CHAPTER TWO

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Sports receive a good deal of attention not only from the government and sports development bodies but also from the academics. However, the purpose varies with the two parties. While the former pays attention to the promotion of sports, the latter shows interest in understanding the factors contributing to the development of sports interest.

There are two sets of factors as indicated earlier, spurring and inducing sports participation. One set comprises attitude, and the other set, external factors. A number of studies have been conducted on the interaction of these factors with sports participation.

In this chapter, a brief review of studies on the factors associated with sports participation is given. These studies are arranged in three sections. The first section deals with the studies on the level of attitude; the second section, on the values achieved through sports participation; and the third section, on the social factors which influence sports participation.
LEVEL OF ATTITUDE

Scott (1953) conducted a study on attitudes of parents, teachers, and administrators towards athletic competitions. This was conducted in elementary school setting involving 357 parents, 508 classroom teachers, and 234 administrators including special supervisors of physical education. This study yielded the following results:

1) A majority of the three populations have favourable attitude toward intensive competition at the elementary school level.

2) The parents have more favourable attitude towards competitions than the teachers and the administrators.

3) Between the teachers and the administrators, the former are more favourable than the latter towards competitions.

4) Men indicated more favourable attitude towards competitions than women.

5) Individuals who have had the experience with competition expressed more positive attitudes towards competitions than those without the experience.
6) No definite geographic differences in the distribution of attitudes were discovered in cities.

7) Outcomes of competitions in the four areas of development such as skill area, safety area, human relations and personality development found greater favour with the parents than the other two groups.

Maloney and Petrie (1972) conducted a study involving 567 pre-college students in Canada to analyse the professionalization of attitude towards the play and to determine whether the variables of sex, grade level, and degree of athletic participation were related to the development of such an orientation. Conclusions of this study indicated that:

1) the males were more professionalized in their attitudes than the females;

2) professionalization increased among the male students as they progressed through school; and

3) those respondents who had the greatest degree of involvement in athletic participation were more professionalized in their orientation towards physical activity.
Gould and Martens (1979) conducted a study on attitudes of volunteer coaches towards youth sports issues, taking 423 non-school youth sports coaches from Illinois, Missouri. A questionnaire consisting of 20 positive and negative statements was used as the instrument in this study. Results of this study revealed that coaches have generally favourable attitudes towards youth sports, supporting the value of sports participation for the well-being of children. One exception in the coaches' generally favourable attitude was their moderate agreement that too much emphasis was placed on winning. It was also found that the coaches' specific agreement ratings covered 4 interpretable factors, viz., 'positive attitudes', 'negative facets of youth sports programmes', 'negative consequences for participants', and 'inadequate equipment and facilities'. Factor scores computed for these factors were found to differ as a function of sport coached and the coach's education, formal training, coaching experience, gender, occupation, and community size.

Selby and Lewko (1978) conducted a study to measure grade school* children's attitude towards female involvement in sports and their relationship with participation, gender, and grade level. A questionnaire was administered to 106 girls and 264 boys in grades 3-6.

* 'Grade school' refers to school offering grades (standards) upto VIII.
at the beginning of their participation (P) in a YMCA-sponsored sports programme, and similarly 344 girls and 287 boys in grades 3-9 who did not participate (NP) in this sports programme. Five months later, the P group and the NP group (only grades 3-6) were retested. Results of the study indicated that females at all grades and participation levels had significantly more favourable attitudes than the males. At grades 3 and 4, male P and NP were quite similar in their attitudes as were female P and NP. But at grades 5 and 6, the attitudes of male NP were more positive than male P, while female NP were less positive than female P. Overall, the groups became more positive towards female involvement in sports from the time of the pretest to the post test.

The attitudes of under-graduate students majoring in physical education towards women competing in varsity sports was assessed by Thomas (1988). For this, an opinionnaire, consisting of physical, emotional, social, and personal domains, was developed to be administered to under-graduate students majoring in physical education at five traditionally black institutions in the Southeast US. Conclusions made from the opinions expressed by physical education majors in this context revealed statistically significant components that -
1) female physical education majors had more favourable attitudes than male physical education majors;

2) male athletes had fewer favourable attitudes than female athletes;

3) black and white students showed no differences in their attitudes;

4) age groups showed no differences; and

5) in the physical domain, freshmen and seniors had more favourable attitudes than sophomores, while in the emotional domain, seniors had more favourable attitudes than sophomores and juniors;

Mowatt et al. (1988) conducted a study on attitude towards physical activity among college students. It was designed to investigate differences in attitude by gender, year in school, activity class, mini-lecture, and time. College students enrolled in an elective activity course programme at the Northwest Land Grand University in the US during the spring of 1986 served as subjects. These subjects represented under-graduates and graduates of 17 to 21 years of age. The data obtained
from them through the administration of a five-point Likert scale revealed the following findings:

1) College students exhibited general agreement that there is a scientific basis for the value of physical activity.

2) College students expressed neutral attitudes about the value of physical education in the public schools, but thought that it was important to offer classes in physical education.

3) Most college students indicated that it was important to be fit, and that physical activity was important and worth the effort.

4) On the average, females exhibited more positive attitudes towards physical activity than did males.

5) The use of mini-lectures was primarily effective in changing attitudes in those classes in which fitness/conditioning was emphasized.

Cho (1992) conducted a study on the attitudes of Korean national athletes and coaches towards athletics participation. In this, he used biographical data concerning 313 Korean national athletes and 35
coaches who were members of 19 different athletic teams and preparing for 1990 Beijing Asian Games. This study yielded the following significant statistical findings:

1) Athletes and coaches have favourable attitudes towards athletics participation.

2) Athletes and coaches have favourable attitudes toward the following 3 values of athletics participation: (a) self-concept, (b) social and moral character development, and (c) general character development.

3) Athletes in dual sport and team sports have more favourable attitudes towards athletics participation than do athletes in dual combative and individual sports.

4) Female national athletes have more favourable attitudes towards athletics participation than do male athletes.

5) Athletes who were placed in worldwide competition have more favourable attitudes towards athletics participation than do athletes who were not placed.
6) Coaches have more favourable attitudes towards athletics participation than do athletes.

A cross-cultural analysis of children's attitude towards physical activity and patterns of participation was attempted by Liu (1991). This study covered two groups of children, Chinese and American, in grades 3 and 8 in Central China and in the Midwest US respectively. The analysis indicated that Chinese children have more positive attitude towards physical activity. But the American children have more involvement in physical activity. The analysis further indicated that age and gender differences have had significant influence on the attitude towards physical activity. Young children and girls expressed more positive attitudes than their counterparts. Marked gender and national differences were noticed in both participation patterns and physical activity preferences. The results of this study showed that attitude is a function of age and gender.

Students' attitudes towards physical education at the intermediate school level formed theme of a study made by King (1996). She included 726 students aged 12 to 15 in grades 7, 8, and 9 from six intermediate schools in St. John's, Newfoundland, and examined their
attitude towards physical education. In her examination, she found that
the attitudes of female students were significantly more positive than
those of male students for the younger age group, while after the age of
14, the reverse was true. She also found that there were no significant
differences in students' responses by teacher gender or class groupings
of co-educational and single-gender. The results indicated that the
status of physical education, the connotation of physical education, and
adolescent disturbances were the most important factors in relation to
students' attitudes towards physical education.

By means of a case study, Thomas (1995) attempted to study
students' attitude towards inter-collegiate athletics. His study covered
304 under-graduate students majoring in mathematics, physical education,
and sociology at California State University, Los Angeles. A questionnaire
consisting of 32 Likert scale items was used as the instrument in this
study. This study yielded the following results: (a) the attitudes of
under-graduate students were favourable towards inter-collegiate athletics;
(b) they did not differ on the basis of gender, perceived social class,
religiosity, political affiliation, and satisfaction with the quality of the
university educational programme, but differed on the basis of major,
level of activity in high school sports, present level of activity in sports,
family size, frequency of use of physical education and recreational facilities, perceived level of physical fitness, level of social activity at the university, and satisfaction with the quality of university social life.

Randleman (1997) conducted a study on the college and university administrators’ attitudes towards inter-collegiate athletic competitions for women. The subjects for this investigation included college/university presidents, athletic administrators, and faculty athletic representatives from each of the three divisional levels of competition comprising the National Collegiate Athletic Association (NCAA) in the US. A total of 880 administrators took part in the study. Based on the findings of this study, the following general conclusions were made:

1) Female administrators on each level of administration, have a more favourable attitude towards inter-collegiate athletic competition for women.

2) Primary women administrators and presidents have a more favourable attitude towards inter-collegiate competition for women than the faculty athletic representatives and athletic directors.
3) Females have a more favourable attitude than males towards inter-collegiate athletic competition for women.

4) The presidents and primary women administrators have more favourable attitude towards athletic competitions for women than the faculty athletic representatives and the athletic directors.

Valdez (1998) conducted a study to identify the attitudes of middle school students and their parents towards physical education and to examine the relationship between them. In addition, students’ and parents’ gender, ethnicity, and socio-economic status were examined in relationship to their attitudes. Results indicated that students’ and parents’ attitudes towards physical education were significantly different in the overall category scores. No significant differences were found between the different groups based on gender, ethnicity, and socio-economic status among them in attitudes towards physical education.

VALUES ACHIEVED THROUGH SPORTS PARTICIPATION

Dubois (1978) conducted an investigation into the belief that participation in sports can serve as a stepping stone for the later occupational success. The athletes studied consisted of the entire
population (N=160) of senior males from the three San Francisco Bay area state universities. A comparison group (N=450) of senior male non-athletes were randomly selected from the same institutions. Analysis was made of the effect of "athletic status" on the dependent variables "occupational prestige" and "earnings." Control variables included the respondents' education, age, ethnicity, grade point average, years of work experience, and father's occupational prestige. The analysis indicated that athletic status had no significant effect on the dependent variables. It was concluded that, for the type of athletes investigated, little support can be drawn on the belief that sports serve as a stepping stone to later occupational success.

Participation motivation in youth sports was examined in boys (N=720) and girls (N=418) by Gill et al. (1983) at a summer sports school. Results indicated that the most important reasons for participating in sports were to improve skills, have fun, learn new skills, challenge, and to be physically fit. Results also suggested achievement/status, team, fitness, energy release, situational factors, skill development, friendship, and fun as dimensions of participation motivation. Boys placed more importance on achievement/status reasons than girls did, but generally the responses of boys and girls were similar.
Sham (1987) conducted a case study to determine student attitudes towards varsity inter-scholastic sports participation and factors that affect those attitudes. Data were gathered from a survey questionnaire administered to 155 high school students, and individual interviews of selected student participants, student non-participants, coaches, faculty, parents of participants, parents of non-participants, and community members. Results of this study indicated that -

1) Several factors appear to affect the attitudes of students towards participation in inter-scholastic sports. Parental influence was the most definite factor. Other factors noted were peer influence and coach influence, perceived athletic ability, sports as fun, priority of sports, and the relationship of sports to academic achievement.

2) Students believed that sports were worthwhile because they taught such concepts as co-operation, sportsmanship, competition, and learning responsibility. Sports were perceived as beneficial for physical fitness and socialization.
3) Coaches, faculty, parents, and community members believed that sports participation was beneficial to students because sports taught co-operation, responsibility, competition, and sportsmanship. There was negative reaction to the overemphasis on competition and winning pressure from coaches, 'bench-sitting' by many students, sports burnout, and lack of fun in sports.

Raugh and Wall (1987) examined the motivational factors in sports participation of university male and female athletes (N=59), members of physical education activity classes (N=101) and participants in intramural programmes (N=29). Their responses indicated that self-improvement, having fun and enjoying the activity, and improvement of total fitness were most important motivational factors for the athletes to participate in sports.

Steinhardt et al. (1988) conducted a study to understand the purposes for which the school students engage in physical activity. An instrument called Purposes for Engaging in Physical Activity Scale (PEPAS) was designed. The instrument represented three key concepts, namely, individual development, environmental coping, and social interaction. It was administered to fourth-grade (N=259) and sixth-grade
(N=392) students participating in educational physical education classes. Results for grade four revealed four factors (social interaction, physical challenge, individual development, movement skills) with internal consistency co-efficients ranging from 0.76 to 0.88. In the case of grade six, results revealed four factors (movement skills, personal integration, sports participation, social interaction) were identified and they had internal consistency co-efficients ranging from 0.55 to 0.81.

Sohi (1989) conducted a study to understand the values of sports participation as perceived by the university students. As the subjects of his study, he took 244 students from the Physical and Health Education, and Education Departments in the University of Ibadan (Nigeria). This study furnished the following conclusions: The university students, irrespective of gender and academic background, perceived sports participation as developing various socially acceptable values except religiosity. There was a consensus among all groups of students as to the values which are liable to be developed more. However, there were significant differences in the perceptual scores favouring the students with physical education background. Within this group and except religiosity, which seemed not to be developed, the other values were considered equally well developed through sports participation.
Millard (1991) made a comparison of value outcomes of youth sports programmes among the participants, parents, coaches, and administrators. By administering a scale called Valued Outcomes Scale (VOS) to 411 participants, 601 parents of participants, 64 coaches, and 40 administrators of youth soccer and football programmes, he sought to understand how the four groups placed values on having fun, playing fairly, skill development, and winning as outcomes of those programmes. It was found that in the four groups of respondents, value placed on fun and fair play was significantly higher than for skill development or winning and value placed on skill development was found to be significantly higher than winning. No significant difference was found in value placed on the four outcome components by male and female subjects.

A study by Folsom-Meek (1992) sought to compare upper elementary school children’s attitudes towards physical activity by grade level and gender across six attitude scale sub-domains, such as (a) social, (b) health and fitness, (c) vertigo, (d) aesthetic, (e) catharsis, and (f) ascetic. The subjects were 429 children (243 girls and 186 boys) from 3 to 6 grades with ages ranging from 8.3 to 13.2 years. Results indicated significant effects of physical education activity on three factors, grade level, gender, and sub-domain and a significant interaction of gender
x sub-domain scores. Results also indicated that girls displayed significantly more positive attitudes than boys in social, health and fitness, and aesthetic sub-domains, whereas boys displayed significantly more positive attitudes than girls in the vertigo sub-domain. From these results, it was concluded that children’s attitudes toward physical activity are best described by the interaction of gender and specific attitude sub-domains.

Savage (1993) conducted a study on the attitudes and motives of college-age students towards participation in physical education skills classes. Seven hundred and ninety five students (female = 596, male = 199) participated in the study. Their attitudes and motives towards participation in physical education skill classes were measured on a principle axis containing four dimensions, namely, self-worth, physical ability, social participation, and life time value. Quantitative results of the study indicated that the females were more concerned with social and interpersonal relationships, whereas the males rated physical ability and life time value higher than their female peers. Further, they indicated that the juniors differed from sophomores, seniors differed from freshmen and sophomores, and graduate students differed from freshmen, sophomores and juniors in their ranking of self-worth and physical ability.
Qualitative results indicated that students were looking not only for the better grade they might receive, but also were attracted to physical education skill classes in order to obtain regular exercise, keeping in shape, and to have fun. Based on these findings, the investigator concluded that males and females have different needs and perceptions related to physical activity and participation in physical education skill classes. In addition, as students progress through school, they have higher perceptions of self-worth and physical ability.

Nix (1993) conducted a comparative study of children’s motives of playing organised youth baseball and their parents’ motives for encouraging their child to participate. This study examined the responses of boys (N=158), 9-18 years of age, participating in three youth baseball leagues, and of their parents towards their child’s participation therein. Both the baseball players and their parents rated many, varied reasons as important for participation in organized youth baseball with having fun rate as the most important reason. The parents also rated skill development, physical fitness, and co-operation skills as primary reasons for encouraging their son’s participation in organized baseball. Regarding the factors influencing participation in baseball, the players considered action, competition, excitement, and winning as more important than
their parents. The parents rated getting exercise and learning to work with coaches more important than their sons.

Spink (1994) examined whether perceptions of team cohesiveness and leadership obtained at the end of a competitive season would influence the athletes to participate in the next season. The subjects were females who took part in competitive ringette teams, after the completion of a competitive season. Results revealed that selected measures of both cohesion and perceived leadership behaviours were significant factors in influencing the athletes’ intention to return to the next season after the completion of a competitive season. Specifically, it was found that those individuals intending to return for the next season held significantly greater perceptions of social cohesion and perceived that their coaches engaged in higher levels of positive feedback than did individuals indicating that they would not likely return.

Jambor and Weekes (1995) identified the benefits parents seek from children’s sports participation. The investigator took parents (N = 154; mother = 105, and father = 49) having children of 5-11 years of age. Results of the study revealed that parents mentioned recreational benefits, health benefits, and social benefits as the top three reasons for the children’s participation in sports. The results indicated no significant
relationship between parents’ gender and the three cited reasons. Significant relationship existed between child’s gender, parents’ present sports participation, and parents’ previous sports participation and the three reasons cited. Recreational, health, and social benefits were more often cited in support of children’s sports participation by parents of male children and parents who were sports participators (prior and present). Although it was hypothesized at the beginning of the study that discrepancies would exist between parents’ and children’s needs in relation to youth sports, the results of the study showed that parents’ and children’s reasons for the children’s sports participation are similar. An example of this similarity was social benefits (reported by parents) and wanting to be with friends (reported by children). From this finding, the investigator concluded that the similarities existed due to socialization of children by parents into sports.

Green (1997) examined the viewpoints of secondary school athletic directors regarding sportsmanship education in athletic programmes. The subjects of the study were 103 athletic directors and they were asked to respond to a written survey. Results indicated the following:

1) Sportsmanship development is a primary objective of athletics.
2) Athletes generally exhibit good sportsmanship behaviour. The study noted that sportsmanship is being taught mostly individually and informally, and so the author recommended that sportsmanship education should be formally taught at the secondary level using the characteristics of sportsmanship as well as different teaching strategies such as scenario situations, role modeling, and discipline.

A study was undertaken by Vincent and Imwold (1997) to examine the motives of high school males and females for participating in an inter-scholastic soccer programme. The subjects were 98 varsity soccer players of 52 males and 46 females. Results revealed that athletes had multiple motives for participating in soccer programmes. Among the motives, "fun," "skill improvement," and "meeting new people" are important. This study also indicated that most male athletes relished the "physical contact" aspect of soccer. Many female athletes did not enjoy the physical contact aspect and considered winning less important than their male counterparts. Relationships with team-mates was an important factor for many females.

Coelho (1998) investigated the student perceptions of the physical education programme at the United States Military Academy
and examined the experiences within the programme that influenced their perceptions. A total of 236 cadets, inclusive of both genders, were selected as the subjects for the study. The critical incident technique and formal interviews were used to collect data from them. Their responses were classified into three themes: (a) teacher behaviours, (b) curriculum programme features and subject matter, and (c) social interaction and behaviours of cadets. Findings from the teacher behaviour theme indicated that encouragement, personal attention expressed as additional, individual instruction, and skill demonstrations were the most frequently perceived positive influences, while inappropriate grading techniques, public humiliation and adversarial relationships were the most frequently perceived negative influences. With respect to the curriculum theme, overcoming fear and the development of courage were ranked as the most positive, with learning relevant skills as the second, and being challenged as the third most frequently perceived positive influence. The three top ordered negatively perceived influences regarding the curriculum were unfair grading standards, irrelevant/useless content and injury. Motivation and encouragement, acceptance and leadership were the top ranked positive perceptions regarding the social interaction and behaviours of cadets. Poor leadership and lack of sportsmanship were the two sub-categories associated with negative perceptions regarding this theme.
Outcomes of participation in league baseball for a season were examined by Castaneda (1998) in 16 participants (10 boys and 6 girls) with mental or physical disabilities and aged 7-16 years. Fifteen outcomes were identified, but five were particularly meaningful and seemed to be the link to continuing family involvement, enthusiasm, and pride in the school or community baseball programme: fun and enjoyment, positive effect related to equal opportunity and feelings of "normalcy", social networking and emotional support for families facing common challenges, acquisition of baseball knowledge and skills, and increased interactions of children with peers.

Anuradha and Roy (1998) examined the participation motives of 81 young cricketers of 6 different age groups. They identified 'intrinsic' rewards (like fun, excitement, feeling good, and getting fit), 'team orientation', 'social factors', 'achievement mastery' and 'enjoyment' factors as the common motivational factors underlying participation in cricket. Of these factors, skill development, team orientation, and fitness were rated high by all age groups, while situational factors and energy release were rated the least.

Hopkins (1998) examined the differences between the sportsmanship attitudes of defensive and offensive soccer players.
Twenty six male varsity soccer players from a high school were selected for the purpose. It was found in this study that the defensive players possessed greater sportsmanlike attitudes than offensive players. In addition, sportsmanship attitudes did not change significantly over the course of a competitive season.

Horn et al. (1999) conducted a study to examine the constellation of beliefs and values that parents hold for their children's participation in competitive youth sports programmes and to determine if such beliefs and values vary as a function of their children's age and gender. As subjects of the study, 81 parents of children ranging in age from 8 to 15 years were selected. The data obtained from them revealed that parents' beliefs and values differed significantly as a function of their child's age and gender. Specifically, parents perceived weight control, fitness enhancement, and development of team work skills to be more important reasons for their daughters to participate in sports than they did for their sons. A significant age by gender effect emerged for parents' perceptions of their child's sports competence. Parents of boys rated competence as a factor that is directly proportional to the age, whereas in girls, parents perceived an inverse relationship between age and competence.
Xiang et al. (2000) conducted a study on the perceptions of education in those enrolled in elementary physical education. Participants of this study were 97 (92 females and 5 males) elementary education majors enrolled in elementary physical education methods classes in the fall and spring semesters of 1998-99. Result indicated positive changes in participants' perceptions of elementary physical education. Specifically, they were more likely to realize the importance of physical education in elementary schools and to see physical education as part of the child's whole development, and were less likely to view physical education as a fun break from regular school activities than they were before they took the course. Observation of actual physical education lessons and teaching in elementary physical education settings were perceived as the two most important components that contributed to changes in students' perceptions.

Bian and Hensley (2000) conducted a study to explore the importance of selected reasons for physical activity participation among physical education major students in China and the United States. Data were collected from 184 physical education major students enrolled in Beijing University of Physical Education (N=98) and the University of Northern Iowa (N=86) during April 1998. Results indicated some
notable differences between the two groups in the importance of selected reasons for leisure-time physical activity participation. 'Feeling of personal accomplishment,' 'feeling good physically,' and 'feeling good about myself' were the three most important reasons cited by US students. Interestingly, these three reasons were relatively less important to Chinese students, ranking 11th, 9th and 13th respectively. 'Having fun' was rated the fourth most important reason for physical activity participation among US students. Among Chinese students, 'having fun', 'improve my fitness' and 'improve my skills,' and 'challenge of competing with myself' were ranked as the most important reasons for physical activity participation.

FACTORS INFLUENCING SPORTS PARTICIPATION

Greendorfer (1977) examined the influence of socializing agents in the process of socialization of women into sports. Subjects of this study were 585 female participants in the Wisconsin Women's Inter-collegiate Athletic Conference. Results revealed that peers are the major influence through each life cycle; family serves as a strong socializing agent during childhood, but it has no significant effect during adolescence and becomes significantly less influential during adulthood. Teachers and coaches serve as significant agents only during
adolescence. The results further revealed males are the predominant role models accepted during childhood but rejected during adolescence. At adult stage, female role models became more significant.

Greendorfer and Lewko (1978) conducted a study on the role of family members in sports socialization in children. Children (N = 95) between the ages of 8 and 13 who were enrolled in a summer fitness programme at the University of Illinois (US) were taken as the subjects. Results indicated that the traditional comparison of family, peers, and teachers was not applicable to girls and only slightly applicable to boys. A more in-depth examination of the family unit demonstrated that parents, rather than siblings, had significant influence and that only father was mainly instrumental to children’s sports participation.

White (1982) examined why junior college athletes become involved and stay involved in organized competitive sports. Subjects for this study were male athletes (N=312) competing in an inter-collegiate athletics at two American colleges. Results indicated that self-initiation and parental influences were the two major motives for initial participation in the competition. It also revealed that achievement and pleasure were the other two major reasons for the continued participation. Athletes felt that participation provides substantial physical, social, economical
and psychological benefits. No ethnic group was significantly different from the total population in any areas of motivation. However, there were differences in perceptions regarding benefits and value of sports between the two.

Yamaguchi (1984) compared the process of adolescent socialization into sports in Japan and Canada, focusing on the structural and cultural differences and similarities. Results from the survey data in these two countries indicated that the school was a strong socializing agent in Japan, while the sports system within the community had more influence on sports involvement in Canada. It also suggested that sports socialization in Japan is unique, in that it arises from a closed structure, as compared to the open structure in Canada.

Gregson and Colley (1986) examined the association between parental sports involvement, gender role identity, gender role attitudes and sports participation in 106 male and 130 female of 15-16 year olds. In this examination, significant correlations were found between sports participation, parental participation, and maternal achievement in sports for the females but not for the males. Also, it was found that gender role attitudes did not influence sports participation for either gender. These findings indicated that parental role models were more crucial for
the sports involvement of females than for males, and that the possession of masculine traits was a strong predictor of sports participation in adolescent females.

Huang (1991) conducted a comparative study of the socialization factors associated with sports participation of athletes and non-athletes. Through such study, he sought to investigate which socialization factors dictate the level and type of sports participation among athletes and non-athletes. Subjects were randomly selected from four Taiwan universities and private colleges. The subjects of this study consisted of male (N=315) and female athletes (N=189), male non-athletes (N=689) and female non-athletes (N=642). Data collected from them were analysed using both univariate and multivariate procedures. The analysis indicated that: athletes were influenced more by significant others than non-athletes; significant differences were found between athletes and non-athletes in attitudes towards physical education; the influence of affiliation factors (choice of location and perception of positive learning environment) on sports participation was significantly different between athletes and non-athletes. The analysis also indicated that gender effects were present in the role of significant others and the two location variables.
Attitudes of senior citizens towards physical activity were examined by Eckl (1992). This study covered 88 US senior citizens, and 85 German senior citizens who were aged 60 years and above. Findings indicated that the agent 'self' was most important for the samples to participate in physical activity, followed by 'friend' 'doctor' 'wife 'husband' and 'children'. Significant differences were found in the agents, doctors and husband. Americans were more influenced by the doctors to participate in physical activity than Germans. Germans were more influenced by husbands to participate in activity than Americans. The German sample viewed physical activity as a pursuit of pleasure and thrill, as significant and more important than the American subjects. The American sample viewed physical activity as a pursuit of health/fitness, as significant and more important than the German subjects.

Lugo (1991) studied sport socialization of cerebral palsied adolescents. Through such study, he sought to determine which variables influenced the active sports involvement. Of the subjects included, were 112 cerebral palsied adolescents (56 males and 56 females) with ages varying from 13 to 21 years, from 15 states in the US. The study showed that the only important variable in the sport socialization of cerebral palsied adolescents was friends. The other variables which contributed little were
values towards sports, family, teacher coach, opportunity set, age, sports classification, and age at which the sport was first started.

The process by which urban Costa Rican children become socialized into sports was examined by Pizarro (1991). The subjects were 257 boys and 265 girls with ages 9 to 12 years taken from five different public schools belonging to the urban area of the province of San Jose, Costa Rica. It was found that the sport socialization process in Costa Rica was different for boys and girls. Opportunity set and male friends were found to be the most important sport socializing agents for boys, while values towards sports and mother were the most important sport socializing agents for girls.

The social aspects of sports participation of Swedish disabled athletes were investigated by Johansson (1992). Disabled 28 males and 18 females ranging in age from 16 to 60 years were taken as the subjects. Findings revealed that males tend to participate in more popular sports and in more sports than females, both before and after 16. Although respondents in the older age groups participated less than younger age groups during their childhood, the younger age groups had less total sport experience. These findings also indicated that family involvement in sports was low before the respondents reached 16
years, but younger age groups had more family support. Friends and other athletes and self were the dominating socializing agents for sports participation.

Marie (1997) conducted a study to analyse the contribution of selected physical activity determinants in young adolescents. The subjects of the study were 7th graders from the rural, urban and metropolitan middle schools. The results revealed that intensity and attraction to physical activity were the main physical activity determinants for the adolescents. For attraction to physical activity, liking of games and sports was an influential factor. Factors like gender, intent to be physically active, friend support, and friend model were weak contributors for physical activity. Results also indicated that males reported significant scores in attraction to physical activity and perceived physical competence than females. Hispanic students reported significant scores in attraction to physical activity, and perceived physical competence as compared to other ethnic groups. Overall, girls and boys reported a similar overall physical activity time. However, the girls reported significantly higher proportions of chore time and sport time compared to boys.
Welk and Pienkosz (1997) conducted a study on the differences between child’s and parent’s perceptions of parental factors influencing physical activity behaviours of children. The subjects of this study included 50 boys and 50 girls and their parents. This study revealed that children viewed their parents as better role models than the parents viewed themselves. But they reported less parental encouragement than the parents thought they provided. Overall, the study suggested that parents could have a major influence on their children’s attitudes towards physical activity. But, in practice, there are differences between child’s and parent’s perceptions of this influence.

Mitchell and Olds (1997) conducted a study to identify the psychological and situational factors that predict the degree of involvement in moderate intensity physical activity at various stages of adult life. The subjects included in their study were 104 males and 147 females who were invited by trained telephone interviewers to participate in a study on exercise habits. Analysis of data indicated that perceived barrier was a statistically negative predictor of activity level for age groups 18-29, 30-44, and 45+ years. The recognition incentive was an important positive predictor for all the three age groups, while self-confidence was a predictor for the youngest group. The analysis also indicated that
competitiveness was more a salient incentive for ages 18-29 years, while members of the age group 30-44 years were engaged in activity for reasons of mastery and mental benefits.

Hensley (1998) undertook a study to ascertain the attitudes of adolescent boys and girls towards exercise and to investigate the reasons why they participate in sports or physical activity. The participants in this study included 6,025 students aged between 10-18 years. Findings revealed that regardless of age or gender, the primary reason why youth chose to participate in sports or physical activity was 'to have fun'. Skill improvement and health enhancement were distant second and third reasons for participation. The least important reason for participation was parental approval. The second least important reason for participation was 'to win' in sports. The competitive nature of sports and the desire to win were significantly more important for males than females, whereas the health benefits associated with physical activity was significantly more important for females than males. While doing early grades, the children had a positive attitude towards physical education class, but as they approached and entered high school, their attitude became negative as physical education was often considered a waste of time.
Hayashi (1999) carried out an analysis on youth sports participation. The purpose of the analysis was to examine if youth sports athletes who leave sports differ in their perceptions across time of coaching behaviours, perceptions of social support, level of anxiety, and ways of coping from athletes who continue their sports participation. The participants in the study were 132 female youth gymnasts. Results revealed that gymnasts with higher anxiety and low abilities to cope with adversity were more likely to discontinue participating in gymnastics competitions. But, on the other hand, gymnasts who perceived more support from family and friends were more likely to continue in gymnastics. Further, gymnasts' participation was also influenced by how they perceived their coaches' behaviours. Gymnasts who perceived their coaches to provide low amounts of non-reinforcement/ignoring mistakes feedback, and who perceived their coaches to provide high amounts of punishment-oriented feedback, were more likely to discontinue their gymnastics participation.

Williams and Parker (1999) attempted to identify the social factors influencing students' social reasons for striving to achieve in the physical domain. The subjects of their study included 83 girls and 78 boys doing eighth grade and enrolled in physical education in a rural
school district. From initial analysis of data, four main socially based strands emerged which seemed to influence students’ participation in physical activity. First, having friends in physical education was very important to some students, and contributed to the class being fun. Second, friends fostered a sense of belonging which reduced feelings of isolation in physical education. Third, students persisted longer in physical activity when they received encouragement from their friends. Fourth, the athletic ability of their friends affected the extent to which individuals participated in physical education class. For example, students with athletic friends tended to try harder than students with non-athletic friends. Interestingly, athletic students focused on the importance of participating regardless of the ability of their friends, whereas less athletic students focused more on socializing than participating.

Millslagle and Keyes (2000) conducted a study to identify and examine the potential determinants of male and female students’ attitudes towards physical education at the elementary and secondary levels. Students (N=355) were randomly selected from the sixth and tenth grades in a large midwestern public school system. Seven main determinants of attitude were identified in rank order: curriculum, fitness, atmosphere, self-perception, peer behaviour, teacher, and facilities. Curriculum was
the most influential determinant of positive attitudes among the boys and girls at both the elementary and secondary levels. Fitness was the most influential determinate of negative attitudes among the boys and girls at both the elementary and secondary levels. Overall, male and female students identified different events that influenced their positive-negative attitudes within each main determinate and between elementary and secondary physical education.

Ghuman and Dhillon (2000) assessed the factors influencing the sports career of the players, who participated in the All India Women Hockey tournament. The sample of the study consisted of 128 players and they were divided into two groups, namely, 64 players of four teams that participated, but failed to achieve any position (upto semifinal) in the tournament and 64 players of four teams that attained the first four positions in the tournament. This study identified two sets of factors as influencing sports career of the players, namely, internal control factors (which included games/skill superiority, practice, and individual ability) and external control factors (which included financial backing, equipment and coaching, luck, and influence of high-ups). Results showed that the players of the teams which secured the first four positions in the tournament had higher scores on all internal control
factors than the team players who failed to attain any position. As for
the external control factors, regarding equipment and coaching, luck,
and influence of high-ups, there appeared to be no significant difference
in their effect upon the players who secured positions and the players
who failed to attain the positions. However, in respect of the financial
backing, the losing team players have a higher score, that is, they have a
stronger feeling on the requirement of financial backing in sports career
than the other group of players.

CONCLUSION

A cross-section of various studies analysing different factors
influencing sports participation was described. It could be elicited from
the literatures that no single factor can be considered as decisive nor
can it be generalized. Most studies indicate sports participation as a
phenomenon highly individualized and influenced by a variety of variables
unique to the geographical, social, political, educational, and economical
environment. In view of the enormity of work carried out in these lines,
this attempt of literature review is indeed highly restricted and mostly
confined to those studies deemed relevant to the current work.

Apart from the said limitation, one could notice that in the literature
reviewed, the studies involving Indian subjects do not find adequate
place. So to say, only one Indian study has been reviewed. This is not
the omission on the part of the investigator. Actually, there is a dearth of
studies in sociology/social psychology of sport in the Indian setting. In
this context, the observation made by Gupta on the state of affairs in
sociology of sport is noteworthy: “In India, sociology of sport has
remained an unexplored area of research. As a consequence of this,
research activity in this area of research is practically non-existent. A
bibliography prepared by Indian Council of Social Science Research on
sociology of sport does not contain even a single reference of an Indian
scholar” (as quoted in Vir, 1989).