CHAPTER - II

REVIEW OF RELATED LITERATURE
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The purpose of this chapter is to give depth and breadth to the study by citing all allied research topics.

Agarwal opines that" The literature in any field forms the foundation upon which all future work will be built."\textsuperscript{16}

Thirumalaiswamy has discussed the importance of review of literature. He says "The review of literature is instrumental in the selection of the topics, formation of hypothesis and deductive reasoning, leading to the problem. It helps to get a clear idea and supports the findings with regard to the problems under study."\textsuperscript{17}

The University Education Commission (1948) had summarised the deficiencies of Physical Education in the universities as the lack of interest both on the part of the students and the authorities. Insufficient trained personnel, dearth of play grounds and equipment, poverty of the students,


absence of organisation, poor type of programme, small variety of games, conflict with academic work and inconvenience of time, which seem to be the most recurrent obstacles. The commission had made few suggestions to overcome these deficiencies and to improve the programme of Physical Education in the universities and colleges. They are as follows:

1. Expert leaders should be appointed in the department of Physical Education of Universities.

2. The professional status and pay of Physical Education personnel should be recognised as on par with academic personnel.

3. Each university should appoint a properly qualified Director of Physical Education with Doctor's Degree either in Physical Education or Medicine, who should have equal status and pay, on par with other Heads of Departments.

4. Every University should make provision for adequate Gymnasia, Playgrounds and Physical facilities.\(^{18}\)

According to Deshmukh Committee\textsuperscript{19} "The development of Physical Education in the universities, colleges and schools should be given the highest possible priority and regard as an essential and integral part of education and human development. It is also of the opinion that in the schools, colleges and the universities, students should have the option to participate in any one of the activities according to their interest and aptitude".

According to Chakrabarti "A good programme of Physical Education requires different types of equipment to learn the skills of games and sports. The scientific and modern equipment may contribute much to have a mastery over the skills. It is a fact that countries like the United States of America, USSR, Germany, Japan and Poland secured good name and number of gold medals in 1979 Olympics, held at Montreal, due to proper use of modern and scientific equipment and facilities.\textsuperscript{20}


For the compulsory programme of Physical Education in colleges, Purandare had recommended that:

1. A Board of Physical Education should be established at the university level which includes the Physical Directors from affiliated colleges of the university.

2. The board of Physical Education thus formed should be responsible to prepare syllabus and to see that compulsory Physical Education programme is carried out as per the syllabus prepared.

Govindarajulu believes that due to the lack of academic values of Physical Education in Indian universities, people in-charge of Physical Education are not in a position to organise and administer the programme successfully. He further states that those who are in-charge of the university Physical Education programme do not have the knowledge of scientific Physical Education and hence no suitable programme pertinent to the particular age group is promoted. This kind of situation will ultimately kill the interest of students of Physical Education.


Scot and Nest Kaempur are of the opinion that "It is a well established fact that no form of educational facilities can be considered modern, unless it amply provide for a wide and varied programmes of Physical Education".

Facilities in colleges should be proportional to the strength of student and the academic administrators should have a grasp of the situation and he should exercise constant watch and plan for future.

Krishnan conducted a study of Physical Education facilities for pupils in some high schools in Madras City. The data was collected through a questionnaire from 25 out of 36 girl's schools and 30 out of 66 boy's schools. Results showed that only a very few schools were having all kinds of required facilities and the rest were below the standard.

Radhakrishna conducted a study in the year 1972-73 on the Physical Education programme and facilities in Arts and Science Colleges


in Krishna District. He had opted the method of personal interview and questionnaire with the following headings connected to play facilities.

1. Play area
2. Constructed facilities
3. Equipment
4. Recreation facilities
5. Library facilities
6. Records and Registers
7. Staff
8. Finance

The following conclusions were reported in his study. One college had no playing area at all. One college had gymnasium. No college has sufficient gymnastic equipment. In all the colleges, library facilities in Physical Education were inadequate. Only one college was maintaining attendance register for activities. One college had not appointed any Physical Education personnel. Eight co-educational colleges were not having Physical Directors. Different colleges were collecting different amounts of games fee ranging from 6 to 12 rupees per year. No private college was getting help from the Government towards Physical Education.
Debes Chandra Sarkar\textsuperscript{26} surveying the facilities and equipment of sports and Physical Education in Engineering Colleges concluded the student - teacher ratio in Physical Education was satisfactory. And only one college had provided special coaching personnel for different games and sports. Out of five Engineering Colleges only three colleges have sufficient playground facilities as per minimum norms laid down by National Plan of Physical Education and Recreation. The study revealed that all the Engineering Colleges do not possess sufficient number of equipment and playgrounds as per their student strength.

Massey's Activity scale and the Mooney problem check list college form\textsuperscript{27} were administered to 45 Freshman and Sophomore students who did and did not elect a Physical Education class. Significant differences were found by Chi-Square in frequency of problems among sophomore students who like and disliked Physical Education in both the non Physical Education and total sample, for freshmen who did and did not elect Physical Education and for Freshmen and Sophomores in the non Physical Education group. The remaining comparisons were not significant.


\textsuperscript{27} "Concerns and Values in Physical Education," (London: G.Bell and Sons Ltd., 1974), p.65.
Venkateswara Rao\textsuperscript{28} suggesting a pattern of organization of a department of Physical Education for a teaching cum affiliating university mentioned that the programme should be designed for all the students with adequate facilities. Health instruction and practices should be included in the programme. Qualified personnel should be employed for smooth functioning of the programme, which is essentially needed for the betterment.

Pown Radha\textsuperscript{29} reports in a study on university sports: Challenges and Tasks, observation on 250 women was made to study about the constraints, and controversies which prevent them from participating in sports. The study revealed their opinion about male domination in sports, social barriers to take part in sports, inhibitions in sports, traditions and customs that prevent women from sports participation. Some of conspicuous constraints are:

1. Fear of feminity
2. Gynecological constraints


\textsuperscript{29} Pown Radha,, "Constraints - Controversies in women participation in sports" (Paper presented in the \textit{National Seminar on University Sports: Challenges and Tasks}, Alagappa University, Karaikudi, June, 1995).
3. Fear of injuries

4. Emotional factors

and 15 other factors which prevent women from active participation in sports and games at school level, college level. In view of such evidence it is up to the college and university authorities to reorient Physical Education and sports programme for women to enable them to avail the benefits.

SPORTS FACILITIES AND PROGRAMMES

Sports in Schools

School sports have an impact on the society and culture. Since, most people obtain their interest in games and physical activities as well as their skills in school sport programmes, they are socialized in both participant and spectra role. It is a fundamental principle of education that participants must gain something as an intrinsic value from all aspects of the school process. Therefore, sports in the schools ideally are for everyone although roles will vary and problems will invariably arise. These problems can be controlled admirably by trained teachers. Physical Education classes are effectively handled in a well conducted intramural programme. However, in inter-school sports the potential for problems is greater because of the more highly gametic nature of the climate, it is more difficult to keep competition in prospective. The sensitive teacher
coach faces many conflicts between professional creed and the sport situation and therefore the ethics of sports is frequently tested.

Bucher\textsuperscript{30} opines that "The nature and scope of Physical Education includes not only the teaching and coaching of games and sports but also activities such as the dance, correctives, rehabilitation and camping.

The importance of Physical Education in schools has been accepted by all. It has remained a much neglected subject in our country. With a view to develop character and discipline and make Indian children physically fit and patriotic Indian citizens, the late "General" J.K.Bhonsle started the National Discipline Scheme in a humble way. It immediately caught the imagination of all right thinking people. The success of the scheme created a new awakening in the field of Physical Education culminating in the formulation of the National fitness corps programme.

Pathania\textsuperscript{31} says "Games involve big muscle movements like running, jumping, throwing, hitting, etc., and hence are not only vigorous but also interesting and enjoyable they are based on certain rules which

\textsuperscript{30} Bucher, Charles A., "Principles and Philosophy of Physical Education" p.31.

\textsuperscript{31} Pathanai, A S., "The National fitness corps." (Ministry of Education, Govt. of India,1965,) p.120.
have to be followed honestly and in a spirit of sportsmanship. Combative instinct can best be stimulated through games as artificial situations are provided in games in which there are opponents whom one has to outwit in skills and finally come out successful. They are also capable of teaching the participants in addition to skills, qualities such as loyalty, co-operation, leadership and sportsmanship. They are regarded as the best medium through which desirable modification of an individual can be effected and have a great educative value”.

Bucher\textsuperscript{32} illustrated in his book Foundation of Physical Education about the Physical Education facilities in Russia. There are many camps, sports clubs and young groups, all with their own facilities. Beyond this, there are special sports schools devoted to give intrusive instruction to children. Between the ages of 12 and 18 years a child with a high degree of facility in a sport is recommended for acceptance at one of these schools. Here, outside of school hours, the child receives concentrated coaching twice a week for 2 hours each time. This system has helped to develop many of Russian champion athletes.

Many advanced countries are adopting their own programme to develop the sports in their countries and they are providing maximum facilities for sports.

According to Manoharan\textsuperscript{33} "No doubt India is having a huge manpower but this manpower must be made more productive and highly useful. For this there must be proper planning and programmes to cater the hidden potentialities and talents lie in them. For this noble venture, Physical Education is the crying need of the hour."

Bucher\textsuperscript{34} states "In 1947 a grant was made to sponsor a national facilities conference at Jackson's Mill, West Virginia. Fifty four outstanding Education, Park and Recreation Leaders met with architects, engineers and city planners to prepare a guide for planning facilities for health, Physical Education and recreation programmes. Facilities conferences have been held periodically in various parts of the United States since 1947.

The great amount of money expended for facilities and equipment in Physical Education including sports programmes has been responsible for continued interest in these area so that their money may be expanded in the most profitable manner possible."


THE USE OF PHYSICAL EDUCATION FACILITIES

According to Greyson and Woods35 "The construction of Physical Education facilities for school community necessitates careful scheduling of the groups and organizations that are involved. The expansion of Physical Education programmes, the broadening of community activities and the tremendous growth of intramural have placed heavy demands on facilities."

Williams and Morrison say, "The results of a programme in Physical Education are dependent upon the facilities available.36

Facilities available for Physical Education activities vary from institution to institution depending upon the requirements of playing area and location of the Institutions. The scope of Physical Education programme is largely dependent upon the amount of facilities provided at the school and college level. Enormous facilities are essential for the promotion of sports and games. The facilities and equipment are the heart and soul of Physical Education programme.


Williams\textsuperscript{37} states that the programme depends upon the facilities available and come alive only when persons are effective agents. The absence of adequate finance and facilities without qualified personnel, any amount of programme planning is a mere waste.

More than any other single factor, the limitation imposed by inadequate facilities restricts the type of programme which might be offered.

The importance of adequate facilities for the successful programme of Physical Education in schools and colleges cannot be overstated. Type of facilities are found to vary from institution to institution and from place to place.

Williams writes, local conditions and needs, determine the type of facilities.\textsuperscript{38}

According to Webster, one essential of healthy living is the maintenance of the provision of open space.\textsuperscript{39}


Regarding the play area for Physical Education the total play area requirement is expressed in various ways. It may be put on the basis of a certain minimum area for a school, or it may be based on the number of pupils attending a school. At present, many educational institutions do not have proper space for playground, particularly in cities. This would curb the interest of growing youngsters in sports and games.

**DROP OUTS IN SPORTS**

Pooley conducted a study on dropouts from sports. The purpose of his study was to determine why boys withdrew (dropout) of organised soccer leagues during or at the conclusion of the 1977 season. From the population of 103 dropouts between the age group of 10 - 15 (representing 22 percent of those who registered 475) 50 boys from seventeen different teams representing ten clubs were administered interview schedule by the author.40

One of the two parents were also asked as to why they believed theirs sons dropped out, response of boys and parents were compared. Results showed that 22 per cent of the younger boys (age group 10, 11 and 12) and 38 per cent of the younger boys (age group 13, 14 and 15)

dropped out because of the emphasis on competition. 54 per cent of the younger boys and 37 per cent of the older boys dropped out because of a conflict of interest. 12 per cent of all boys dropped out because of poor communication and 12 per cent of the older boys dropped out for other reasons but especially because of the non-availability of a team with whom to play. Supporting these results were the data from questionnaires about parental support and involvement. Conclusions reached were that fewer boys were to drop out of organised soccer program, because of less emphasis on competition; practice and playing must be made more attractive; and communications between players, coaches and managers must be improved.

Taylor conducted a study on a comparison of satisfaction with the university environment of freshman dropout and persisters. The objective of this study was to compare freshman dropout and persisters levels of satisfaction with various aspects of the bowling Green State University environment. Specifically this study investigated whether there were differences in the two group levels of satisfaction with the academic, admissions rules and regulations, facilities, registration and general aspects of the university environment. The two groups were matched on

the basis of sex, ethnic background and first semester grade point average. Each group comprised forty students.

The t-test and chi-square were used to test for significant differences between dropout and persisters level of satisfaction. The study found non-significant differences between freshman drop out and persisters level of satisfaction. The study found no significant difference between freshman dropout and persisters level of satisfaction with the admissions, rules and regulations, facilities, registration and general aspects of the university environment significant mean differences between the two groups were found in their levels of satisfaction with the academic aspects of the university in general.

It was concluded that persisters were in an overall sense more satisfied with the university environment than dropout.

Harbrook\textsuperscript{42} conducted a study on the influence on social class background on childhood sport involvement. He tested a theoretical explanation of how social class background influenced degree and kind of sport participation. Two theoretical constructs of social class life

\textsuperscript{42}. Harbrook , Cynthia Ann., "The Influence of Social Class Background on Childhood Sport Involvement", (Dissertation Abstract International, 45 : 1 May, 1985), 3301 A.
Changes-economic opportunity set and life styles social, psychological opportunity set were operationalised with in the context of sport participation and tested to determine how well they explained the social class / sport participation linkage. Life chances or the distribution of materials goods and services consisted of the availability usage of sport equipment, facilities/clubs membership and instruction/programs. Life style, values, beliefs and practices consisted of selected parental achievement and gender role socialization practices that encourage, fail to encourage or discourage sport participation. Social background was determined using the Duncan socio-economic index. A self administered questionnaire was distributed to a stratified random sample of 360 students (90 female athletes, 119 female non-athletes, 90 male athletes and 61 male non-athletes) attending a California high school. The test retest reliability of the questionnaire was $r = .965$ results indicated that social class and gender interact such that degree of sport participation is stratified along social structure for males. No linkage between kind of sport participation as indicated by either the team/combative versus individual/dual nature of sport or by the expense of participation in a sport and the social background of its participation was found. Life chances explained a significant portion of the degree of sport participation / social class linkage among male and female non athletes but did not explain the relationship among female athletes. Life styles did not explain a significant portion of the sport / class linkage.
Petlichkobb conducted a study on motives interscholastic athletes for participation and reasons for discontinued sports. In his study 32 former high school athletes aged between 12 to 18 years were taken as subjects. He has listed down the reasons for dropout from sports. They are:

1. Conflicts of interests
2. Injury
3. Lack of skill improvement
4. Not as good as wanted to be

Blumhagan conducted a study on dropout on graduates. In his study he pointed out dropout is perceived as a major problem on native American reservations, while methods of recording dropout statistics vary between jurisdiction, total attraction between high school entry in ninth grade and high school graduation averages about 40 per cent. Little has been known about characteristics of these high school dropouts compared to graduates during the years following school leaving. The purpose of this study was to remedy this lack, as it applied to white mountain. Apache young men and women who began their high school education as the eighth grade graduating class of 1973 on eastern portion

of the Fort Apache Reservation in last central Arizona.  

Eight members of eighth grade class of 1973 were randomly selected for interview selecting economic, social, and cultural and school attitude characteristics. Responses were evaluated according to 22 specific research questions. Controlling of sex, results for graduates were composed with results of dropouts using chi-square techniques for nominal level data and t-tests for interval or ratio level data. Eighty five and ninety per cents of living members of the samples were successfully interviewed.

Analysis revealed few significant differences between interviewed graduates dropouts for either sex. Female dropouts were more likely to be unemployed and dissatisfied with their vocational status. Male dropouts were more likely to report problems with their neighbours and to have Apache as their preferred language. Respondents gave lack of relevance as the thing they would most like to see corrected in school programs. A major findings with that high school dropouts in the sample selected were likely to have before the interviews were conducted.

Samraj⁴⁵ has in his study concluded that by and large university women students had unfavourable attitude for participation in competitive games and sports. Socio-economic status of students of all courses of study had influence on their attitude for participation in competitive sports and games.

Muthusami⁴⁶ reports in a study on women in sports, women participation in sports usually ranks lower than that of men students in the colleges. So far as tested abilities in sports are concerned there are some sex differences in the averages but the distribution show a great deal of overlapping. In interest, attitudes and personality characteristics much larger differences have been shown to exist, although even here, there is considerable overlapping between distribution for the two sexes. Males show greater aggressiveness, whereas females exhibit more symptoms of neuroticism and instability. Sex differences in likes and dislikes in emotional and ethical attitude in the kinds of success are desired in cognitive styles.


PSYCHO-SOCIAL CONSTRAINTS

Suriarajan\(^1\) reports in a study of psycho-sociological barriers, that women are discouraged in many countries. Some nations even oppose conducting women sports competitions. The opportunities for women sports competition are very few. There are very few female coaches in India. It prevents the women psychologically to take part in sports. In most countries male coaches train the girls and women. Lack of social encouragement is also another aspect of preventing them and exposing their bodies are not encouraged. Some people have a wrong notion that sports women are characterless.

In a study conducted by DePauw\(^2\) current view on social class, social rules and the status of women in society may restrict participation both in sports and officiating. Because of society's perception that women should maintain the home and raise the children, limitations may be put on women by their families.


A study conducted by Giri Masoud titled "The Role of Family in the Socialization of Children into Sports", and the purpose of the study was two fold:

1. To investigate the significant role of mothers in general and the role of mothers in the socialization of children into sports.
2. To examine in greater detail the role of mothers in the sports socialization of children as well as to consider the process of sex-typing and its relationship to sports.

It was concluded that the girls' place in sports is equal to the value that boys place in sports peers compared with family and teachers were the strongest predictors and children's active sports involvement within the family context, father's proved to be the most important agents of sports socialization.

Frieischlaj undertook a study to examine relative contribution of birth orders, family size and social status to sports and other relationships. A questionnaire was developed and administered to athletes from 25 sports in the 1980 empire state games. This New York State wide Olympic type programme conducts yearly qualifying and final competitions for male and female athletes in socialistic and open division. Data collected from

3,443 athletes were coded and analysed by a special computer programme. Description variables permitted construction of athlete profiles for each sport, sex and division. Cross tabulations were conducted of each sport by school achievement parental education, family income, community size, family composition and scope of sports involvement. Overall athletes were from upper middle class families and reside in a large village or a small city - Athletes were usually one sport specialist and early born in a moderate to small sized family unit.

**ATTITUDE TOWARDS PHYSICAL EDUCATION**

According to Moore\(^5\) "Attitude may be expressed as opinions, beliefs or sentimental feelings". Differences in home environment will affect the progress of the learner in sports. A boy whose home life is associated with work, hardship and sacrifice is more likely to enter into the practice activities with less reluctance than the boy who is accustomed to ease and luxury.


Insenberger\textsuperscript{52} in one of his studies brought out that there is a significant differences between the self attitude of women Physical Education major students within a school or between schools and these differences could be due to number of factors like structure, maturity, background of the group, location of the school, etc. In another study by the same author he brought out that self attitudes are not significantly related to interest and rating of teacher trait is negatively related to self attitudes. However, the obtained correlation coefficients are not a dimension to be significant.

Backer\textsuperscript{53} gave a questionnaire survey to 1,150 girls and women between the age group of fifteen and twenty five. She concluded from her results that psychophysical factors seemed to exert very slight influence on participation in Physical Education and the attitudes in relation to physical activities were a reflection of outside factors.

McGee\textsuperscript{54} critically analysed the attitudes towards intensive


competition for high school girls as expressed by administrators, teachers and parents by administering a seventy item attitude scale constructed by a contribution of the trust one and Likert methods. He came to the conclusion that in general, administrators headmasters and teachers were much less favourable to intensive competition.

Campbell administered wear-out attitude inventory on 199 lower division male students who were enrolled in the required Physical Education programme at the University of Texas, Austin. No significant variation in attitude scores towards Physical Education were found within the sub-groups of each of the three classifications. A significant variation in response was obtained between the subject formed by physiological and social items and the subject created by the mental, emotional and general items of the wear Attitude Inventory. 55

Wright56 studied the Expressed and perceived attitudes of students and teachers of Physical Education. This investigation was designed to determine if significant differences existed between the expressed


attitudes and perceived attitudes of grade 10 girls and their Physical Education teachers towards Physical Education. Significant differences were found between expressed attitudes of students and teachers and between expressed attitudes of teachers and students perception of teachers attitudes. No significant difference was found between the attitudes of students and their teachers' perception of their attitudes. However, a significant difference was found between attitude of students towards physical values of Physical Education and the Teachers' perception of their students attitudes. The results of this study seems to indicate that Physical Education teachers had better attitudes than their students towards Physical Education.

Keogh\textsuperscript{57} made a study on "Analysis of General Attitudes towards Physical Education". In this study the research worker aimed at determining of students in their attitude towards general benefits or values of Physical Education and if men and women differed in their respects. In this attempt, 136 men and 130 women were analysed. This lead to the fact that men would not differ from women, but they conflicted in their opinions regarding the relative values of the Physical Education programme in the school curriculum.

PHYSICAL FITNESS AND INTELLIGENCE

Brown\textsuperscript{58} conducted the study on the intellectual, social and physical performances of the school children. Sixty seven children were randomly selected and placed in classrooms according to socio-economic level. From these groupings, 21 children were randomly selected to participate as a part of their classroom work in a structured Physical Education Programme. Forty-six of the children were given recess time in place of Physical Education. Both groups received instructions in language arts, maths, science, music and art. The two groups did not significantly differ with respect to their initial intellectual, social or physical performances, but after six weeks of structured Physical Education, the physical groups intellectual, social and physical performances were significantly superior to the non-Physical Education groups. Therefore, it was concluded that a structured Physical Education programme could significantly improve the intellectual social and physical performances of pre-school children.

Liese\textsuperscript{59} study was to determine if any relationship exists between intelligence and physical fitness in high school age, of mentally retarded males. Each subject was administered the Stanford Binet Intelligence Test

\textsuperscript{58} Brown, Joe., \textit{Abstracts : Research Papers}, 1973, p.103.

\textsuperscript{59} Liese, James E., \textit{Abstracts : Research Papers}, 1973, p.31
(From L.M) the AAHPER youth fitness test and Fleishman Basic fitness tests. A correlation matrix was devised and the coefficients were to check for significance. The findings tend to support the notion that fitness and intelligence are significantly related.

Several authors have suggested a relationship between intelligence and the ability to improve with practice in Motor Skills. Several studies dealing with the topic of intelligence and motor performance have been conducted in recent years. However, the variability in design and conduct of research has often confused the issue for example, some studies have related physical fitness to academic achievement. Such studies are based on the assumption that good health and fitness enable one to move nearly reach his potential capacities in various intellectual activities.

PHYSICAL FITNESS

There is a general saying "Health is wealth". Everybody requires very good health that will be possible only through the physical fitness. In order to keep up the fitness everybody must take part in physical activities regularly. Physical fitness has always been one of the foremost goals of Physical Education.

The measurement of physical fitness and methods of developing fitness\textsuperscript{61} have been a topic of national concern through the years. The medical doctors who constituted the early leadership in profession were initially attracted to Physical Education because of their interest in physical fitness. It was the interest in physical fitness and other physical measurements, which promoted the meetings leading to the formation of our national organisation. The draft statistics in world war-I brought national attention to be focussed on a need for increased physical fitness of the American Youth. Consequently the states passed law, making Physical Education mandatory in the schools.

MOTIVATION

Psychologists, have yet to determine what is the optimal level of challenge and incongruity is in terms of facilitating intrinsic motivation. It is clear that there are marked individual differences in the level of tolerance for challenge and incongruity. However, it is generally agreed that the human being needs to receive periodic reinforcement (reward in the form of success) in the realm of sports otherwise the response (participation) is likely to be extinguished.

Commenting on the psychological aspects of sports Synder and Spreitger say: "This psychological principle has strong implications for parents and the teachers of Physical Education. One frequently hears people tell how they were turned off to sport by parent or teacher who was pre-occupied with absolute rather than relative level of performance in the sense of tailoring one's expectation to the child's actual skill level.

CRITERIA FOR SELECTING OUTSTANDING PROGRAMMES

Every school must have set up Physical Education programmes in the curriculum and provide maximum sports facilities in their school.

According Greyson and Woods criteria for selecting outstanding programmes as follows:

1. A school's facilities must be appropriate for the total instructional programme including general Physical Education, Gymnastics and Aquatics.

2. Physical examinations are required for all students.

3. The curriculum is designed to permit the maximum development of each student.


4. The programme must offer instruction aimed at improving skills, developing total body co-ordination and physical fitness. Teaching course content should inculcate the knowledge of how physical fitness is developed and maintained.

5. There must be progressive sequence for the teaching of each course and unit in Physical Education programme.

6. There must be an established time allotment for the teaching of each activity in Physical Education period.

7. During each period vigorous activity must be adopted to individual capacities.

8. The school must offer special instruction for students with physical limitations.

10. Other activities or subjects may not be substituted for regular Physical Education.

Bucher's "The National Children and Youth Fitness study" indicates that the fitness movement needs to reach the youths of the country. Schools should emphasise life long fitness and sports education should come early in children's life. Adolescents should be taught skills for

lifetime participation and the value of fitness. Since much of children's physical activity takes place outside the school setting, school and community programmes should be co-ordinated so that the maximum benefits may be derived from participation.

Taddonia\textsuperscript{65} compared the physical fitness of two fifth grade self-contained classes, one with no Physical Education and curriculum and the other with the curriculum of fifteen minutes daily periods of calisthenics. Physical fitness was determined by AAPHER Youth Fitness test analysis which included pre and post experimental within group changes and between group differences. Post experimental results yielded:

\begin{enumerate}[a.]
\item Same significant change within the groups.
\item No significant differences between groups.
\item One significant difference in mean change in favour of the experimental groups (50 yards dash).
\end{enumerate}

Exercise builds confidence, physical and mental ability, cultivates power, will and determination. It promotes personal efficiency and all mental characteristics.

\textsuperscript{65} Taddonia, Dominick, A., "Effect of Daily Fifteen Minutes Period of Calisthenics upon the Physical Fitness of Fifth Grade Boys and Girls", (Research Quarterly, 37 : 8 May, 1966), P.276.
Report of Third Conference of Teachers' Education of Mysore State elicited the following findings: The success of any Physical Education programme in the Universities will largely depend more on the nature and extent of the facilities provided. It is seen that a majority of Universities lack adequate facilities, which have adversely affected the programme. Ample facilities should therefore be provided in all universities.66

Bhuller67 studied a stratified sample of 400 students (boys and girls) exposed to university environment for at least a year from the various teaching departments of Punjab University. The major findings were that the students who scored high on personality factor were highly impressed by such physical activities as reflected towards physical activity in general. Subjects with higher intelligence tended to have more favourable attitude towards physical activity in relation to its place in the university programme for health and fitness as an aesthetic experience. For catharsis, students who were academically better, tended to possess


more favourable attitude towards physical activity as a social experience for health and fitness and appreciated participation in activities possessing certain artistic qualities.

A study by Colley, Nigel, and Clipps\textsuperscript{68} compared male and female participants in competitive/individual sports and non-participants on extroversion neuroticism and psychoticism. Scales of Eysenck's personality inventory, Bern sex, role inventory, I.E. scale and Sport competition Anxiety test were used. The main findings were that the sports participants were higher on extroversion and muscularity than the non-participants.

According to Kengon and McPherson\textsuperscript{69}, Peers were important agent for stimulating interest in most of sports, while Physical Education teachers and coaches appeared to be most influential than peers in stimulating interest in track and field. Family influence was noticed in generating interest in traditional spectator sports.


Borzov said, sports now occupy a place in our life, which is unprecedented in the entire history of mankind. Sport has become part and parcel of our every-day life. In one way or another it exerts influence upon one and all. Philosophers, historians and sociologists study sport. Politicians do not underestimate its tremendous impact on people either. A statesman of any caliber would by no means miss a chance to open a major sporting event.70

Harley and Blankebaker's71 research revealed that athletes in non-combative sports came from families of higher social status than did the non-athlete, while athletes involved in combative sports came from families little different in social status than those on non-athletes. There was little difference in percentage of athletes and non-athletes who had brothers, sisters or were first or later born. There was also little difference in family size of athletes and non-athletes.


71. Harley, Joe., and Blankebaker,"Relationship of inter scholastic Athletes Association to Social Soil, Sex or Ordinal Position and Family size", (Dissertation Abstract International, December, 1975), 74.3.
CONCLUSION

The review of related literature and studies were mainly helpful in developing a rationale for the present study. A notable feature was that no such research study was identified in the extensive literature survey undertaken. The literature survey was helpful in determining the nature, and scope of the present study. Method of conducting data survey and techniques for data analysis were also designed based on review of previous studies.

The next chapter gives a description of the method adopted in conducting this research study.