5.1 SUMMARY

Over the last few years, physical education and sports has by and large, taken a back seat in the typical Indian’s life and more so in the Indian child’s life. Statistics show as many as 30 million Indians are overweight and obesity continues to rise, according to statistics recently revealed by the National Family Health Survey. Around 20 per cent of school-going children are overweight, and what’s even worse is that 1 out of every third child in the world is obese today. And we already know that every 6th person on this planet is an Indian. There is a reason, that the two are related – sports and obesity. It is now more important to instill sports motivation among children. Not only is it great exercise to keep them healthy, but it also teaches them important and life long social skills by introducing them to discipline and competition in a healthy way.

Comparisons of active versus inactive, and fit versus unfit adolescents provide additional insights and found the more active are also more fit in cardiorespiratory endurance and in the sit-and-reach than the less active. The researches done on habitual physical activity of children and adolescents from member countries of the European Union in relation to methods of assessing and interpreting physical activity proved European boys of all ages participate in more
physical activity than European girls and the gender difference is more marked when vigorous activity is considered. The physical activity levels of both genders are higher during childhood and decline as young people move through their teen years. Physical activity patterns are sporadic and sustained periods of moderate or vigorous physical activity are seldom achieved by many European children and adolescents (Armstrong and Welsman 2006). Studies conducted by several researchers in India on assessing physical fitness levels of Indian students also showed direct relationship between physical fitness levels and the academic standards, healthy living, and better life styles.

Every year the Karnataka Government, school managements and the students spend huge amounts towards development and maintenance of infra-structural facilities, salaries for the physical education teachers, coaches, maintenance staff, administrative staff etcetera for physical education and sports programmes in the schools. There is imperative need for the study how far these physical education and sports programmes contributed for the wholesome development of the students of this state.

The objective of this research is to make a study on the “Panoramic view of physical education and sports programmes for the wholesome development of school students of Karnataka State. In doing so, the investigator would:
1. Analyse the inputs the schools in Karnataka State under different managements, namely, Government, Aided and Unaided in the form of staff appointed, time allotted for the physical education and sports programmes, provision of infrastructure facilities, such as, play grounds, sports equipments, maintenance grant etc. in the state.

2. Analyse how far the inputs made for physical education and sports programme contributed for the wholesome development of the students in the form of sports participation, physical fitness, and personality levels,

3. Find out the differences in inputs made for the physical education and sports programme and outputs in the form of sports participation, physical fitness and personality of the students under different management of Karnataka State.

To achieve the purpose of the study, the investigator had extensive discussions and visited a number of schools in different regions of Karnataka State. The experiences gained through visits of the schools made the investigator to observe that the physical education and sports programmes in the state are mainly dependent upon the fact that whether, these schools are managed by Government, which includes schools managed by Education Department, Social Work Department and Local Body, Aided Schools and Unaided schools. Hence, the investigator for the purpose of this study, selected thirty schools managed by government, 30 aided schools and 30 unaided schools. In each school 30 boys and 30 girls were selected for the study, who are
studying in VIII to X and the age group was between 13 and 16 years. To achieve the purpose of this study, the investigator randomly selected ninety schools, from Karnataka state, administered by different managements. Data for this study were collected both of primary source and secondary source. In order to assess the wholesome development of the Karnataka state students, this study aims at assessing the (1) Karnataka state students’ achievement in sports (2) Karnataka state students’ physical fitness levels and (3) Karnataka state students’ personality development. Participation and achievement in sports was collected through a well defined questionnaire, physical fitness levels of the students were assessed through a battery of physical fitness tests and personality development of the students were assessed through Personality Development Index (PDI) development by Kaliappan (1993). To get the panoramic view of physical education and sports programmes in the state, primary source of data were collected through a well defined questionnaire seeking data relating to: (1) Staff appointed for Physical Education and Sports (2) Time Allotted for Physical Education and Sports (3) Play ground and sports facilities provided (4) Funds provided for the physical education and sports and (5) Provision of Minor Games / facilities etc. The investigator personally visited the schools to collect necessary primary data from the schools. The data on physical fitness variables and personality development of the subjects were collected with the assistance of the Physical Education teachers of the respective schools. Secondary data were collected from published reports of Statistics Department of Karnataka, on (i) actual number of students enrolled in schools in the state, region wise, sex wise,
nativity wise as well as management wise. (ii) actual number of teaching and non-teaching staff employed in the state (iii) actual number of physical education teachers and coaches appointed in the state (iv) grants released to the schools for the promotion of sports and games in the state and (v) Number of students participated at district level, state level and national level sports meets in different games and athletic events, which was used for analytical purposes. Statistical tools, cross-tabulations, percentages, descriptive statistics such as mean, standard deviation were used to analyse the data along with suitable graphical representations. The mean differences between different categories of schools, namely, of government schools, aided schools and unaided schools were subjected to statistical treatment using Analysis of Variance (ANOVA). Where significant differences were noted, Scheffe’s confidence interval test was used to find out the difference between the pairs of groups. Pearson Correlation co-efficient was used to test the relationship between scores of input and sports participation, physical fitness and personality traits scores. In all cases 0.05 level was fixed to test the hypotheses of this study.

The results proved that Karnataka Schools are providing adequate facilities for physical education and sports programme in the form of physical teachers appointed, provision of supporting staff, coaches for coaching, time allotment for physical education classes, play fields for major games and track and field, sports equipments for major games and track and field, minor games and indoor games, department facilities and provision of funds for maintenance of grounds and
equipments. The inputs made were indexed in the form of Physical Education Programme Index (PEPI) for assessment of the level of inputs made by different schools in Karnataka state and it was found that there was no significant difference among schools administered by different types of managements. The results also showed that there was no significant differences between sports participation of these schools except at lower level (intramural) and highest level (national level) competitions. There was significant relationship with Physical Efficiency Programme Index and sports participations of the schools except at higher levels (state and national). The results further showed that there was no significant difference among the school students’ physical fitness levels and there was no significant relationship between Physical Education Programme Index and physical fitness levels of the schools. There was no significant difference among school students’ personality levels and there was no significant relationship between Physical Education Programme Index and personality factors of the students.

5.2 CONCLUSIONS

Within the limitations and delimitations of the study, the following conclusions were drawn from the study.

1. All the schools in Karnataka state are having either two or three physical education teachers.
2. The government of Karnataka frequently reviewed the physical education teachers appointed for schools through experts in the field such as Vaidyanathan Committee.

3. Services of coaches are being used to coach major games in about 22.22% schools and 24.44% schools are utilizing services of coaches for track and field events coaching.

4. All schools are allotting 2 hours per week for physical education and moral teaching classes. 56.67% schools in Karnataka state are having play field facilities.

5. 56.67% schools are having track and field ground facilities (Table XI). All the 90 Schools are teaching minor games to the students.

6. 72.22% of the schools are having equipments for major games and 51.11% are having track and field event equipments.

7. All the schools are having march past equipments and 94.4% of the schools are having physical education rooms.

8. The facilities provided to the physical education and sports programmes can be measured in terms of Physical Education Programme Index (PEPI) based on the data collected from the schools.
9. There was no significant difference among different types of managements of the schools in providing facilities for physical education programmes, assessed through Physical Education Programme Index.

10. As part of physical education and sports programmes, students participated in sports competitions at different levels, namely, intramural, taluk, district, divisional, state and national.

11. There was no significant difference among the schools of different managements in sports participation at taluk, district, divisional and state level competitions.

12. There was significant difference among the schools of different managements in sports participation at intramural and national levels.

13. There was significant relationship between Physical Education Programme Index and sports participations at intramural, taluk, district and divisional level.

14. There was no significant relationship between Physical Education Programme Index and sports participations at state and national level competitions.
15. There was no significant difference among schools under different management in Karnataka on physical fitness variables, abdominal strength, agility, leg power, speed and endurance.

16. There was no significant relationship between Physical Education Programme Index and physical fitness levels of school students of Karnataka state.

17. There was no significant differences among students studying under different managements, namely, government, aided and unaided on personality factors such as social concern, emotional adjustment, assertiveness, value & culture, self confidence and stress management.

18. There was no significant relationship between Physical Education Programme Index and personality factors selected for this study.

5.3 RECOMMENDATIONS

During the course of the study, the investigator came across a number of ideas and suggestions which are allied to this research. The important suggestions and recommendations are made hereunder for future researchers.

1. The findings of this study proved that there was direct relationship with physical education facilities provided to the students and their sports achievements. It was recommended to the authorities to provide all
necessary physical education and sports facilities to the schools so that improved sports participations could be achieved in the state.

2. Though the government of Karnataka frequently reviewing the physical education teachers appointed in the state through expert committees, it was recommended to recruit more physical education teachers, keeping in mind the norms for appointing physical education teacher for every 250 students.

3. Authorities of sports council may identify schools of sports excellence and provide special coaching to the students in all major games and track and field events right from elementary school levels.

4. It was observed during the study that facilities for major games like, hockey and basketball are very rare in the schools of Karnataka state efforts may be taken to provide adequate facilities for all the games.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. In this study, a unique attempt was made to develop a composite index for the facilities provided for physical education and sports programmes in the Karnataka state. Further researches may be undertaken with larger number of schools and variables to validate the index used in this study.

2. Further researches may be undertaken to identify the optimum level facilities required for better physical education and sports programme in primary
schools, elementary schools and high schools may be conducted, so that such one would be more helpful for the state to introduce additional facilities for the physical education programmes.

3. The possibilities of enlisting the teachers teaching other subjects in the schools to involve in physical education and sports programme may be studied and the merits and demerits could be researched further.

4. The contribution of the Sports Authority of Karnataka towards physical education and sports programmes in schools may be studied to highlight the need for coordination of all the efforts being taken by the Karnataka for the development sports and games in the state.