaching aids available to the teacher, and time allotment for physical education classes. The results of the survey reveals the actual situation of those schools.

Patrick evaluated the boys physical education programmes in Anatneim Union High School District in California. His study results 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) Equipment adequate in the senior school than in junior school (e) A few schools had gymnasium.

(3) Programme Organisation - (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 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.

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

(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.

Duke\textsuperscript{11} administered a questionnaire to the coaches of the seventy one selected schools of the Louisiana High schools of Atlantic Association to survey the needs and problems of interscholastic 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{12} made a status study using a questionnaire, and an interview with one hundred and eighty-six physical education teachers in sixty secondary schools in Indiana. The study revealed weakness such as inadequate facilities, large groups in adequate instructional setting, lack of motivation, lack of adapted programmes in physical education, lack of opportunity for professional growth and heavy work load.

Nordly's\textsuperscript{13} study shows that 34 per cent 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 per cent of the schools have enrollment of 350 or less. Only 18 per cent of the schools have excess of five acres of such space on the school site and 48 per cent have grounds and athletic fields on separate sites.

Coker\textsuperscript{14} made a survey of physical education programme for boys in selected senior high schools in Louisiana during 1969-70.

\begin{itemize}
\item \textsuperscript{13} Carl L. Nordly, "University of Minnesota Study of Physical Education Facilities and Equipment." \textit{Research Quarterly} 10 (May 1989).
\end{itemize}
academic year. In terms of professional preparation and background of instructions the following conclusion were made.

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 per cent of teachers belonged to one or more education association but less than 20 per cent were member of a professional physical education organisation.

Approximately half of the teachers taught only physical education with a mean of 19 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 per cent of the 46 schools were assigned physical education classes with out any regard to grade level. Approximately 40 per cent of the class time were spent in participation in games. Fifty per cent of gymnasiums were of adequate facilities, and classes were exceptionally well controlled.

Bhuller\textsuperscript{15} 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 sand 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 were done without any follow up system.

Garbett\textsuperscript{16} evaluated the effect of the community school concept upon trends in planning and utilising 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 utilisation based on these findings.

Savaye\textsuperscript{17} 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\textsuperscript{17.} Michael Patrik Savye, "A Physical Education Programmes in the Public Elementary Schools of Indiana." Dissertation Abstracts International 49 (September 1988), p.456-A.
teachers are primarily employed to administer physical education programmes and that physical education curriculum are appropriately sequenced for grades 1-3 and 4-6.

Jack\textsuperscript{18} had shown that factors such as number of years of required physical education, size of playground and marking system used in physical education showed no significant difference between large and small schools. The small schools in regard to such factors has an advantage over the large school as location of playground, and size of physical education classes. The large schools were superior to small schools in regard to number of periods per week, number of activities and length of periods.

The presence of gymnasium in school building, number of teachers, the number of periods of physical education teachers teaching other subjects and the number of supplementary indoor physical education facilities were shown at the same.

Cramer\textsuperscript{19} studied the status of Scuba diving as a physical education activity to determine the structure and status of scuba


diving as physical education offering in higher education. In the many universities returned questionnaire indicated that a specific course outline was used by four universities, no outline was shown by two, and one respondent failed to answer the questionnaire and the survey indicates that scuba diving is not only being taught with considerable success on the college level but that is an extremely popular course.

Hodges\textsuperscript{20} showed in his survey the study status and structure in physical education in public two year colleges of the Midwest to investigate the current status and organisational structure of physical education in public two year colleges of the Mid West United States. The physical education in the public two year college in the Mid West United State is obviously considered a integral part of the total college curriculum. Not merely is the present situation encouraging but future expectation appears equally encouraging.

Reed\textsuperscript{21} conducted a study of corporate fitness programmes fortunes 500 companies; a description of programme goals and


\textsuperscript{21} David Jeffry Reed, "A Study of Corporate Fitness Programme, for Tunes 500 Companies: A Description of Programme Goals and Measures used to Evaluate Programme Effectiveness," \textit{Dissertation Abstracts International} 47 (December 1986): 7079-A.
measures used to evaluate programme effectiveness to identify the
types of measures used to evaluate fitness programmes offered by
the fortune 500 companies and to determine the effectiveness of
these measures as perceived by fitness directors of this programme
besides the secondary purpose to describe characteristics of the
fitness programmes directors. Data analysis revealed that no
significant relationship was found to exist between programme type
and selective evaluation programmes.

Marry\textsuperscript{22} conducted a study promoting physical activity in the
United States: challenges to physical education to find out the
status of involvement and to suggest strategies for encouraging
adults to increase their physical activity. National and Regional data
were studied from several perspectives, ie. geographically,
demographically with respect to life style and from a leisure point of
view. The findings showed: a) although 33.5 per cent of the adult
population undertook a physical fitness programme in 1982, less
than 5 per cent swam, weight lifting, jogged in each activity at least
once in a week, b) less than 35 per cent of individuals owning
jogging shoes, lifting equipment or bicycles used their equipment

regularly, c) between 1982-1983 the 35 to 40 years age category increase ownership of jogging shoes and jogging participation, d) life style influences both the types and the amount of physical activity undertaken, e) inactive individuals are undirected in their leisure and show little interest in physical activity, f) psychological factors are ultimately related to type of physical activity undertaken, g) calls attention to 'individual faults' to the exclusion of 'system fault' as the blame for an inactive society.

Schmelty and Sandra\textsuperscript{23} conducted the study of the physical fitness programme development project to enhance the awareness, a competence of teachers in the area of physical fitness, facilitate the development of effective programme components in the existing physical education curriculum, increase the students knowledge of fitness concepts, fitness levels, and attitudes and motivation towards physical fitness. The respondents participated in fine workshops over a 15 months period. Each teacher initiated a series of programme development segments through the study. These segments were developed in part at periodic workshops and outlines

the methods by which the teacher expected to successfully complete the project goals. In addition to the segment implementation, each teacher administered a cardio-respiratory test prior to the first segment and again following the last segment.

Klostreich\textsuperscript{24} surveyed on predicting future trends in physical education curriculum at the undergraduate level: Delphi study to predict future trends in physical education curriculum at the undergraduate level using the Delphi study (seen). The techniques employ a panel of experts individuals recognised as leaders in the field under study with opinion anonymity and control feedback. A panel of 50 experts was asked to participate in competing series of these questionnaires with a return rate of 74 per cent. The result was a list of 34 trends with a high probability of occurrence with trend, durability and estimated time period for occurrence. This prediction can be used by college physical education administrators and curriculum specialist to plan future curriculum at the undergraduate level.

Butts surveyed physical education in the public elementary school in Texas. The purpose of this study was to determine the status of physical education in public elementary school in Texas during the 1983-84 school year. Two hundred and two representatives of sampled schools (76.8 per cent of 263 schools) responded to a written survey. The data indicated that the majority of the surveyed school were in compliance with state mandated daily physical education at every grade level (K-6). The percentage of complying schools increased progressively from 73.07 for kindergarten to 83.2 per cent at the 6th grade level. The median number of days physical education was offered increased from 4 at the kindergarten level to 4-3 for the first grade and to 5 for the remaining grades. The median number of minutes physical education was offered at grades K-6 steadily increased from 25 to 45 minutes. The information indicated that certified physical education teachers taught 50 per cent of the classroom at the kindergarten level, at all other levels they taught the majority of classroom reaching 887, at the 6th grade level. The respondent indicated that 50 per cent of the schools utilized a non-specified combination of

guides to develop physical education programme content. The set of state guides was the single most frequently listed guide in programme development. The respondents listed building and ground limitations and financial restrictions, 27.2 per cent and 24.8 per cent respectively as primary deterrents to the improvement of physical education programmes.

Edward26 conducted a survey on physical education (elementary section) in Greater Victoria schools to investigate the physical education curriculum facilities and the personnel in the districts' schools. At the elementary school level (1-7) 326 primary and intermediate teachers of physical education and 29 administrators completed the survey questionnaire. The analysis led to this conclusion that Victoria is community oriented to an athletic, competitive concept of physical education. This attitude is best reflected in the elected school boards' failure over the years of demand a quality physical education programme. Victoria's teachers and administrators are highly qualified professional educators. However, the superficial physical education teacher

training preparation of the "Generalist" coupled with the competitive
games background common to many teachers, influence both the
content and the quality of the elementary physical education
programme. Facilities are poor but the programme can be improved
using existing school and community facilities.

Joseph and Oxendine 27 studied the status of general
instruction in four year colleges and universities to investigate the
status of physical education programme. Of the responding
institutions, 74 per cent require physical education for all students.
An additional 8 per cent have a required for students in certain
schools or departments. During the past four years there has been a
10-15 per cent decrease in the number of institutions requiring
physical education. Curriculum 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 toward
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

27. B. Joseph and Dive Oxendine, "Status of General Instruction Programme of
Physical Education in Four Year Colleges and Universities," Journal of Health
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. There is an increase tendency for physical education course to receive academic credit and to count in the grade point average. Recreational type of activities are more prevalent while team activities show a decrease.

Co-educational courses continue to grow to the extent that the majority of the physical education courses are now co-educational.

William\textsuperscript{28} surveyed physical education in the junior school: A study of the teachers' involvement to find out biographical details, preparation for current involvement in the teaching of physical education, and the value of the subject in the junior school. A questionnaire was administered to 300 junior school teachers from one authority, followed by interview with a sub sample which focus on those teaching older juniors. Results indicate that significant members of staff involved in the teaching of physical education have reservation about their adequacy in this area and that many of these are experiencing satisfaction with their training do so because of

either a low a priority given to the subject or because of ignorance of the possibilities offered by physical education while many would be irrespective to further guidance. Results suggest that this is if not given during initial training. It is unlikely to be sought of a later date. While it is not possible to measure the bias present in the sample, respondent almost certainly have an interest in the subject which an average of it. The problems which they raised are thus likely to increase rather than diminish among the profession as a whole.

Ruth\textsuperscript{29} surveyed a revised physical education curriculum for the public schools to revise the physical education curriculum for the Talsa Public Schools in providing a progressive, sequential physical education programme for Grades K-12. The questionnaire was mailed to all 156 physical education instructors in the Talsa Public Schools to see if a revision of the exiting curriculum was needed. The researcher tabulated the results of the survey and converted the results to percentages. In determining the need for the revision of the physical education curriculum, the researcher used the review of the literature and the results of the physical education

\textsuperscript{29} Nilda Reyes Ruth, "A Revised Physical Education Curriculum for the Public Schools," \textit{Dissertation Abstracts International} 46 (October 1972): 1484-A.
teachers' responses to the survey. The researchers was concerned with questions that scored 70 per cent or less and concerned those areas that needed to be strengthen and if possible reviews 72 per cent of the survey which was completed and the returned result of the survey indicated that revisions needed to be made in one category including in the survey. Utilising a thorough investigation of books, articles, curriculum guides and responses from the teachers' surveyed, the researcher led a committee in the revision of the physical education curriculum to provide a progressive, sequential programme grades K-12 the physical education for the Tulsa Public Schools.

Brosnow\textsuperscript{30} conducted survey of 48 secondary boarding schools considering their physical education programme. These are represented in the questionnaire where that of professional preparation of personnel, administration facilities and activities within the programme. After summing up the replies to the questionnaire a number of valuable recommendations were made.

Neson\textsuperscript{31} made a survey study using a stratified random sample of 100 senior white public high schools of Louisiana. The survey covered personnel, required classes, intramural sports, interscholastic athletics, health education, facilities and equipment financial support and community resources. The study revealed the actual pattern in which physical education programme was carried on.

Surveys are also done to compare existing programme with acceptable criteria or tentative standards as a basis for revision and also to find out the extent of implementation of the state requirement in the given area of study.

Verkey\textsuperscript{32} made study of physical education curriculum for higher secondary schools in Mysore. As a result of the study arrangements were presented for the compulsory inclusion of physical education in the school curricula, standard for play area, equipment, leadership, fitness tests as an end to planning and

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evaluatory were developed. A curriculum for students X, XI, XII, was planned as a guide for the physical education teacher.

Misra\textsuperscript{33} in his study revealed, sending questionnaire to 100 schools and 50 colleges of Orissa state, that the lack of qualified physical education personnel in proportion to institutions strength, the effectiveness of the programmes, facilities, equipment etc. play a significant role in the success of the programmes. Mass participation was ignored by most of the institutions have a stringent attitude in respect of financial aids to the educational institutions programme.

D'Souza\textsuperscript{34} surveyed the physical education programme for girls secondary schools of Tamil Nadu in order to provide basis for drawing up guidelines for imaginative curriculum in physical education to realise the objective of physical education more effectively.

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{34} Deline D'Souza, A Survey of Physical Education Programme for Girls Higher Secondary Schools, Tamil Nadu, Unpublished Master's Thesis, Jiwaji University, Gwalior, 1969.
\end{itemize}
\end{footnotesize}
Torres\textsuperscript{35} conducted a study to evaluate and compare the quality of the physical education programme and create an awareness and understanding of what is essential in the organisation and administration of a quality of physical education programme for universities and to make available this importance for people who are responsible for providing and maintaining such programmes. Elements of the programme evaluated were instructional staff, facilities, programmes, organising the programme of activities, administration professional association and the professional educational programmes. From an analysis of data it was observed that universities wide programme received a rating of average. Statistical evaluation was analysed and comparative methods of study were used. A recommendation was made that the programme be re-evaluated in five years.

Hardon\textsuperscript{36} indicated the types of programmes time allotted for physical education, facilities activities testing and evaluating


curriculum guides, professional and in service preparation of teachers of physical education programmes for the handicapped. The principals from a stratified random sample of elementary (N=291) junior high school (N=210) were sent questionnaire. A 21% or better response was received from each of the three principal groups.

Watts\textsuperscript{37} conducted a study on junior high school physical education programmes for girls in the state of Illinois. Questionnaire returns from 420 junior high schools in Illinois showed that 27 per cent had below average programmes, more information was desired about fitness and grading, and the primary problems were lack of time, lack of facilities, and large classes. A 70 page general curriculum guide covering planning a balanced programme, administration and teaching, and programme evaluation as a means of improvement was prepared for the educational bulletin service at Northern Illinois University.

Koldus\textsuperscript{38} made a study on appraisal of the secondary school physical education programme in Arkansas, in which the sample consisted of all 459 white secondary schools and 30 per cent of the 140 Negro secondary schools. A detailed questionnaire was devised and distributed to the schools. Questionnaire was returned by 304 schools (61 per cent). The results evaluated against the consensus of experts as taken from the literature. Conclusions were presented under five headings: administration, programme, facilities, equipment and supplies and generalizations.

Thesis\textsuperscript{39} conducted a study on analysis, with recommendations, of the boys' physical education programme at the secondary level of the Olmsted Falls school district.

The instructional and intramural programmes were rated inadequate in many areas, while the inter-scholastic programme received a satisfactory rating.


Harold\textsuperscript{40} analysed the physical education programme of the Minnesota secondary schools in order to discover the relationship that exits between those factors and school enrollment, and further to discover the range of programme and type of activities contained within the physical education programmes. Data for the study were obtained from records in the state department of education and from two special report forms which were sent to public secondary schools in the state records in the state department of education which were utilized included the individual schools 'annual reports, in health and physical education, the teachers' daily programme cards in physical education and the annual county superintendents' report to the state department of education. The result led to the conclusion that physical education is required in grades eleven and twelve more often in schools of the smallest enrolment group than in schools with the larger enrolments. The percentage of schools using a marking scale in physical education that is comparable to the scale used in academic subjects, varies little between the four groups of schools. As the size of the school increases, the percentage of the schools giving no mark in a physical education decreases. As

\textsuperscript{40} J. Harold, "An Analysis of The Physical Education Programmes of the Minnesota Secondary Schools," Research Quarterly 13 (October 1942): 310-322.
the size of the school increases, the percentage of schools offering a
towel services to pupils increases. There is no relation between the
size of the play ground and size of the schools. The majority of
schools have play grounds available for physical education which
are adjacent to the building. Only 4 per cent of the schools have play
grounds that were more than two tenths of a mile distance. The
median programme in physical education contain 16 activities. On
the boys' programme, the same activities are found as a first 10
ranking activities in all four groups of schools. On the girls'
programme, the first ranking activities in all four groups of schools
are spread over 14 different activities. The median expenditure is
8.25 per pupil. The size of the classes in physical education ranges
from 4-87 pupils. The median class size increases as the size of the
school increases. The range of the medians for the four groups of
schools is from 27-34 pupils.

Wise\textsuperscript{41} conducted an evaluative study of the physical education
programme in the secondary schools in Alliance. Evaluative criteria
developed by the Ohio Association of Health Physical Education and

\textsuperscript{41} R.D. Wise, "An Evaluative Study of the Physical Education Programme in
Secondary Schools in Alliance," \textit{Completed Research in Health, Physical
Education and Recreation} 5 (1953): 64.
Recreation and published by the State department of education were applied to the physical education programme for boys in the three secondary schools in Alliance, Ohio. Evaluation was based on interviews with physical educators and administrators and on observation of the programme in operation. The teachers complied favourably with the suggested standards for qualification but the programme was limited primarily by inadequate facilities and equipment.

Manguso⁴² surveyed the physical education and athletic programmes of the Ranch-camp schools of California to contribute to the development of physical education and athletics programmes in the Ranch-camp schools of delinquents in California and to propose guidelines for establishing and maintaining programmes for delinquent boys committed to Ranch-camps. Nineteen of 27 Ranch-camp schools in California returned questionnaires, which covered the general areas of administration, curriculum, methods teaching personnel, facilities, and equipment, pertinent literature related to

Ranch-camp schools, Juvenile delinquency, and physical education and athletics were viewed to determine approved school districts.

Jackson\textsuperscript{43} studied physical education in the junior high schools of Illinois. The purpose of the study was to secure information relative to the present practices in the conduct of the curriculum of physical education in the junior high school of the state. Inquiry blanks were sent to the Principals of the six junior high schools listed as such in the Illinois School Director, 1937-38, and limiting its scope specifically to the curriculum in the physical education. A self addressed stamped envelope was enclosed. Follow up cards were later sent to a few schools which had not responded by a certain data. The typical junior high school in the state of Illinois, as pictured in the present study has an enrolment somewhere between two hundred fifty and five hundred pupils, requires physical education participation of all students for six semesters, and requires attendance two periods of forty to forty five minutes (exclusive of dressing and showers) each week. The periods of physical education carried on for the most part in regulation gymnasium are devoted largely to play as opposed to specific

\textsuperscript{43} C.O.Jackson, "Physical Education in the Junior High Schools of Illinois," \textit{Research Quarterly} 10 (March 1939): 124-133.
instruction in a variety of activities, and the chances are fifty-fifty that the instructors in this school follows curriculum outlines which have probably been developed for the local situation. The principal may possibly have copies of these in his office. The Board of Education furnishes from 50 to 200 annually for the conduct of the curriculum but the instructors must depend on the athletic association for the loan or use of additional sports equipment.

The opportunities in intramurals for boys are very meager, with most emphasis on the few highly organised team sports such as basketball and softball (which may comprise the major part of the curriculum offerings). Basketball is by far the most important interscholastic sport. The programme intramurals for girls is probably broader and better balanced than for the boys. Practically no emphasis is placed on interscholastic athletes for girls. The principal of this school does not consider the present curriculum in physical education as complete and worth while as the other curricula in the school, largely because lack of adequate time, facilities, organisation and administration.
Piccolin\textsuperscript{44} conducted a study on history and status of physical education in state controlled first level schools in the state of South Rluro Grande, Brazil, to determine the status of physical education in this level of education, the school physical education requirements, objectives, activities, grading and evaluation system, intramural and extramural activities, facilities and equipment, supervision and sport coordination, teaching faculty and professional teaching preparation were investigated. A mail survey sent to all 38 State Regional Offices of education and personal interviews held at all state physical education professional preparation institutions and at the state sub-secretariat of sport were the mean used in this study.

The general finding of the study was that physical education in state controlled first level schools has been implemented, particularly, in grades 1-4, when the class room teachers are being replaced by physical education specialists. The need for more physical education teachers, appropriate facilities and equipment to have the classes taught and the objectives achieved was quite

\textsuperscript{44} Jacetted Javo-Carlos Piccolin, "History and Status of Physical Education in State Controlled First Level school in the state of South Rluro Grande, Brazil," \textit{Dissertation Abstracts International} 46 (October 1985): 924-A.
evident in the survey. There was a strong feeling by all physical education supervisors to emphasize the teaching of movement education in grades 1-4 and sport instruction in the following four years of instruction.

Sanders\textsuperscript{45} studied to investigate the number, types and status of adopted physical education programmes in the schools under study. The study was a descriptive survey, and an instrument was developed, which was primarily a closed form questionnaire.

The questionnaire was mailed to the principals of every public secondary school included in the 1982-83 Illinois Public School Districts and Schools Directory. Of the 735 possible refers, 532 (72.5\%) were returned.

The following conclusions were drawn:

1. The larger the population of the geographic area or the larger the total student population, the higher the incident of adopted physical education programmes.

2. Handicapped students are mainstreamed into regular physical education in 47.6 per cent of the schools.

3. Thirty one per cent of the schools offer adopted physical education programmes.

4. In the majority of schools:
   a) The adopted physical education class meets five times a week (85.4 per cent).
   b) Students are grouped to fit their schedules (33.3 per cent) or by handicapped (20.3 per cent).
   c) Letter grades are used to grade the handicapped students in physical education.
   d) District do not offer workshops or inservice training for faculty in adapted physical education.
   e) Excellent, good or adequate facilities and equipment were reported.

5. Many schools (49.1%) have teachers teaching adapted physical education who have no adapted background.
Borell\textsuperscript{46} surveyed and evaluated the physical education curriculum, facilities and administration organisation in the public secondary schools of Tacoma, Washington, 1963-64. Collectively, the mean score of the 15 schools for the 10 areas of the Laporte Score Card No. II was 16.4 as compared with the suggested average of 15. The schools were strong in inactivity programme, locker and shower facilities, supplied and equipment, and organization and administration of class programmes. Eleven schools were below average in outdoor areas, 11 locked swimming pools, and all were substandard in modified or adapted programmes.

Bajwa\textsuperscript{47} conducted a study among the faculty members and students of Laxmibai National Institute of Physical Education towards the total curriculum of the Institute. The study was to find out the effectiveness of the institute existing curriculum subjects were the faculty members, master degree students and BPE final year students of the Institute. A questionnaire comprising of fifty


four questions were distributed to the subjects. Respondents were to answer agree or disagree or undecided. Total two hundred and one responded. Percentage analysis as chi-square statistical analysis keeping the level of significance at 0.6 were followed. The result showed that both the faculty and the students possessed a positive attitude towards existing curriculum. There also difference of opinion between the faculties and students regarding specialization, class timings, etc.

Crase\textsuperscript{48} attempted to investigate attitudes and practices of secondary schools teachers with respect to teaching physical education and health education and coaching interscholastic athletes. He concluded that attitudes and practice were generally positive physical education.

Sharma\textsuperscript{49} investigated the attitude of the students towards compulsory physical education programme in government schools of


Delhi. He administered questionnaire to 400 students of IX and X classes in five Government Higher Secondary Schools in Delhi. The Questionnaire includes 32 statements and students were asked to answer in 'YES' and 'NO' or 'Undecided'. Analysis of the data it was found that a high percentage of students welcomed physical education programme.

Haque\textsuperscript{50} conducted a study on the attitude of the heads of the government and non-governmental secondary schools of Dacca University. The purpose of the study was to assess favourable and unfavourable attitudes of heads of each schools towards particular aspects of physical education. The individual scores of each statements were added and compared with natural value.

The author observed that the heads of the Government schools and non-government schools have a positive attitude towards physical education. He further observed that the need of the government schools have more similar attitude than their non-government counter parts.

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Singh\textsuperscript{51} studies the principals of government schools of Manipur state. A questionnaire comprises of 40 students, based on YES/NO variety, was distributed to fifty principals of government schools of Manpur. All of them responded. Descriptive technique of percentage was applied to analyse the data.

Result revealed that maximum of respondents were in favour of having physical education as a compulsory subject.

Mukherjee\textsuperscript{52} conducted a study on the attitude of students and physical education of West Bengal towards the recent changes of physical education as an optional subject in schools.

The researcher sent questionnaires having 24 statements to five hundred subjects from five districts of West Bengal. The subjects were X to XI standard students and physical education teachers. The study indicated that majority of the respondents had favourable attitude towards physical education and most of the students agreed that physical education develops physical, mental,

\textsuperscript{51} Thounaojan K. Sangh, \textit{Attitude of the Principal of Government Schools of Manipur State towards Compulsory Physical Education}. Published Master's thesis, Jiwaji University, 1987.

\textsuperscript{52} Kausik Kumar Mukherjee, \textit{Attitude of the Students and Physical Education Teachers of West Bengal towards the Recent Change of Physical Education as an Optional Subject in Schools}. Unpublished Master's thesis, LNIPE, 1998.
social and cultural contributions. The study also indicated through modern life provides us enough experiences and recreation, respondents are of the opinion that physical education is necessary as a compulsory subject in schools as they are valuable in later life. Finally most of the respondents had given unfavourable opinion that the government of West Bengal has taken to policy of making physical education as an optional subject.

Misra\textsuperscript{53} in his study revealed, sending questionnaire to 100 schools and 50 colleges of Orissa state, that the level of qualified physical education personnel in proportion to institutions strength, the effectiveness of the programmes, facilities, equipment etc. play a significant role in the success of the programme. Mass participation was ignored by most of the institutions have a stringent attitude in respect of financial aid to the educational institutions programme

A study was made by Vaishnav\textsuperscript{54} to user linking and dislinking among the yoga teachers, Kendreya Vidyalaya towards the various


\textsuperscript{54} G.Vaishnav, \textit{A Critical Study of Attitudes of Yoga Teachers of Kendriya Vidyalaya towards Physical Education in India. Unpublished Masters thesis, Jiwaji University, 1988.}
aspects of physical education, causes of unfavourable attitudes and their remedies.

The author constructed a questionnaire comprising of sixty questions. Total 85 members of responses were record. The data thus collected were analysed using the descriptive technique of percentage. The study reveals that a positive attitude towards physical education as it promotes health, fitness, mental maturity and alertness, personality development, sociability and worthy use of leisure. The yoga teachers are possessed the attitude of giving more importance of yoga in the physical education programme.

Bucher\textsuperscript{55} conducted a survey covering 40 teachers, parents representative of the general, superintendents and principals of school 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 per cent of the persons surveyed. Sixty one per cent believed that physical education should be scheduled once a day. Only two group professors and parents indicated that they might possibly be more in

favour of three times a week. Most of the persons surveyed 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 thought that physical education class should be larger than the size of classes for academic subjects. A majority was the opinion that physical education grades should be reported separately from the other educational offerings.

Baher\textsuperscript{56} conducted a survey covering 100 teachers, parents' representatives, superintendents, principals and doctors of physical education to determine why they believed to be the role of physical education in American schools and colleges. Overwhelming support for physical education as a part of the educational programme was indicated by 89 per cent of the persons, surveyed. Sixty one percent believed that physical education should be scheduled once a day. Only two group professors and parents indicated that they might possibly be more in favour of three times a week. Most of the persons surveyed, 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 thought that physical education classes should be longer than the size of the classes for other academic subjects. Majority was the opinion that physical education grades should be reported from the other educational offerings.

Antony\textsuperscript{57} conducted a study of the sport programme and facilities in Malappuram district sports council of Kerala state. The researcher prepared a question consisting of 10 sections was given to the coaches of authorities of council. The researcher directly collected the data by filling it on the spot percentage was calculated and found that the total programme and facility of the district sports council have to be improved a lot to achieve the optimum level.

Mehrotra\textsuperscript{58} conducted a survey on 45 private and government schools of Bind District in Madya Pradesh. The purpose of the study was to survey the existing facilities, personnel, equipment and budgetary provisions of physical education in the Government and private schools of Bhind District. The method of the survey was


sending questionnaire by post. The study result showed the drawback and weakness pertaining to Physical education and sports in Bhind district. The survey showed the following drawbacks.

1. Majority of the teachers in physical education possessed only diploma certificate.

2. Play area for both government and private schools were inadequate.

3. Only 50 per cent of the schools possess the facility for playing major games like football. 95% of the private schools were not having athletic track facility.

The study result call for the immediate attention of the concerned authorities to take necessary steps and follow up procedures for the development of sports infrastructure facilities in all the schools of Bhind district for the promotion and improvement of sports performance at the school level in the district.

Sharma\textsuperscript{59} conducted a survey on 30 high schools and senior secondary schools of Greater Gwalior. The purpose of the study was

to assess the physical education facilities and programmes of high schools and senior secondary schools of Greater Gwalior. Questionnaires were mailed to 30 principals of the selected schools. The investigator also made personal visit to schools possible. Following were the conclusions of the study.

1. The findings of the study revealed that most of the schools are co-educational.

2. The majority of the schools had physical education programme compulsory.

3. Only few schools using physical education period for teaching other subjects.

4. Annual sports day is organised by almost every schools.

5. There was inadequate provision for coaching facilities for outstanding players and athletes.

6. Most of the schools conducted intramural programmes time to time.

7. Mostly the class room teachers helped physical education teacher in programmes of physical education.
8. Mostly the school have sports budget provision, which is around Rs.5000 and more in one academic year.

9. The playing open area was adequate whereas indoors playing area was limited in most of the schools.

10. Most of the schools had adequate equipment to run physical education programme.

11. Most trained physical education teachers are working in the schools.