CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction:

A thorough analysis and an eagle glance into the whole gamut of the subject clearly reveal that a very little study, minor research and a serious investigation have not been conducted in this area. It seems that the investigators have been avoiding the subject for reasons best known to them. There are, no doubt, many handicaps in this respect like lack of information but this cannot become the sole cause for lurching this subject of so much importance for the uplift and growth of sports. There may not be studies directly concerning the subject but investigative activity related to the subject is plenty to be unearthed. There is enough evidence to supplement the study being conducted on the subject at the school level. These studies and materials can provide useful direction to the investigators to pursue their venture in the right direction. These studies could act as a plinth for the edifice to be erected later with entirely new mortar and bricks. This investigator has gone through numerous such related studies and for reference is mentioning some of them briefly and in abridged form.
Jack (1946)\textsuperscript{1} opined that factors, such as number of years or required physical education also of playground and making system used in physical education showed no significant differences between large and small. The small schools had an advantage over the large schools in regard to such factors as location of playgrounds and size of physical education classes. The large school was superior to small school in regard to number of periods per week number of activities, length of periods, the presence of Gymnasium in school building, number of teachers, and the number of supplementary indoor physical education facilities.

Roy (1960)\textsuperscript{2} made a survey "An Investigation into the Provision for Physical Education in the High Schools of Howrah" and the following conclusions had been derived: A lot of schools had no physical education teachers. There was a serious shortage of physical education teachers. In the boy schools, the mean people teacher ratio was 460: 1 and in the girls schools the same was 988: 1 as against the recommended ratio of 250:1.

1. Physical education teachers were being utilised as subject teachers but subject teachers were not found to be helping in the programme for physical education.
2. Most of the schools didn't have playgrounds. The mean area per pupil was 66 square feet and 41 square feet in the boy's schools and in the girl schools respectively as against the minimum requirement of 250 square feet per pupil. No school had gymnasium facilities.

3. The supply of games material and athletic equipment had been most inadequate.

4. Physical education had been under-estimated and had not received proper place in the timetable. Most of the schools had no arrangement for medical examination. The schools, which had this arrangement, were not effective. The conditions of the girl's schools were poorer in comparison to the boy's schools in all aspects.

Bhullar (1965) has shown revealing facts in her study "Evaluation of existing programme of physical education in government high/higher secondary Schools in Chandigarh". She found that all these institutions in Chandigarh had no planned programme of physical education, all these schools had about six acres land for playgrounds, but some of them presented a horrible picture and served as cattle ranches. The equipment was not adequate, time allotment for physical education period was discriminatory, and especially no attention was paid to games and sports. They were not having any organized pattern
for the conduct of intramural and extramural competitions. Physio-Medical examination was done without any follow up.

Singh (1965) conducted a survey entitled "Physical Education Personnel Requirement in the State of Punjab and the following conclusions had been derived: About two hundred, D.P.Es. /B.P.Es was employed in affiliated colleges and universities. About one hundred in schools and the same number in J.B.T. Institutes and it were concluded that approximately nineteen hundred D.P.Es or B.P.Es were still required in the state. 1575 High and Higher Secondary Schools alone where at least one D.P.E/ B.P.E. was to be fixed required more than 1450 D.P.Es/B.P.Es.

1. On supervisory side, there was no post at the Directorate level. In circles, only women's posts were provided and men posts only were provided at district headquarters.

2. Leaving aside Ludhiana Corporation, which has appointed a physical education-cum-sports officer, no other local body in Punjab had paid any attention to provide any such posts to improve the physical health of citizens.

3. Industrial areas had yet to take a start in this regard.

Rose (1967) conducted the study on social factors and economical condition of the family and he conducted his study on 13 selected social factors. He conducted in his study that
student's family income and the education have impact on the rate of participation in sports and selection of recreational activities and games. The high-income group family students participate in more expensive type of activities and games and lower income group family students participate in cheaper type of recreation activities and games.

Phillips (1967)\textsuperscript{6} in the year 1966 has conducted a survey of the physical activity background and present participation and the attitudes towards sports and recreational activities of resident graduate students of Michigan State. An interview questionnaire concerning previous Sports participation and attitude was administered to 84 graduate students. Frequency and percentage tables were prepared for each item. Activities preferences were ranked and reasons for and against participating were tabulated. Selected variables were tested with chi-square, but none was significant at the 0.10 level. The result indicated similar participation and attitude patterns despised widely varying family and school background.

Kang (1968)\textsuperscript{7} studied the existing intramural sports programmes in the colleges of physical education in India for the master thesis programme. He found that the main objective of the intramural was to gain experience in organization of competition. Student's council under the guidance of a staff
member was prepared for the administrative set-up pf the programme participation in some-games. It also encourages the students to organize such programme. For classification of students divisions on skill basis at the time of house formation was considered to be the best method the institution provided for the expenditure of most of the cases but usually no provision for separate budget was made for the intramural. Kang further reported that special fee was charged in some cases. The Refreshment, entertainment, certificates, prizes, stationary and records were the major heads of expenditure. For officiating teacher trainees were given chance to officiate in most of the cases. Athletics Baseball, Volleyball, Football, Kabaddi, Hockey and Kho-Kho were the activities chosen for the intramural. Specific provision in the timetable and in conducting the programme all the year round, were considered to be ideal. Such programmes have to be conducted time and again to give practical experience to the students.

Young (1969)\textsuperscript{8} studied the relationship between the personal, social adjustment, physical fitness and attitude towards physical education among high school girls with varying socio-economic levels. She concluded that there was no significant difference between socio-economic status groups with reference to physical fitness or attitude towards physical
education. There was significant positive correlation between physical fitness and attitudes towards physical education for the entire population at 0.001 levels, within the high and low socio-economic groups at the 0.05 level and within the middle group at the 0.01 level. There was a significant correlation at 0.05 level but physical fitness and personal social adjustment for the population and within the low socio-economic status groups; there was an inverse and significant correlation between social adjustment and attitudes towards physical education at .01 levels.

Walia (1971)⁹ made a survey of facilities of physical education and sports for the students of Higher Secondary Schools of Delhi State, and found that most of the schools did not have sufficient equipment for students to develop their sports. Lack of sports funds, equipment grounds was severely felt in schools. Sports fund was used in majority of schools for the purposes other than sports. Even whatever little was provided by the Government in budget was not properly utilized.

Mehta (1974)¹⁰ conducted a study of "A Probe into the Views of Heads of High and Higher Secondary Schools of Patiala District towards the introduction of Physical Education as a Compulsory Subject in Schools" and he found that the attitude of the heads of the institutions was not favorable towards
physical education. Most of the heads of institutions did not take interest in promoting physical education. Private schools seemed to provide more facilities for physical activities and sports to the students than the Government schools in Delhi State. That was the reason that the private schools possessed good and outstanding players. It was found that better and sufficient grounds, coaching facilities and incentives were helpful in popularizing and attracting the students for the games and physical activities. The students who got better and sufficient facilities were only helpful to raise the sports standard of higher secondary schools in Delhi State. The Government Girls Higher Secondary School was lowest in order as the girls of the schools enjoyed least sports facilities.

Sarao (1974) conducted the survey entitled "A survey of Athletics (Track and field) Facilities in High and Higher Secondary Schools of Ropar District (Punjab)." He found that there were poor athletics facilities (Track & Field) in the schools of Ropar District. He also concluded that the facilities for other games were also very poor. There were no swimming and gymnastic facilities available in the schools of Ropar District.

As regards the physical education personnel facilities there was 43.48% shortage of D.P.Es and 31.0% excesses of N.D.S. and
P.T.Is. There was no government grant or any other financial resource for running games and sports.

Kaur Narinder (1975)\textsuperscript{12} conducted a survey on "An Analytical Study of the Contribution of Patiala District Colleges towards Punjabi University, Patiala, in Sports." She found that:

1. There was no correlation between strength of the colleges and the number of university player produced by a particular college.

2. The maximum number of times, Physical Education College, Patiala had won the university championship, whereas Government College for women, Patiala, remained second.

3. The number of playgrounds increased from year to year.

In a nutshell the maximum contribution towards Punjabi University sports was from Government College of Physical Education, Patiala, and contribution from Commerce College, Patiala, P.N.M. College, Rajpura, and J.L.N. College, Gobindgarh was altogether insignificant. The attitude of Government Departments, officials, management's of schools and headmasters was still apathetic with the provision of playgrounds, some equipment, a period or two in the time table and a teacher either trained or untrained to look after the phase of
school work. The number of physical education staff in any institution was not adequate and most of the schools did not have adequate grounds and equipment.

Singh Gian (1976) made a survey entitled "Critical Evaluation of Sports Facilities available in the college of Punjab State." He had concluded that:

1. The shortage of women physical education teachers was more than the male physical education teachers.
2. Under-qualified physical education teachers had been employed in most of the colleges.
3. Sixty five colleges out of seventy three respondent colleges fell short of 576 acres giving an average shortage of 9.3 acres play area per college.
4. The position of developed play fields in affiliated colleges of Punjab University was better than that of colleges in the other universities of Punjab.

Dharni (1977) in his study entitled "An Analytical Study of the Impact of Introduction of Compulsory Physical Education in Schools on the Development of Sports in Punjab." Found that there was great need of physical education teachers in every middle/ high/higher secondary school to improve the standard of sports. The data collected regarding equipment showed that only 33 percent schools had tolerably sufficient equipment. The rest
of the schools could not cater to the needs of their school students. Students of such schools were forced to opt for games and athletic events that were available in those schools instead of taking up games and athletic events of their own choice and liking.

**Greendorfer (1977)** investigated the socio-economic variables that influenced female participation in various types of teams, individual and mixed sports. She hypothesized that sport type would be a function of socio-economic status. The analysis of social class data which included two measures education and occupation revealed that team sports participants were identified with lower socio-economic status, where individual and dual sports participants were identified with higher socio-economic status.

**Gill (1978)** studied the factors affecting the development of physical education in secondary schools of Union Territory of Chandigarh. The investigator had derived the following conclusions:

1. No inter-class or inter-house competitions were held in schools.
2. Most of the schools had no facilities like provision of gymnasium, swimming pools, sports room, journals and magazines etc.

3. The funds for sports in most of the schools were not sufficient.

4. In most of the schools, general education teachers did not encourage sportsmen or women for their participation in games.

5. The teachers as well as students agreed in their opinion that physical education should be compulsory as games and sports helped in building character, health and bring about discipline in life.

   Loy (1978)\textsuperscript{17} conducted the study on the influence of race and socioeconomic status on participation and physical performance in London. He arranged the Negro and white boys into four matched groups on the basis of age, physique and upper lower middle socio-economic status. He found the Negro boys were superior in 50 yards dash, shuttle, ran, badminton and their families and swimming was the only item showing reliable difference between the two economical groups, lower middle class being superior.

   Singh Harjinder (1979)\textsuperscript{18} evaluated the development of physical education programme in high/higher secondary schools
of Bhatinda District during the period 1966 to 1978. The investigator found that:

The number and qualifications of physical education staff (teachers and coaches) in any institution were not adequate to co-operate with the work of compulsory physical education and games programme. In some institutions there were no qualified teachers.

Almost all the schools did not have adequate grounds. If they had, there were not proper facilities available to maintain them for use.

1. As far as equipment was concerned most of the schools had not sufficient equipment.
2. Medical checkup and such other facilities were not provided properly and regularly.
3. Sixty five percent heads of high/higher secondary schools had unhealthy attitude towards physical education activities and games.

Mize (1980) determined the relationship between attitude towards physical activity and sex role orientation of college students. Scores on the Kenyan Attitude toward Physical Activity Inventory (ATPA) and the Bem Sex Role Orientation Inventory (BSRI) were processed by inter correlation, t-test, ANOVA, Duncan’s Multiple Range Test and
Chi-square. Her subjects were 267 college age students (M=179, F=88). All variables of ATPA were inter related except chance and athletics for the total group. Analysis of the male and female groups yielded some different results for various factors of the ATPA. Significant difference between males and females was found.

Cacioopo and Lowel (1981)\textsuperscript{20} suggested that athletes put strong emphasis on affiliation as consequence of sports participation and that female athletes tended to be more affiliate and more concerned with social harmony that man. They studied the affiliate and ego challenging aspects of team sports using 63 males and 63 female undergraduates. The results showed that both sexes enjoyed aspects of team sport participation that increased their chances of winning to enjoy the ago challenging aspects more than females. Men in comparison to women were more in search of challenges, especially those that reflect favorable upon men’s sense of potency.

Lambert (1981)\textsuperscript{21} administered the Kenyon Attitude toward Physical Activity (ATPA) scale was administered to 390 sophomore students in a selective physical education programme and 368 freshman students in a traditional physical programme in Winona MN. Data were treated by ‘t’ and MANOVA to determine differences between grades, sex, and
area of residence and level of athletic participation. The conclusions were. There were no differences in attitudes between 9th and 10th grade students, i.e. the two types of programmes. 10th grade males had more positive attitudes than 10th grade females in the sub domain of pursuit of vertigo while females had most positive attitudes in the sub domain of physical activity as an aesthetic and social experience. There were no differences in attitudes between rural and suburban students. 10th grade athletes had more positive attitudes towards physical activity and sub domains of health and fitness, catharsis and ascetic experience than 10th grade non-athlete.

Overman and Rao (1981)\textsuperscript{22} studied the high school students to determine the most significant factors that influence the extent of participation of youth in organized sports from their initial experience through high school and to determine their motivations for participation in sports and recreation. On the basis of the regression analysis, a general conclusion was that personal attributes of the subjects and the influence of parents as socializing agents both accounted for significant variance in the dimensions of sports participation. The structure of the family as a socializing situation accounted for a very minor proportion of the variance in sport participation.
Rogers (1981) examined the factors associated with reported participation in physical exercise in young adult college students. His subjects were 122 female students, 80 enrolled in nursing and 42 from non-nursing majors.

The data showed that:

1. most subjects participated in regular physical exercise.
2. One third of the students had a regular pattern of exercise established for four year or more.
3. A desire to improve appearance was the most frequently cited motive of great importance in beginning exercise.
4. The benefits identified as most important reasons for continuing exercise were “Helps you feel better about yourself” and “Improves your physical appearance.”
5. Those who are not satisfied with their amount of participation in exercise implicated “other demands came first” as the most limiting barrier.

Almarif (1982) investigated personal motives and sociological factors which were socio-economic status, sports facilities availability, significant others participation in sports, significant others approval for participating in sports, birth order and factors influencing selection of sports. His subjects were 600 male and female Iraqi athletes, between the ages of twelve and twenty-five. The results showed that male athletes tended
to come from lower socio-economic families, whereas female athletes tended to come from upper middle and higher socio-economic families. Both males and females tended to rate some of the personal motives similarly but sport group differences were found on many personal motives for the sports participation and the results are as follows: (1) No significant differences were found between the mean scores of the male sport groups concerning two personal motives namely competence and fitness, health, (2) Significant differences were found between the female sports groups on all the ten personal motives, No significant differences were found between the mean scores of male and female volleyball athletes on seven personal motives namely, competent, social, athletic, compete/challenge, potent and prestige. (4) No significant differs were found between the male and female basketball athletes on all the personal motives except on the potent motive where the males scored higher than females. (5) No significant differences were found between the male and female table-tennis athletes on all the personal motives except on athletic and winner/prestige.

Bhullar (1982)^25 in the year 1982 undertook a study entitled “A Comparative study of attitude towards physical activity of university male and female students”. The purpose of
this evaluation was to discover the structure of attitude towards physical activity of male and female students living in the same environment. Subjects for this study included both male and female students. The 200 (100 male & 100 female) subjects who participate were drawn randomly from various teaching departments of the Punjab University campus, Chandigarh. Their age ranged from 16 to 23 years. To measure attitudes, physical activity attitude scale constructed and standardized by the author was used which consisted of 70 items. Scoring was done on the basis of ‘Scale Product Technique by giving weight for each response category in the Likert fashion and then multiplying the same with scale value of the statement.

Dabas (1982)²⁶ Surveyed the facilities and equipments of sports and physical education in Engineering colleges and concluded that 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 and three colleges had 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 did not possess sufficient number of equipment and playgrounds as per this student’s strength.
Onifade (1983) examined the relationship among attitude, physical activity behaviour and physical activity belief of Nigerian male (N=217) and female (N=133) University students in U.S.A. Attitudes were assessed through the attitude towards physical Activity inventory developed by Kenyon (1968) while physical activity behaviour was assumed by the use of a scale developed by Zoich Kowsky (1979). Data was collected on the physical activity belief of subjects by a scale development by the researcher. Data was analyzed through the use of univariate and multivariate statistical procedures. Results depicted that there was no relationship among attitudes, physical activity behaviour and physical activity belief of subjects. However, there were some relationship between some specific attitudes and physical activity behaviour and physical activity belief. Subjects also chose individual physical activities and dual and team activities.

Miller (1984) conducted an investigation to bring refinement and for updating the standards recommended by Spora and Kenny in 1959-60, regarding space used for athletics, physical education and recreation in United States. In his replication of the earlier study, Miller suggested that involvement ratio of the students be according to the space and facilities. On the basis of his study results, he was able to establish standards
for the amount and types of facilities needed for athletics, physical education and recreation.

**Cox (1985)** had studied the masculinity and femininity and its effect on participation. He states that “individual may possess factors associated with either or both of these dimension of masculinity and femininity,” The developed principles.

1) Masculine attributes are those characteristics considered to be socially desirable to both sexes but found in greater abundance in males.

2) Feminine attributes are those characteristic considered to be socially desirable to both sexes, but found in greater abundance in females.

**Hasbrock (1985)** study tested a theoretical explanation of low social class background influences the kind and degree of sports participation. A self-administered questionnaire was administered to 340 students (80 female athletes, 119 female non-athletes, and 61 male non-athletes.) Results indicated that social class and gender-interact such that degree of sports participation is stratified along social class lines for female but transcends the social structure for males. No linkage between kinds of participation as indicated that social class and gender-interact such that degree of sports participation is stratified along
social class lines for female but transcend the social structure for males. No linkage between kind of participation as indicated by either of the team/combative versus individual/dual nature of sport or by the expense of participation in sports, and the social class background of its participants was found.

Meeriman (1985) determined the relationship of the influence of social systems, attitude toward physical activity and physical education placement to the degree of participation in physical activity of emotionally disturbed high school students. 206 emotionally disturbed male and female students aged 14-21 attending public schools in New York City served as subjects. The degree of participation was measured by the Physical Activity Socialization Inventory. Attitude toward physical activity was measured by the Children’s Physical Attitude toward Physical Activity Inventory. The analysis of data revealed that (1) the influence of social system was related to the degree of participation. (2) The attitude toward physical activity was related to the degree of participation. (3) The influence of social systems and attitude toward physical activity, in combination contributed to variance in participation. (4) Attitude toward physical activity and physical education placement in combination contributed to variance in participation. (5) The influence of social systems, attitude toward physical activity and
physical education placement, in combination contributed to variance in participation and (6) the total variance of participation occurred for the three-predictor variables, the influence of social system makes the largest unique contribution.

**Chhina (1987)** undertook an investigation for his Ph.D programme to study the organization and working of sports departments in Punjab. According to his viewpoint the objective of physical education and sports cannot be achieved without an efficient and dedicated administration and person who remain at various positions. He stressed on the also administrator in the field of physical education and sports. He had stressed on the teachers, which are responsible for better performance. According to the researcher following are the factors responsible:-

- Poor quality of sports infrastructures like sports complexes and equipments.
- Un-imaginative frequency of coaching camps.
- Shorter duration of most of the coaching camps.
- Political/ administrative and individual consideration for selecting participants for camps as also for making selections for competitions.
- Group rivalries among coaches and sports officers.
- Irregularity in participation by players.
Longhurst and Spink (1987) the purpose of the study of was to examine the participation motives of Australian Youth involved in a number of sports determine any sports differences and compare the results with North-American findings. 404 male and female youth from 8 to 18 years of age and from sports participated in the study. Subjects responded to a 27-item sports participation motive questionnaire. Responses indicated that the most important reasons for participation in sports were ‘to improve skill,’ ‘be physically fit,’ ‘complete,’ ‘learn new skill,’ and ‘to be challenged’. These reasons were similar to North American Findings except for the absence of ‘fun’ in Australian data. Male and female responses were similar, thus supporting previous research. However; significant differences were emerged as function age and sport. Younger participants endorsed extrinsic and social motives to a greater degree than older participants. Swimmers considered ‘having fun’, ‘being with friends’, ‘action’, and ‘excitement’ as all of significantly less importance that participants from other sports. Factor analyses suggested four dimensions of participation motivation. These were labeled ‘team/achievement’, ‘situational’, ‘status’ and ‘fitness’. This study generally supports previous North American findings but does suggest cultural differences in participation motives as well as sport and age differences.
Sham (1987) undertook a case study to determine student attitudes towards varsity interscholastic sports participation and factors that affect their attitudes. Data was gathered from high school yearbooks, Pennsylvania Department of Education, a survey questionnaire administered to 155 high school student and individual interviews of selected students participants, student non-participants and community members. Results indicated: (1) level of sports participation remained approximately 25 percent over the period of 165-85. (2) Several factors appear to affect the attitudes of students toward participation in interscholastic sports. Parental influence was the most definite factor. Other factors noted were peer influence and coach influence, perceived athletic ability sport as fun, priority of sports and the relationship of sports to academic achievement. (3) Students especially participants reacted favourably to the schools interscholastic sports programme and believed that sports were worthwhile because they thought such concepts as cooperation, competition and learning responsibility. Sports were perceived as beneficial for physical fitness and socialization. Students reacted negatively to the overemphasis on competition and winning pressure from coaches and sports not being fun. (4) Coaches, faculty, parents and community
members believed that sports participation was beneficial to students.

Nakornkhet (1988)\textsuperscript{35} compared the attitude toward the six sub domains of physical activity as proposed by Kenyon (1986 b), among adults from China, Japan, Korea, Malaysia, Thailand and U.S.A. A comparison was also made of the attitude towards the six sub-domains of physical activity are: (1) physical activity as social experience, (2) physical activity for health and fitness (3) physical activity as pursuit of vertigo, (4) physical activity as an aesthetic experience, (5) physical activity as catharsis and (6) physical activity as ascetic experience. The subjects of the study were 606 adults from six different countries who had enrolled in classes at selected university in the state of Indiana. The data were subjected to discriminate analysis technique. The results of the study indicated that the attitude towards physical activity i.e. a function of socio-cultural difference, but it is not a function of gender. The American subjects have a more positive attitude to physical activity than those subjects from East Asia and South-East Asia.

Thomas (1988)\textsuperscript{36} assessed the attitudes of undergraduate students majoring in physical education towards women competing in varsity sports. The Thomas, Solomon, Ellis Opinionnaire (TESO), 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 South-East. The t-test and analysis of variance statistics were used for the collection and analysis of data. Conclusions made from the opinion expressed by physical education majors towards females competing a varsity sports revealed statistical significance in the (1) female physical education majors had more favourable attitudes that male physical education majors, (2) male athletes had fewer favourable attitudes than female athletes (3) female non-athletes had more favourable attitudes than female athletes, (4) female athletes had more favourable attitudes than female athletes (5) male non-athletes had more favourable attitudes than male athletes, (6) black and white students showed no differences, (7) age groups showed no differences and (8) in the physical domain, freshman and seniors had more favourable attitude than sophomores, while the emotional domain seniors had more favourable attitudes than sophomores and juniors

Hayajneh (1989)\textsuperscript{37} investigated sixty-five Americans and sixty-seven Jordanians. Both samples consisted of male and female sport participants and sport drop outs between the age of 11 and 17 years. He had two purposes. The first purpose was to determine any differences between Americans and
Jordanians in their reasons for participating in and dropping out of youth sport programmes. The second purpose was to examine factors in achievement motives that might discriminate from Americans extrinsic/intrinsic motivation and achievement goals. The most important reasons that Americans had for sports participation liked to have fun, liking to improve skills and liking to learn new skills. For Jordanians liking the team spirit, liking to be popular and liking to travel were the most important reasons for participation. Both American and Jordanian dropouts listed emphasis on winning and losing and the lack of fun as a most important reason for dropping out of sports programmes. There were no significant differences between Americans and Jordanians in their factors of achievement motivation and sports participation.

Underwood (1990)\textsuperscript{38} investigated the change in attitude toward physical education for students who were enrolled in a one semester, concepts-oriented physical education course at the University of Tennessee. The experimental group consisted of 119 students enrolled in physical education concepts and application in physical education. Further 128 students enrolled in psychology, Introduction to Psychology during the same term served as the control group for this investigation. All the subjects were administered the Wear Physical Education Attitude
Inventor (Form A) as a pre-test at the beginning of the semester and again as a post-test at the end of the semester. Analysis of covariance and t-test were utilized to analyze change scores. In conclusion, student attitudes towards physical education indicated positive changes as a result of being enrolled in physical education. Greater changes occurred for upper class men in the area of social, emotional and general and for females in the social areas.

Sodhi and Negi (1995) conducted a study of utility of services of physical education teachers at school. They applied self made questionnaire on 53 physical education teachers who were employed against 217 students. Only Rs 643/- per annum was spent on equipment out of Rs. 1300/- allocated annually. Eighty nine percent of the teachers took interest in conducting inter-class and inter-school competition. Ninety eight percent of the teacher exposed the children to drill and other physical education activities. On an average the duration of class was 35 to 45 minutes. Fifty seven percent of the physical education teachers were teaching other subjects also.

Singh (1996) conducted a study of the existing conditions of games and sports for the promotion of health programmes in the senior secondary schools of Haryana. He applied three types of questionnaires for administrators, physical
education teachers and students respectively. The responses of all the three types of respondents, administrators, experts and students were divided into three types. (i) positive responses (ii) negative responses (iii) general responses. Based on the results, he made certain observations for the development of sports and physical education in the schools of Haryana State.

**Planning and Construction of Facilities:**

Modern age attaches much more importance to physical education to enable all the students to take part in activities, according to their aptitudes, interests and abilities. Necessary facilities for physical education should be provided in every school, college and university, to enable students to take part in various activities. The situation and the financial condition of the institution are to be kept in mind in providing, planning and construction the facilities. The efficient planning of physical recreation facilities has long been an administrative concern for physical educators. One of the first references to the fact that the development of facilities was of interest to physical educators appeared as early as the late nineteenth century. *(American Physical Education Review, 1896-99)*

**James A. Peterson (1975)** presented a paper on the planning and construction of physical recreation facilities. He involves more than designing and constructing a facility with “X”
number of square feet to accommodate “Y” number of students. Rather, the process of creating education facilities can be viewed as a continuous series of closely related but separate events or actions, some of which are prerequisite to others. Unfortunately, there is wide variety of interpretations regarding either the identification of these events or the conceptualization of a coherent theory of facility development.

Volter E.F.Et.al (1979)\(^43\) states that the planning process is of critical importance. As first step, the need for a new facility must be clearly established. The need must be based on factors such as departmental philosophy, educational goals, student interest’s community use and future projections. The community must be involved in the planning, and the physical education facility must be an integral part of school/college or university master plan. Selection of a project architect is a critical step and should follow guidelines established by the administrative unit that is responsible for the building.

Dr.S.P.Gupta (1990)\(^44\) presented the report in which he stated that, While providing the facilities in Indian conditions, Indian University Grant Commission suggested following facilities for universities, colleges and schools, playground facilities. Cricket, Hockey, Football, Volleyball, Basketball, Kabaddi, Kho-Kho, Badminton, Table Tennis, Gymnastics,
Athletics and Wrestling. A Gymnasium is a must for every university. The standards of play areas should be the same as suggested by rules and regulations. However, in addition to the university department of physical education, accommodation for clinics, coaching camp, competitions and the like should be available for about 60 to 80 students at a time by providing, separate hostel for the purpose. A swimming pool will be and advantage.


A) Physical facilities for school, college, Universities:

As regards school, college and universities, the following minimum facilities in each school, college and university, should be provided.

(a) For Schools:

Facilities may be provided for Running Track, Kho-Kho, Kabaddi, Basketball, Volleyball, Football, Hockey and Wrestling and a suitable low-cost open or covered Gymnasium, which can also be used as a class room.
For Colleges:

Cricket field (desirable), Hockey, field, Football field, Basketball courts, Volleyball courts, Squash court, Running track, Swimming Pool (25 meters), Gymnasium.

For Universities:

Two Cricket fields, two Hockey, two Football fields, two Basketball courts, four Volleyball courts, six Tennis courts, two Squash courts, one Running track 400 meters, Gymnasium for multipurpose activities and Swimming pool - 50 meters.

Cheng S.T. (2004) in his study states that, To paraphrase the famous comment on democracy, survey research is the very worst way to measure sports participation — but it's the best one I've seen yet! Sports Participation, when compared with the many blank topics of conventional marketing research (taste tests, shopping diaries, retail point-of-sale tabulations, etc.), is perceived as more interesting and entertaining to researchers and study populations alike; but while sports participation does have a certain appeal, its sexier subject matter confers no advantages on the research process. The rules and principles of sampling and question writing are governed by the same orthodoxies that rule more prosaic branches of research, and if pressed to name the first law of questionnaire design, ordinary researchers and sports
researchers should both respond with the familiar imperative: "Ask people questions they can answer".

By the year 2050, technological progress will take us far beyond our quaint reliance on fallible human memory and perception. Unobtrusive monitoring devices — gleaning data from bodily implants, or perhaps even less obtrusive retinal scanning devices — will free respondents from the primitive need to remember "how many days per year"...Investigators of sports participation behaviour will avoid the minefield of consumer research altogether, because hard physiological data will have finally trumped soft social science.

Robert Kaestner (2006)\textsuperscript{47} in his study of the Effects of Title IX and Sports Participation on Girls’ Physical Activity and Weight: In this study, we examined the association between girls' participation in high school sports and the physical activity, weight, body mass and body composition of adolescent females during the 1970s when girls' sports participation was dramatically increasing as a result of Title IX. We found that increases in girls' participation in high school sports, a proxy for expanded athletic opportunities for adolescent females, were associated with an increase in physical activity and an improvement in weight and body mass among girls. In contrast, adolescent boys experienced a decline in physical activity and
an increase in weight and body mass during the period when girls’ athletic opportunities were expanding. Taken together, these results strongly suggest that Title IX and the increase in athletic opportunities among adolescent females it engendered had a beneficial effect on the health of adolescent girls.

A study done by Dr. Yasmeen Iqbal (2006) in which she analyzed the sports culture of Pakistan mainly relating to social class differences in sport participation among female college students of five capital cities of the Pakistan and the provinces were selected where girls participation in sports competitions at various Boards and Universities. In her conclusion on the basis of the results it was found that the sports particulars belonging to working class families in the capital cities of Pakistan and the provinces are hardworking, industrious, and strong and determined as compared to middle class sports participants. The study clearly shows that sports participants of both classes need attention of parents and the educational institutions towards sports activities, and desire for adequate incentive on their achievements during competitions. The sense of realization and responses of the girls of both middle and working class sport participants were more or less have the same views, therefore, it was assessed that the social class differences do not make any considerable obstacle on
their perceptions and expressed by the female participants. Thus, it confirms that the female college students irrespective of social class belongingness tend to perceive greater amount of ideal characteristics in the ideal self. Further, it was found that the sport participants are more affectionate, smart, and socially strong in tackling the affairs of the society and possess comparatively better societal understanding, predicting, communicating and controlling individual as well as collective behavior of women in the society as compared to non-sport participants. The studies and reports of the physical educationists have verified, to great extent, that physiological problem expressed were mainly on whims and lack of adequate information about women’s health care. The women of 21st century are participating more in sports and engaging themselves in various physical activities for maintaining the effective physiological responses to bring laurels for themselves and for the nation, and by enlarge lead to a happy domestic social life.

A study conducted by Prof. Keshavamurthy T. and Dr. Prakash S. M. (2006) on the family influence on sports performance among university sports persons- a comparative study of men and women in which fifty men and fifty women are represented Mangalore University were randomly selected has
subjects for this study. A structured questionnaire comprising of 25 questions, out of which 13 questions were on their socio-demographic facts and 14 to 25 questions were related to family sport background inquiring into all aspects of contributing factors to sport achievement framed on the basis of 5 point scale. The questionnaire was administered to the sports persons by the investigator personally for the fairness of the opinions. The conclusions from the analyses carried out on the basis of responses given by the University sports persons, the conclusions are drawn as (1) The brothers and sisters of University sports persons have good sports background. Their parents do not have sufficient sport and financial background; still they try their level best to help their children to achieve their best performance in sport. (2) In addition to that, most of the University sports person’s parent’s educational background and occupation is below the average standard of living and also, they belong to rural areas. Still, the sports persons have achieved their target of minimum level of sport representation. Thus we can justify the encouragement and level of contribution given by the family to their children’s sport achievement. (3) Popularity of sport and its increased participation can be achieved only if the family members provide all sorts of encouragement, financial assistance, and moral support and
personally involve in sport and regularly participate in physical activity to maintain their health.

The presentation of Ian T. Elvin (2007) in his Research Article on ‘The Changing Face of University Sport” at the International Conference for Sports Administrators at Kanyakumari, India, focuses on some innovations in the development of and engagement in sport at a modern UK University. The University Northumbria at Newcastle, in the North East of England, has academic programs in sport for approximately 500 students (located in Division of Sport Sciences) and a sports service department (Sport Northumbria) which plans, manages and resources University wide sport services through a network of facilities, sports clubs, student participation, competitions, high performance sports, a volunteer and coach education and training service and a portfolio of community initiatives. Northumbria University has (not surprisingly) identified the quality of the student experience as its first corporate aim. Sport Northumbria’s contribution to student life is to concentrate on the delivery of a quality sport services program endorsing the student experience, and other corporate aims. The University is far from typical in how to do this, and for that they make no apology. To embrace as many of the corporate aims as we can, the department has set specific
targets, which aspire to deliver a range of international, national, regional and University objectives. North Umbria’s vision is to be one of the world’s leading learning and teaching universities, renowned for the excellence of the student experience, innovative research based practice and high quality research and enterprise, together transforming the communities it serves’. The University’s mission is to serve learning communities by delivering internationally recognized and professionally relevant learning research and enterprise.

Anoop K.V. (2007)\textsuperscript{51} in a study on Analysis of Personality Traits of University Level Players in Selected Sports Discipline conducted from Kannur University states that personality is the relatively stable and distinctive patterns of behavior that characterize an individual and his or her reactions to the environment. In recent years the study of personality of sports men and women got great relevance, as it affects the success and molding of behavior. Trait theories assume that a personality can be described by its position on a number of continuous dimensions or scales, each of which represents a trait. A trait refers to any characteristics in which one individual differs from another in a relatively permanent or consistent way. Research into the relationship between personality and sport is principally educated towards answering two categories of
questions (1) the influence of sport on personality, (2) to predict individual differences in sport participation and achievement. The study has been conducted find out the relationship between the personality traits of selected sports groups namely: Football, Volleyball, Kho-Kho and Handball. The study was delimited to northern part of Kerala.

According to Joseph P.T. (2007) from Kannur University, competitive sports play a major role in the higher education scenario as an integration mechanism for individual students, the educational institutions as an organization and the society at large. It is a well known fact that inter-collegiate sports offer opportunity for the youth to congregate and fight for a common goal. At the individual level, participation in sports activities will have positive effect in developing an integrated personality, besides social and psychological values. University sports have now achieved greater importance and momentum in India. More than two hundred thousand students participate in Inter-University level competitive sports (AIU report 2007) and many more thousand participate at inter-collegiate level competitions every year in various sports disciplines. In spite of the increased opportunities and benefits offered by various agencies the quality and quantity of inter-collegiate participation remains almost stable. Sports administrators and teachers are
adopting strategies to create awareness among the youth to develop a holistic approach towards competitive sports and physical activities. Present study was undertaken to examine the student’s participation in the University sports and physical activities, based on an academic and social viewpoint. The study was confined to students and programs of Kannur University, Kerala (India). The participation in Inter-Collegiate sports competition is 8.61% and 2.23% in male and female sections respectively. Even though the objective of inter-collegiate sports is to give opportunity to all the student community to have an access to sports and physical activities, the rate of participation is very low due to academic, social and psychological reasons. The academic performance of the sports persons is not affected by their sports participation. The main reasons may be the award of grace marks in order to compensate the class hours lost due to sports participation. To enhance the standard and quality of university sports, students have to be made aware of the health and fitness benefits and the value of sports and physical activity, rather than emphasizing on sports achievement and monetary benefits.

Nagalingappa H. (2007) in the study on Sports Activities in Karnataka State Universities: Glimpses of a Cost Benefit Analysis states that at present there are 18 University
level institutions in Karnataka state, of which eight are traditional Universities. These Universities are basically of two types, unitary and affiliating. Most of the Universities are of affiliating type with large ones like Bangalore having more than four hundred colleges. This work focuses on the Cost benefit analysis of Bangalore and Mangalore Universities and assesses the performance. Its purpose is to help managers, maintain a precise focus on the most efficient use of funds and also to help program managers to minimize costs for a desired level of effectiveness and to maximize effectiveness for given level of costs. The primary objective is to decipher the trend and linear growth in case of benefit cost of the Karnataka Universities. In this study a simplistic method is followed to evaluate the nature of cost and benefits as applicable to institutions. A regular and systematic training is required to improve the level of performance, so the long duration investment is evaluated using the benefit cost ratio technique. Data has been collected from the directorate of physical education in all the Universities of Karnataka state. As a result, Bangalore University performance should be doubles that of Mangalore University because of the doubling of budget and infrastructure over the years. But Bangalore University performance is 196 to Mangalore
University’s 100, showing only a slight improvement in performance over Mangalore University.

**J. Sam Christa Doss & A Shenbagavalli (2007)** of Alagappa University, Karaikudi states in the study on the Analysis of Achievement Motivation and Self Concept among All India Inter University Women Football Players that to investigate this study 90 women players from various Universities participated in the All India Inter University Football Tournament held at Alagappa University, Karaikudi were taken up subjects. The subjects were administered with two types of questionnaires, which are sports achievement questionnaire by Dr. M. L. Kamlesh to find out the Achievement Motivation, and Pier’s Harris Self-Concept questionnaire to find out Self-Concept. The subjects were randomly divided as high achievers those teams entered into the semifinals and the low achievers those team lost in the first round. The two questionnaires were carefully analyzed with a separate scoring scale and the collected data were calculated with one way analysis of variance (ANOVA). The results showed that there was a significant difference in the achievement motivation among high and low achievers and there was no significant difference in the self-concept among high and low achievers.
Dr. Aminuddin Yusof & Dr. Parilah M Shah (2007) conducted the study that the sports participation is housed within the parent disciplines of economics and demand. Research from our Sport Market Forecasts publication consistently demonstrates that the overall value of the sport market is driven by the level of participation in sport. People taking part in sport fuel a demand for clothing, equipment, facility fees, travel and other related expenditure. In 2004 the sport market was valued at £18.7 billion or 2% of the UK's Gross Domestic Product. The Sport Industry Research Centre has been at the heart of the debate surrounding the benefits of sport and physical activity, helping national agencies who have been tasked with increasing participation rates, managing surveys and research into sport participation at both regional and national levels and evaluating the impact of initiatives to increase participation. Senior staff from SIRC acted as consultant advisers to the Department for Culture Media and Sport for the two large scale surveys started in 2005, namely 'Taking Part' and 'Active People'.

Participation in sports has been linked to success in math and science, subjects traditionally dominated by men. One explanation is that sports may help girls resist traditional gender scripts that limit persistence and competition in these areas. To
explore this, we contrast the effects of sports for boys and girls on academic domains that are stereotyped as masculine (physics) and feminine (foreign language). Furthermore, we differentiate sports by those characterized as masculine versus feminine to identify activities that may reinforce versus challenge traditional gender norms. Sports overall have positive effects: compared to non-participants of the same sex, girls are more likely to take physics and foreign language, while boys are more likely to take foreign language. The sport categories reveal divergent patterns for boys and girls, with masculine sports associated with physics for girls and foreign language for boys, while feminine sports are associated only with foreign language for girls. These findings confirm prior research that sports improve academics, but suggest that sports do not have uniform effects. While some sports may potentially counteract traditional femininity and help girls persist in masculine domains, other sports may not provide the same benefits.


BACKGROUND: The purpose of this study was to determine the current levels of physical education (PE) and sports participation
among American secondary school students, and to establish the extent to which they vary by grade level, racial/ethnic background, and socioeconomic status (SES) of the students. METHODS: Nationally representative data were used from over 500 schools and 54,000 students surveyed in 2003, 2004, and 2005 as part of the Youth, Education, and Society (YES) study and the Monitoring the Future (MTF) study. As part of YES, school administrators completed questionnaires on physical activity (including rates of sports and PE participation) of students in their schools. Students in the same schools completed self-administered questionnaires in the same year as part of MTF, providing individual background data, including their gender, racial/ethnic identification, and parents' education level. Data were analyzed in 2006. RESULTS: Physical education requirements, and actual student participation rates, decline substantially between 8th and 12th grades. About 87% of 8th graders were in schools that required them to take PE, compared to only 20% of 12th graders. Principals estimate that over 90% of 8th graders actually take PE, compared to 34% of 12th graders. Subgroup differences in PE participation rates were small. Only a fraction of all students participate in varsity sports during the school year, with girls participating only slightly less than boys (33% vs. 37%). Participation correlates
negatively with SES and was lower among black and Hispanic students than white students, even after controlling for other variables. Participation rates in intramural sports were even lower, declined in higher grades, and were lower among low-SES and Hispanic students (after controlling for other variables).

CONCLUSIONS: Physical education is noticeably lacking in American high schools for all groups. Racial/ethnic minorities and low-SES youth, who are at higher than average risk of being overweight in adolescence, are getting less exercise due to their lower participation in school sports. Disparities in resources available to minorities and lower-SES youth may help explain the differences in participation rates.
2.2 References:


6. Coralie, P. (1967) *A survey of the physical activity background and present participation in and attitude towards sports and recreational activities of resident graduate students at Michigan state university*, Journal of


and Women. at international conference on physical education and sports sciences. Manipal, India. 2006.

Changing Face of University Sport. 


55. Yusof, A., & Dr. Shah, P. M., (2007) 
The International