CHAPTER-II

REVIEW OF RELATED LITERATURE

The present chapter gives the detailed account of literature available on the present topic, in research terminology it is known as the review of literature. The researcher did his best effort to review the concerned literature based on previous researchers and their finding, expert comments of the specialized scholar, and comments of the specialized authorities in the field of sports, physical education and their role in the promotion of sports.

The main objective of the review of literature in the process of doing research is to unearth the problems and to determine the objectives of the concerned research project. Moreover such survey is helpful to delineate the results of the present study. The review of literature helps the researcher in supporting the results based discussion and in giving the suggestions by taking the supports of yester period researchers. Keeping all these things into consideration, this chapter is devoted to review of literature in the following pages.

Nordly’s (1939) study shows that thirty-four percent of the schools have less than two acres of outdoor space at school for all physical activities. Of this group seventy-five have enrolment of three hundred or less students, only eighteen percent of the schools have in excess of five acres of such space, on the school site and forty-eight percent have ground and athletic sites.

Jack (1946) had shown that factors such as number of years of required physical education, size of playground and marking system used in physical education showed no significant difference between large and small schools. The small schools in regard to such factors had an advantage over large schools as allocation of playgrounds, and size of physical education classes. The large schools were superior to small schools in regard to number of periods per week, number of activities and length of periods. The presence of gymnasium in school building, number of teachers, the number of period of physical education teachers teaching other subjects and the number of supplementary indoor physical education facilities were shown as the
same. Report of the second all India educational survey on colleges and institutions of physical education by NCERT concludes, “while the number of training institution are turning out increasingly, it is generally felt that quality of the product is still far from satisfactory”. This we gather is due to inadequate facilities and poor staff personnel as well as the indifferent quality of the material for the training and the crowded syllabus that has to be covered in one academic year.

Sharma (1956) conducted a survey in connection with personnel, facilities and equipments revealed that only seventeen out of thirty high or higher secondary schools in Delhi has got director of physical education and sports (D.P.E.S) as in charge of physical education. The study also found that fifty percent of the schools have provided only one or two periods for each class per week for physical education. He also found that eighty three percent of the schools in Delhi suffered badly for want of play ground facilities.

Kemison (1960) surveyed physical education curriculum facilities and administration practices in rural elementary schools of Island Empire of Washington. For collection of data, he used the questionnaire method. The following needs were evident at the conclusions of the survey:

1) More extensive and exclusive teacher education program for elementary school teachers certificate.
2) Exclusive of activities unsuitable for certain age groups.
3) Indoor recreation areas should be provided.
4) Additional playground facilities and proper equipments should be provided.
5) Uniformly established administrative practices.

Gayle (1962) conducted a study for proposed physical education programme for girls in selected secondary schools of Pitt country, North Carlina, girl’s physical education programs were evaluated in nine selected schools by visitation and interview using health and physical education card for score No. II, developed by the committee on curriculum, research of the college of physical education association. The average effectiveness was 32% compared to 28 for the mention as a whole and thirty for North Carolina. The study revealed the inadequacies in the programme like
lack of qualified instructors, lack of funds, limited curricula and insufficient facilities and equipment.’s.

Neson (1962) made a survey study using stratified random sample of hundred senior white public high schools of Louisiana. They survey covered personnel, required classes, intra-mural spots covered personnel, required classes, intramural sports, inter-schools tic athletics, health education, facilities, equipments, financial support and community resources. The study revealed the actual pattern of physical education programme as carried on.

Verky (1962) made study of physical education curriculum for higher secondary schools in Mysore. As results of the study arguments were presented for the compulsory inclusion of physical education in the school curriculum. Standard for play area, equipment’s, leadership, fitness test as an end to planning and inventory were developed. A curriculum for students of X, XI and XII were planned as guide for physical education teachers.

Reid (1963) evaluated the attitude towards physical education and studied the personnel, facilities and programme in relation to physical education in high school of South Carolina. He used the Wear Attitude Inventory and a modified La Porte score card to collect the data. His study revealed that there was paucity of facilities and equipment in those high schools and the personnel showed favorable attitude towards physical education.

Manguso (1963) surveyed the physical education and athletic programme of the Ranchi camp school of California to contribute to the development of physical education and athletic programme in the Ranchi camp school of delinquents in California and to propose guide lines for delinquents boys committed to Ranchi camps. Nineteen out of 27 Ranchi camp school in California returned questionnaire, which covered the general area of administration, curriculum, methods, teaching personnel’s, facilities and equipment pertinent literature related to Ranchi camp school. Juvenile delinquency and physical education and athletic were reviewed to determine approved principles and practices which might serve as criteria for the development of recommended programme of physical education and athletic at these.
schools. Recommendations were made relative to the implementation of a physical education and athletic programme.

**Chambers (1964-68)** studied the appraisal of the attitude of the principals, teachers and students towards physical education as a secondary school subject. Teachers and students were aware of the importance of physical education in developing fitness activities in which they desired instruction and in which they established their skill to be high.

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**Miyahato (1967)** viewed that students should be taught to obtain the scientific knowledge about the body and the social moral meaning of physical activities, with deep understanding and interest to exercise willingly physical activities and practices for health in accordance with one’s individuality. Accordingly, he concluded the following contents of required physical education.

1. **Lecture:** - the contents of lecture are divided into two parts
   a. Health
   b. The theories of physical education.
2. **Physical activities:** - physical activities are selected and provided by each institution among the following activities, gymnastics, track and field, ball games, combative sports, aquatics, winter sports, dances, outing, weightlifting etc., other activities for recreation.

**Carbett (1969)** evaluated the effect of the community school concept upon trends in planning and utilizing indoor physical education facilities in the United States, which have been completed since January, 1970. A questionnaire for survey was prepared and mailed to select traditional and community schools throughout the United States. The finding of his study provided information pertaining to the following:-
1) The planning base for the school facilities.
2) The human involvement in planning process.
3) The design characteristic of the indoor physical education facilities.
4) The utilization of the indoor physical education facilities.
5) Data for developing guidelines for planning indoor physical education facilities, so that the facilities will have the potential of maximum utilization.

Cannon (1970) surveyed physical education programme for physical handicapped pupils in public elementary school of the state of Washington. He analyzed the data according to district enrolment figures. Only sixty-five percent of the districts used a physical examination by a physician and thirty-nine percent used a physical fitness testing as a part of their health appraisal. Most districts placed most physically handicapped pupils in a physical education program.

Dobson (1971) made an investigation of the status of physical education and inter-scholastic sports in grades four through six in the state of Oklahoma. A questionnaire was used to classify 690 elementary schools district in regard to the type of programme being offered. He concluded that majority of the elementary school had same type of physical education programme. Many of these were very weak and some actually consisted of inter scholastic sports rather than fifty per cent of the elementary schools district had inter-scholastic sports programs in operation with basketball, base ball, football, track and field and soft ball in that order being most popular. Schools offering physical education program were superior of inter-scholastic sports programs in the number of skills being offered. A phase of study which sought to find if schools emphasizing on physical education revealed that they were not doing so. More students were found to be participating in physical education program than in inter-scholastic school program.

Coker (1972) made a survey of physical education programme for boys in selected senior high schools in Louisiana during 1969-70 academic years in terms of professional preparation and background of teachers, teachers load, programme contents and methods of instructions. Data was obtained from sixty five public secondary schools selected randomly and some data was obtained by means of questionnaire and interviews with seventy five teachers of physical education classes
and some were by observation of classes in progress. Data was analyzed in terms of percentile and means. The following conclusions were drawn: Most teachers appeared to be well prepared to teach physical education; all had received bachelor’s degrees, sixty seven percent had either earned master’s degree or were attending graduate schools, teachers had taught a mean of seventy two years in physical education, eight five percent or teachers belonged to one or more education associations but less than no percent were members of a professional physical education organization. Approximately half of the teachers taught only physical education for a mean of nineteen classes per week. Other teachers taught a combination of subjects for a mean of twenty six classes per week including twelve classes of physical education. Physical education classes’ averaged thirty one students in fifty nine percent of the forty six schools were assigned to physical education classes without regard to grade level. In seventy percent of the forty six schools student’s attended classes for three hundred minutes per week. The most common grading factors were gymnasium, uniform, attendance and skill tests. Approximately forty percent of class time was spent in participation in games/activities. Fifty percent of the gymnasiums were of adequate size, classes were exceptionally well controlled.

Hein (1972) attempted to determine the status of health and physical education in the Districts and Island in the state of Hawaii. The Laporte Score Card was the instrument selected to tabulation; a 29 school supplement questionnaire was also utilized in 29 schools of Hawaii which were selected randomly to participate in the survey. Comparisons were made Districts (Island) and the Fossum study. It was found that the state of Hawaii had improved its health and physical education program since the Fossum study was taken. In the ten areas survey in physical education seven rated fair, two rated effective and one rated very poor. The findings revealed that:-

(a) The instrument staff was rated average.
(b) Facilities were rated poor.
(c) Programme organization was below average.
(d) The programme activities rated poor.
(e) Professional assistance was above average.
(f) The education programs were rated below average.

(g) The overall rating of the state community colleges was poor.

Charles (1974) conducted a study on the status of physical education in selected public high schools in the state of South Dakota during the 1973-74 school years. Data from seventeen schools was collected by visitation score card number eleven. Only seven percent of schools had a written course of study for each grade levels, thirty seven percent of them offered intramural programme for both men and women. Modern health instruction programs were maintained in eighteen percent of the schools, sixty percent of the schools did not have sufficient showers to take care of peak load of the normal physical education classes. Twenty five percent of schools provided opportunities for co-educational activities; sixty six percent of schools did not meet the recommended.

Hodges (1974) made a study of physical education program in the public two year colleges of the mid-west United States for the purpose of determining their current status and organizational structure. The phase of physical education program included in the study were:-

The basic service programme, the professional preparation programme, the intramural programme and inter-collegiate athletics programme. Questionnaire was sent to two hundred thirty eight public two year colleges in eleven states which took part in the study:-

Conclusions were made by the following procedure:-

1) Data was tabulated based upon the responses.

2) Colleges were divided into three categories.

3) Data was analyzed by the percentage analysis.

The conclusions were made:-

Seventy-three per cent had the service programme, fifty-three per cent had the professional preparation programme eighty-four per cent had the intramural programme and forty per cent of total students participated, seventy-four percent took part in inter-collegiate athletic programme. Only eighteen percent colleges did not have any type of physical education program.
Saurez (1975), attempted to evaluate physical education programme in selected higher secondary schools in Puerto Rico. Twelve schools, two from each region in the school system, were randomly selected survey technique was used to obtain the data, which was supplemented by the observation of the programme and personal interviews with physical education staff. The following conclusions were drawn:-

(1) Most of the schools physical education programs were very poorly financed.

(2) Lack of facilities, equipment and other educational material impeded an effective teaching learning process.

Grencia (1977) study was to define the current status of physical education in the French “Regional” secondary schools of Quebec, Canada, employing interview and questionnaire method because of its suitability for obtaining reliable data. He found that there was no set policy prescribed in Ministry of Education regarding administration organization related to personnel connection with physical education. Approximately one half of the “regional” reported that a common instructional physical education programme existed in their “Regional’s” five major activities of instructional programme were handball, track and field, basketball, volleyball and gymnastics. Eighty percent of the ‘regional” offered an intramural programme, but only 60 percent provide programme in all the schools in their regional’s. No minimum standards and recommendations regarding governing the athletic programme in “regionals” were laid by the Ministry of education. Indoor teaching facilities were intermediate in the regionals while outdoor facilities were generally poor and totally non-existent in 32 percent of the “regional”; seventy percent of “regional” indicated that they possess an adequate amount of equipment to provide the instructional, intramural and athletics programme.

Edwards (1978) study was undertaken to analyze and evaluate the physical education programme in state supported junior colleges of Alabama. Data was collected through the use of Book-Walter-Dollangener score card. The result of the study indicated that----

(a) The institutions evaluated were strongest in the area concerned with the teaching activities.
(b) Priority had been given to the development of indoor facilities.

(c) The institution libraries were rich in literature.

(d) Trend in Alabana junior college were towards individual and dual sports in comparison of team games.

(e) In general, the larger the institution, the higher the ranking achieved.

**Saundres (1978)** in seeking to give a picture of current state of the subject and trying to identifying its future. Analysis of social change and the degree to which present conservation and progressive ideologies promote or constrain development in the curriculum. There are set in the context of changing political and economic circumstances which have led to an increase in government intervention in schools, further higher education, the reduction of resources to education, caused by recession and continuing dominance of examination system. These together with other forces in society including the promotion of excellence in sports and the more towards a leisure based curriculum are examined in terms of issues confronting the physical education profession. Finally it is suggested that there is a need for nationwide curriculum reviews o enable priorities to be defined and courses of action formulated which are educationally sound and socially relevant to the late 1980’s and 1990’s.

**Tingle (1979)** in his survey concerning the status of physical education with respect to background information, the physical education programme, staff qualifications, course content, and budget in selected schools for the deaf in USA revealed that large range in enrolment (14- 520), public financial support (26 out of the 30 high secondary school) and state requirement of physical education (26 higher secondary school). A special adopted curriculum was provided by high secondary schools. Only 13 provided advanced or elective physical education courses. After school free play or recreation activities were provided by high secondary schools and eighty-five percent of the staff was state certified. Separate physical education budgets were provided by forty-three percent of the schools programme included a wide variety of activities. Only a small percentage of multiple handicapped students participated in physical education programs’ at high secondary schools for normal hearing students.
Misra (1980) in his study revealed sending questionnaire to hundred schools and fifty Orissa state, that the lack of qualified physical education personnel in proportion to institution strength, the effectiveness of the programs, facilities, equipments etc. play a significant role in the success of the programs. Mass participation was ignored by most of the institutions have a stringent attitude in respect of financial aids to the educational institution programs.

Mishra (1980) in his study revealed sending questionnaire to 100 schools and 50 colleges of Orissa state, that the lack of qualified physical education personnel in proportion to institution strength, the effectiveness of the programme, facilities, equipments etc. play a significant role in the success of the programme. The findings of the study reveals that mass participation was ignored by most of the institution and have stringent attitude in respect of financial aids to the physical education program and developing facilities for games and sports in various educational institutions.

Judith (1983) reported on teacher’s conceptions of successful and unsuccessful teaching in physical education and declared that busy, happy and good was more realistic representations of successful teaching. Students learning did not rate very highly. Research reported adds evidence to support the contention that teachers do not perceive students learning to be of prime concern. Student’s teachers were polled at several points during the student’s teacher’s practicum experience to determine their perception of successful and unsuccessful teaching. Various forms of qualitative data reduction, together with critical incident techniques were used to analyze the data. The findings are seen to lend support to the view that pre-service teachers do not think of students learning as being a relevant criterion of successful teaching. Educational implications and future directions for teacher preparations are discussed.

Lumby (1984) study was designed to examine some perceptions of primary school physical education specialist teachers. The thirty three subjects were graduates of the faculty of physical education over a seven year period 1978-1985. Subsequent to receiving a bachelor of physical education degree specializing in primary school physical education, sixteen of the subjects completed teacher certification. All thirty three known graduates received questionnaire about their perceptions of themselves as
primary school physical education specialist. Head teacher were required to complete a questionnaire about their interviewed in order to amplify their responses. results revealed that thirty three graduates, nine received teacher certification whereas a further seven completed the bachelor educational degree of the sixteen qualified teachers, ten were teaching including five who were teaching two or more classes of physical education. Two teachers taught classes throughout the school five to eleven years. Head teacher viewed the subjects as classroom teachers. Conclusions drawn suggest that school administration and fellow teachers should be educated to accept the subject specialists at the primary school level.

Butts (1985) surveyed physical education in the public elementary school in Texas. The purpose of this study of physical education in public elementary schools in Texas during the 1983-84 school years was to collect information that whether schools were in compliance with state mandate daily physical education program or not. Two hundred and two representatives of sampled school (76.8% of 263 schools) responded to a written survey. The data indicated that the majority of survey schools were in compliance with state mandate daily physical education at every grade. The percentage of complying schools increased progressively from 73.07% for kinder garden to 83.2% at the 6th grade level. The median number of day’s physical education was offered increased from 4 at the kinder garden level to 3-4 for the first grade and to 5 for the remaining grades.

Robbins and Kenett (1986) studied the conceptual framework for physical education curriculum development for young children, concluded that changes have taken place in content and methodology of teaching of young children. New approaches place the child at the centre of learning experience and individual student growth as a product of lesson. A difficulty exists for curriculum developer in terms of references around which to organize the approach.

Pollatschek and Queen (1987) conducted a study to identify and develop a physical education program for primary schools in his division that would naturally into the early stages of secondary school. This was attempted by primary class teachers and their specialist colleagues devising and then team teaching a new primary physical education programme. The primary/secondary liaison that resulted
from this approach was evaluated using questionnaire and interviewers and found to be positive by both set of teachers. This led to further research into the effects of increasing the amount of time allotted for the teaching of the subject. A daily physical education programme was implemented throughout a community using primary/secondary liaison model. Results from objective testing in the physical affective and intellectual domains were positive. Initially primary teachers became anxious about the amount of time spent in physical education but soon adapted and reported positive benefits from the program.

**Siedentop (1987)** cautioned that high school physical education was an endangered species; a subject matter that might gradually become extinct in secondary curricula. He argued that an increasing lack of expectation for significant outcomes in high school physical education and even more alarming, concern that students have stopped caring about physical education would bring about its demise. Physical education have a duty to alter the expectation will be ineffective if negative attitude towards the cruise lead students to ignore its value. Attitude, then, is the agent that can change perception and the catalyst that can make physical education a positive educational experience. Although some of the researchers questioned the correlation between attitudes and actual behavior most researchers suggested that attitude and the individual’s underlying belief system are considered the best indicators of the decisions people will make throughout their lives.

**Laxminarayan (1988)** undertook the comparative study of the existing physical education facilities in the rural and urban schools of southern region of Delhi administration. The data were collected from the sixty five rural and urban schools of southern region of Delhi administration through the questionnaire and recitation. It was concluded that the physical education facilities were comparatively better in the schools of urban areas of southern region of Delhi than the rural areas of the same region.

**Patrick (1988)** conducted a survey on physical education programme in the public elementary schools in Indiana. The purpose of the study was to collect the important information required for the continues growth and development of the physical education A 56 item questionnaire was submitted to 218 randomly selected
elementary physical education in Indiana. Data was received from 112 (56%) of those selected in the study. Additional data were received from personal interviews with 20 teachers and 20 principals. Result indicated that physical education is perceived to be legitimate part of the total school curriculum that specialist’s teachers are primarily employed to administer physical education programs and that physical education curriculum are appropriately sequenced for grade I to III and IV to VI. Interview data revealed various areas of concern from the respondent. For example the decline in time afforded physical education with in curriculum, the physical educator’s lack of status within the school faculty and the lack of training to instruct typical students were three areas of concern. Based on questionnaire results elementary physical education in the state of Indiana appears to be firmly established as a viable aspect of the total school curriculum. However, one is cautioned that further research based on more personal interviews may provide a different picture.

Pritchard (1988) investigated the attitude of parents, pupils and teachers towards physical education in England. Assesses how parents, pupils and teachers in secondary schools in England perceive physical education needs. Includes eight economic planning regions in England and focuses on ten rural and ten urban secondary schools in each region. Students (n=277) in the fifth year of secondary education, teachers (n=296) who contribute to the physical education program and parents of the students (n=269) respond to a questionnaire. Finds that the total sample mainly values physical education for the improvement of personal health and fitness, and for the development of good sporting behavior. All subjects indicate that the main aim of physical education should be to engender strengths of interest, enjoyment and involvement in physical activity, with opportunities for the potentially physically able to achieve success, skillfulness and superiority in sports.

Abu-Saley (1989) found the relationship between attitude towards physical education and fitness level. He surveyed male college students from two Saudi Arabian universities and found a positive correlation between attitude and scores on the health-related physical test. Papaioannou (1994) obtained similar results from his study. He used the learning and performance orientations in physical education classes’ questionnaire to explore the relationship between attitude towards physical
activity and learning outcomes. He found that learning corresponds directly with positive attitude towards the lesson and the level of motivation for students of both sexes. This finding led papaionnou to conclude that student’s interest in the lesson and the overall usefulness of the activity can be directly related to his or her attitude.

**Guinane (1989)** surveyed and evaluate the implementation of new physical education syllabi from 8th and 10th grade. The data were collected through the questionnaire and visitation from the granted school of city. The research scholar concludes that the physical education were unaware of the new syllabus. It was complained by the physical education teachers that two periods per week were adequate for the execution of syllabus, facilities required for conducting the physical education programme were insufficient in schools, the physical education period of 10th class is usually for other subjects and there is no proper examination system for physical education.

**Birtwistle (1990)** The attitudes towards activity (CATPA) and perceptions of physical education of a sample of 291 secondary and 316 primary boys and girls were investigated with respect to health promotion. Using analysis of variance techniques significant differences between boys’ and girls’ attitudes were found in both the secondary and primary samples. Girls had significantly more positive attitudes towards physical activity than boys, but the data yielded no differences in attitudes between the socio-economic levels. The influence of CATPA scores of the literacy sets variable was significant, but the numeracy sets variable yielded non-significant results. This result highlighted the implications of internal school organization for health promotion and children's affective development. ANOVA was used to analyze gender differences in CAPTA sub domain scores. Girls from both samples were found to have significantly more positive attitudes than boys in the aesthetic domain. Differences were also found in social growth and vertigo scores. All groups ranked health and fitness objectives highly, with a similar pattern of pupil perceptions of physical education emerging from both samples.

**Azdzejewska (1991)** in his study who’s teaching physical education/sports in NSW primary schools? The specialist teacher: a case study concluded the delivery of primary education has undergone considerable change. Since the introduction of
school based management a practice that anecdotally appears to be gaining ground is the employment of specialist teachers to teach individual strands or key learning areas. This paper defines a specialist teacher as a person who is employed to teach in a specific key learning area or a strand or activity of a key learning area. The term specialist does not include career specialists e.g. Librarians, special education teachers) we know very little about these teachers how they contribute in teaching, learning, assessment and reporting and how their performance is managed. This study describes some of the preliminary results that the first to explore some of the current practices of specialists in general and specifically physical education and sports researchers. It reports the results of a questionnaire distributed to all principals in public primary schools. There are 401 respondents. The study employed a mixed method sequential design (tashakkori&&teddle, 2003), consisting of an exploratory questionnaire followed by interviews with individuals who were targeted on the basis of their quantitative questionnaire responses. This methodology allowed features of groups or individuals that are identified through one form of measurement to be then used to shape and interpret further data collection (tashakkori& teddies). The questionnaire was mailed to all NSW primary school principals (N=1608). There were 401 respondents (25% respondent rate). These responses were reflective of a broad cross section of NSW schools in terms of demographics with respondents reasonably distributed across urban and rural zones and the school sizes.

Luke (1991) conducted a study on gender differences in adolescent’s attitudes towards school physical education. The purpose of the study was to identify and examine the potential determination of male and female adolescent’s attitudes towards school physical education. The subjects for this study were 488 grade 11 secondary school students who had recently decided either to elect or not to elect physical education as part of their program for that year. These 233 males and 255 females came from four schools in a large metropolitan area in Canada. Each school followed the same provincial physical education curriculum guide, which recommended a broad coeducational program consisting mainly of games, dance, gymnastics and fitness activities. Students randomly selected from four large metropolitan schools, were asked to comment on their school physical education experience from
kindergarten through grade 10. A systematic, content analysis was used to categorize these responses. Three main questions were addressed: what factors in the class 10 physical education experiences of male/female students contribute to the development of positive/negative attitudes toward physical education?, five main determinants of attitude were identified in ranked order: curriculum content, teacher behavior, class atmosphere, students self-perceptions and facilities. Overall, male and female students identified the same determinant in the same order of priority. Adolescence is usually defined as the period of transition from childhood to adult status, a time ripe with possibilities to become a fully functional and capable individual. It is time when personal limits are explored and lifetime attitudes and patterns of living begin to be established. For their attitudes towards physical activity, as there factors are considered to be crucial in the development of a healthy and active adult lifestyle. Research has indicated a dramatic drop in fitness levels and an increase in health problems during the adolescent years (bailey, mirwald, Faulkner, fairbum & Owen, 1982; king, Robertson, & warren, 1985). This information has influenced many countries government to launch major initiatives to increase the physical activity and physical fitness level of this segment of society ( British sports council, 1989; fitness Canada, 1988a; U.S.A department of health and human services, 1985).such initiatives have included national conferences, government reports, fitness agendas and physical activity implementation strategies. Each has attempted to promote physical activity among adolescents. However, despite these initiatives, research findings continue to indicate that adolescents activity level decreases with age and that adolescents are choosing to opt out of school physical education programme once the subject becomes elective ( Earl & Stennett, 1987; Fitness Canada, 1988b; Godin & Shepherd, 1986; King, Robertson, & Warren, 1985).

Hart (1993) American Attitudes toward Physical Activity & Fitness: A national survey conducted by national telephone survey among a representative sample of 1,018 "Less Active" American adults age 18 and over, defined as those who exercise vigorously less than twice a week. In addition, a shorter interview was conducted for comparison purposes among 1,006 "More Active" adults, who engage in vigorous exercise at least two times a week. The screening and interviewing
process found that Less Actives make up 43% of the overall adult population, while More Actives represent 57% of all adults. The purpose of the survey was to explore the attitudes of Less Active adults toward physical activity and physical fitness. In particular, the survey examines Less Actives' level of interest in increasing their physical activity, the barriers they perceive to being active, and what kinds of information and changes might lead them to expand their level of activity. The survey also recorded standard demographic information, including gender, age, income, race, and occupation. The survey was conducted on behalf of the President's Council on Physical Fitness and Sports, in collaboration with the Sporting Goods Manufacturers Association.

Hagger (1994) this study investigated the relationship between attitude towards physical activity and physical activity behavior and the influence of gender and season on physical activity level in 45 primary school children, aged 9 to 11 years. Attitudes towards physical activity were assessed using two different theoretical approaches: the children's attitudes towards physical activity (CATPA) inventory and the theory of reasoned action (TRA) questionnaire. Physical activity behavior was measured using Cale's (1994) self-report measure of physical activity. Approximately 50% of the children were categorized as 'inactive' based on cut-off points developed by Blair (1984). A 2 x 2 (gender x season) factorial analysis of variance showed that children participated in more moderate physical activity in the summer than in the winter (F(1,44) = 6.29, p<.05) but there were no gender differences in physical activity levels. Descriptive statistics for the CATPA inventory showed that children generally exhibited positive attitudes towards physical activity. Mann-Whitney U tests for two independent samples revealed significant differences between the high-active and low-active children for the catharsis, health and fitness, vertigo and aesthetic sub domains from the CATPA inventory (p<.05). None of the TRA variables showed any significant differences for activity level. Present results suggest that some attitude variables from the CATPA inventory differ according to children's physical activity levels and thereby emphasis the need for physical educators to foster positive attitudes towards physical activity in order to encourage children to adopt and maintain healthy and active lifestyles.
Verma (1995) made an effort to construct a questionnaire for measuring the attitude towards coaching in sports and also to know the attitude of students towards coaching at the Lakshmi Bai National College of Physical Education, Gwalior. Efforts have been made by Daniel & Martin’s et al. (1981) and virginal (1983) to study the attitude towards youth coaching. A preliminary set of questions measuring attitude on various aspects of coaching was constructed with the help of various literature and experts on the subjects. About sixty questions on many aspects of coaching were constructed. This preliminary questionnaire was subjected to further analysis like index of discrimination and difficulty rating for improving it. Finally forty seven questions were retained. The descriptive analysis of the data obtained was done by computing the lowest, highest, kurtosis, skewness, mean standard deviation, standard error and coefficient of variation of the data in all four groups i.e. undergraduate male, undergraduate female, postgraduate male and post graduate female. Two way analysis of variance was done for all the dimensions of coaching to investigate the difference between classes and different sexes. Findings reveal that there is a difference of attitude among boys and girls. Further boys attitude were more positive towards accountability in comparison to girls. This may be because of the fact that boys might have come from good sports background than girls. Further on the question of constraints in coaching there is a difference of attitude among male students of undergraduate and post graduate classes. Same trend was found in female students also. The probable reason behind this is that the students of postgraduate classes are matured enough to analyze the problems in coaching. It thus concluded that except accountability and constraints in coaching on all other aspects of coaching, attitude of boys and girls are alike in under graduate as well as postgraduate classes.

Meek and David (1997) conducted a study Attitude formation towards physical activity in children with Developmental Coordination Disorder and found that the Attitude Formation towards Volleyball Questionnaire(AFTV), based on Bagozzi's attitude formation model, assessed the level of attitude formation of three experimental groups (groups with and without previous volleyball experience, and a group of children with Developmental Coordination Disorder (DCD)) and at three age levels (7, 11 and 14 years of age). The results of group mean comparisons revealed no
significant differences at either 7 or 11, but by 14 years of age the children with DCD had formed significantly lower attitudes than their class peers. Attitude formation between age levels of children with DCD was also assessed and the results reveal a significant decrease in attitude formation scores as age increases. From these results it is implied that a syndrome of concomitant behaviors associated with DCD begins to have increasingly detrimental effect even prior to performance of a physical activity. The implications of the attitude formation results are discussed in relation to the skill demands expected in physical education for children with DCD in mainstream schooling.

Gergia (1998) studied the effects of an activity break on classroom behavior in a sample of 43 fourth-grade students in 1998. Students exhibited significantly less fidgeting on days with a scheduled activity break than on non-activity days. The activity break improved on task behavior by approximately twenty percent. It concludes that short activity breaks during the school day can improve student’s concentration skills and classroom behavior.

Krouscac (1999) conducted a study to combat the decreasing levels of physical activity in many young people; health professionals are calling upon middle and high school physical education to equip students with the skills and knowledge necessary to become physically active for a life time. In order to accomplish this goal in physical education, it is imperative that student’s attitudes be considered when making curricular and program decisions. Therefore, the purpose of this study was to examine middle school students attitudes towards a physical education program and to determine the various aspects of the program that appear to contribute to positive and negative attitude towards middle school located in a Mid-Atlantic state completed a survey regarding their attitudes towards physical education. All responses were categorized using a critical incident technique. Results indicate that positive attitudes towards physical education decline between grades six and eight. This trend was more apparent for females than for males. Major categories associated with positive and negative attitudes towards physical education includes curriculum content, class atmosphere, teacher behavior, dressing out and self-perception.
Naughten (1999) conducted a study on 177 New Jersey elementary students, to compare concentration test scores after students completed either a classroom lesson or a 15 minute physical activity session. Fourth-grade students exhibited significantly better concentration scores after completing the physical activity. Among second and third grade students, the physical activity intervention was neither beneficial nor detrimental to test performance. Kids who are physically active and fit are likely to have stronger academic performance. Activity breaks can improve cognitive performance and classroom behavior.

Anderson (2000) conducted a study on Physical Fitness and Activities in Schools. Schools are in a uniquely favorable position to increase physical activity and fitness among their students. This policy statement reaffirms the American Academy of Pediatrics' support for the efforts of schools to include increased physical activity in the curriculum, suggests ways in which schools can meet their goals in physical fitness, and encourages pediatricians to offer their assistance. The recommendations in this statement are consistent with those published in 1997 by the Centers for Disease Control and Prevention. Scientific evidence shows that loss of functional capacity and increased morbidity and mortality attributable to chronic disease and injury are associated with a sedentary lifestyle in adults. A primary goal of activity programs for youth is to promote physically active lifestyles that will be carried into adulthood and reduce health problems related to inactivity. Some of the health benefits of regular physical activity during childhood and adolescence may be realized before adulthood. Cross-sectional studies have shown an association between higher activity levels and lower levels of body fat, increased bone mineral mass and lower levels of tobacco and alcohol use. Exercise has been successfully used in conjunction with other interventions to treat obesity, hypertension, and other chronic diseases. Some of these programs using exercise or physical activity have been successfully implemented in the school setting. The development of a physically active lifestyle is a goal for all children. Traditional team and competitive sports may promote healthy activity for selected youth. Individual sports, noncompetitive sports, lifetime sports, and recreational activities expand the opportunity for activity to everyone. The
opportunity to be active on a regular basis, as well as the enjoyment and competence gained from activity, may increase the chances that a physically active lifestyle will be adopted.

Carroll (2001) investigated the children’s perceived competence and enjoyment in physical education and physical activity outside school. The study aimed to examine the relationship of children’s perceived competence in physical education to their enjoyment in the subject and how boys and girls scoring high and low in enjoyment and perceived competence questionnaires giving their physical activity the previous week, their perceived competence in and enjoyment of physical education. Employing correlation, multivariate and unvaried analysis of variance techniques, the result indicated moderate positive and significant relationship between enjoyment in physical education and perceived competence in physical education for the whole sample \( r=0.39, p<0.001 \). Children oh high perceived competence participated in significantly more physical activity outside school than those of low perceived competence, but there was no difference in enjoyment levels and quantity of physical activity. The boys scored higher than the girls on time spent on physical activity, on perceived competence and enjoyment. Motivation theory is utilized to examine the relationship of perceived competence and enjoyment in physical education to physical activity outside school.

Nimresh (2001) conducted a study to determine the attitude of U.N.R.W.A. school principals towards the physical education programme. The sample of the study comprises (90) male and female school principals. The research scholar used 33 items questionnaire to determine the principal’s attitude after testing its validity and reliability. The questionnaire contains four domains:

Arvind Kumar (2003) conducted a study attitude towards physical education and sports of secondary school students of Delhi. The aim of this study was to investigate attitudes toward physical education and sports of secondary school students related to gender and age. The participants were 302 female (Mean age = 13.11 ± 0.79) and 332 male (Mean age = 13.14 ± 0.69) students from secondary school education aged 12 to 14. A total of 634 students voluntarily participated in this study. The Attitudes towards Physical Education Scale (ATPES) was applied.
ANOVA was used to determine differences in attitude toward Physical education and between girls and boys. In order to test differences in Physical education class preferences of students with regard to school context and gender, chi square analysis was conducted. Men scores of attitudes towards physical education scale (ATPES) for secondary school were determined 3.95 point-4.01 point respectively. Generally secondary school students (66.6%) preferred co-ed physical education classes, against single-sex physical education classes. This research verifies that attitudes towards physical education and Physical education classes’ preferences change according to gender and age.

Hatten (2004) conducted a research on topic racial difference in student’s interest and attitude towards physical education considering grade level and gender. The purpose of this study is to compare the differences or similarities between elementary middle and high school student’s interest in physical education considering students ethnicity and gender. Participants were 139 high school students enrolled in eighteen intact physical education classes for a total of 468 students. The location consisted of one high school, one middle socioeconomic status, northwestern Florida schools, fourteen experienced physical education teachers, 4 females and 10 males, conducted all classes. The physical education interest questionnaire was the instrument used for the study. The questionnaire was developed to measure interest in physical education and related factors. The physical education interest questionnaire is a 35 item survey. Two open ended questions were added to the end of the survey asking students to list what they liked most and disliked least about physical education. The survey was found to be r=70 reliable by way of split half reliability testing. All of the students were given the same survey and had approximately 50 minutes to complete. Results indicated that students regardless of race, grade level and gender maintained positive interest in physical education. There was a significant difference between male and female participants where male students maintained more positive interest in physical education than female students. Previous research supports these findings by stating that most physical education program maintained a more male dominate team sport curricula, which are typically considered less desirable to female students. Also there was a significant difference between grade
levels. Fifth grade students maintained higher interest in physical education than seventh and ninth graders. This may have something to do with the fact that the younger students are physiologically at their peak. These students metabolisms are the highest that they will be in their lifetime. Physical education tends to be their only release from sitting behind a desk all day. Finally, when comparing grade level with race results indicated that there was a significant difference between Caucasian and African American students interest in physical education. Fifth grade Caucasian students maintained significantly higher interest in physical education than their Caucasian equals. Fifth and seventh grade students ranked students perceived competence first whereas ninth grade students ranked curriculum first by way of stepwise regression as having the most affect on their overall interest in physical education. The scope of the study was limited to three independent variables: student’s perceived competence, curriculum and teacher influence as reasons why students maintained interest in physical education or not.

**Jiri stelzer (2004)** conducted a study “Attitudes towards physical education: A study of high school students from four countries-Austria, Czech republic, England and USA” to investigate the attitude toward physical education of 1107 high school students from four countries, Czech republic, Austria, England and the united states. Survey data were gathered and measured using the Adams scale survey instrument (adams.1963). While the data revealed individual differences, the overall sample indicated a decidedly positive attitude towards physical education. Students from the Czech Republic had significantly higher attitudes scores than both U.S... And English respondents and males showed a more favorable attitude towards physical education than females. Several notable differences were also found when the combined effect of gender and country of origin was measured. The harmful consequences of the sedentary lifestyle is adopted by a rapidly increasing segment of our population are apparent to even the casual observer.

**Martelaer (2004)** described the broad outline on the quality of school physical education in Flemish secondary schools. This study focus on the importance of a quality care system within school physical education is emphasized. Taking into account the fact that education is a critical part of human development and a
government concern, striving towards an optimization of the quality requirement of education can be regarded as a necessity. This applies as much to the school physical education subject as to education generally. Based on the result of in-depth interviews with pupils, physical education teachers, subject teachers, committees of parent’s school physical education in Flanders, it is concluded that school physical education in Flanders faces similar problems as in many other countries (e.g. Limited curricular time allocation, low subject status, inadequate financial material and human resources). Finally, it is indicated that, in order to ensure the future of school physical education, a specific quality care system must be developed.

Theeboom (2004) in the study “the quality of school physical education in Flemish Secondary Schools” took into account the fact that education is a critical part of human development and a government concern, striving towards an optimization of the quantity and quality requirements of education generally. Based on the results of in-depth interviews with pupils, physical education teachers, subject teachers, committees of parents, school principals and so-called ‘expert-witnesses’ from the world of sports on the actual quality of school physical education in Flanders, it is concluded that school physical education in Flanders faces similar problems as in many other countries (e.g. limited curricular time allocation, low subject status, inadequate financial material and human resources). Finally, it is indicated that, in order to ensure the future of school physical education, a specific quality care system must be developed.

Koca (2005) conducted a study to examine attitudes towards physical education of high school Turkish students in terms of school gender composition. The sample selected for this was 213 girls and 249 boys from co-educational public schools and 196 girls and 210 boys from single-sex vocational schools participated in the study. Attitude towards physical education scale was administered and the result of two ways ANOVA indicated that students in coeducational school in general and boys had more favorable attitudes. Additionally, chi-square analysis demonstrated significant differences in physical education class preferences between students from single-sex and coeducational schools and between girls and boys.
Tang (2006) conducted a study The Importance and Qualities of Principal Leadership: Case Studies of Four Secondary (Express) Schools in Singapore. Principal leadership is generally acknowledged as an essential element that makes up a good and effective school. However, due to the dearth of school effectiveness studies in Singapore, as well as the difference in political and cultural contexts between Singapore and other countries, one cannot conveniently assume that the importance and qualities of principal leadership observed in other countries are also applicable in Singapore. Therefore, with the purpose of understanding the importance and qualities of principal leadership in effective and less effective schools in Singapore, I conduct school visits to four similar, yet different, secondary (express stream) schools in Singapore. These four schools are similar because they admit students within the PSLE score range of 230 to 250, but different because they produce different results at the end of four years. From the qualitative analysis of interview transcripts and amended field notes, I find that principal leadership is not essential in ensuring a non-failing school, which admits students in the above PSLE score range, in Singapore. However, an outstanding principal leadership is required in order to develop and sustain an exceptional and effective school. This outstanding principal leadership is characterized by the additional leadership styles of a visionary and heroic leader.

Janice (2007) conducted a study on high school student’s attitudes and perceptions towards physical education since they will need to use their knowledge to maintain a healthy lifestyle. Content standards are intended to assure that all students meet minimum curricular requirement, however if students do not find physical education valuable, the content standards may have no meaning either. High school student’s attitudes towards their physical education program in the state of Delaware were studied. These results provide a baseline for further examination of curriculum after implementation of state content standards. Two hundred twenty three students attitude were measured using a thirty one item survey. Results indicated approximately 45 percent of the students would enjoy having more sports or games in their physical education curriculum. The majority seventy four percent of the students indicated they preferred co-educational classes and sixty four percent preferred
working with other students of similar abilities. Forty three percent of the students also indicated that physical education was important to their high school education, rating it just after math, English and science. Correlation test revealed that the majority of students who indicated they enjoyed physical education were more likely to enjoy school. Students who engaged in negative health behavior, that is smoking, drinking or using drugs, were less likely to enjoy physical education. These findings are important for designing meaningful high school physical education learning experience that meet state content standards and for influencing students to continue participating in physical activity.

Tomik (2007) observed that the educational process is to promote pro-fitness lifestyle, which means that an adult will engage in different forms of physical activity on a regular basis, resulting in health enhancement. Several authors have investigated the attitudes of Polish children and adolescents to physical education and sport, and compared their results to those of investigations on instrumental goals. Different aspects of attitudes towards physical education and sport were also studied by researchers from numerous countries using diagnostic questionnaires. The purpose of the present study was to identify the educational effects of school sports clubs (SSC). The differences of attitudes towards physical education and sport were compared between members of SSC and youth of the same age that did not participate in the activities of the clubs. The study questionnaire was sent out to 623 randomly selected school sports clubs in Poland. A cover letter explained the purpose and procedure of testing. Correctly filled questionnaires were obtained from 103 school sports clubs. 2704 questionnaires were selected for statistical analysis. The research tool, (i.e., diagnostic questionnaire), had been developed by Strzyżewski (1990). The obtained results indicate the attitude of questionnaire respondents towards physical education and sport is positive but reserved. Despite the strength of the cognitive component (cognitive scores were highest), the actual participation in out of school sports activities was insufficient (low values of behavioral scores). SSC members have more positive attitudes towards physical education and sport than their non-SSC counterparts.
Subramanian (2007) conducted a study topic the middle school student’s attitudes towards physical education. The purpose of the study was to determine middle school students towards physical education using an attitude instrument grounded in attitude theory. In addition, this investigation also sought to ascertain if gender and grade level influence student attitude towards the student matter. Participation for this study was 995 students from grade 6 to 8. A previously validated attitude instrument based on a two-component view of attitude with scores that showed evidence of reliability and validity was used. Overall all students had moderately positive attitude towards physical education. There was, however, a decline in attitude scores as students progressed in grade level. Higher grades had lower mean scores. Data were obtained from all subjects via the administration of a questionnaire. Second year students had not undertaken any studies in physical education when they completed the questionnaire. Third year students completed the questionnaire immediately following completing of their compulsory physical education teacher training. Fourth year students completed their questionnaire in week eight of the final ten week practicum experience at university. In-service teachers were randomly selected and questionnaires were mailed to them. The non-specialist pre-service teachers consisted of subjects studying a double degree, majoring in primary education at the University of Newcastle. Primary education students enroll in two physical education courses. In second year, contact time involves a one hour mass lecture and a two hour tutorial per week for nine weeks. In-service subjects (n=53) were classroom teachers in new south ales, hunter region primary schools approximately 75% of the in-service subjects had less than 10 years teaching experience and the range of experience was from less than five years to greater than 20 years.

Hopkins (2008) studied three thousand three hundred forty five teens in grades eight through twelve who took part in the national longitudinal study of adolescent health at which time the teens were surveyed on their participation in physical education and physical activities outside of school. The researcher then followed up with the participants five years after leaving school to check their height and weight. The researcher found that increased participation in physical education
and certain extracurricular physical activities decreased the likelihood of being overweight as an adult. The likelihood of being an overweight adult was most reduced among teens who participated in wheel-related extracurricular activities, such as rollerblading, biking or skate-boarding more than four times per week. These teens were more than twice as likely to maintain a normal weight as adults compared to their less active peers. However, no impact was detected when physical activities were performed fewer than three times per week. For each weekday of physical education at school the odds of being an overweight adult decreased by five percent. Participation in all five days of physical education decreased the odds of being overweight adult by twenty eight percent. The physical education was offered at grades K-6 steadily increased from twenty five to forty five minutes. The information indicated that certified physical education teachers taught fifty percent of the classroom at the kinder garden levels, at all other levels they taught the majority of classroom reaching eight hundred eighty seven at the sixth grade levels. The respondent indicated that fifty percent of the schools utilized a non-specified combination of guide to develop physical education programme content. The set of state guide was the single most frequently listed guide in programme development. The respondents listed building a ground limitations and financial restrictions 27.2% and 24.8% respectively as primary deterrents to the improvement of physical education programme.

- financial support and activities
- planning
- leadership
- evaluation

The result of the study showed positive attitude towards the physical education program. There was no significant difference between male and female school principal’s attitude in all domains and total score of the questionnaire. There was significant difference due to the years of experience in financial support and activities sub-scale and in planning sub-scale of the questionnaire. No significant difference existed due to academic qualification in all sub-scale of the questionnaire. Researcher recommended reinforcement of the positive attitudes of school principals towards
physical education program organizing and conducting seminars on the supervision of physical education program in general to school principals to improve their skills in this area.

Morgan and Philip (2008) conducted a study to examine the relationship between teachers' curriculum preferences in the primary school and the relative value they place on Physical education compared to other key learning areas (KLAs) of the primary curriculum. Data were collected from 422 pre-service and 63 in-service classroom teachers. Results suggested that most respondents considered Physical education to be a relatively valuable KLA but indicated they would prefer to teach other KLAs rather than Physical education. Insufficient time was the most commonly cited impediment to the delivery of Physical education programs. Nearly all respondents agreed that specialist teachers should be involved in the teaching of Physical education in some capacity. Significant relationships were established between a number of attitudinal variables relating to Physical education and interesting findings emerged from post hoc analysis of group differences, particularly regarding in-service teachers. Given that many teachers would prefer not to teach Physical education, strategies must be devised to improve training and support for teachers or the employment of specialist Physical education teachers made a priority.

McNeil (2009) investigated the provision of physical education in Singapore is a small island city state of approximately 699 square kilometer with a population of about 4 million people. This article aims to highlight the current status of physical education in Singapore schools and compare it against suggested international standards and recommendations. From questionnaires distributed to every school on a voluntary basis, 164 heads of department from 78 primary schools, 74 secondary schools and 12 junior colleges and 474 teachers from 170 schools responded. The findings from these questionnaires focused on the impact of facilities, staffing, time tabling, curriculum time and status, on the provision of physical education. In relation to the international context, Singapore faces similar constraints such as inadequate facilities and equipments and insufficient allocation of time. The study makes a strong case for the improved status and function of physical education in schools but three main issues require further attention: -
1. Primary schools are disadvantaged by staffing issues and general provision.
2. Physical education lessons are both inadequate in number and duration to achieve the desired outcomes of the physical education syllabus.
3. Class sizes are considered too large for meaningful learning to occur, resulting in teaching prioritizing management issues. When these are addressed and their solutions translated into practice, Singapore can actualize the vision of making every student physically educated and achieve a world-class standard.

Sa’adat (2009) worked on the role of schools principals in supervising physical education and sports activities in Qabatia. The study aims at identifying the role of schools principals in supervising physical education and sports activities in Qabatia according to gender and years of experience and level of school variables. The study took up a sample of 67 teachers, both males and females in the directorate of Qabatia. To this end, the researcher used a questionnaire; data were analyzed using statistical package for social science, including means, median, and standard deviation. Results showed that school facilities came first, the teacher performance was found second, the students’ abilities were figured third, school teams were categorized fourth and finally the BE lessons were found as the fifth variable. The study found out the much cold is done to enhance the role of principals in promoting physical education and sports activities at school. Considerable attention should be paid to school teams such that much more money is allotted to sports activities.

Barney (2009) conducted a study on elementary classroom teacher’s attitudes and perspectives of elementary physical education. Physical educators have long proclaimed that physical education class is an important academic discipline to a student’s education. With learning objectives taking place in the affective, cognitive and psychomotor domains. Yet, physical education has been marginalized in today’s society. One way to gain support of physical education is getting support from other educators. The literature suggests that teachers need to promote their programs to gain support and lose the marginality tag that has been placed on physical education. For this study the researchers surveyed elementary classroom teachers (n=219). The survey consisted of seven questions and of the five questions the classroom teachers were asked to further explain their responses to the survey question. The purpose of
this study was to obtain and better understanding elementary classroom teachers attitudes were positive elementary physical education. The literature has alluded to the fact that physical education has and is marginalized in Hong Kong. Probably the main topic that came from this study was that physical education is a “less academic subject” compared to the other subjects in school. The study also implies that physical education does not prepare a child for the real world. It was noted that parents and administrators have marginalized physical education. Parents feel that physical education is unimportant and not on the level of other academic subjects. Because of this mind set, the parents feel that if their child is involved in a physical education class it will negatively affect their child academic grades. The administrators feel that physical education helps maintain discipline in the school. The author found that administrators were more willing to allocate as much time as needed for such subjects as maths, science and languages. Another facet of marginalizing physical education in Hong Kong is the problem of space for physical education classes. One physical education teacher in Hong Kong reported that the average size of his classes is 100 students with a working gym space the size of their classes outside. The problem being that there are high levels of pollution with extreme humidity. One last means for marginalizing physical education in Hong Kong was the lack of equipments for students to use during class activities. Because of the lack of respect to physical education has in the educational community, it is one of the first content areas to be eliminated.

Sarwar (2010) conducted a study on topic physical education at secondary school level in Gujranwala, Pakistan. It is common phrase a sound mind is in a sound body. In addition, involvement in physical activity can positively affect grade scores of students in elementary schools. Physical education can aware the individual to keep themselves healthy and active. Through physical activities a student can cure himself from different types of diseases. The present study discusses the results of a survey conducted in an eastern city (Gujranwala) of Pakistan near the border of India. The Gujranwala is an industrial city consisting of mainly factory workers. The data revealed that the physical education teachers of schools in Gujranwala (Pakistan) have positive attitude towards physical education with no significance gender differences.
The main problems in the development of physical education are lack of funds, space, facilities and no interest of staff, students and parents. The attitude towards physical education is mainly determined by curriculum content, class atmosphere, teacher behavior, dressing out and self-perception (Krouscas, 1999). There is no difference in student’s attitude towards physical education in elementary and secondary schools (Tomik, 2008). The population of the study was the physical education teachers of all government secondary schools in Gujranwala district (Pakistan). The data from local education department show that there were total 179 government schools in the Gujranwala district including 80 female and 99 male schools. Again there are 191 posts of physical education teachers in the district, amongst which 85 are filled and 106 are lying vacant. Among 85 physical education teachers 12 were ex-army soldiers with no training in physical education. An attitude towards physical education scale used by Chan and Lo (1992) was used with changes. The questionnaire was consisted of 38 Likert type item along with open ended questions and questions on background information. Keeping in view the limited English language ability of the respondents, it was decided to translate the questionnaire into Urdu (national language of Pakistan). Again there was a problem that most of the respondents understand the terminology only in English. So, finally bilingual questionnaire was used. The attitude towards physical education was measured by asking the respondents to indicate the extent of agreement and disagreement with each item of the scale on a five point scale of responses (strongly disagree, disagree, uncertain, agree and strongly agree). The point on a scale were rated as strongly disagree=1, disagree=2, uncertain=3, agree=4 and strongly agree=5 in case of positive item. The physical education teachers have positive attitude towards physical education and sports. There is no difference in attitude towards physical education of male and female physical education teachers of government secondary schools. Similarly, no difference was found in the attitude towards physical education of respondents with different qualifications. The respondents considered the following barriers in the promotions of physical education. It was concluded that the attitude of school principals and teachers towards physical education were positive. It was also noted that the attitude were not affected by age, sex or type of school. Lack of funds, space, facilities coupled with no interest
of physical education teachers were the main barriers in the development of physical education.

**Kevin (2010)** conducted a study on high school physical education teacher’s beliefs about teaching students with mild to severe disabilities. The purpose of this study was to analyze high school physical education teacher’s beliefs about teaching students with disabilities in inclusive physical education. The participants (3 men, 2 women) were certified physical education teachers at four suburban high schools. The research method was descriptive-qualitative using a case study approach (stake, 2000) situated in the theory of planned behavior (Ajzen, 1985, 1991). Data sources were demographic questionnaires and focused interviews (yin, 2003). Interview data were analyzed using constant comparative method and uncovered four major recurrent themes, which were.

a) teaching practice troubled  

b) dependent self-efficacy  

c) contradictions  

d) intrinsic motivates  

The teachers desired more professional training geared specifically on teaching students with severe disabilities, emotional-behavioral disorders, hyperactivity and attention deficits. Implications are that school district should do more to engage teachers in professional development training that focuses on effective strategies for teaching students with disabilities in physical education.