

**WOMEN AND SPORTS: A STUDY ON STATUS AND
OPPORTUNITIES FOR WOMEN IN SPORTS IN
COLLEGES OF KARNATAKA STATE**

*A thesis submitted to Mangalore University, in fulfillment of the requirement
for the degree of*

**DOCTOR OF PHILOSOPHY
IN
PHYSICAL EDUCATION**



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DECLARATION

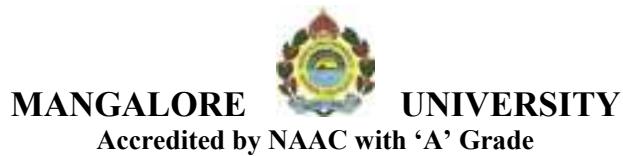
I, Hemalatha C S, do hereby declare that the thesis titled "**WOMEN AND SPORTS: A STUDY ON STATUS AND OPPORTUNITIES FOR WOMEN IN SPORTS IN COLLEGES OF KARNATAKA STATE**" embodies the results of the bonafide research work carried out by me, under the guidance and direct supervision of Dr. Gerald Santhosh D'Souza, Chairman, Department of Physical Education, Mangalore University during the years 2011- 2018. I further declare that this thesis or part thereof has not been the basis for the award of any other degree or diploma in this University or any other University or Institution.

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**DEPARTMENT OF PG STUDIES AND RESEARCH IN PHYSICAL
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CERTIFICATE

This is to certify that this thesis titled "**“WOMEN AND SPORTS: A STUDY ON STATUS AND OPPRTUNITIES FOR WOMEN IN COLLEGES OF KARNATAKA STATE”**" embodies the results of bonafide research work carried out by Hemalatha C S under my guidance and supervision in fulfillment of the requirement for the Degree of Doctor of Philosophy in Physical Education. I further certify that this thesis or part thereof has not been the basis for the award of any other degree or diploma in this University or any other University or Institution.

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Dedicated to My
Beloved

Guide, Family &
Friends

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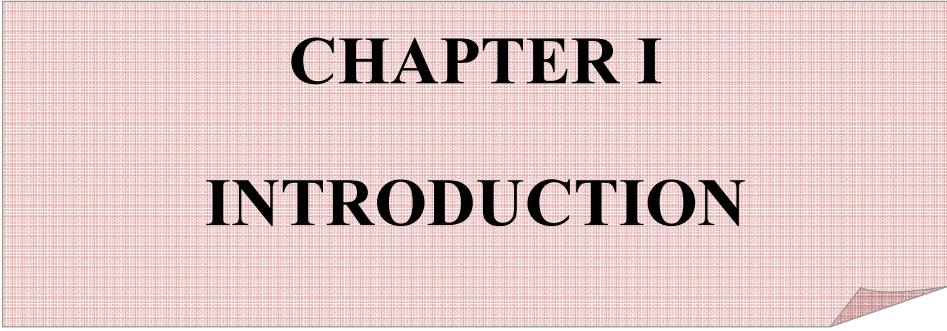
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CHAPTER I

INTRODUCTION

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INTRODUCTION

Physical education and sports which encompasses wide range of activities bestows a number of benefits to its systematic pursuers. By far a prominent benefit is harmonious growth and development in resonance with age and sex of participants. Understanding the qualitative effects of the growth on the child's physical and motor development, along with others like emotional, interpersonal and cognitive development helps the professionals in physical education to identify, and to train the young growing people and also determine the strength and weakness of population, formulations and implementations of Physical education programs.

Adolescence is the most important period of human life. It is the transition period from childhood to adulthood. During this period several changes takes place in the body of adolescent girls. Health and Nutritional status of an individual throughout adolescent is defined mostly by growth assessment. Growth of adolescent to considered as a good indicator of health and nutritional status of a community. Appropriate level of exercise combined with a healthy diet can help reduce the risk of various diseases and help to maintain a healthy body weight and composition throughout the life. Physical activities also help to maintain muscular strength, endurance and flexibility. Physical fitness is the capacity of body parts to functions properly or to carry days activities without fatigue. Physical fitness according to the president's

council on fitness – is a broad quality involving medical and dental supervision and care, immunization and other pretension against disease, proper nutrition and other aspect of healthful living.

Sports are as old as human society and have universal following. Sports and games which encompass varieties of basic movements play an important role in human's life. The ever increasing free time, multiplicity of labor saving devices, sedentary nature of occupations and affluence have been contributing to generation of interest in sports so vast and comprehensive that the present era has already been nicknamed "The golden age of sports". There have been additions to the types of sports or events or competitions and a number of sports organizations come into being. Governments and Institutions have started patronizing sports. India, though a developing country has been making efforts to bid to host Olympics in 2020, is ample proof for the popularity of sports.

Along with physical fitness, a person requires motor fitness to perform dynamic activities. Motor fitness is limited phase of general motor ability, with emphasis placed on the underlying elements of vigorous physical activity. It is a qualitative performance involving some degree of personal skill. It is also a more general fitness designation than physical fitness (Clark, 1967).

The common physical exercise for the teenager that form part of their habit are sport, games, they are the natural ways to curtain there healthy body. However, the healthy maintenance of the body must need adequate nutrition.

Youth who are regularly active also have a better chance of a healthy adulthood. The American heart Association recommends that adolescents should do 60 minutes or more physical activity daily and they participate in physical exercises that are appropriate for their age and enjoyable. Physical activity in adolescents may contribute to the development of healthy adult life style helping reduced chronic disease incidence. However physical activity in adolescents requires addressing number of scientific challenges. More physical activity provides greater health benefits and may be required for weight control. School aged youth should accumulate at least 40 minutes of moderate or vigorous intensity physical activity each day (Anderson et al, 1998).

Several studies reveal the varied environmental conditions of socio-economic status of families along with nutritional factors that influence all the aspects of growth and development of a child directly or indirectly (McMurray, 1995).

The natural environment or the geographical conditions such as topography, attitude and climatic conditions have conferred the remarkable influence on the growth and development of children then redoubling in a significant qualitative difference in the various aspects. Living in areas distinguished by population size can be associated with differences in, inter alia, eating habits, access to sports facilities, and opportunities for physical fitness activities. However, it is not entirely clear whether such factors can affect aspects of body composition and, therefore, physical fitness.

Increased body fatness is a global epidemic. Pediatrics overweight is currently reaching epidemic proportions but little information exists on differences in weight related behaviors between urban and rural children. While some data indicated that urban children have more body fat than their rural counterparts, other data are in strong disagreement. Contradictory reports have also been published in relation to physical fitness parameters in children living in urban and rural settings. In some cases, no differences have been identified in a range of fitness and motor skill measures between children from urban and rural areas.

The rise in sports and sports related activities has been nothing less than phenomenal. Since the end of World War-II sports have become a way for whole families, with something readily available for grand-father as well as his pre-school grand children. Therefore, every individual, especially the youth take interest in sports and indulge in systematic training and participation. Sports perform a number of functions (Willgoose, 1974) which are given below:

1. As a “vital motor” function directed against a person’s physical under loading and the debilitating effect of modern work.
2. As a function that enriches psyche directed against the monotony and boredom of the work process.
3. As an identifying function directed against the lack of identification of the individual in creating the social product.

4. As a socially integrating function directed against bureaucracy, anonymity and the intellectualization of contemporary life.
5. As a function providing an outlet to subconscious instincts directed against the lack of opportunity for expressing aggression.

Scope of personal prosperity notwithstanding, sports help salvage the dignity, honor and esteem of the self and the state or nation besides the ones suggested by Ponomaryov (1981) as functions of sports. Thus millions of children and youth all over the world indulge in sports. Out of these millions emerged the stars who carved a niche for themselves and adorned crowns of their nation (Ponomaryov 1981).

Sports as life, is a place for happiness as well as grief. Through activity men builds anxieties, suffer pain, engages in the tensions of life and frequently challenges actual death. Despite the fact that participation in competitive sports does a world of good to its pursuers, opportunity provided is not consistent and uniform for either sex as sports competitions remained a male bastion for long. Thanks to persistent demands for equal opportunities and agitations against genders bias, opportunities for women participation has opened up. However there is much to be desired. It may be remembered that participation of women in sports helps them in innumerable ways. Furthermore, the physical strength often gained through sport participation goes beyond simply helping a woman feel fit; it also can make her feel less vulnerable, more independent, and more in control of her physical safety and psychological well being (Slusher 1971).

Publicity provided in the media for women sports have been drawing more and more women on the competitive sports field. Their number is likely to be increased in many fields in the coming years. In India many women sports persons have distinguished themselves in competitive sports field. Their number is likely to be increased many fold in the coming years. P.T.Usha was an excellent athlete of Asia, Karnam Malleswari and Kunjarani Devi have distinguished themselves in world level weight lifting, Sania Mirza showed sterling performance in Tennis, M. Chitra is the first women world champion in Billiards. Excellent performance in sports will not be attained by chance. A number of factors contribute to the making of sportswomen. They are physical, physiological, social, recreational, training and coaching, nutrition and psychological.

Classified sport into several areas e.g. Performance sports, physical education, rehabilitation sports, fitness and leisure sports, adventure sports etc. Each area of sports caters to the requirements and demands of a particular section of the society. Performance sports aim at high sport performances and for that the physical and psychic capacities of sportsman are developed to extreme limits (Hardayal Singh, 1991).

After achieving the peak performances, athletes often describe a strong, almost “Shutter proof” sense of confidence that they believe allowed them to perform their best, conversely two of the most dreaded psycho behavioral occurrence in sports is choking under pressure and sudden performance slumps,

are often attributed to “losing “one’s confidence Research has supported the nation that higher levels of self-confidence are related to success in sports (Singer 2001).

We read in Mahabharata about a meet conducted by Bhishma for displaying skill in archery and physical prowess and its catastrophic outcome as far as that story was concerned. Records of such breath-taking demonstrations of physical exercises before kings, which are numerous in Indian Lore help us to guess that the average Indian a few centuries ago was stronger and healthier in body and liver in spirit than his descendants of the present who have been aptly relegated to ‘beat generation’, a generation beaten physically, mentally and intellectually. With the fantastic rise in population and the consequent malnutrition, the national health has been at too low ebb to take to sports and games with the same alacrity with which the rest of the world takes to them. This accounts for the fact that among the Indians, for the most part, games and sports are luxuries; to them they are not means to provide exercise to the body and diversion to the mind. To be clearer and less modest, the majority of Indians are too weak to play.

The above observations, or facts as they unfortunately are, are not by way of merely being an excuse to the miserably low standard of physical training Indians have, but are meant to provide a background to consider the whole subject of sports and games in a developing country like India, in its proper perspective. To exhort, the importance of games and sports without a

word about the malnutrition we suffer from, would be not only meaningless but also dangerous. Having provided the necessary backdrop, we have to see what role the games and sports should play in the ever changing and fast moving drama of modern Indian life, especially in the context of our record-breaking achievements industrially and to some extent agriculturally. Hope of self-sufficiency in food and the consequent leaving of ‘ship-to-mouth existence’ we have been carrying on should naturally turn our mind to providing ourselves and the youngsters with the necessary physical training.

The need for physical exercise in India now, with the growing standard of living of the people, is more than ever in the past. The conditions obtaining in India, say fifty years ago, when there was no transport into the villages and no mechanization, provided forced exercise to the people by way of walking and attending personally to all sorts of chores, which a machine does now. Denied of those exercises, we have to now think of alternatives. Therefore to encourage games and sports and every exercise that moves and hardens the muscles is the need of the hour if national health is to improve and reach anywhere nears the standards obtaining in the rest of the world. More than that, the proverbial ‘weak and emaciated Indian with his bones emphasized’ should be off the scene if we have to have any pride and prestige as a nation. To this end a vigorous drive is essential. Apart from being health-giving, sports and games are diverting in nature. They provide entertainment alongside exercise. To forget the rigorous of the day’s work and go about playing, relaxes the tension of the mind, while the body grows agile and supple. While this dual advantage

is earned by the individual, a third advantages accrues to the society in general by promoting games and sports that is the development of spirit de corps among the players, which can be exploited for any social activity. To meet the challenges in life and face a critical situation in boldness becomes less difficult for a sportsman for he would have wriggled out of such situations created in sports and is thus equipped with the necessary mental make up to meet such situations in real life too. Needless to emphasize that our performance in the production of goods and defending our frontiers vastly depends upon National Health (Ramareddi. 1972).

Sport as a platform to advance women's leadership in all spheres: UNESCO and the Sony Ericsson Women's Tennis Association Tour announced a landmark global partnership in 2006, which marked a new level of commitment to raise awareness of gender equality issues and advance opportunities for women's leadership in all spheres of society. Activities planned included a fund for women's leadership; appointment of global "Promoters of Gender Equality"; mentoring, scholarship and fellowship programmes; and the use of UNESCO and Sony Ericsson WTA Tour events as awareness and fund-raising platforms. Tennis star Venus Williams, the first global Promoter of Gender Equality, noted that "our goal is to let women and girls throughout the world know that there are no glass ceilings, and to do our part to support programs that provide real opportunities for women to succeed in whatever they set their minds to." (UNESCO 2006)

Task Forces Combating harassment and violence against women and girls by coaches: Women Sport International encourages all sport organizations to establish codes of ethics and conduct for coaches; foster a climate of open discussion about sexual harassment and abuse; develop athlete autonomy the issues of sexual harassment and abuse into coach education programmes; introduce reporting and mediation systems; and adopt rigorous screening procedures for the appointment of all personnel (Women Sport International WSI).

Such stereotypes fuelled gender-based discrimination in physical education and in recreational and competitive sport, sporting organizations and sport media. The benefits for women and girls of physical activity and sport although many of the clinical trials and epidemiological studies in health research have excluded women, the data available suggest that women derive many health benefits from an active lifestyle.

Enhancing women's confidence and leadership through sports in Pakistan: The Pakistan Association of Women Sport, affiliated with the national sports organization, is active in promoting women's participation in sports in Pakistan. Believing that sport provides an excellent venue for women to gain confidence and develop decision-making and leadership skills for future life, the Association organizes seminars, clinics and workshops of women leaders in the sports field to promote a cross-cultural exchange of ideas on women in sports and sports decision-making. The Association also aims to

raise awareness about the development needs of Pakistan, particularly those relating to young women.

Studying attitudes towards women and girls in sport in India: A study was carried out in rural and urban India by the Indira Gandhi Institute of Physical Education and Sports Sciences on the attitudes of parents, teachers and coaches towards female participation in sport. The findings indicated that policies are needed at the local level to support and protect women's participation in sport and, in particular, efforts are required to remove misconceptions related to women's participation in sport and the impact of sport on women's health.

Sport for older women: The Egyptian Government promoted older women's participation in sport and physical activity by establishing 37 sports centres for women over 35 years of age. In each centre, around 150 women play basketball, volleyball, table tennis and other forms of recreational activities. In China, many older women visit local parks to participate in group exercise, ranging from t'ai chi to ballroom dancing. Through these activities they can improve their health and fitness at the same time as they build social networks. These networks are increasingly important due to shifts in demographics and family structures—traditionally, older people used to live with their children, whereas today, over 23 per cent of the elderly live alone. Promoting women's leadership in national strategies for women and sport Women and Sport South Africa, a national strategy launched in 1996, is aimed

at empowering women to be actively involved in all spheres of sport and recreation. In particular, it targets governmental and non-governmental agencies in South Africa to develop a culture where all girls and women have equal opportunities, equal access, and equal support in sport and recreation at all levels and in all capacities, as decision makers, administrators, coaches, officials and participants (Oglesby, Carole A., 2006).

An increase of women in leadership positions in sport can also have a significant influence on social attitudes towards women's capabilities as leaders and decision makers. Girls' participation in sport carries with it an enormous potential for positive impact on attitudes towards gender equality among the younger generation. An analysis of the Mathare Youth Sports Association in Kenya found that although boys in the Association expressed stereotypical attitudes to the girl soccer players (for example, that girls do not learn quickly, are fragile and give up easily), seeing girls achieve success in soccer, which had previously been a male domain, had begun to reshape their notions about girls' roles and capabilities. Changing gender norms and stereotypes: The Mathare Youth Sports Association in Kenya initially followed gender norms in the division of labor for organizational tasks, for example, by making girls responsible for washing the football shirts and looking after younger children, while the boys handled the sport equipment and did maintenance chores. Following a series of gender-training workshops, the organization made concerted efforts to redefine the responsibilities of girls and boys and to share tasks equally (Brady, Martha, 2005).

The gender of sport in the past was clearly and conspicuously masculine. From the very beginning women in sport were the ‘other sex’; they were outsiders, new- or latecomers who, if they were allowed to at all, could take part in ‘suitable’ forms of exercise and sport. For many years it was commonly believed – and it may still be firmly anchored in popular wisdom today – that certain types of sport and exercise were suitable for women while others were unsuitable, and that the same applied to men. It has always been taken for granted, for example, that men play American football and that women are keen gymnasts and dancers. From the early days of sport in the nineteenth century this assumption, based on the theory of the polarity of gender attributes, seemed to be confirmed not only by everyday convictions and practices but also by scientific knowledge. In 1953, for example, the renowned philosopher Buytendijk commented on the subject of women’s football: ‘Football as a game is essentially a demonstration of masculinity as we understand it from our traditional view of things and as produced in part by our physical constitution (through hormonal irritation). No one has ever been successful in getting women to play football (Pfister, 1985)

Since the 1950s female athletes have gained access to more and more sports which were formerly men’s domains. But has this changed the situation of women and/or the images and practices of sport? Bodies and physical differences are at the very centre of sport since sport is a system which systematically reveals differences and establishes a ranking based on the individual’s performance. Sport, or at least as far as the great majority of sports

is concerned, is also a system which, in its competitive and elite forms, is based on a universally valid gender segregation that is scarcely to be found any longer in other areas of western societies. Thus, as a rule, separate competitions are held for men and women, and it is strictly ensured that men do not take part in women's events and vice versa. Frequently, too, different standards and regulations are in operation for the two sexes. Only women, for example, do gymnastics on the asymmetrical bars and balance beam while the rings, pommel horse and parallel bars are reserved for men. Furthermore, in tests or as standards for qualifications, higher levels of performance are generally demanded of men. Frequently, therefore, in discussions on sport and gender the topic quickly turns to the question of the 'real' differences between the sexes. Aren't women's bodies different from men's; aren't men's levels of performance higher than those of the 'weaker sex'? It is impossible here to go into the sex-gender debates that have filled countless pages of feminist literature since the 1960s. Without doubt, the differentiation between sex, the biological aspect, and gender, the cultural aspect of being a women/a man, was important because in broad sections of the population it opened people's eyes not only to the great diversity and multiplicity of gender but also to the socially constructed gender order in our society. Publications and discussions on the construction of gender are currently flourishing. From a constructivist perspective, gender is a structural category (the gender order of society) and an individual practice performed in interactions (Lorber, 1994).

Women's boxing and women's bodybuilding are cultural metaphors, barometers if you like, of changes occurring in women's sport generally at the end of the century, as well as changes in feminism'. Few academic studies of women's boxing have so far been undertaken, but it is clear that this sport – whether one likes it or not – has two sides to it as far as women are concerned. On the one hand, boxing could debunk traditional myths about the 'weaker sex'. And, here, the aversion which many people have to women's boxing is quite revealing, showing as it does the prejudices and stereotypes that influence our judgments and, generally, our taste (in Bourdieu's sense of the term). On the other hand, the reports and pictures of women's boxing that appear in the media make sufficiently clear that women boxers are marketed as sex objects and the matches as sensations. Jennifer Hargreaves commented: 'The diversities and representations of the female body in boxing make it difficult to assess the extent to which the sport is a subversive activity for women or an essentially assimilative process with a radical facade.' The object here is not to discuss the arguments for and against boxing in general, and women's boxing in particular. My purpose, rather, is to show that women's boxing is part of a trend that will alter the way women are seen and judged. The current development seems to point towards men and women being allowed in future to compete in all sports (Ann Hall, 2002).

Such gender stereotyping can have a powerful influence on the Younger generation's perceptions and attitudes towards women and gender equality. In this context, the findings of a research study conducted on gender specific

images in *Sports Illustrated for Kids* are particularly disheartening. The study showed that stereotypical masculine and feminine ideologies continued to dominate the magazine, even when progress in gender equality in sport has been achieved and cultural acceptance and expectations of women in sport have evolved (Lynn, Susan, 2002).

Female participation in sport has come a long way. Efforts have been and are being made in getting more females to participate in sports. However, a lot more effort is still required to generate greater female participation in the world of sport. Attitudes regarding female sport participation are changing, as there are females who have made sport part of their daily lives. In the history of South African sport, females are underrepresented and this tendency has filtered through to the educational institutions and the community in general. There are more girls who do not participate in sport than those who do participate. This study will focus on the important role played by psychosocial factors influencing why some girls participate and while others do not participate in sport. Focusing on the above, dimensions will reveal positive reasons that cause girls to participate in sport and negative reasons that cause many girls to choose not to participate in sports (LeUnes & Nation, 2002).

This could add value to the angle in which promotion of sport is done thus getting more females actively involved in the world of sport. Argues that there are four reasons that have led to an increase in female sport participation. One, being an increase in opportunities for women in sport. Two, women's

movements that have been fighting for the rights of females in the world of sports. Three, women are becoming more health conscious and fitness has become a key issue. Lastly, the presence of more visible female sports role models in the different societies. South African female sport participants need to take action to achieve these necessary long-term changes. A number of studies have been conducted focusing on female sport participation to try and understand why the majority of females are not involved in sport. This study will attempt to show that the problem of non-female sport participation starts at school and this is where necessary changes need to be initiated. The under-representation of young girls in sport at school level has also become a matter of concern, not just for schools, but also for communities and the entire country (Coakley as cited in LeUnes & Nation, 2002).

Empowerment of Afghan women through sport, the Afghan women's network is a network of 97 NGOs working to empower Afghan women. They work on among other things breaking the restrictions on free movement of women including through sport. The network creates opportunities for girls to participate in sport in schools and be more physically active and improve confidence and positive self esteem. The network also raises awareness among the young women about their rights and their potential contributions to their families, communities and to the nation. Afghan women's network is working in four schools in two locations Jalalabad and Peshawar. Each school has a volleyball team and is supported by a coach. Matches have been played in the

schools and a final match was held between schools at the end of 2007. A total of 48 young girls benefited directly from the programme (Mama Cash 2007)

Women and Sports have traced in detail the participation of women in Sports before and after 1947. The first Indian women to participate in the Olympics were in 1952. In 1975, the Government of India instituted the National Sports festival for women with a view to promote women's sports. The National festival is preceded by competitions at the local and the district level. However the report has observed that these competitions have been reduced to mere issuing of certificates and the subsequent selection at the national level is done on ad-hoc basis. The National Commission report has also pointed towards the issue of dropout rate of girls from the schools. The report observed, .Sports is by and large an elite activity in the country and the adoption of a sports policy, as the government has done in 1984, is hardly likely to change the situation very much (The recent report of the National Commission for Youth, 2004).

Maternity rights for Poland sports women recognizing that the overwhelming majority of sports women abandoned further involvement in sport after giving birth to a child, Poland introduced anti-discrimination provision in the qualified sports act in 2005. The provision ensures that sportswomen receive a sport stipend in the full amount for the duration of their pregnancy and half the stipend for six months following childbirth. (Mrs. Joanna Kluzik-Rostkowska 2007)

The situation in the western countries is better but still women are facing very similar problems to ours. America is a very developed nation in the world. But even in the United States, women are victims of gender inequality. They still do not have equal representation as compared to men. Men hold majority of the positions of managers, coaches and sport administrators. Things did change after the 1970s when Title IX was introduced but there is a lot of scope for improvement.

There has been research in this area but it is far from conclusive. Lately, however, Indian female sports persons have faired better than the men. Be it Anju Bobby George, PT Usha, Sanya Mirza, Anjali Bhagwat. This does not overlook the achievements of Sachin Tendulkar, Prakash Padukone, Pullela Gopichand, and Leander Paes. All that is implied is that women are making a mark for themselves in the world of sport and are gaining respect. This study has been carried out with the hope that it will help to map the past and the present condition of women in sport in India. Such a mapping would enable to provide guidelines to improve women's sport in India. The study will cover all aspects associated with women's sport ranging from health, nutrition, financial and social support, gender biases and will later present a complete and wholesome picture on women's sport in India. The study attempts to trace facts pertaining to differential treatment of women from different social and financial backgrounds (India and the World).

STATEMENT OF THE PROBLEM

This Study takes on the role of unveiling the realistic conditions connected to women participation in sports at the collegiate level and thus is pertinently titled, “Women and Sports: A Study on Status and Opportunities for Women in Sports in Colleges of Karnataka State”.

OBJECTIVES OF THE STUDY

This study has the following objectives

1. To assess the attitude of the college authorities towards women sports participation.
2. To analyse the opinion of the women students in the colleges regard the encouragement and motivation given in the colleges towards participation in sports activities.
3. To assess the facilities given to women students in the colleges.
4. To record the participation opportunities for women in sports competitions
5. To find out the physical education and sports programmes conducted in colleges, with special reference to women.

DELIMITATIONS

1. The present study is delimited to college students of Karnataka State.
2. The study is delimited to only women students in the age group of 18-21 years.
3. The study is delimited to students pursuing their under graduation course.

4. The study is delimited to six districts representing different areas of Karnataka i.e. South Karnataka, North and South Coastal areas, Malenadu and Hyderabad Karnataka regions (Bangalore, Bellary, Hassan, Mangalore, Mysore, Shimogga)

LIMITATIONS

1. The researcher will depend on the responses of the students which may be biased due to personal prejudices.
2. The records in the colleges may contain misleading information.
3. The tools will be administered to the selected subjects in their respective colleges. The moods and the emotional status of the subjects may have influenced their responses to various items or questionnaires administered to them. This in turn might have influenced the data gathered.

HYPOTHESES

It is hypothesized that,

Hypothesis 1a

H_1 : Level of acceptance [Yes or No] with regard to satisfaction of physical education program is associated on the nature of the college [only women and Coeducation institution].

Test of Association [chi –square] technique is adopted to test the above hypothesis.

Hypothesis 1b

H_1 : Level of acceptance [Yes or No] with regard to satisfaction of physical education program is associated on the type of the college [Government and Private Aided institution].

Hypothesis 2

H_1 : Level of acceptance [Yes or No] of taking private physical education coaching program is associated on the type of the college [Government and Private aided].

Hypothesis 3

H_1 : There is a significant difference in mean agreement scores of first dimension namely consciousness towards sports between the Students belonging to Government College and private aided college.

Hypothesis 4

H_1 : There is a significant difference in mean agreement score of second dimension namely Quality of sports programmes between the Students belonging to Government College and private aided college.

Hypothesis 5

H_1 : There is a significant difference in mean agreement score of third dimension namely Fiscal allocation and Maintenance of sports activities

between the Students belonging to Government College and private aided college.

Hypothesis 6

H_1 : There is a significant difference in mean agreement score of fourth dimension namely Encouragement and Cooperation to Sports between the Students belonging to Government College and private aided college.

Hypothesis 7

H_1 : There is a significant difference in mean agreement score of fifth dimension namely Importance to Physical Education between the Students belonging to Government college and private aided college.

Hypothesis 8

H_1 : There is a significant difference in mean agreement score of fourth dimension namely Work Functioning of the Principal between the Students belonging to Government college and private aided college.

Hypothesis 9

H_1 : There is a significant difference in mean agreement scores on overall sports facilities between the physical educational directors belonging to rural located college and Urban located college.

SIGNIFICANCE OF THE STUDY

1. The present study may motivate future researchers to undertake similar studies on other sports women
2. The study on hand will be a useful addition to the literature in the appropriate area.
3. This study will throw light on the actual situation existing in the college setup as far as encouragement given to women sports participation is concerned.
4. The results of the study may pave the way for an understanding of the importance of women sports participation leading to equal opportunities and facilities being provided to women.
5. The study may help to raise the standard of sports and games.
6. The study may throw light on the unique factors that influence sports participation of women.
7. The concept of women sports participation as a whole is not understood and the awareness about the same is lacking.

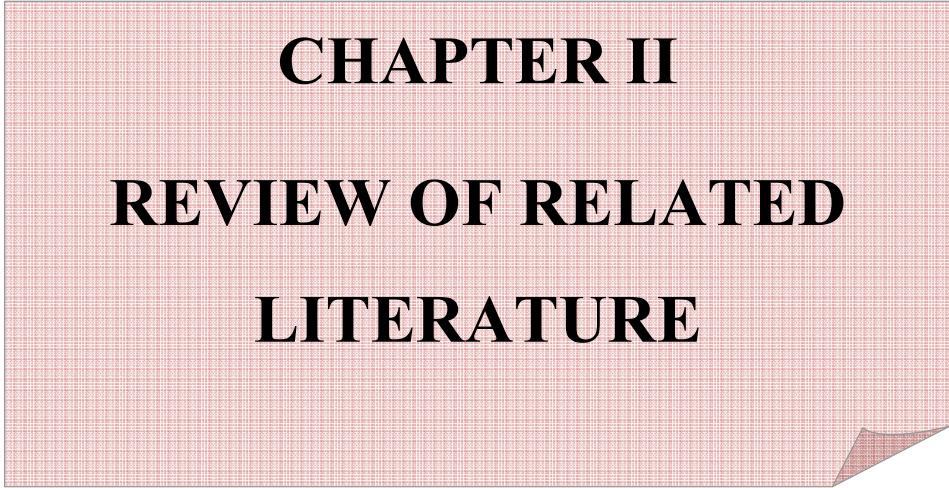
DEFINITION OF TERMS

Sport

A Competitive Activity which involves a degree of physical exertion or which requires skill in the playing of an object for scoring (Webster's sports dictionary, 1976)

Karnataka

It is not surprising that in an area of 1, 92,204 sq.kms. that Karnataka spans, we have to encounter an amazing variety of topographical expressions, from gentle coastal to most spectacular heights from which waterfalls cascade for over even 200meters. Even small-scale maps of the state brings out with much clarity the fundamental, natural landscape divisions and altitudinal variations between the coastal plain, the rugged Malnad region and the table land, the Maidan of south and north. (Suryanath U Kamat 1982).



CHAPTER II

REVIEW OF RELATED

LITERATURE

CHAPTER- II

REVEIW OF RELATED LITERATURE

Review of literature provides scope for the research study. The literature related to the Study was scanned and those Studies which would have a bearing on the Study have been discussed in this Chapter.

Sports give appreciation of not only the complexity of man's struggle with himself and his opponents but also of the vastness of this feeling of toughness and love for others. Sports has a prominent role in modern society, it is important to an individual, a group, a nation, indeed the world sport has even reflected developments in society, sports indeed has been mirror of society.

A sport is an institutionalized competitive activity that involves physical exertion or the use of relatively complex physical skills by individuals. Whole participation is motivated by a combination of the intrinsic satisfaction associated with the activity itself and the external rewards caused through participation.

A sport is true action requiring considerable psycho physical involvement, at times ever almost total personal engagement or devotion. Sports as competitive games is found in almost all societies and despite the claim that a few cultural universally mankind. If one accounts for rates of involvement in terms of participation in competitive sport, recreation sport, school sport

spectatorship and fellowship in the mass media, then sport in industrial societies has become one of the most important institutions of modern life.

Little can be done to change the social environment but through physical activity programmes, resilience can be fostered. Females can also be supported and provided with the necessary knowledge that could help them enhance their future. Sport should be a friendly learning experience with personalized content that would give meaning to individuals and help to develop critical life skills with alternative choices. Ideally, the different sporting codes should encourage and boost female participation, but more importantly, the programmes should connect physical education to families and communities (Martineck, 1965).

Plotnikoff (2007) conducted a study to identify correlates of physical activity across men and women, urban and rural geographical locations, and four distinct age groups (18–25; 26–45; 46–59; and 60+). They employed data from a large provincial household random sample of Canadians. Analyses were utilized to examine the amount of variance explained in self-reported physical activity by a number of demographic and/or biological, psychological, behavioral, social, and environmental variables within each subgroup. The authors found that proportion of friends who exercise injury from past physical activity; educational level, perceived health status, and alcohol consumption were among the strongest correlates across subgroups. They concluded that a number of correlates were identified as being significant across all subgroups examined. Most differences in the correlates of physical activity were found

within different age groups rather than among urban and rural residents and gender.

Title XI legislation passed by the US Congress in 1972 gave a boost to women's sports (Irons, 2006). Title IX prohibits gender discrimination in schools that receive federal funds through grants, scholarships, or other support for students. The law states that federal funds can be withdrawn from a school engaging in intentional gender discrimination in the provision of curriculum, counseling, academic support, or general educational opportunities; this includes interscholastic or varsity sports. In practice, the difficulty with Title IX is making sure schools are compliant with the law. In 1979, there was a policy interpretation that offered three ways in which schools could be compliant with Title IX; it became known as the "three-part test".

- Providing athletic participation opportunities that are substantially proportionate to the student enrollment. This prong of the test is satisfied when participation opportunities for men and women are "substantially proportionate" to their respective undergraduate enrollment.
- Demonstrating a continual expansion of athletic opportunities for the underrepresented sex. This prong of the test is satisfied when an institution has a history and continuing practice of program expansion that is responsive to the developing interests and abilities of the underrepresented sex (typically female).
- Accommodating the interest and ability of underrepresented sex. This prong of the test is satisfied when an institution is meeting the interests

and abilities of its female students even where there are disproportionately fewer females than males participating in sports.

Although schools only have to be compliant with one of the three prongs, many schools have not managed to achieve equity. Many schools attempt to achieve compliance through the first prong, however, in order to achieve that compliance schools cut men's programs which is not the way the OCR wanted compliance achieved. Equity is not the only way to be compliant with Title IX. To be considered compliant with Title IX, athletic departments simply need to show that they are making efforts to achieve parity in participation, treatment, and athletic financial assistance. The main purpose of Title IX was to bring equality between the sexes in educational institutions. However, Title IX is most commonly associated with its impact on athletics and more specifically the impact it has had on women's participation in athletics at every age. Today there are more females participating in athletics than ever before. As of the 2007-2008 school years, females made up 41% of the participants in college athletics. To see the growth of women's sports just look at the difference in participation before the passing of Title IX and today. In 1971-1972 there were 294,015 females participating in high school athletics and in 2007-2008 there were over three million females participating, meaning there has been a 940% increase in female participation in high school athletics. In 1971-1972 there were 29,972 females participating in college athletics and in 2007-2008 there were 166,728 females participating, that is a 456% increase in female participation in college athletics. More females are getting involved

and finding a love and passion for sports that were once seen as something for men. Increased participation in sports has had direct effects on other areas of women's lives. These effects can be seen in women's education and employment later on in life; a recent study found that the changes set in motion by Title IX explained about 20 percent of the increase in women's education and about 40 percent of the rise in employment for 25-to-34-year-old women. This is not to say that all women who are successful later on in life played sports, but it is saying that women who did participate in athletics received benefits in their education and employment later on in life. Today, the battle for equality between men's and women's sports rages on. Women make up 54% of enrollment at 832 schools that responded to an NCAA gender equity study in 2000, however, females at these institutions only account for 41% of the athletes. This violates Title IX's premise that the ratio of female athletes to male athletes should be roughly equivalent to the overall proportion of female and male students. Many of the issues today often revolve around the amount of money going into men and women's sports. According to 2000-2001 figures, men's college programs still have many advantages over women's in the average number of scholarships (60.5%), operating expenses (64.5%), recruiting expenses (68.2%) and head coaching salaries (59.5%). Other forms of inequality are in the coaching positions. Before Title IX, women coached 90% of women's teams, in 1978 that percentage dropped to 58, and in 2004 it dropped even more to 44 percent. In 1972, women administered 90 percent of women's athletic programs, in 2004 this fell to 19 percent and also in 2004 18

percent of all women's programs had no women administrators. The most startling statistics is in 2004 there were 3356 administrative jobs in NCAA women's athletic programs and of those jobs women held 35 percent of them. Today women are allowed to participate in every aspect of sports, but even in women athletic programs men are still outnumbering them. These statistics show that while Title IX has gotten rid of the discrimination against females participating in sports, there is not equality. In the United States today, nearly all schools require student participation in sports, guaranteeing that all girls were exposed to athletics at an early age, which was generally not the case in Western Europe and Latin America. In intramural sports, the genders were often mixed, though for competitive sports the genders remained segregated. Title IX legislation required colleges and universities to provide equal athletic opportunities for women (Garber, 2002).

Many of the female athletes who were given male hormone drugs in the former East Germany suffered from a host of ill-effects including excess hair growth, excess sexual impulses, deepening voices, acne, masculinisation of skeletal features, psychological trauma, gynecological problems and many had children born with deformities (Berendonk and Franke, 1997).

Deford (2004) has also suggested that although individual female athletes are able to command attention, women's team sporting events do not because men cannot conceive of women representing them, for example when supporters closely associate their own identity with a college or professional

team. He has recommended that major women's competitions, such as the national Collegiate Basketball Championships in the United States, should be moved to a different month in the year so that they do not have to compete with the men's events.

Improving participation at the grass-roots level can bring the benefits of participation in sport and physical education to local disabled women and girls, including improved physical and mental health, development of social skills, building of social networks, and expanded opportunities for education and employment. To give an example of one country, in the Czech Republic: only 8 per cent (33 women) of all members of executive boards in Czech sport federations are women; only 3 women have ever been members of the executive board of the Czech Olympic Committee in its 105-year history; and only 21 per cent of elite athletes are coached by women (Fasting 2005).

Physical education in schools

For all girls and young women, access to physical education in schools can play an important role in promoting their participation in sport. During the 1970s, 1980s and 1990s, physical education in schools worldwide was subject to decreasing curricula time, reduced financial, physical and human resources, and a low subject status. Since the Berlin Physical Education World Summit in November 1999, there have been significant improvements in school-based

physical education in developed countries, but unfortunately little change in developing countries (Hardman, 2004).

Stereotypical attitudes towards women and girls in sport

Social constraints are a further impediment to access to and participation in sport and physical education by women and girls (Meier, 2005). Some constraints are similar throughout the world, such as the perception that women's physical capabilities are inferior and the unequal sharing of household work and childcare responsibilities which imposes constraints on women's involvement in community activities, including sport. A common social constraint is the stereotyping of sport as "masculine" or "feminine", which affects both male and female participation, and can be difficult to overcome. Men can be branded as "effeminate" if they abstain from sporting activities, and women are often channeled into "aesthetic" sports, such as gymnastics and ice skating, where traits perceived as "female" are exhibited. Accepted norms of behavior that expect women to be "ladylike" and demure excludes women in some contexts from participation in sporting activities that exhibit traditional male characteristics, especially contact sports (such as rugby) and "painful" sports (such as boxing). Sporting activities can be an important forum for providing information to women and girls on sexuality and health, including reproductive health. Girls' participation in sport can generate a greater awareness and understanding of their bodies and its functions, as well as a greater sense of self-ownership and respect. A study by the Women's Sports Foundation on sport and teen pregnancy in the United States found that

the sense of ownership and respect for their bodies developed by adolescent girls who participate in sport encourages them to delay sexual activity, thereby reducing the levels of teen pregnancy (Sabo et al., 1998).

A study on a youth and sport initiative by the Mathare Youth Sports Association in Kenya found that boys were given priority in access to opportunities and resources, such as preferred schedules and playing fields. To address such practices, a gender-sensitive analysis of all areas of an organization's activities and operations can help to identify deeply entrenched attitudes and behaviors that discriminate against women and girls. Historical attitudes and the absence of gender stereotypes in sport have been recognized as an important factor in the remarkable success of Chinese women athletes in international competitions. Such attitudes are reflected in the prioritization of elite women's sport by the Chinese Government. At the same time, however, women are underrepresented in sport administration, coaching and other decision making positions in China (Riordan, 2000).

In addition to improvements in health, women and girls stand to gain specific social benefits from participation in sport and physical activity. Sport provides women and girls with an alternative avenue for participation in the social and cultural life of their communities and promotes enjoyment of freedom of expression, interpersonal networks, new opportunities and increased self-esteem. It also expands opportunities for education and for the development of a range of essential life skills, including communication,

leadership, teamwork and negotiation. Inactive adults can rapidly improve their health and well-being by becoming moderately active on a regular basis. Physical activity need not be strenuous to achieve health benefits and it is never too late to gain a benefit (Darlison, 1998).

Physical barriers to the participation of women and girls in sport - Women continue to be discriminated against in official regulations of international competitions and rules of major sporting facilities. The Augusta National Golf Club in the United States, which hosts the annual Masters Tournament, continues to uphold its men-only membership policy. This has led to strong opposition by national women's organizations and women's rights activists. Social constraints are a further impediment to access to and participation in sport and physical education by women and girls. Some constraints are similar throughout the world, such as the perception that women's physical capabilities are inferior and the unequal sharing of household work and childcare responsibilities which imposes constraints on women's involvement in community activities, including sport. A common social constraint is the stereotyping of sport as "masculine" or "feminine", which affects both male and female participation, and can be difficult to overcome. Men can be branded as "effeminate" if they abstain from sporting activities, and women are often channeled into "aesthetic" sports, such as gymnastics and ice-skating, where traits perceived as "female" are exhibited. Accepted norms of behavior that expect women to be "ladylike" and demure excludes women in some contexts from participation in sporting activities that

exhibit traditional male characteristics, especially contact sports (such as rugby) and “painful” sports (such as boxing) (Meier, 2005).

When women and girls do engage in such sports, they can be labeled with negative traits, such as being “manly” or “unfeminine”. Sport provides opportunities for addressing discrimination faced by particular groups of women and girls. Women and girls with disabilities, for example, are frequently subject to multiple forms of discrimination (Mennesson and Clement, 2003).

Historical attitudes and the absence of gender stereotypes in sport have been recognized as an important factor in the remarkable success of Chinese women athletes in international competitions. Such attitudes are reflected in the prioritization of elite women’s sport by the Chinese Government. At the same time, however, women are underrepresented in sport administration, coaching and other decision-making positions in China (Riordan, 2000).

As more women athletes obtain such high-paying endorsements, greater recognition of women athletes as major-league players is likely to follow. Despite all the evidence on the benefits of an active lifestyle, including physical education and sport, for women and girls, the percentage of women who describe themselves as physically active remains low. As powerful as the rationales and motivation for physical activity may be, the barriers faced by women can be overwhelming. These can include traditional perceptions that sweating and defined musculature are inappropriate for women; the lack of

culturally relevant role models; the scarcity of facilities offering women friendly Equipment and programmes; the lack of free time due to work and family responsibilities; worries about safety; and shame and embarrassment about present appearance and capabilities (Chrisler and Lamont, 2002).

In order to reduce the marginalization of disabled women and girls, their specific needs, for example for accessible infrastructure and suitable sporting equipment, should be taken into account in local, national and international sport programmes and initiatives. Practical interventions must ensure that locations, facilities and equipment are accessible to women and girls with all types of disabilities, that is, by ensuring that those who use wheelchairs can access buildings, locker rooms, bathrooms, and activity or meeting areas; that those who are deaf or hearing impaired can have access to sign language interpreters; that those who are blind or have low vision have tactile access and visual activities or images described to them; and that women and girls with learning disabilities can access safe, adapted sport environments (Guthrie and Castelnuovo, 2001).

Improving participation at the grass-roots level can bring the benefits of participation in sport and physical education to local disabled women and girls, including improved physical and mental health, development of social skills, building of social networks, and expanded opportunities for education and employment. Women's leadership and decision-making throughout the world, women's participation in leadership and decision-making remains limited in

sport and Sport-related organizations. Women are underrepresented at all levels, including in coaching, management, commercial sporting activities and the media, as well as in decision-making bodies at the local, national, regional and international levels, including the International Olympic Committee. To give an example of one country, in the Czech Republic: only 8 per cent (33 women) of all members of executive boards in Czech sport federations are women; only 3 women have ever been members of the executive board of the Czech Olympic Committee in its 105-year history; and only 21 per cent of elite athletes are coached by women (Fasting and Knorre, 2005).

It is true in all countries that girls and women are less likely than boys and men to Participate in sport, and sport continues to be dominated by males. It is a mistake, however, to assume that this is because girls and women do not wish to participate. Poverty, heavy domestic demands, safety concerns, lack of accessible transportation, inadequate sport and recreation facilities, and few opportunities for physical education and skill development frequently prevent women's participation in physical activity and sport. As well, socio-cultural norms and constraints preventing girls and women from being physically active, leaving home unaccompanied, or being seen by men outside their family, are additional barriers preventing girls and women from becoming involved in sport and physical activity. For example, even in the matrilineal society of Palau where women are already active in communities and families, sport is still seen as a male domain. A small but growing body of evidence has also begun to establish sport as a viable tool for addressing gender equity on a

broader scale. Research on sport, gender, and development indicates that sport can benefit girls and women (Larkin, Razack & Moole, 2007).

There is further evidence to suggest that regular physical activity can help prevent cancer, in particular decreasing life time risk of lung and colon cancer and breast cancer in women (Harris, 2001).

Recognizing the importance of physical activity for older women, the Government of Egypt has actively promoted their participation by establishing 37 sports centers for women over 35 years of age. Each centre is used by approximately 150 women who enjoy basketball, volleyball, table tennis, and other recreational activities (Oglesby, 2006).

The empowerment of girls and women involves the increased ability to make strategic life choices in contexts where this ability was previously limited. A necessary precursor to empowerment, self-esteem is defined as a person's overall self-appraisal and feeling of self-worth. Self-esteem is essential to mental health and well-being (low self-esteem can be a contributing factor to health risk behaviors such as drug, alcohol and tobacco abuse, suicide, early and unsafe sexual activity, teen pregnancy, and anti-social behavior) (McKay et al., 1996)

Self-esteem and empowerment are critical issues for girls and women because gender stereotyping and gender norms often lead to feelings of inadequacy and lack of confidence. With limited mobility, uneven access to

education and employment, and few economic assets, girls and women often lack a sense of personal worth and value. This further reduces their chances of feeling competent, being assertive, and feeling secure, safe, and connected. Together, these perceptions and feelings can cause women to feel disempowered, lacking the strength and confidence to embrace goals and possibilities, and to make the choices necessary to realize them. Self-esteem and empowerment are often cited as significant benefits of sport participation. In a majority of studies, researchers found a strong link between physical activity and self-esteem in all age groups (Craig et al., 1995).

“Evidence suggests that girls and women who participate in sport and physical activity, in both developing and developed countries, also derive benefits related to other constructs associated with self-esteem, including self-perception, self-worth, self-efficacy, self-empowerment, and enhanced personal freedom. Research also points to the importance of engaging girls in sport at an early age, because self-esteem can decrease during adolescence for both boys and girls. This period of transition is also often characterized by reduced physical activity and sport participation, and increasingly restrictive gender roles for girls in both developing and developed countries. Qualitative research has shown a positive relationship between sport participation, self-esteem and self- empowerment in high-income countries. A comprehensive American study found that girls and women who participated in sport or physical activity before going to university displayed greater levels of self-worth, physical competence, and body image (Kenen, 1987).

Partnership societies were generally nurturing, peaceful and equalitarian, but they were not necessarily matriarchal societies in that the people worshipped female deities. Revealed that in ancient times, women played ballgames, wrestled, hunted, swam, drove chariots, danced, sang, and also took part in athletics either as participants or as spectators. On the one hand, there were dominator societies who worshipped fierce gods. The dominator model identifies privileged women in terms of race and class as dominators in the patriarchal social system. Between 4300 and 600 BC at different times and different places, societies become more male-dominated. A group of people from the dominator societies referred to by scholars as 'Indo-Europeans' (Aryans or Kurgans), were from the Russian steppes. The Kurgans brought their male dim unities as they swept through Greece, Mesopotamia, Canada and Egypt. The Kurgans brought a revolution by altering the structure and values of the societies that they conquered. They attacked Goddess religions and at a later stage, demolished the power and popularity of the Goddess. The changing image of the Goddess led to the transition from partnership societies to dominator societies. Greek women were not regarded as active members in their society and were therefore excluded from politics. They had no economic power as they were married and had children at a very early age and this frequently resulted in early death. More importantly, they could not play sport as opposed to active, independent men who were admired by everyone. The active, independent women were even expected to run their husband's affairs while the men served their military obligations until the age of 30. After the

thirty years, men preferred to spend their time with other men compelling women to keep themselves busy with other things. It is at that point in time that women developed racing, wrestling, and discus and javelin skills. They also took part in ecstatic dances at festivals and they were at all times encouraged to be independent (Costa & Guthrie, 1994).

The marginalization of women in sports has always been seen as the natural order of things. Being female was associated with behaving like a lady and was later a prerequisite for the 19th century sports women. Early forms of female sport and physical activity indicate how the family ideology was incorporated later in the years when female sport participation was becoming a common practice. If women could ever be allowed leisure time, attention would be given to sporting activities like dancing, horseback riding and ice-skating. Horseback riding in time became a sport that was more acceptable for women to participate in as it allowed them to retain their grace and femininity. The introduction of bicycling at a later stage became popular and it exerted the greatest influence on women's physical emancipation. Bicycling offered many women the potential for physical mobility, a healthy life, active recreation as well as freedom of choice in terms of the dress code (Hargreaves 1994).

Historians occasionally discussed gambling operations of black American women and the fishing and sailing of white Americans. Harvesting time, weddings and funeral; brought families together for food, drinks, games and dancing. Women put into place and organized recreations for the entire community. Women also became visible in what we call the most public sport

of the 18th century, horseback racing, despite the fact that it was a traditionally male sport. Women raced more frequently among them and occasionally raced against the males, argued Hargreaves. Women also took part in other activities for instance they gambled a lot, paddled canoes and raced on riverboats. Those practices were meaningful as women had an opportunity to be together with other females, it was also a break for them as they spent long hours working. Unfortunately for women, their socio-economic background and their race determined their place in society. Indicated that women were regarded to be inferior to men and they had to perform household and childbearing duties. It was the women's responsibility to bring up the children in an appropriate way, made to make the home a conducive environment for the child to learn about the sexual segregation. During the 19th century, the female body was expected to be more active but not at the same level as that of the men. The focus would be on the Victorian cult of the family because it unified the nineteenth century bourgeois ideology and slowed down the progress of early women sport development. The Victorian model assumed and concluded that the biological difference between men and women was natural. It was argued that women could not be productive because of their innate weak physical and emotional characteristics and their role was to stay at home and be good wives. It was in the same year that feminist Frances Lobbe argued that women should be engaged in meaningful work for them to be able to enjoy sports and amusement. If work and sports were mutually reinforcing for the males, then women need to take up sports so that they can liberate themselves. As more women pursued

the public domain opportunities, they pursued professional careers, were able to make a choice whether to get married or not, and choose whether to play tennis, golf or riding a bicycle. By the end of the century, more women were certainly more physically active. On the other hand, women's sporting liberation was condoned by societies' stereotyped notion of women's nature, capacity and role. According to Patricia Vertinsky the early 19th century marked growing concern over the physical condition of American women. Women's fragility and lack of energy and overall health was becoming a recurrent theme and this concern had nothing to do with women's life expectancy and mortality rate. Physiologists started to insist that girls needed more exercise, particularly during the development stages to enable them to be robust mothers. The focus was on schools, with girls being confined to their desks for long periods of time and inevitably suffering from stunted development. Health reformers responded by emphasizing the need for physical exercise to play a larger role in female education. Still, this did not alter the sense that historians made concerning sport in the 17th and 18th century. Sport was seen as a male domain and women were supposed to be good wives and the most ornamented spectators available on the periphery. America, at the beginning of the 19th century, was a leading country in which women were relegated to dependent and subordinate roles. In Britain, figure skating and gymnastics and in the US, netball and softball are seen to be girls' sport and rugby, soccer, American football and ice hockey were for the males. Catherine Beecher was one of the earliest and most influential leaders to stress

the value of female exercise. She lectured and ran workshops and seminars that emphasized the physical needs of women (Patricia Vertinsky 1993).

As colleges opened their doors for females, there were too many criticisms, those who supported female education and those who did not value the development of mind over body and contributing towards the degeneration of the whole race. On the other hand, the colleges provided opportunities for physical training and outdoor games to prove that the girls could maintain a healthy physique as well as maintaining a professional job. College women started to be involved in athletics and competitive sport and basketball proved to be popular among female students and was particularly useful in teaching women physical stamina and teamwork. Those activities proved that women could maintain their health while studying. The SRSA/SASC acknowledges the important role that women and girls can play in getting the nation playing' so as to facilitate positive and healthier lifestyles. Gender equality and the right of women to participate are paramount. National Federations will be encouraged to advise training and development programs to facilitate the Participation of women, and to remove barriers that may prevent women from vocations in training, administration, coaching and sport and recreation management. Specific resources will be allocated for the development of sports skills and facilities for women and girls. Suitable candidates will be identified and introduced to leadership training and coaching in sport and recreation will encourage participation of women and girls in sport and recreation. The Commonwealth of Government Working Group in made the following

observation with regard to sport in society: "It is the time that the integral role which sport plays in the process of nation-building is fully recognized. Sport is an investment. It is, firstly, an investment in health, vitality and productivity of one's people. It is, secondly, an investment in the future. The social benefits include an overall improvement in the quality of life and physical, mental and moral well-being of the country, as achievers, as unofficial ambassadors and as individuals committed to equality and fairness in competition. Because of its vitality, sport can play an enormous part in redressing gender inequalities and discrimination against disabled and minorities" (Nkala and Nyapadi, 1995).

The physical fitness of women in sport has always been questioned because of a variety of physiological concerns including the menstrual cycle, reproduction, damage to breasts and genitals. Early studies argued that females should not be involved in sport, due to the deleterious effects of physical exertion on the frequency of menstruation and the fact that the reproductive organs of female can be affected. These beliefs prevailed for years and later evidence began to prove these early beliefs wrong Pre-adolescence is (9-11 years) a stage that involves a slow but consistent form of growth. It is a calm period just before rapid onslaught of adolescence. Studied female Olympiads from 10 different countries. Results showed that 92% of the subjects had a regular menstrual cycle, the length of the menses was not affected and their blood flow was regular. Later studies argued that participation leads to cessation and irregular menstrual functioning, reported a 59% rate in menstrual difficulties in a group of 56 Olympic athletes, their primary complaint being

missing their menses and experiencing a delay in the onset of the period. For many years it has been believed that delayed onset of the menstrual cycle caused many girls to continue playing sports based on the observation that menarche occurred later in athletes than non-athletes. Girls experience less physical distress associated with their menstrual cycle when they play sport. Many reports highlight the positive influence of moderate and regular physical activity on the menstrual cycle. There is no doubt that the benefits of playing sport far outweigh the disadvantages in respect of young developing female bodies. There is some correlation between strenuous physical activity and delayed menstrual cycle. For many years researchers argued that menstrual irregularities are caused by heavy exercise and training. It has also been argued that delayed menses subsequently affected fertility and lead to complications associated with pregnancy. Scientific evidence provided by in a combined study of more than 740 female athletes showed that athletes had fewer instances of toxæmia, fewer premature deliveries and a lower rate of caesarean section than did a comparable non-athletic sample. Supported research that proved and demonstrated that strenuous exercises did not negatively affect the menstrual cycle, nor did menstruation significantly affect physical performance.

In another study of 729 Hungarian females and the results indicated that 83% of the females registered no change in their menstrual cycle. Anecdotal evidence shows that pregnancy does not hamper performance of women who

choose to participate in sport throughout their lives (Arnold *LeUnes* and Jack R. *Nation*, 1991). They argue that Irwin, who was a female athlete, won an Olympic medal in diving when she was four months pregnant. Another example is that of Hays who successfully completed the world championship rodeo as a bareback rider when she was eight months pregnant. It also appears that athletes return to top form rather quickly after having had children. Conducted a study that showed that 75% of the athletes improved their Olympic results during the two years after delivery and this improvement was more apparent in the first year. The world class Mary Decker was interviewed by Bloom (1986), and she stated that she reported back on the track six days after giving birth and was running successfully after one month.

Curry and Jiobu (1984) argued that the average male is 20% stronger than the average female, males also have a 25% faster reaction time and they also have a cardiovascular capacity advantage of 25 to 50% over their female counterparts. Argue that these differences mean males have more power, speed and strength. The same factors can be attributed to high injury rates among males

Females should not take part in certain sports activities, and there are those activities that require 'masculine' traits such as physical strength and power. For those girls who are generally not obese, daily activities provide enough balance between fat intake and physical activity. For obese children, it would be ideal to work with a strict nutritional programme and a controlled

physical activity programme for them to maintain their weight. One Australian study found that 95% of female high school and university girls desire the slimmer figure. The media and societies promote the slim figure and this puts a lot of pressure on women to either maintain that smaller figure or to monitor their weight (*Birrell, and Cole, 1990*).

Many girls seldom show an interest in sports and if they are interested, they do not have the strength and endurance to be successful. Often they cannot perform to the best of their abilities because of the risks they are exposed to. Female's gain strength as they mature and several studies have indicated that short term training programmes can increase muscle strength in all children. At the age of 14 years the growing rate for girls slows down and if they continue being physically active then they increases their strength. Females have the ability to enhance their physical strength that would eventually enable themselves to perform at high competitive level (*Kane, 2012*).

Davies (1996) found that a greater number of high performance female athletes were under-weight and they frequently had an intense desire to lose weight as compared to non-athletes. As a result they were more at risk of developing eating disorders like anorexia, bulimia and bulimia nervosa. Plaisted (as cited in Morris & Summers, 1995), indicated that for some sporting codes it is important to maintain an ideal body weight in order to participate in activities like rowing and horse racing. In other sports like running and swimming, low body weight is associated with successful performance.

Physical educators and trainers are not aware of different body types and they do not really help sport participants to develop positive body images with realistic attitudes to diet and acceptable appearance. The above factors do not necessarily lead to eating disorders, but a number of factors can make certain girls obsessive regarding their body image. Other factors can include unhealthy family dynamics, peer and team-mate modeling and acceptance, pressure from coaches and social pressure to conform to standards of slenderness. In sport it is particularly important to have a positive relationship between physical activity and psychological health. Studies conducted by the Melpomene Institute.

Sport, traditionally has been thought of as a process of physically building men and the 'male' athletic personality; this is viewed as tantamount to the 'male personality'. This view suggests that an athlete is supposed to be competitive, rugged, aggressive, tough, independent, dominant, assertive, achievement-oriented and self-controlling. A 'real' woman is supposed to possess different psychological and physical characteristics thus implying femininity and possible fragility. State that exercise can enhance women's self-esteem and body image and that active women are more positive about themselves and their bodies. From a negative point of view, intense sports participation may highlight the concerns for body shape, especially if sport participants are excessively preoccupied with body weight. (Prakasa and Overman, 1984).

Self-concept is established when people gather information that changes whenever an individual encounters new experiences, it also represents complete knowledge of a person about self, which enables the individual to know her/his own competencies. "Each person develops perceptions and ideas of his/her abilities, characteristics and personal ways of acting, eventually providing a sense of meaning on a self-rating of quality. In this sense, the self-concept is the result of a naive theory or an internal model of a person, which directs behavior and which is either confirmed or modified on the different encounters and interactions that one has with other people will enable the individual to know more about him or her. As an individual associates with other people these encounters will either enable them to improve or change their behavior and sometimes even agree with their present behaviour. Female teenagers are greatly influenced by the evaluation of significant others, they appreciate reinforcement and encouragement based on their own actions. Argued that self-concept allows females to assess themselves by acknowledging their weaknesses and strengths. Often females compare their performance to that of other participants and with time, if their performance improves, then their self-concept also improves and the female sport participant feels competent in what they are involved in.. Being competent in a particular sporting code enables the girls to be self-motivated and builds self-confidence. Conducted a study, which indicates that involvement in sport does not have a negative impact on the self-concept and that top-level sports involvement may benefit the development of a positive self-concept. A positive self-concept in

teenage girls who participate in sports elevates the level of self-esteem (Hein, 1997).

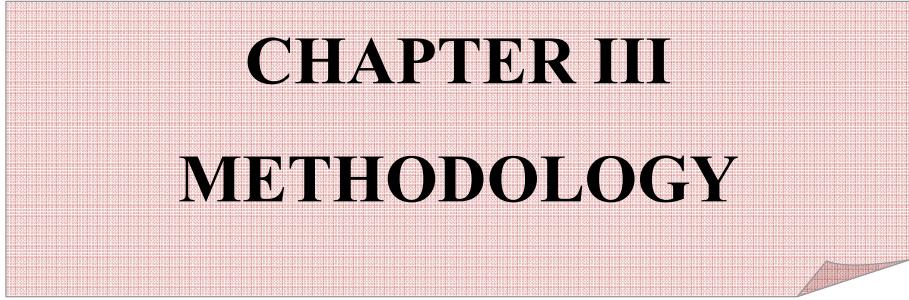
Unhealthy eating habits may be due to unhealthy family dynamics, peer pressure, team-mate modeling and pressure from the coaches. A recent survey of youth coach attitude, knowledge, experiences and recommendations regarding weight control, revealed a tendency for coaches to make decisions about the need for girls to control their weight and sometimes these decisions are made on the basis of appearance or the need for success in the sport code. The focus is often on female sport participants and not males (Griffin and Harris, 1996).

Sport has been trivialized, regarded as separate from life and as unrelated to the broader social context and processes. Sport as a socializing agent has either been ignored or seen to be a 'boy's thing'. The family prevails as the primary socialising agent and to a high extent it also defines appropriate gender behaviour, which sometimes could include sport. Numerous studies have indicated that other people who are usually seen as role models have influenced many individuals who become involved in sport. The family is said to be generally responsible for early sports socialisation, including modeling, reinforcement and the shaping of the observed behaviour. Can also argue that the socialising process at home for both sexes is different. Boys usually get more support and encouragement to get involved in activities, which offer sporting opportunities. They are furthermore provided with role models who

encourage and support participation in physical activities. Girls however, may not be encouraged to become involved in physical activities (Varpatoli, Aniko and Phillips, 1986).

Kane (1998) is of the opinion that sport could be regarded as one of the most important sites for the production of cultural beliefs and practices that equate gender differences. These cultural beliefs make women think that they will never attain the levels of their male counterparts where sport performance is concerned. "A women's place is in the kitchen" is still a common saying and many cultures still firmly believe it. Participation in sport masculinises females and is therefore viewed negatively. The above sentence confirms the fact that masculine and feminine behaviours are culture bound. Most males are accepting of females not participating in sport. Indicated that the participation of women in sport has always been seen as the presence of women in a man's world. Hargreaves (1997), went on to indicate that women were excluded from convenient venues and they often had to travel long distances for them to be able to play and this was one of the factors causing females to be sidelined. Despite many negative factors, females who continue to participate in sport are challenging the culture-bound beliefs and are going against deep-seated traditional beliefs. "If sports is a cultural space where gender relations are produced, preserved and publicly celebrated, then women's involvement in sports can be seen as a form of resistance that disturb the apparently already existing logic of male supremacy" argued (Robert Kane 1998).

The basic premise of Messner's (1998) research was that because women's athletic efforts and achievements are systematically ignored, underreported and denigrated when covered, the media becomes an important technology for constructing dominant ideologies, practices and power structure related to gender: Sports tend to be presented in the media as symbolic representations of a particular kind of social order, so that in effect they become modern morality plays, serving to justify and uphold dominant values and ideas. (Hargreaves, 1982).



CHAPTER III

METHODOLOGY

CHAPTER- III

METHODOLOGY

The purpose of the study was to compare of status and opportunities for women sports in colleges. To achieve the objectives and purpose of the study, there was a need for selection of, subject, samples, and variables, Questionnaires and Interview for collection for relevant data. The study also required a definite design and appropriate statistical techniques for analysis of data to achieve the objectives and purpose of the present study, undertaken by the research scholar. In this chapter the selection of the subjects, sample size for the study, selection of the variables, tester competency, orientation of the subjects, general procedure of the test administration, Collection of data, criterion measures, measurement of criterion variables, design of study and scoring, statistical techniques have been presented.

3.1 SELECTION OF THE SUBJECTS FOR THE STUDY

The subjects for the present study were drawn from thirty seven colleges of various districts in Karnataka state. The women studying in these colleges in standards first year degree to final year degree, ranging in age between 18 to 21 years were considered for the present study. The research scholar has gone through literature pertaining to the present study and had discussions with experts in physical education and research. After a thorough review of literature, the research scholar decided to select the variables for study undertaken. The variables selected were related to the sports programmes,

sports facilities, satisfaction of the students regarding the sports opportunities given to them etc. details of which are presented in the following pages. While selecting the variables due emphasis was laid on the selection of suitable questionnaires/interview to measure these variables. Due consideration was also given to administrative/colleges feasibility of test for measuring selected variables and collection of relevant data. The details of tests and measures selected following presented in tabular form in following pages.

3.2 SAMPLE SIZE FOR THE STUDY

The sample for the present study consisted of one thousand two hundred ninety two ($N=1292$) women and fifty physical education directors from thirty seven different private and government colleges spread over six districts in Karnataka state.

3.3 SELECTION OF VARIABLES FOR THE STUDY

The researcher has examined the scientific literature, books, journals, periodicals, and research articles besides detailed discussion with experts in this area for selecting the appropriate variables and test items administered for the present study

3.3.1 Ordinal variables and tests

Questionnaire to the students

- Profile of the students
- Social and economical background of the students

- Sports background of the students
- Opinion regarding the sports polices, facilities, encouragement of the college.

Questionnaire to the Principal and Physical education director

- Profile of the institution and physical education director
- Managerial aspects connected with physical education
- Sports facilities and infrastructure
- Sports policies and budgeting

3.3.2 Measurement of criterion variable

Status and Opportunities for Women in Sports in Colleges of Karnataka State was assessed by awarding for 5 point rating scale gradually give point 5,4,3,2,1 each for correct choice or answer.

3.4 PROCEDURE OF ADMINISTRATION OF QUESTIONNAIRE

3.4.1 Aim

To analyze the status and opportunities for women sports and games in the colleges of Karnataka state

3.4.2 Materials: Questionnaires

3.4.3 Plan: The colleges were visited with prior permission from the administration/head of the institution and data was collected. This was supported with interviews with physical education directors and students and observation of the sports infrastructure.

3.4.4 Scoring

- Checking up the answers with reference to the key
- While checking the answers, if the subject has written more than one answer to a problem, take the five points rating scale, whether it is right or wrong.

3.5 ANALYSIS OF DATA

Appropriate statistical techniques were employed to analyse the data

- Descriptive statistics and Graphical presentation
- Exploratory factor analysis (EFA)
- Principle component analysis (PCA)
- Likert Scale
- T-value test for difference
- P-value test for difference
- Chi-Square Value

CHAPTER IV

ANALYSIS,

INTERPRETATION OF

DATA AND DISCUSSION

CHAPTER - IV

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the descriptive and statistical analysis of primary data collected with regard to the status and opportunities for women in sports in colleges of Karnataka state.

Sample Size

A total sample size of 1292 students representing from thirty seven colleges (Table 1) is selected randomly across eight districts namely Bengaluru, Hassan, Bellari, Mangaluru, Mysuru, Mandya, Shivamogga and Udupi of Karnataka. Among the selected colleges, 25 colleges are run by the government while 12 colleges are private aided institutions. The highest representation is from Hassan district (10 colleges) followed by Mysuru (6 colleges) and Shivamogga (5 colleges).

As explained earlier, 68 percent (Figure 1) of the colleges under the study is run by the government while 32 percent of them are managed by private institutions but getting financial aid from the government. Government colleges are financed and managed wholly by the government whereas the private aided institutions are financed by the government to the extent of salaries of government approved faculty but the management is private.

I CHARACTERISTICS OF COLLEGES

Table 1

Status of the college Selected for the study – District Wise

District	Number of the colleges selected					
	Govt.		Private aided		Total	
	f	%	f	%	f	%
Bengaluru	3	100.0	-	-	3	100.0
Bellari	3	100.0	-	-	3	100.0
Hassan	5	50.0	5	50.0	10	100.0
Mangaluru	5	83.33	1	16.67	6	100.0
Mysuru	7	70.0	3	30.0	10	100.0
Shivamogga	2	40.0	3	60.0	5	100.0
Total	25	68.0	12	32.0	37	100.0

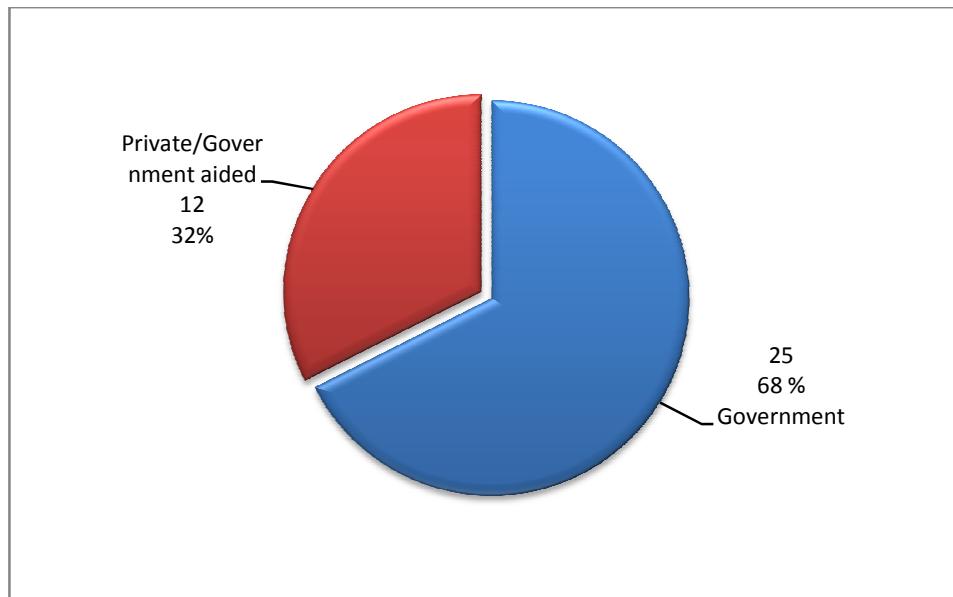


Figure 1. Type of colleges selected for study

Table 2

Sample size of the respondents (students) by status of college – District-wise

District	Number of students under study					
	Govt.		Private aided		Total	
	f	%	f	%	f	%
Bengaluru	51	68.9	23	31.1	74	100
Bellari	53	100	-	-	53	100
Hassan	198	45.3	239	54.7	437	100
Mangaluru	64	87.7	9	12.3	73	100
Mysuru	266	64.9	144	35.1	410	100
Shivamogga	150	61.2	95	38.8	245	100
Total	782	60.5	510	39.5	1292	100

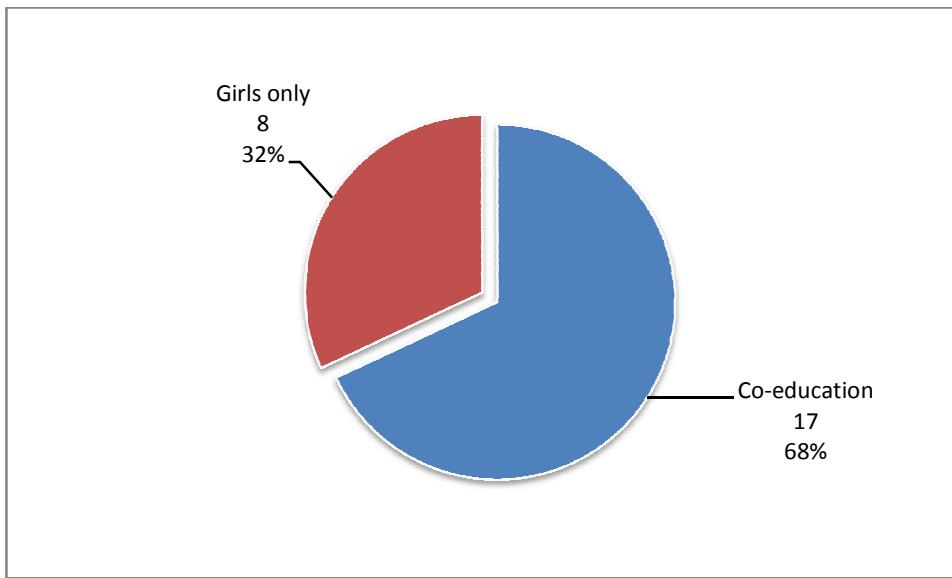
Looking at the representation of students (respondents), it is observed from Table 2 that a total of 1292 students are selected for the study with 60.5 percent (782 of 1292) representing Government Colleges while 39.5 percent students representing private aided colleges. The district wise breakup shows that Hassan with 437 respondents has the highest number of respondents followed by Mysuru and Shivamogga.

Table 3.

Nature of the college selected for the study

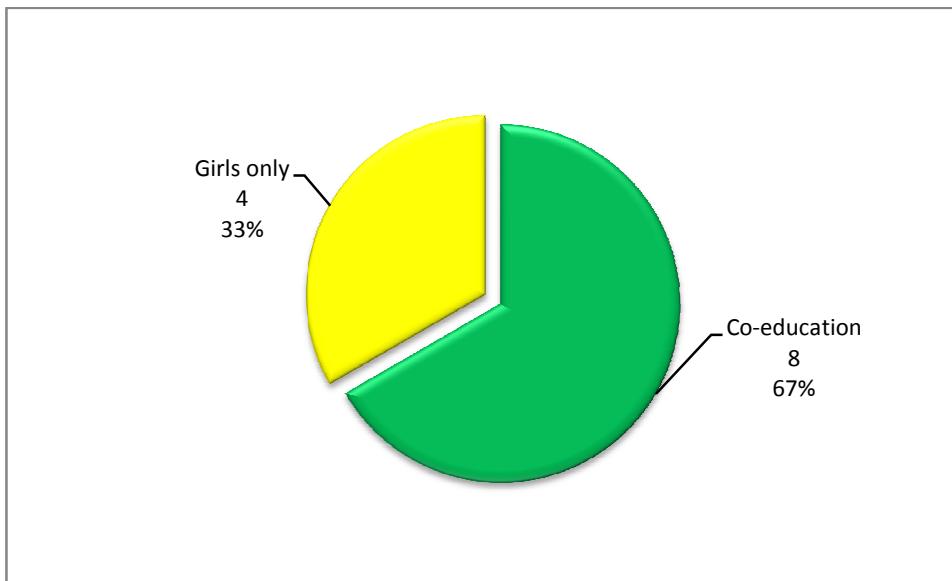
District	Government			Private Aided			Grand Total
	Girls only	Co-education	Sub total	Girls only	Co-education	Sub total	
	f	f	f	f	f	f	
Bengaluru	1	2	3	1	-	1	4
Bellari	1	1	2	1	-	1	3
Hassan	1	4	5	2	3	5	10
Mangaluru	2	2	4	1	-	1	5
Mysuru	1	6	7	2	1	3	10
Shivamogga	2	2	4	1	-	1	5
Total	8	17	25	8	4	12	37

Furthermore, among the government colleges 68 percent are Co-education (both boys and girls) while remaining nine (32 percent) (see Figure 1a) of respondents are selected from Girls only colleges. On the other, among the Private aided colleges, 33 percent are Co-education (both boys and girls) remaining 67 percent (see Figure 1b) of the respondents are selected from Girls only colleges.



N=25

Fig 1a: Nature of college among Government colleges



N =12

Fig 1b: Nature of college among Private Aided colleges

II. NATURE OF FAMILY ENCOURAGEMENT TOWARDS SPORTS

Table 4.

Percentage of respondents with family encouragement towards sports

Sports encouragement in family	F	Percent
Sports not allowed at all	639	49
Undecided	245	19
Sports allowed in the family	408	32
Total	1292	100

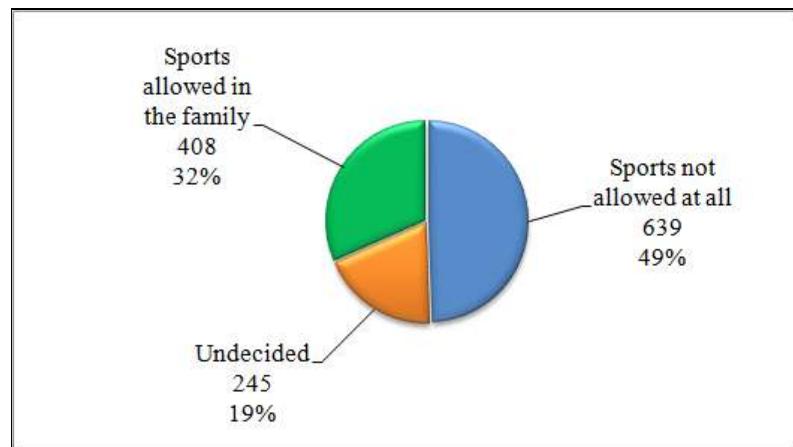


Figure 2. Family encouragement towards sports

The data depicted in Table 4 is very crucial for analyzing the opportunities for women in sports in colleges which is the purpose of the present study. Family support complements the opportunities which a student gets from outside agencies. The pressure a student faces to participate in any sphere of endeavour is reduced tremendously if the same is agreed upon by the family especially parents, thereby making it easy for that student to succeed in

the chosen field. Accordingly, it is observed from Table 4 that nearly half (49 percent) of the respondents disclose that their family does not encourage or allow them – the females to participate in any form of sports. Unfortunately, this is a very pathetic scenario in terms of encouragement towards sports for women. Another 19 percent do not seem to be in position to really come to a conclusion on whether their parents allow them to participate in sports. Thus, it clearly emerges from the frequency distribution in Table -1 that only about one third (32 percent) of the girls are allowed by their family to participate in sports activities.

Diverging Stacked Bar graph:

Diverging Stacked Bar graph is the most preferred form of graphical representation for the data captured on likert scale measurement. In the Diverging Stacked graph, the percentages of respondents who agree with the statement are shown to the right of the zero line; the percentages who disagree are shown to the left are shown separately. The percentages for respondents who neither agree nor disagree are split down the middle and are shown in a neutral color. The neutral category is omitted when the scale has an even number of choices. In this situation, we are primarily interested in the total percent to the right or left of the zero line; the breakdown into strongly or not is of lesser interest so that the primary comparisons do have a common baseline of zero. Thus, the diverging stacked bar graph for all the dimension is provided in the following analysis.

With this background, Figure 1 shows a diverging stacked bar chart pertaining to “*Nature of family encouragement towards sports*” as perceived by the respondents of both Government and private aided institutions. Similarly, two diverging bar charts are provided (Figure 2a and Figure 2b) depicting the perception of Government and Private aided institutions separately.

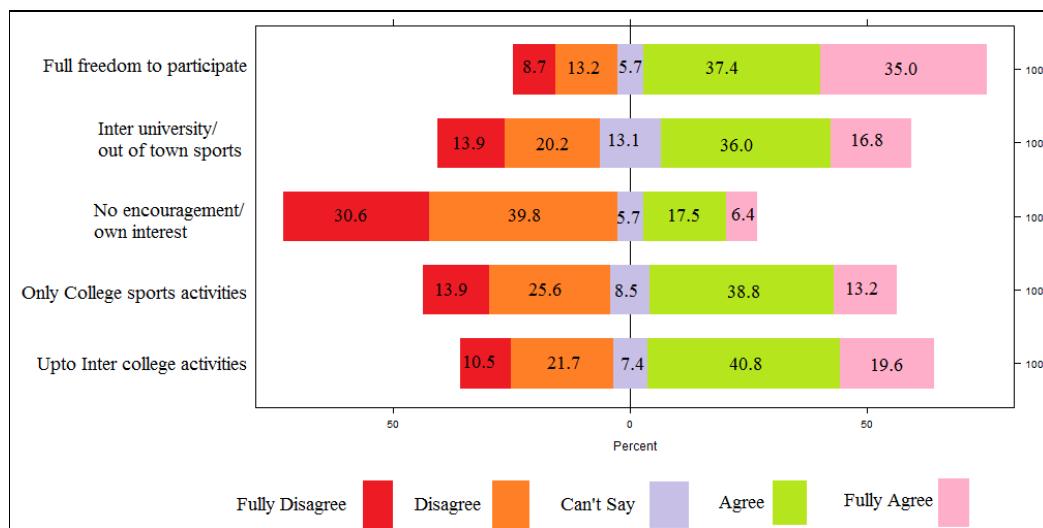


Figure 3. Diverging stacked Bar Graph for “*Nature of family encouragement towards sports*” dimension” – both Government and Private Aided combined.

Note. Only those respondents who agreed that sports is encouraged by the family is considered in the above graph. Hence N = 408.

From Figure 3 it is observed that cumulatively, about 72 percent of respondents have asserted positively with respect to the statement that the family *has provided them full freedom to participate in sports*. However, 5.7 percent of respondents did not give any comments to the above statement. On the other, 21.9 percent answer this statement negatively. This is an encouraging sign that of the 51 percent allowed encouraged by the family members a

majority of them are given whole hearted encouragement by the family to participate.

Similarly, it is also observed that cumulatively, about 53 percent of respondents have ranked positively with respect to the statement that *they are allowed to go out of their home town and participate in Inter University competitions*. On the other hand, 20.2 percent of them disagree and another 13.9 percent strongly disagree (totally 34.1 percent) with this statement and 13.1 percent of respondents did not give any comments to the above statement. Unfortunately, they confined to participate within the district.

Furthermore, it is also observed that only 6.4 percent of them strongly agree and 17.5 percent (23.9 percent) of them agree that *there is no encouragement from their spouses and yet they participate in sports on their own interest*. On the other hand, 39.8 percent of them disagree and another 30.6 percent strongly disagree (70.4 percent) to this statement while the rest do not comment on it.

In continuation, it is observed from Figure 3 that cumulatively 52 percent of them agree with the statement that their family *would encourage sports activities upto college level only*. On the other hand, 39.5 (cumulative) percent of them disagree to this statement while 8.5 percent of respondents did not give any comments to the above statement.

Finally, it is observed that from Figure 3 that 19.6 percent of them strongly agree and 40.8 percent of them agree that their family will go a step further and *would encourage sports activities upto inter college level*. Cumulatively, about 61 percent of respondents have ranked optimistically with respect to above statement. On the other, 21.7 percent of them disagree and another 10.5 percent strongly disagree to the statement that their family *would encourage sports activities upto to inter college level* while 7.4 percent of respondents did not give any comments to the above statement.

The breakup of the statements shown in Fig 3 as perceived by the government college respondents as well as private aided institution girls is provided in Figure 3a and Figure 3b.

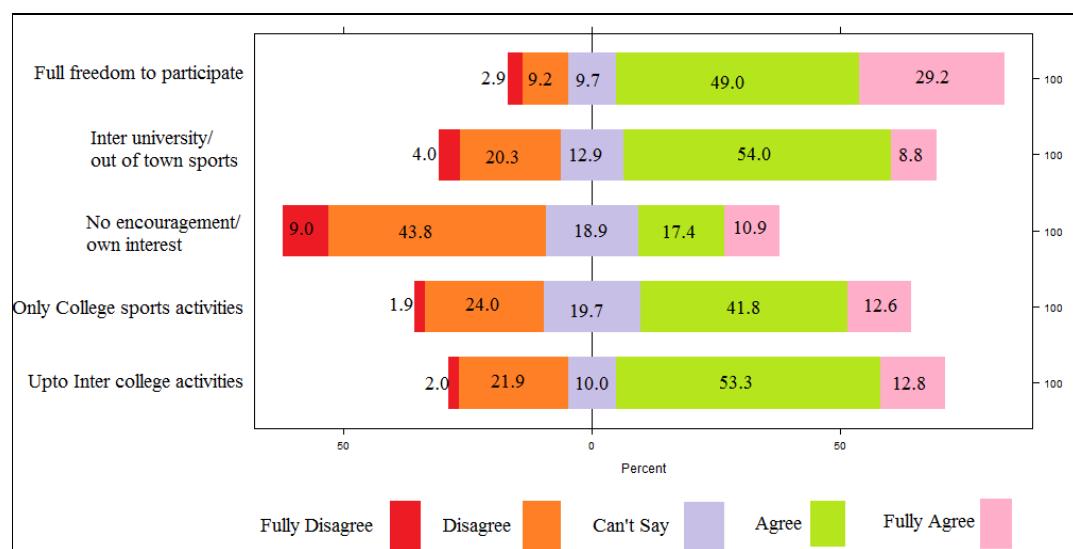


Fig 3a: Diverging stacked Bar Graph for “*Nature of family encouragement towards sports*” dimension” –Government College

Note.: Respondents from all districts combined (N = 226)

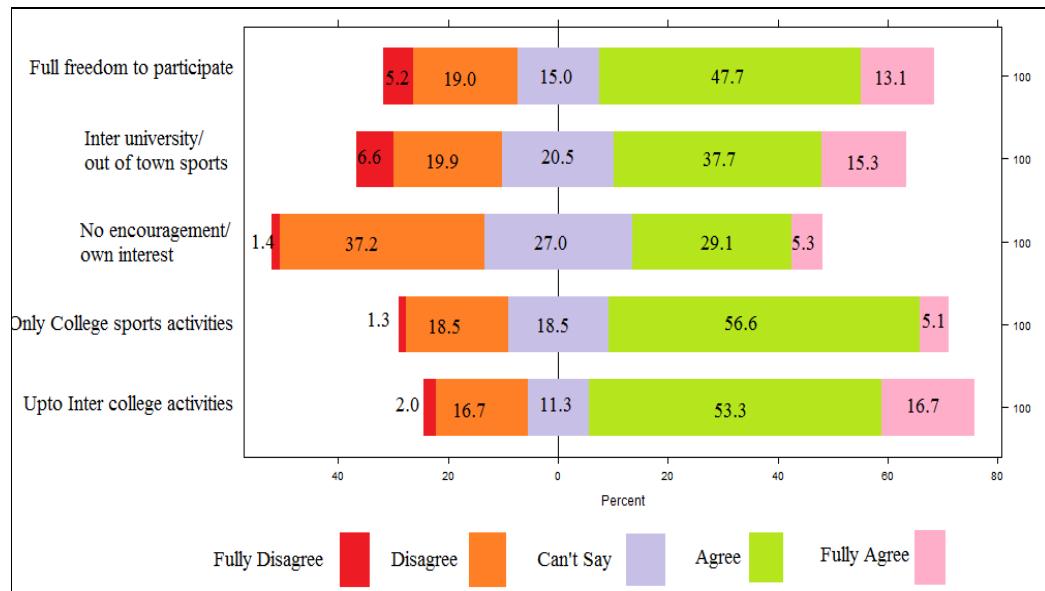


Figure 3b. Diverging stacked Bar Graph for “*Nature of family encouragement towards sports*” dimension” – Private College

Note.: Respondents from all districts combined (N = 182)

Table 5 gives the picture of the participation and achievements of students in various sports and games. Firstly, with respect to **Hockey**, it is observed that cumulatively 19.7 percent of them have participated in **Hockey** with 9.7 percent of them participated at the state level and another 9.7 percent of women participating at the District and lower levels. Similarly, with respect to **Cricket**, it is observed that cumulatively 12.6 percent of them have participated in **Cricket** with one percent of them participated at the state level and 11.6 percent of the women participating at the District and its lower level.

Table 5

Achievements and participation in sports and games by women respondents

Participation	Percentage of the respondents – <i>(both Govt. and Private aided colleges combined)</i>					
	International	National	State	District and below	Sub-total	% of women Participation
Hockey	-	1 (0.0)	23 (9.7)	23 (9.7)	47 (19.7)	(19.74)
Cricket	-	- (0.0)	2 (1.0)	23 (11.6)	25 (12.6)	(12.62)
Ball Badminton	1 (0.4)	4 (1.6)	15 (5.8)	77 (30.0)	97 (37.8)	(37.74)
Kabbadi	-	4 (0.0)	7 (1.7)	82 (3.0)	93 (39.4)	(39.40)
Badminton	1 (0.4)	2 (0.8)	20 (7.7)	96 (36.9)	119 (45.8)	(45.76)
Kho-Kho	1 (0.3)	3 (1.0)	23 (7.8)	138 (46.8)	165 (55.9)	(55.93)
Football	-	- (0.0)	3 (0.0)	15 (1.5)	18 (7.6)	(9.13)
Basketball	-	- (0.0)	4 (0.0)	41 (1.8)	45 (18.6)	(25.56)
Athletics	-	1 (0.0)	24 (0.3)	130 (8.2)	155 (44.4)	(52.9)
Fitness and health activities	4 (0.9)	1 (0.4)	4 (1.7)	55 (31.2)	64 (34.3)	(32.3)

Note. Respondents disclosing that sports are not allowed at all by their parents are not considered. As a result, the total sample size considered is 408. Percentages are given in Parenthesis. As it is a multiple choice based question, the percentage exceeds 100.

Similarly, with respect to ***Ball Badminton***, it is observed that that cumulatively 37.8 percent of them have participated in ***Ball Badminton*** with 30.0 percent of them had participated at the district and its lower level, 5.8 percent of them playing at the state level and 1.7 percent of the women participating at the National level. Further, with respect to ***Kabbadi***, it is observed that cumulatively 39.4 percent of the respondents had participated in ***Kabbadi*** with 34.7 percent of them participated at the district and its lower level, 3.0 percent of them playing at the state level and 1.7 percent of the women participating at the National level.

With respect to ***Shuttle Badminton***, it is observed that cumulatively 45.8 percent of them have participated in ***Shuttle Badminton*** with 36.9 percent of them participating at the district and its lower levels, 7.7 percent of them playing at the state level and 0.8 percent of the women participating at the National level. Further, with respect to ***Kho-Kho***, it is observed that cumulatively 55.9 percent of the respondents have participated in ***Kho-Kho*** with 46.8 percent of them participating at the district and its lower levels, 7.8 percent of them playing at the state level and 1.0 percent of the women participating at the National level.

Similarly, with respect to ***Football***, it is observed that that cumulatively only 9.1 percent of them have participated in ***Football*** with 7.6 percent of them have participated at the district and its lower level, 1.5 percent of them playing at the state level. With respect to ***Basketball as a sport***, it is observed that

cumulatively 20.4 percent of the respondents had participated in ***Basketball*** with 18.6 percent of them participating at the district and lower levels, 1.8 percent of them playing at the state level.

Similarly, with respect to ***Athletics***, it is observed that that cumulatively 52.9 percent of them have participated in ***Athletics*** with 44.4 percent of them participating at the district and its lower levels, 8.2 percent of them playing at the state level and 0.3 percent of the women participating at the National level. Finally, with respect to ***Fitness and health activities*** it is observed that cumulatively 34.3 percent of the respondents have participated in ***Fitness and health activities*** with 31.2 percent of them participated at the district and its lower level, 1.7 percent of them playing at the state level and 0.4 percent of the women participating at the National level.

Table 6

Colleges with number of physical directors – District Wise

District	Colleges with physical education directors							
	Government College				Private – Aided college			
	One	Two	Three	> Three	One	Two	Three	> Three
Bengaluru	1	1	1	-	-	-	-	-
Bellari	1	-	-	-	-	-	-	-
Hassan	4	1	1	-	3	1	1	-
Mangaluru	4	-	-	-	1	-	-	-
Mysuru	4	2	-	-	2	2	-	-
Shivamogga	3	1	1	-	1	1	-	-

When asked about the number of physical education directors employed in the college, it emerged from Table 6 that among government colleges, seventeen colleges in all the districts have one physical education director while five colleges Hassan, Shivamogga and Bengaluru districts districts have two physical education directors and three colleges in Bengaluru, Hassan and Shivamogga have three physical education directors. Now, with respect to Private aided colleges, Hassan, Mysuru and Shivamogga districts have got two than physical education directors and one college in Hassan has three physical education directors.

This table indicates that the number of physical education directors is sufficient in only a few colleges. In 62 percent of government colleges and 58 percent of private colleges there is only one physical director which shows that possibly the physical education director is present in the college only to satisfy the regulations or to perform only the mandatory duties enforced by the college.

Table 7

Satisfaction with the number of physical education directors

	Type of college					
	Government		Private-Aided		Total	
	f	%	f	%	f	%
Yes	587	75.1	411	80.6	998	77.2
No	116	14.8	59	11.6	470	13.6
Did not comment	79	10.1	40	7.8	119	9.2
Total	782	100	510	100	1292	100

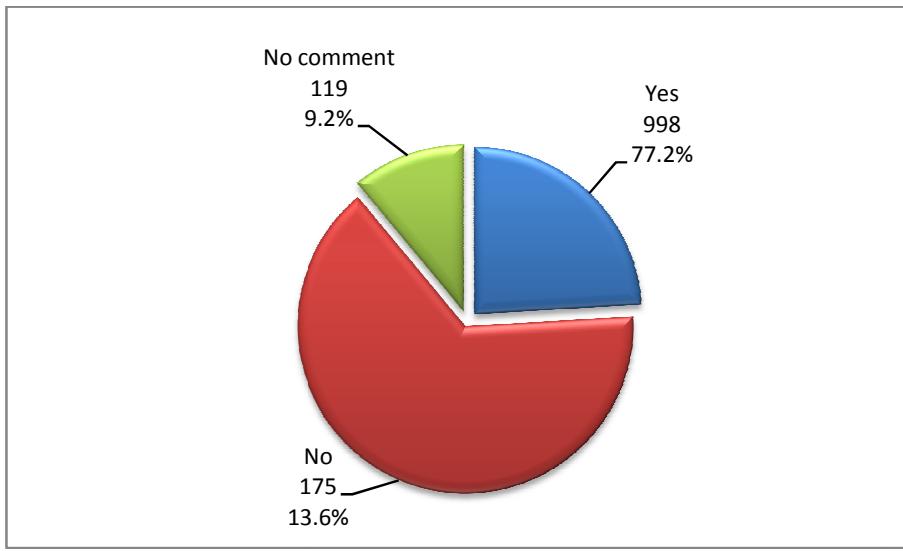


Figure 4. Adequacy of physical education directors

In continuation, when asked about the adequacy of the Physical Education Directors in their respective colleges, it is observed from Table 7 that about 75 percent of the respondents of Government College and 81 percent of the respondents from Private Aided institutions seem to be satisfied with the existing number of physical education directors in their respective colleges. Totally 77 percent are satisfied with the number of physical education directors in the colleges while about 14 percent said no. About nine percent do not seem to be aware about the need of physical education directors and have not commented (Figure 4).

From the above information one can assume that since about sixty percent of colleges have more than two physical education directors, the students needs in physical education are met and therefore a majority of them

are satisfied. The small numbers of students are dissatisfied probably because the one physical education director, who is employed more from the necessity of satisfying the mandatory requirement of a physical education director than to satisfy the sports and fitness needs of the students, is not able to perform his/her duties to the students' satisfaction.

Table 8

Practice sessions /physical activities in the college – compulsory or optional

	Type of college					
	Government		Private-Aided		Total	
	f	%	f	%	f	%
Compulsory	170	21.7	141	27.6	311	100
Optional	528	67.6	311	61.0	839	100
Did not comment	84	10.7	58	11.4	142	100
Total	782	60.5	510	39.5	1292	100
N =	1292					

Further, when asked on whether the practice sessions/physical activities and/or classes in the college is compulsory or considered optional, it is observed from Table 8 that nearly 22 percent of the respondents belonging to Government college and 28 percent of the respondents of the respondents from Private Aided institutions agree that physical activities are made compulsory in their respective colleges. On the contrary 68 percent of the respondents belonging to Government College and 61 percent of the respondents from

Private Aided institutions disclose that physical activities are an option in their colleges (Figure 5).

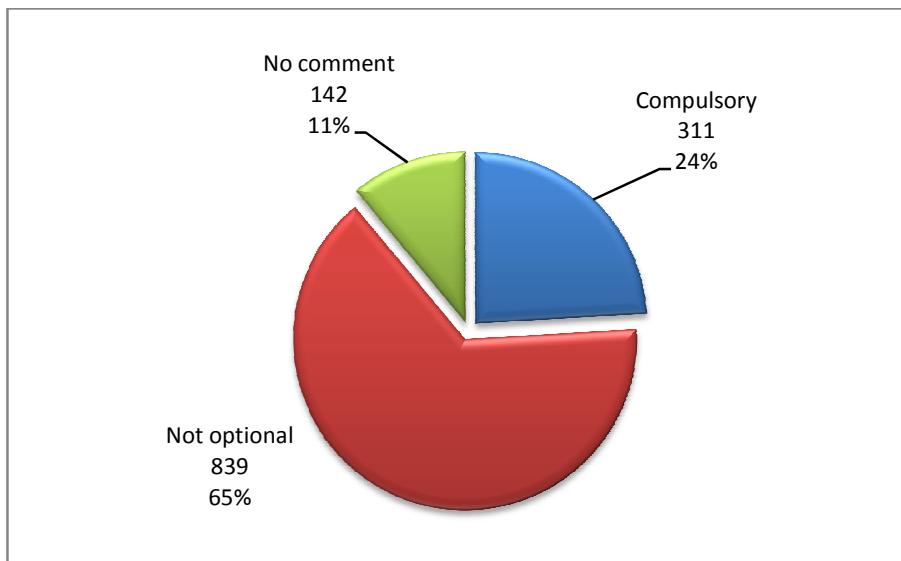


Figure 5. Compulsion of Physical Education in Colleges

Totally 64 percent of students are of the opinion that the physical education activities in the colleges are not optional and 24 percent feel that it is compulsory. The rest 11 percent are not interested in expressing their opinion making one assume that probably they do not show any interest in participating in sports activities.

The ground reality is that officially there is no mandatory physical education programme in the colleges in Karnataka state. Therefore this query is done from the point of view of finding if the students are serious enough to participate and feel that sports are a compulsory part of their college experiences. From the above data one can assume that since only about one-

fourth of the students interviewed feel sports is compulsory, only those students actually participate in sports actively as compared to other students who participate only occasionally.

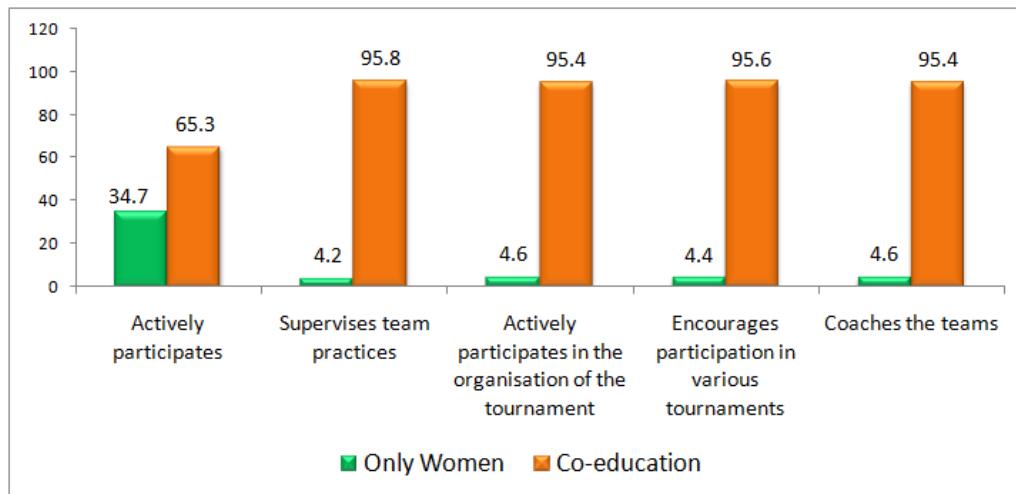


Figure 6. Nature of the Principal's interest in sports

Note. Percentages are based on Responses

Answering to the query on Nature of the Principal's interest in sports, it is observed from Figure 6 that 65.3 percent of the respondents from Co-education College and 34.7 percent of the respondents from Only Women College stating that Principal would actively participate in the sports conducted at their respective college. Furthermore, 95.8 percent of the respondents from Co-education College and 4.2 percent of the respondents from Only Women College said that the Principal would indeed supervise team practices more often. Similarly, it is observed that the respondents from ***co-education educational institutions*** seem to be agreeing in larger proportion than the only women education institutions that the Principal would indeed encourage them

for participation in various sports and actively participates in organizing or facilitating the sports activities in their colleges.

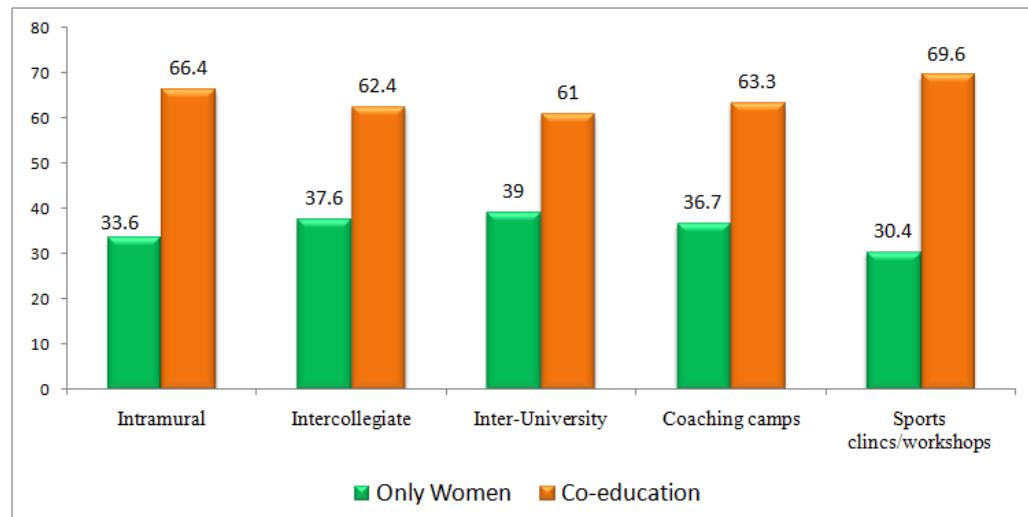


Figure 7. Type of sports programs conducted in your college

Note. Percentages are based on Responses

Answering to the query on the types of sports programs conducted in their respective colleges, it is observed from Figure 7 that 66.4 percent of the respondents from Co-education College and 33.6 percent of the respondents from Only Women College state that they conduct intramural sports activities. Furthermore, 62.4 percent of the respondents from Co-education College and 37.6 percent of the respondents from Only Women College said that the college would conduct intercollegiate sports activities. The other type of sport activities as disclosed by the respondents with only women and coeducation college breakup are as follows – Inter university sport competition - 61 percent [coed college] and 39 percent [only women college], conducting coaching camps – 63.3 percent [coed college] and 36.7 percent [only women college]

and finally conducting Sports workshop – 69.6 percent [coed college] and 30.4 percent [only women college]. Hence, it clearly emerges that the respondents from ***co-education educational institutions*** seem to be agreeing in larger proportion to conduct different type of sports activities in their colleges as compared to the respondents studying in only women colleges.

Further it is necessary to test a hypothesis (statistically) on whether the level of satisfaction of the physical education program is dependent on the nature of the college. In essence, the satisfaction level with regard to Physical education program is seen more as one move from only women colleges to coeducation colleges.

Hypothesis # 1

H₁: Level of acceptance [Yes or No] with regard to satisfaction of physical education program is associated on the nature of the college [only women and Coeducation institution].

Test of Association [chi –square] technique is adopted to test the above hypothesis.

From the Chi-square test result (table 9), it is observed that p-value is 0.748 (chi-square = 0.748) which is greater than the significant alpha level of 0.05 (at 95 percent confidence level). Hence, the hypothesis (H₁) that there is an association between the level of acceptance [Yes or No] with regard to satisfaction of physical education program is rejected. In other words,

irrespective of the nature of the college [whether it is only women or coeducation], the views on the proportion of the respondents about the satisfaction level remains the same.

Table 9

Satisfied with the physical education program in college – nature of college

		Nature of college		
		Only Women	Co-education	Total
		f	f	f
Yes	406	672	1078	
	(37.7)	(62.3)	(100)	
No	60	105	165	
	(36.4)	(63.6)	(100)	
Total	466	777	1243	

Pearson Chi-Square Value (table 9) = 0.102

Asymptotic significance (p-value) = 0.748.

Hypothesis # 1a

H₁: Level of acceptance [Yes or No] with regard to satisfaction of physical education program is associated on the type of the college [Government and Private Aided institution].

Table 9a.

Satisfaction with the physical education program in your college - type of college

		Type of the college		
		Government	Private aided	Total
		f	f	f
No	120	45	165	
	(72.7)	(27.3)	(100)	
Yes	636	442	1078	
	(59.0)	(41.0)	(100)	
Total	756	487	1243	

Pearson Chi-Square Value (table 9a) = 11.319

Asymptotic significance (p-value) = 0.001*, *Significance at 5 % level.

From the Chi-square test result (see table 9a), it is observed that p-value is 11.319 (chi-square = 0.001) which is less than the significant alpha level of 0.05 (at 95 percent confidence level). Hence, the hypothesis (H_1) that there is an association between the level of acceptance [Yes or No] with regard to satisfaction of physical education program across the type of college is accepted. In other words, a higher percentage of acceptance [Yes] of satisfaction with physical education program is observed as we move from *Government College* to the *Private Aided institutions*. In essence, it is observed the percentage of respondents saying ‘No’ with respect to Private aided institution is 27.3 percent and ‘Yes’ is 41.0 percent, where as the percentage of respondents saying ‘No’ with respect to Government institution is 72.7 percent and ‘Yes’ is 59.0 percent. Hence, the respondents of Private aided institution

seem to be more significantly satisfied as compared to Government College with the physical education program in their respective colleges.

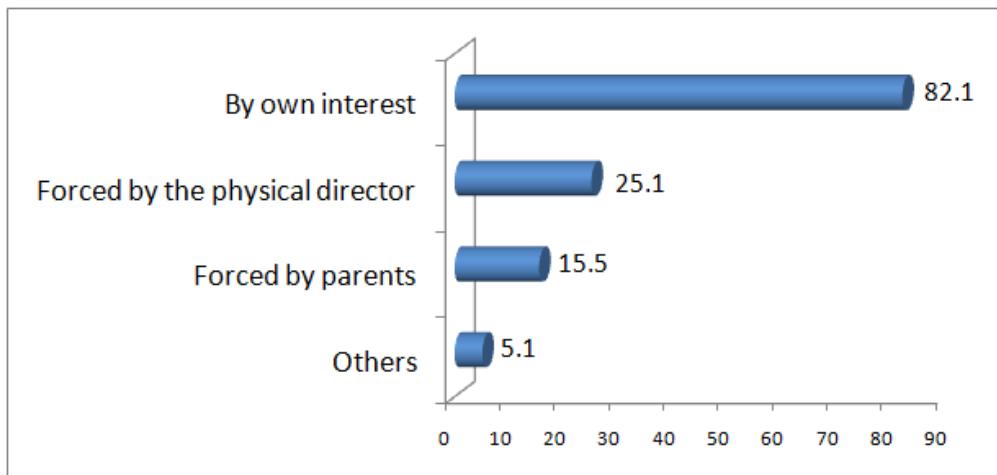


Figure 8. Reason for selection of activities in college

Note. Percentages are based on the total responses.

When asked about reason for selection of activities as practiced in their respective colleges, it is observed from Fig 8 that 82.1 percent of the respondents acknowledge that it is because of their own interest that they take up the sports activities conducted in their colleges. Surprisingly, about one fourth (25.1) percent of the respondents frankly disclose that they are into sports activities due to external compulsion or pressure made by the physical director/directors to participate in sports activities. Interestingly, in the case of 15.5 percent of the respondents, it was pressure from the parents that led to join to the sports activities in their colleges. Thus, it is clearly evident that more than ***one third of the respondents*** under the study are not really interested in taking up of the sports activities during their academic career.

Hypothesis # 2

H₁: Level of acceptance [Yes or No] of taking private physical education coaching program is associated on the type of the college [Government and Private aided].

Table 10.

Private coaching outside the college

		Type of the college		
		Government	Private aided	Total
		f	f	f
No	577	416	993	
	(58.1)	(41.9)	(100)	
Yes	162	74	236	
	(68.6)	(31.4)	(100)	
Total	739	490	1229	

Pearson Chi-Square Value (table 10) = 8.831

Asymptotic significance (p-value) = 0.003*, *Significance at 5 % level.

From the Chi-square test result (see table 10), it is observed that p-value is 8.831 (chi-square = 0.003) which is less than the significant alpha level of 0.05 (at 95 percent confidence level). Hence, the hypothesis (H₁) that there is an association between the level of acceptance [Yes or No] with regard to *taking private coaching outside the college* across the type of college is accepted. In other words, a higher percentage of acceptance [Yes] of the respondents take private coaching for physical education outside the college is observed as we move from *Government College* to the *Private Aided institutions*. In essence, it is observed the percentage of respondents saying

‘No’ with respect to Private aided institution is 41.9 percent and ‘Yes’ is 31.4 percent, whereas the percentage of respondents saying ‘No’ with respect to Government institution is 58.1 percent and ‘Yes’ is 68.6 percent. Hence, the respondents of Government institution seem to be more significantly satisfied as compared to Private College with the physical education program in their respective colleges.

When asked on whether any kind of motivational incentives and support given by your college to sports participation by the students, the views are depicted in Fig 9. Firstly, it is observed that 54.2 percent of the respondents from Government College and 45.8 percent of respondents from Private aided institution acknowledge that certain grace marks would be provided to those individuals who excel in sports activities. In continuation, 61.6 percent of respondents from the Government College and 38.4 percent of the respondents from the Private aided institution acknowledge that they will get sports scholarship from the respective colleges. Similarly, 57.3 percent of respondent from the Government College and 42.7 percent of the respondents from the Private aided institution agree that they will get awards and rewards for excellent performance in sports from the management of respective colleges. Likewise, it is also observed that 52.1 percent of respondents from the Government College and 47.9 percent of the respondents from the Private aided institutions acknowledge that they will get attendance for being absent due to sports participation and so on.

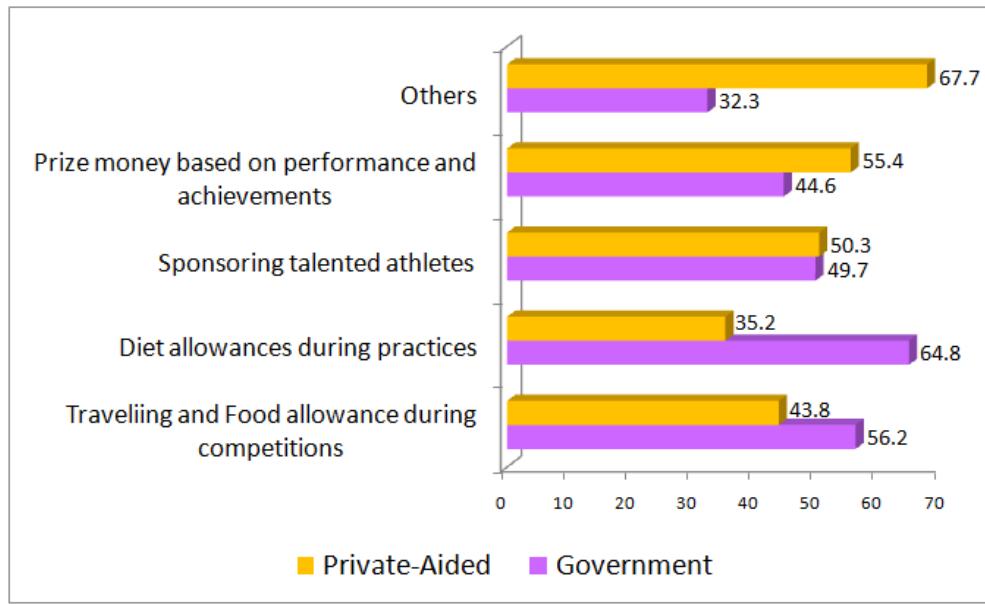


Figure 9. Motivational incentives and support given by your college to sports participation

Exploratory Factor Analysis (EFA)

Exploratory Factor Analysis (EFA) is designed for situations where links between the observed and latent variables are unknown or uncertain. Hence after the formulation of questionnaire items, an EFA would be conducted to determine the extent to which the item measurements are related to the latent constructs or dimensions. In this context, 31 questions were asked to the respondents to rate their views on likert scale measurement about sports related activities. Thus these 31 questions were subjected to EFA through Principle Component Analysis (PCA) technique and labeling of each factor is done appropriately¹ in Table 11.

¹ The factor analysis result through PCA technique is provided in Appendix – I.

Table 11.

Factor labeling of 31 items related to women sports

Variable (question) name	Dimension
The principal is knowledgeable regarding sports The principal interested in sports The principal is aware of the Physical Education Programmes conducted in the college The principal is aware of the performances of the college teams	College Principal's consciousness towards sports
The programmes meet the needs of the students The programmes satisfy the goals of physical education The programme conducted is appropriate to age and capability Activities provide opportunities for wide range of movements	Quality of sports programmes
The facilities available are standard and meet the requirement Equipment available is sufficient to conduct the activities Maintenance of facilities is satisfactory The budget allotment is satisfactory to meet the needs of the programme	Fiscal allocation and Maintenance of sports activities
Availability of outdoor environment is satisfactory There is sufficient cooperation by parents/administration Weather conditions are suitable for classes Other teachers actively involved in sports activities and encourage students participation	Encouragement and Cooperation to Sports
Physical education programme is compulsory in the college The physical education teachers are adequate in number to conduct the activities I am interested in physical education	Importance to Physical Education
The relationship with the principal is good There is no undue interference in work from other departments There is no undue interference in the work from the Principal/Management	Work Functioning of the Principal

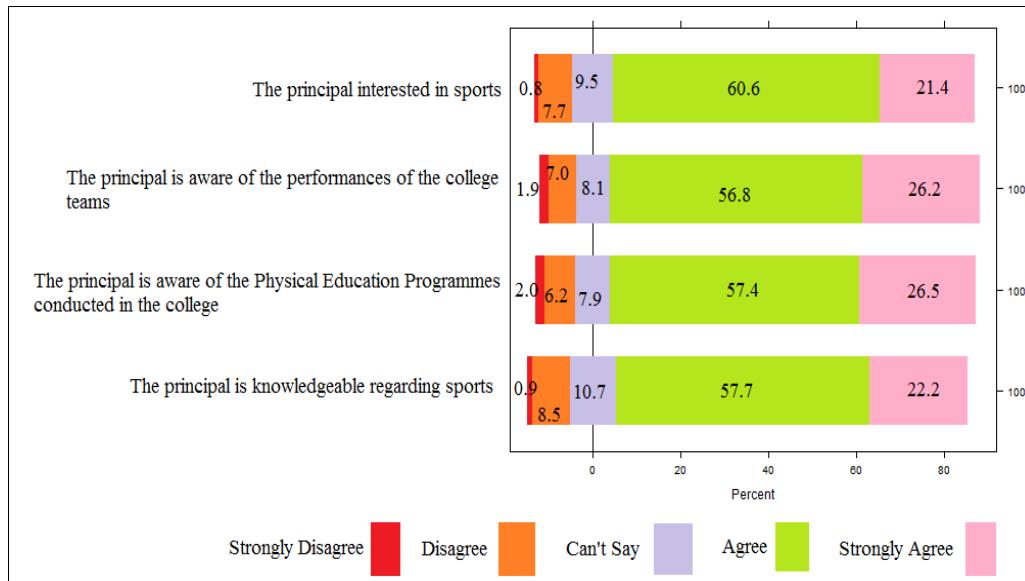


Figure 10. Diverging Stacked Bar Graph of College Principal's consciousness towards sports dimension

Firstly, from Figure 10 it is observed that 21.4 percent of them strongly agree and 60.6 percent of them agree that the *principal is interested in sports*. Cumulatively, about 82 percent of respondents have asserted positively with respect to above statement. However, 9.5 percent of respondents did not give any comments to the above statement. On the other, 7.7 percent of them disagree and another 0.8 percent strongly disagree to the statement that *Principal is interested in sports*. Similarly, it is also observed that 26.2 percent of them strongly agree and 57.2 percent of them agree that the *principal is aware of the performances of the college teams*. Cumulatively, about 84 percent of respondents have ranked positively with respect to above aspect. 8.1 percent of respondents did not give any comments to the above statement. On

the other, 7.0 percent of them disagree and another 1.9 percent strongly disagree to the statement that *principal is aware of the performances of the college teams.*

Further, from Figure 10 it is observed that 26.5 percent of them strongly agree and 57.4 percent of them agree that the *principal is aware of the physical education programmes conducted in the college*. Cumulatively, about 84 percent of respondents have asserted positively with respect to above statement. However, 7.9 percent of respondents did not give any comments to the above statement. On the other, 6.2 percent of them disagree and another 2.0 percent strongly disagree to the statement that *principal is aware of the physical education programmes conducted in the college*. Similarly, it is also observed that 22.2 percent of them strongly agree and 57.7 percent of them agree that the *principal is knowledgeable regarding sports*. Cumulatively, about 80 percent of respondents have ranked positively with respect to above aspect. 10.7 percent of respondents did not give any comments to the above statement. On the other, 8.5 percent of them disagree and another 0.9 percent strongly disagree to the statement that *principal is knowledgeable regarding sports*.

From Fig 11 it is observed that 17.3 percent of them strongly agree and 58.0 percent of them agree that the *Sports Activities provide opportunities for wide range of movements*. Cumulatively, about 85 percent of respondents have asserted positively with respect to above statement. However, 11.8 percent of respondents did not give any comments to the above statement.

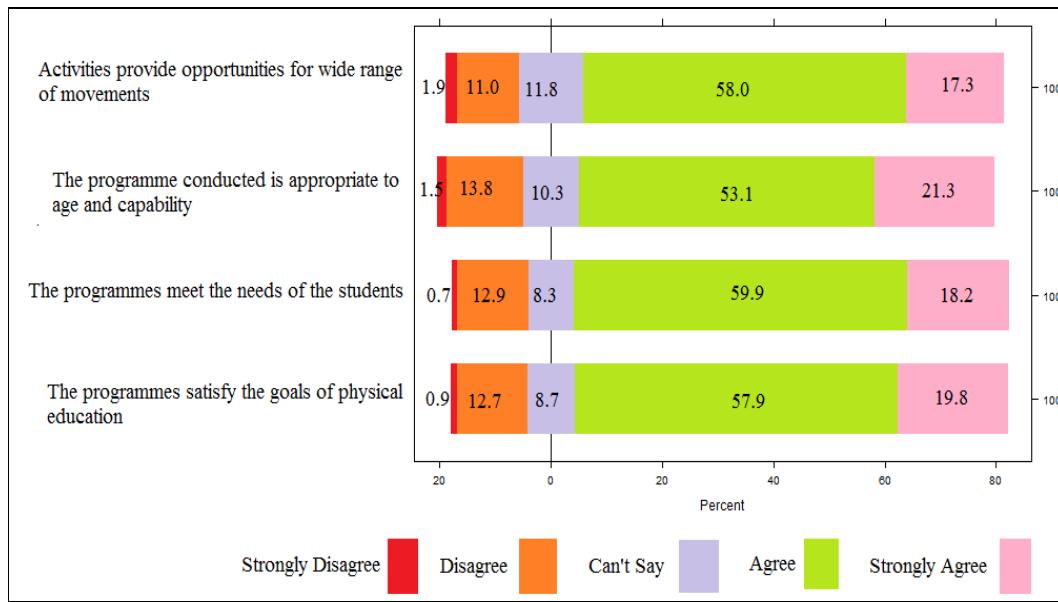


Figure 11. Diverging Stacked Bar Graph of *Quality of sports programmes* dimension

On the other, 11.0 percent of them disagree and another 1.9 percent strongly disagree to the statement that *Sports Activities provide opportunities for wide range of movements*. Similarly, it is also observed that 21.3 percent of them strongly agree and 53.1 percent of them agree that the *programme conducted is appropriate to age and capability*. Cumulatively, about 74 percent of respondents have ranked positively with respect to above aspect. 10.3 percent of respondents did not give any comments to the above statement. On the other, 13.8 percent of them disagree and another 1.5 percent strongly disagree to the statement that *programme conducted is appropriate to age and capability*.

In Continuation, it is observed that 18.2 percent of them strongly agree and 59.9 percent of them agree that the *programmes meet the needs of the*

students. Cumulatively, about 78 percent of respondents have asserted positively with respect to above statement. However, 8.3 percent of respondents did not give any comments to the above statement. On the other, 12.9 percent of them disagree and another 0.7 percent strongly disagree to the statement that *programmes meet the needs of the students*. Similarly, it is also observed that 19.8 percent of them strongly agree and 57.9 percent of them agree that the *programme satisfy the goals of physical education*. Cumulatively, about 78 percent of respondents have ranked positively with respect to above aspect. 8.7 percent of respondents did not give any comments to the above statement. On the other, 12.7 percent of them disagree and another 0.9 percent strongly disagree to the statement that *programme satisfy the goals of physical education*.

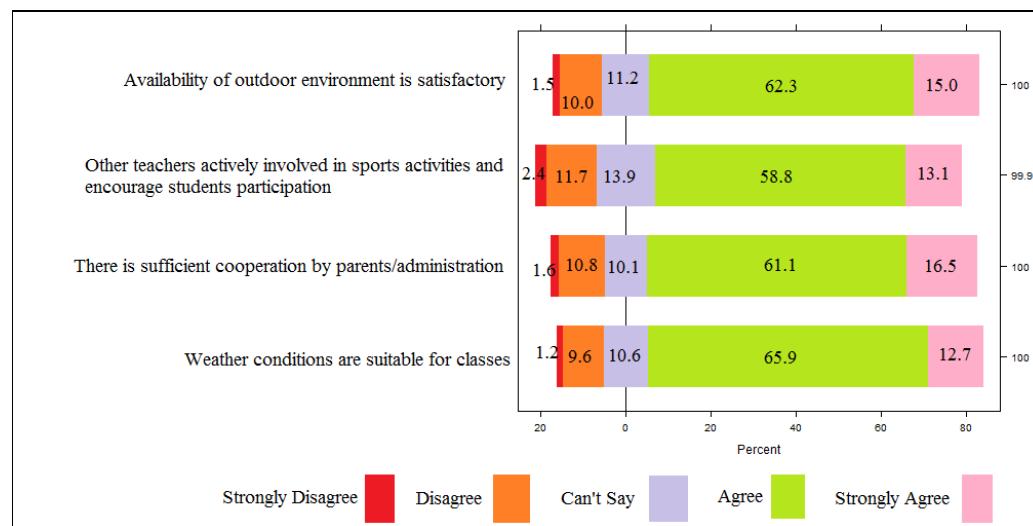


Figure 12. Diverging Stacked Bar Graph for *Encouragement and Cooperation to Sports* dimension

From Fig 12 it is observed that 15.0 percent of them strongly agree and 62.3 percent of them agree that *Availability of outdoor environment is satisfactory*. Cumulatively, about 79 percent of respondents have asserted positively with respect to above statement. However, 11.2 percent of respondents did not give any comments to the above statement. On the other, 10.0 percent of them disagree and another 1.5 percent strongly disagree to the statement that *Availability of outdoor environment is satisfactory*. Similarly, it is also observed that 13.1 percent of them strongly agree and 58.8 percent of them agree that *other teachers actively involved in sports activities and encourage students' participation*. Cumulatively, about 72 percent of respondents have ranked positively with respect to above aspect. 13.9 percent of respondents did not give any comments to the above statement. On the other, 11.7 percent of them disagree and another 2.4 percent strongly disagree to the statement that *other teachers actively involved in sports activities and encourage students' participation*.

In Continuation, it is observed that 16.5 percent of them strongly agree and 61.1 percent of them agree that *there is sufficient cooperation by parents/administration*. Cumulatively, about 77 percent of respondents have asserted positively with respect to above statement. However, 10.1 percent of respondents did not give any comments to the above statement. On the other, 10.8 percent of them disagree and another 1.6 percent strongly disagree to the statement that *there is sufficient cooperation by parents/administration*. Similarly, it is also observed that 12.7 percent of them strongly agree and 65.9

percent of them agree that *Weather conditions are suitable for classes*. Cumulatively, about 79 percent of respondents have ranked positively with respect to above aspect. 10.6 percent of respondents did not give any comments to the above statement. On the other, 9.6 percent of them disagree and another 1.2 percent strongly disagree to the statement that *Weather conditions are suitable for classes*.

From Fig 13 it is observed that 26.2 percent of them strongly agree and 50.6 percent of them agree that *they are interested in Physical Education*. Cumulatively, about 77 percent of respondents have asserted positively with respect to above statement. However, 10.5 percent of respondents did not give any comments to the above statement. On the other, 10.2 percent of them disagree and another 2.5 percent strongly disagree to the statement that *they are interested in Physical Education*. Similarly, it is also observed that 25.4 percent of them strongly agree and 52.1 percent of them agree that *Physical education is compulsory in the college*. Cumulatively, about 78 percent of respondents have ranked positively with respect to above aspect. 9.3 percent of respondents did not give any comments to the above statement. On the other, 9.7 percent of them disagree and another 2.5 percent strongly disagree to the statement that *Physical education is compulsory in the college*.

Similarly, it is also observed that 19.2 percent of them strongly agree and 53.9 percent of them agree that *the physical education teachers are adequate in number to conduct the sports activities*.

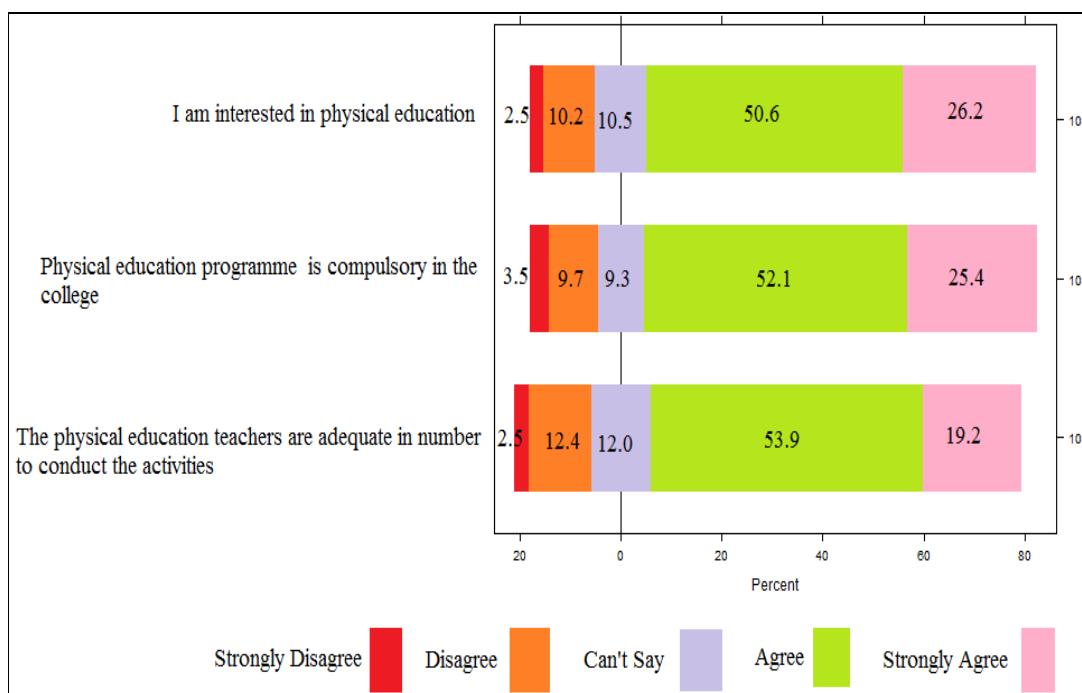


Figure 13. Diverging Stacked Bar Graph for ***Importance to Physical Education*** dimension

Cumulatively, about 73 percent of respondents have ranked positively with respect to above aspect. 12.0 percent of respondents did not give any comments to the above statement. On the other, 12.4 percent of them disagree and another 2.5 percent strongly disagree to the statement that *the physical education teachers are adequate in number to conduct the sports activities.*

From Fig 14 it is observed that 16.0 percent of them strongly agree and 58.0 percent of them agree that *available sports equipments are sufficient to conduct the sports activities.* Cumulatively, about 74 percent of respondents have asserted positively with respect to above statement. However, 11.9 percent of respondents did not give any comments to the above statement. On

the other, 12.1 percent of them disagree and another 2.0 percent strongly disagree to the statement that *available sports equipments are sufficient to conduct the sports activities*. Similarly, it is also observed that 13.4 percent of them strongly agree and 63.1 percent of them agree that *Maintenance of facilities is satisfactory*. Cumulatively, about 76 percent of respondents have ranked positively to the statement. 10.1 percent of respondents did not give any comments to the above statement. On the other, 11.6 percent of them disagree and another 1.8 percent strongly disagree to the statement that *Maintenance of facilities is satisfactory*.

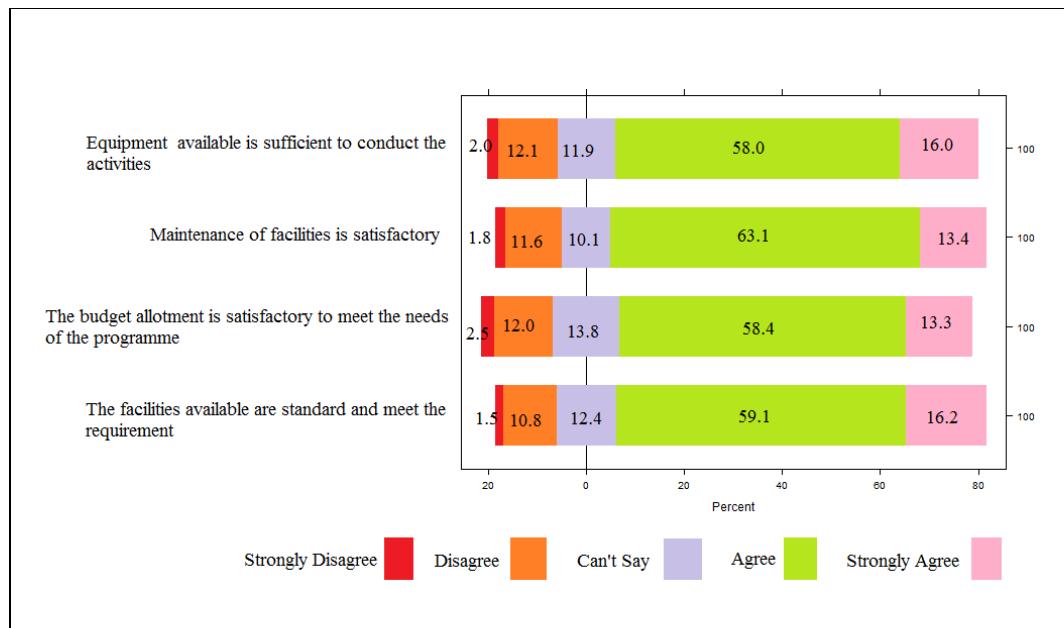


Figure 14. Diverging Stacked Bar Graph for **Fiscal allocation and Maintenance of sports activities** dimension

In Continuation, it is observed that 13.3 percent of them strongly agree and 58.4 percent of them agree that *the budget allotment is satisfactory to meet*

the needs of the programme. Cumulatively, about 72 percent of respondents have asserted positively with respect to above statement. However, 13.8 percent of respondents did not give any comments to the above statement. On the other, 12.0 percent of them disagree and another 2.5 percent strongly disagree to the statement that *the budget allotment is satisfactory to meet the needs of the programme*. Similarly, it is also observed that 16.2 percent of them strongly agree and 59.1 percent of them agree that *the facilities available are standard and meet the requirement*. Cumulatively, about 76 percent of respondents have ranked positively with respect to above aspect. 12.4 percent of respondents did not give any comments to the above statement. On the other, 10.8 percent of them disagree and another 1.5 percent strongly disagree to the statement that *the facilities available are standard and meet the requirement*.



Figure 15. Diverging Stacked Bar Graph for *Work Functioning of the Principal* dimension

From Fig 15 it is observed that 31.0 percent of them strongly agree and 58.4 percent of them agree that *the relationship with the principal is good*. Cumulatively, about 89 percent of respondents have asserted positively with respect to above statement. However, 6.4 percent of respondents did not give any comments to the above statement. On the other, 3.7 percent of them disagree and another 0.5 percent strongly disagree to the statement that *the relationship with the principal is good*. Similarly, it is also observed that 17.2 percent of them strongly agree and 53.1 percent of them agree that *there is no undue interference in work from other departments*. Cumulatively, about 70 percent of respondents have ranked positively to the statement. 15.0 percent of respondents did not give any comments to the above statement. On the other, 13.1 percent of them disagree and another 1.6 percent strongly disagree to the statement that *there is no undue interference in work from other departments*.

Further, it is also observed that 17.3 percent of them strongly agree and 53.0 percent of them agree that *there is no undue interference in work from the Principal or the Management*. Cumulatively, about 70 percent of respondents have ranked positively to the statement. 15.2 percent of respondents did not give any comments to the above statement. On the other, 13.3 percent of them disagree and another 1.2 percent strongly disagree to the statement that *there is no undue interference in work from the Principal or the Management*.

Table 12.

Rating of different miscellaneous parameters related to sports by the respondents by Type of college

	Government College				
	Excellent	Good	Average	Below average	Poor
The equipment available for the programmes	16.9	61.3	18.1	2.5	1.2
The facilities available for the programmes	16.0	53.0	24.7	4.4	1.90
Availability of outdoor environment	13.4	51.8	27.1	5.8	1.9
Budget allotment/Finance available	13.9	49.3	27.2	4.0	5.6
The conduct of the programme	15.2	58.4	21.8	3.4	1.3
Officiating of the programmes	13.6	54.0	27.1	2.9	2.4
Resource persons/experts utilised for the programmes	13.3	60.6	19.4	2.5	4.2
Private aided College					
	Excellent	Good	Average	Below average	Poor
The equipment available for the programmes	17.4	63.2	17.6	1.7	0.2
The facilities available for the programmes	16.0	57.7	23.2	2.5	0.6
Availability of outdoor environment	19.8	52.2	21.9	5.2	1.0
Budget allotment/Finance available	16.8	49.1	30.1	2.1	1.9
The conduct of the programme	29.3	41.4	23.8	4.0	1.5
Officiating of the programmes	10.3	54.0	29.7	4.9	1.1
Resource persons/experts utilised for the programmes	13.0	56.9	22.6	4.2	3.3

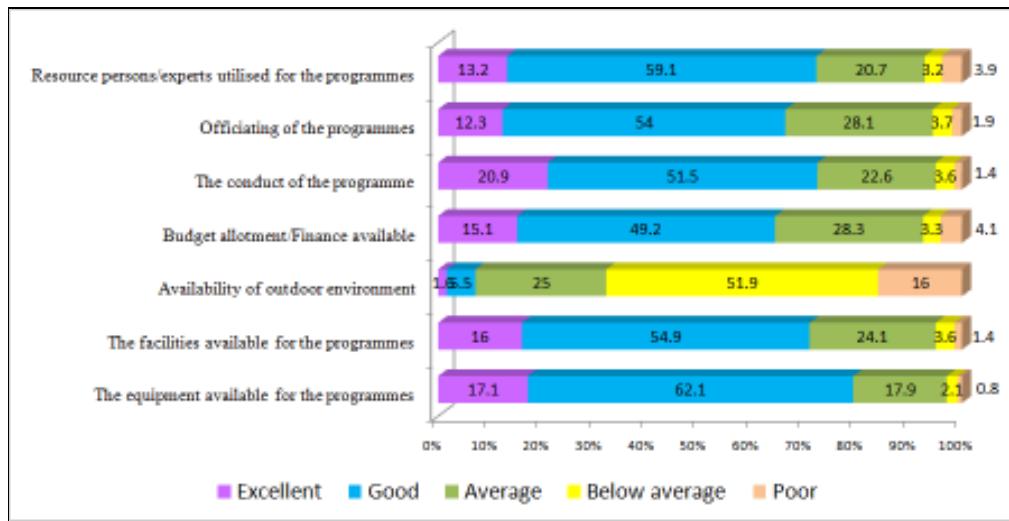


Figure 16. Rating of different miscellaneous parameters related to sports by the respondents

Table 13: Results of t-test between type of college and *consciousness towards sports dimension*.

Variable	Type of school	N	Mean	SD	t-value	p-value
<i>consciousness towards sports by the principal</i>	Government	728	8.017	2.737	0.626	0.532
	Private Aided	476	7.918	2.654		

Test of Hypotheses:

Hypothesis # 3

H_0 : There is no significant difference in mean agreement scores of first dimension namely *consciousness towards sports* between the Students belonging to Government college and private aided college.

H_1 : There is a significant difference in mean agreement scores of first dimension namely *consciousness towards sports* between the Students belonging to Government college and private aided college.

Independent t-test result:

From the above t-test result, it is observed that

There is no significant difference (see table 13) in mean *consciousness towards sports* rating score between the students of Government and Private Aided institution ($t= 0.626$, $p>0.05$) dimension at 5% level of significance. Hence, the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. Thus, one would conclude that the agreement (strongly disagree to strongly agree) of students of both Government and Private aided institution on the *consciousness towards sports* by the respective principals remains the same.

Hypothesis # 4:

H_0 : There is no significant difference in mean agreement score of second dimension namely *Quality of sports programmes* between the Students belonging to Government college and private aided college.

H_1 : There is a significant difference in mean agreement score of second dimension namely *Quality of sports programmes* between the Students belonging to Government college and private aided college.

Independent t-test result:

From the above t-test result, it is observed that

There is no significant difference (see table 14) in mean *Quality of sports programme* rating score between the students of Government and Private Aided institution ($t = -1.284$, $p > 0.05$) dimension at 5% level of significance. Hence, the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. Thus, one would conclude that the agreement (strongly disagree to strongly agree) of students of both Government and Private aided institution on the *Quality of sports Programmes* aspect remains the same.

Table 14: Results of t-test between type of college and *Quality of sports programmes dimension.*

Variable	Type of school	N	Mean	SD	t-value	p-value
<i>Quality of sports programmes</i>	Government	756	8.224	3.103	-1.284	0.199
	Private Aided	491	8.448	2.732		

Hypothesis # 5:

H_0 : There is no significant difference in mean agreement score of third dimension namely *Fiscal allocation and Maintenance of sports activities* between the Students belonging to Government College and private aided college.

H_1 : There is a significant difference in mean agreement score of third dimension namely *Fiscal allocation and Maintenance of sports activities* between the Students belonging to Government College and private aided college.

Independent t-test result:

From the above t-test result, it is observed that

There is no significant difference (see table 15) in mean *Fiscal allocation and Maintenance of sports activities* rating score between the students of Government and Private Aided institution ($t= 0.870$, $p>0.05$) dimension at 5% level of significance. Hence, the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. Thus, one would conclude that the agreement (strongly disagree to strongly agree) of students of both Government and Private aided institution on the *Fiscal allocation and Maintenance of sports activities* by the respective principals remains the same.

Table 15.

Results of t-test between type of college and Fiscal allocation and Maintenance of sports activities dimension.

Variable	Type of school	N	Mean	t-value	p-value
Fiscal allocation and Maintenance of sports activities	Government	741	8.64 ± 2.94		
	Private Aided	493	8.49 ± 2.70	0.870	0.384

Hypothesis # 6:

H_0 : There is no significant difference in mean agreement score of fourth dimension namely *Encouragement and Cooperation to Sports* between the Students belonging to Government College and private aided college.

H_1 : There is a significant difference in mean agreement score of fourth dimension namely *Encouragement and Cooperation to Sports* between the Students belonging to Government College and private aided college.

Independent t-test result:

From the above t-test result, it is observed that

There is no significant difference (see table 16) in mean *Encouragement and Cooperation to Sports* rating score between the students of Government and Private Aided institution ($t= - 1.466$, $p>0.05$) dimension at 5% level of significance. Hence, the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. Thus, one would conclude that the agreement (strongly disagree to strongly agree) of students of both Government and Private aided institution on the *Encouragement and Cooperation to Sports* by the respective principals remains the same.

Table 16.

Results of t-test between type of college and Encouragement and Cooperation to Sports dimension.

Variable	Type of college	N	Mean ± SD	t-value	p-value
Encouragement and Cooperation to Sports	Government Private Aided	738 489	8.26 ± 2.89 8.50 ± 2.69	-1.466	0.143

Hypothesis # 7:

H_0 : There is no significant difference in mean agreement score of fifth dimension namely *Importance given to Physical Education* between the Students belonging to Government College and private aided college.

H_1 : There is a significant difference in mean agreement score of fifth dimension namely *Importance given to Physical Education* between the Students belonging to Government college and private aided college.

Independent t-test result:

From the above t-test result, it is observed that

There is a significant difference (see table 17) in mean *Importance given to Physical Education* rating score between the between the students of Government and Private Aided institution ($t = -2.710$, $p < 0.05$) dimension at 5% level of significance. Hence, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. As the mean rating score of Private aided institution respondents (mean = 6.578) is higher than respondents

(students) of Government (mean=6.210) institution, one would conclude that students belonging to Private aided institutions are agreeing strongly that *Importance to Physical Education* is well understood by both the principal and the college staff.

Table 17.

Results of t-test between type of college and Importance given to Physical Education dimension.

Variable	Type of school	N	Mean ± SD	t-value	p-value
<i>Importance given to Physical Education</i>	Government	760	6.21 ± 2.3		
	Private	494	6.57 ± 2.43	-2.710	0.007*
	Aided				

* Significant at 5 % level.

Hypothesis # 8:

H_0 : There is no significant difference in mean agreement score of Sixth dimension namely satisfaction regarding *Work Functioning of the Principal* between the Students belonging to Government College and private aided college.

H_1 : There is a significant difference in mean agreement score of fourth dimension namely satisfaction regarding *Work Functioning of the Principal* between the Students belonging to Government College and private aided college.

Independent t-test result:

From the above t-test result, it is observed that:

There is a significant difference (see table 18) in mean *Work Functioning of the Principal* dimension rating score between the students of Government and Private Aided institution ($t = -2.778$, $p < 0.05$) dimension at 5% level of significance. Hence, the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. As the mean rating score of Private aided institution respondents (mean = 6.314) is higher than respondents (students) of Government (mean = 5.943) institution, one would conclude that students belonging to Private aided institutions are agreeing strongly that *Work Functioning of the Principal* is better and oriented towards improving the sports culture in their respective colleges.

Table 18.

Results of t-test between type of college and Work Functioning of the Principal dimension.

Variable	Type of school	N	Mean \pm SD	t-value	p-value
Work Functioning of the Principal	Government	743	5.94 ± 2.40	-2.778	0.006*
	Private Aided	489	6.31 ± 2.14		

* Significant at 5 % level.

III. PROFILE AND FUNCTIONING OF PHYSICAL EDUCATION DIRECTORS

A total of fifty one physical education directors have responded to the study, who are working in both Urban and Rural colleges in the selected sample districts of Karnataka. From the profile of the respondents, it is observed from Figure 17 that 73 percent of the respondents (physical education directors) are male and remaining 27 percent of them are female. This indicates the workforce of physical education in colleges is dominated by males which also could have an effect of female participation in sports.

Similar to women participation in sports, the women workforce in physical education seems to be correlated, as only a quarter of the respondents belong to the female gender. When the student population is almost equal among both genders, this lop sided equation in physical education directors needs to be addressed.

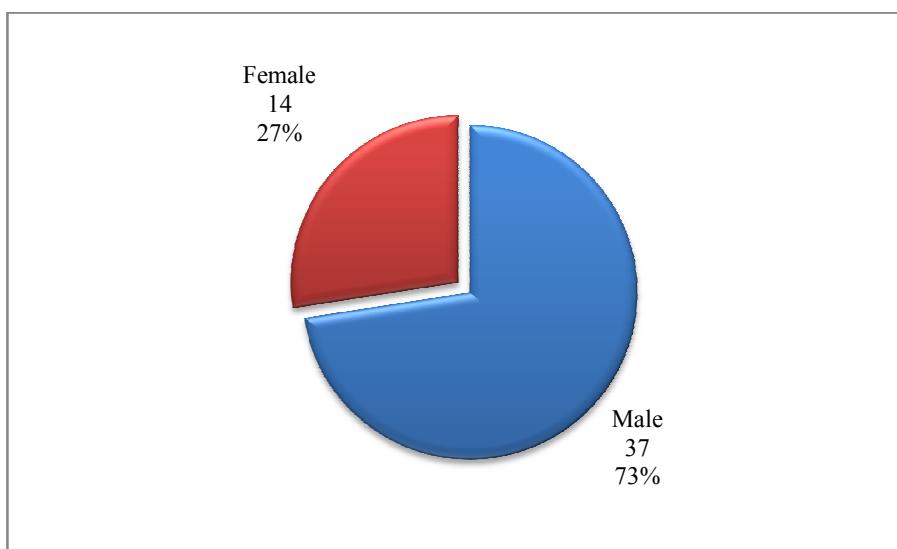


Figure 17. Gender representation of Physical Education Directors

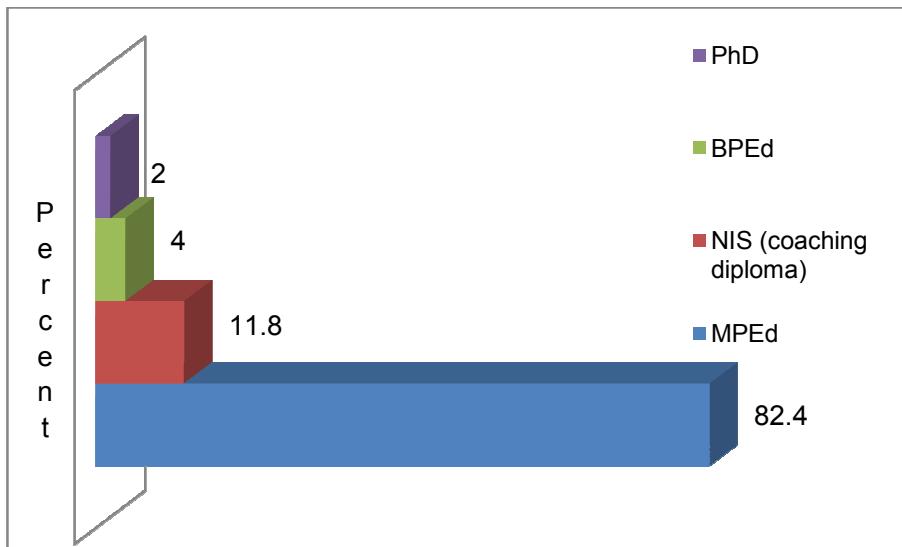


Figure 18. Professional Qualifications of Physical Education Directors

It is observed from Figure 18 that 82.4 percent of the respondents have completed post graduation in Physical Education – which is a mandatory requirement to work as physical directors in the college. Similarly, 11.8 percent have attained coaching diploma in sport related programmes conducted by the National Institute of Sports, Sports Authority of India. Four percent have completed graduation in B.P.Ed only which actually indicates under qualification to work in colleges, and only two percent completing their doctoral degree.

A look into the professional qualifications gives the picture regarding the seriousness of the physical education directors in achieving higher qualifications. A professional reaching out for higher degrees speaks volumes about the professionalism and zeal to work harder towards achieving the institutional objectives in his or her field of choice. A few of the physical

education directors (BPEd) do not yet have the minimum qualifications to work in a college. The majority of the physical education directors being satisfied with only the basic degree (MPEd) may send the wrong message of complacency. It is also encouraging to see that some of them have also done the extra qualifications for a coaching diploma in the game of their choice.

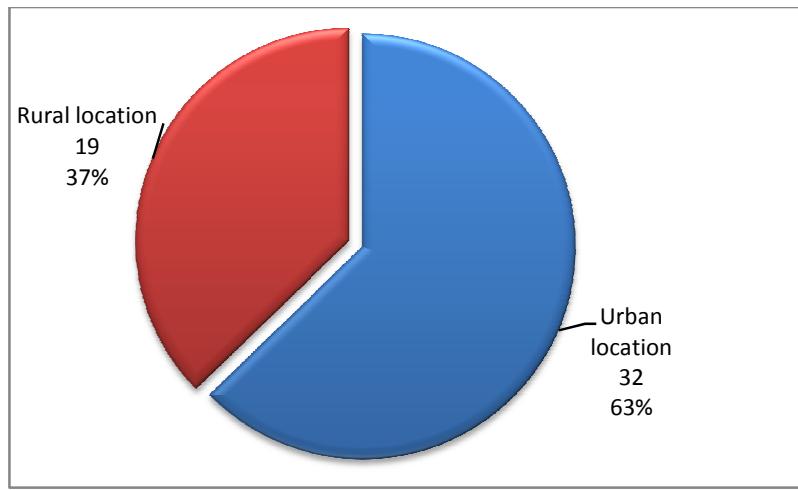


Figure 19. Location of college

On the issue of selection of respondents in the survey, 63 percent of (Figure 19) the respondents are working in those colleges situated in the Urban location while more than one third (37 percent) of the physical education directors under the sample study working in rural colleges of the state. This would indicate that a major number of colleges are situated in rural areas. Furthermore, responding on the issue of present nature of their work, it is observed from Figure 20 that nearly three fourth (73 percent) of the respondents are on permanent pay roll while about one fourth (23 percent) of

them are working as physical education directors on temporary basis. This is a positive sign which would draw commitment from physical education directors in their professional engagements, while still, the number of temporary appointed staff may prove to be significant in affecting sports promotion.

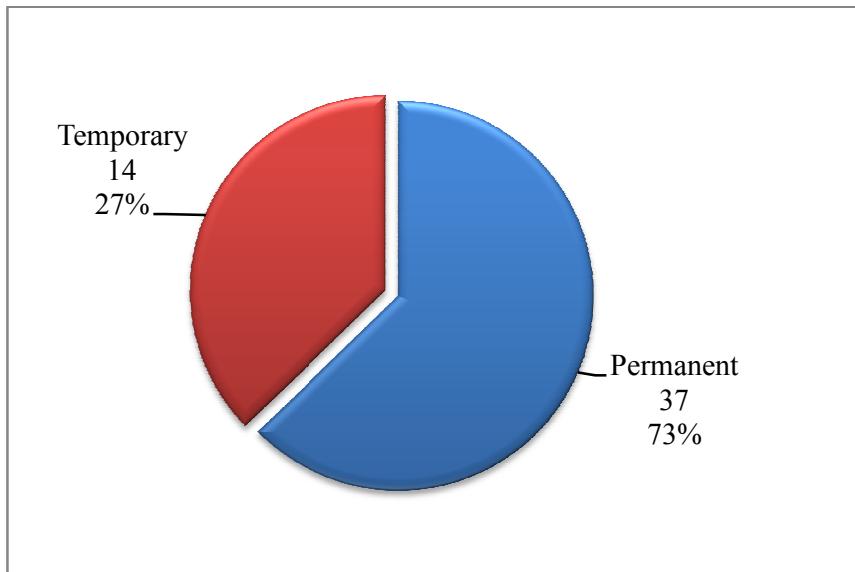


Figure 20. Nature of job of Physical Education Directors

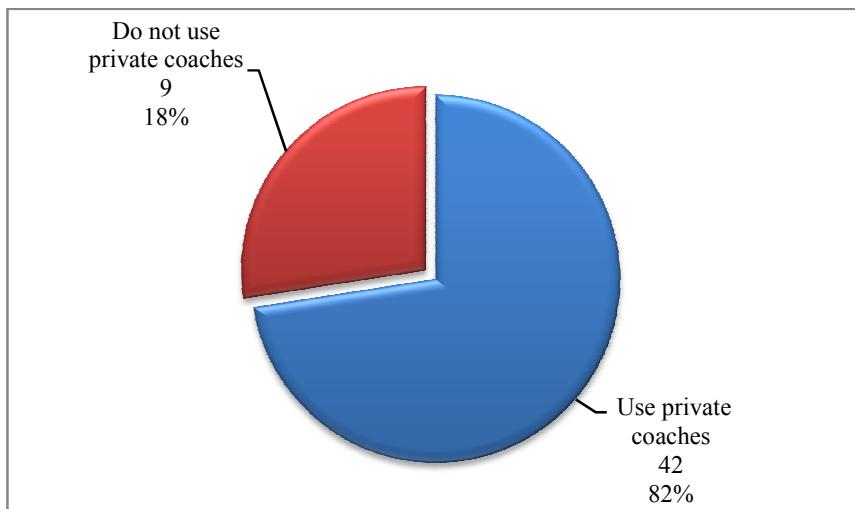


Figure 21. Use of private/state sponsored coaches/ accomplished athletes for coaching

When asked on whether the respondents seek the help of private/state sponsored coaches/ accomplished athletes for coaching the teams at the college level, it is observed from Figure 21 that 82 percent of them categorically state that they do not seek the help of external coaches or athletes to train the students in their respective colleges. On the other hand, 18 percent of the physical educational directors indeed acknowledged that they would bring the external expertise to guide or coach the students in various sports.

The point of contention is that in the present scenario in colleges as is customary in the colleges, physical education and sports takes a backseat as compared to academic engagements. Therefore only one physical education director is appointed irrespective of the number of students present. Additionally no external coaches or experts in games are appointed on ad hoc or temporary basis to coach the teams. This is reflected in Figure 21 as only those colleges who really aim to achieve excellence in sports employ the services of additional coaches and the number of such colleges is very few.

Another hurdle for utilizing private coaches is the lack of financial resources accorded to sports activities which will indeed have an effect on this issue. This will certainly put sports development in the backseat and along with that female empowerment through sports cannot be expected.

Table 19

Nature of work of the physical education directors

Nature of Physical Education duties	Frequency	Percent
Only Coaching	4	7.9
Both coaching and Administrative / Managerial	47	92.2
Total	51	100.0

Answering to the query on the work profile, 92.2 percent of the respondents informed that they have to carry out multiple tasks pertaining to administration and management issues along with their regular work profile of coaching the students. On the contrary, only 7.9 percent were found to be lucky enough to get to do only their tasks to which they are appointed – only coaching activities in the college (Table 19).

In continuation, when asked on the methods adopted in coaching the students in sports, 95.9 percent (Fig 6) of them overwhelmingly stated that they give importance to both theory as well as practical session. Similarly, 71.4 percent of the respondents said that they adopt feedback strategy – in which they discuss with students and get their opinion on the method of teaching the sports. Furthermore, 40.8 percent of the respondents disclosed that they use more of interactive media – usage of more of audio-video based classes to teach sports to the students. Another 10.2 percent of the respondents

categorically stated that they give more emphasis on the practical rather than theoretical aspects while only two percent of them stating that they teaching more of theoretical aspects of sports only.

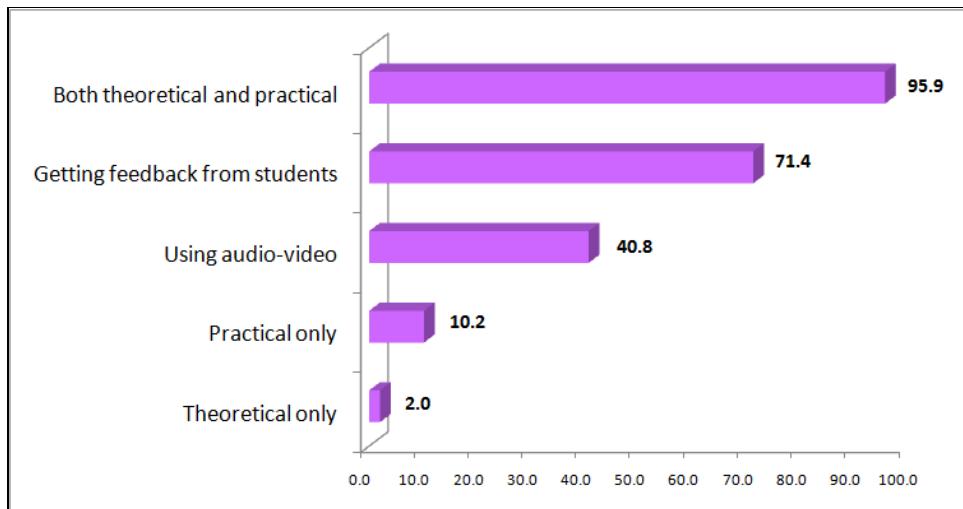


Figure 22. Methods used in teaching/coaching physical education

Note. As the above question is a multiple choice based, the sum of the percentages is more than 100.

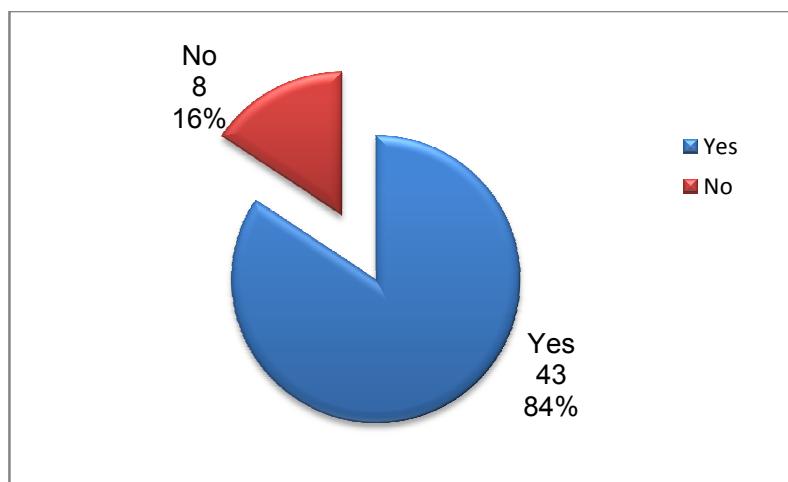


Figure 23. Compulsion of physical education classes/ activities for the students

Answering to the query on whether physical education classes are mandatory as part of the academic courses for the students, not surprisingly 84 percent (Figure 23) of the respondents acknowledged that physical education classes are not compulsory for the students while 16 percent of them accept that physical education classes are indeed mandatory as part of the academic curriculum of the students. As expected a majority of the students agree that physical education and sports is not compulsory and it is so, but the purpose of the query was to find out if the students make it compulsory for themselves to participate and derive the benefits of such participation. It seems that only the 16 percent of students who have said that sports is compulsory are seriously involved in sports.

In continuation, when asked to the respondents on the kind of sports activities that are currently offered to students in their respective colleges, it is observed from Figure 24 that Throw ball, Volley ball and Kho – Kho are three topmost sports to which all the respondents unanimously acknowledging the sports that are being imparted to the students. Likewise, the other sports to which the percentage of the respondents marked in accordance are Ball Badminton - 91.8; Kabbadi – 87.8; Track and Field events – 85.7 percent; Badminton – 81.6 percent; Chess – 79.6 percent; Hand ball - 67.3 percent; Hockey – 55.1 percent of the respondents.

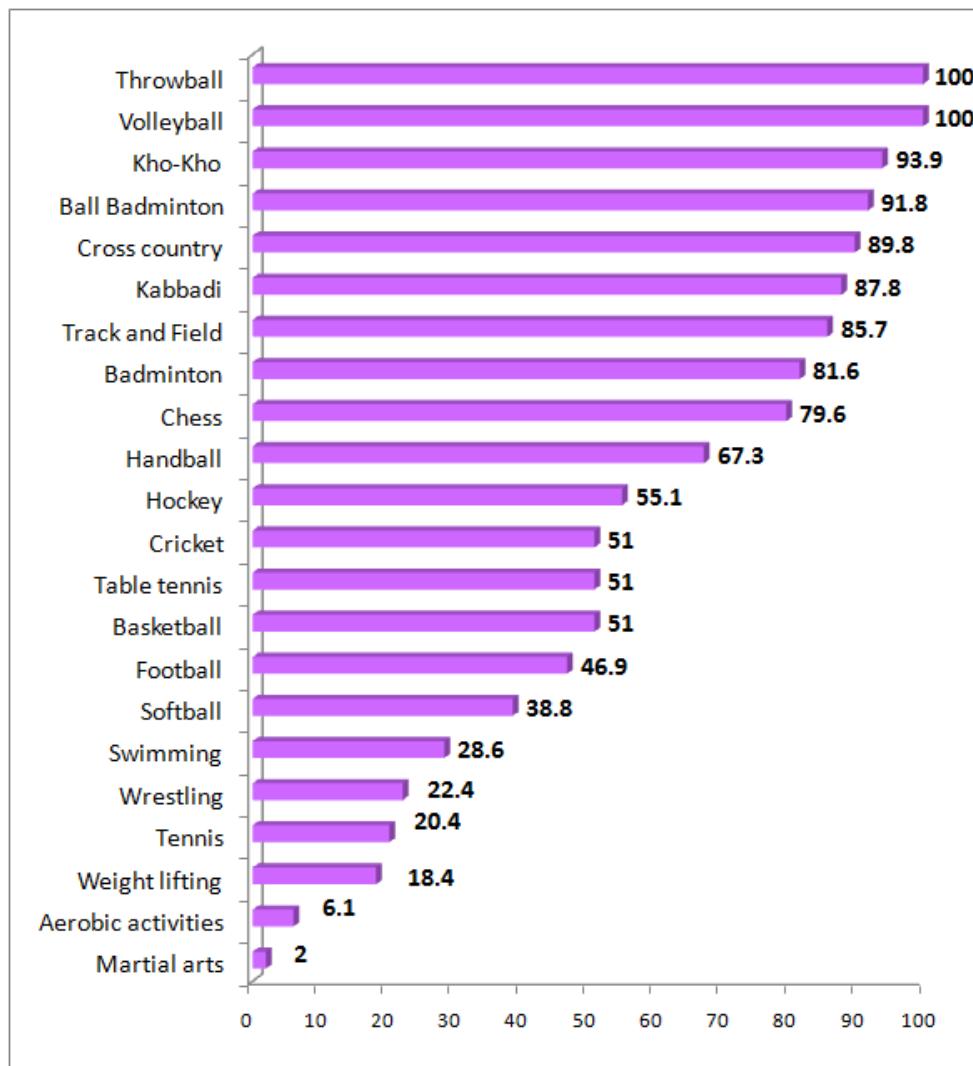


Figure 24. Sport activities/games offered to the students

Note. As the above question is a multiple choice based, the sum of the percentages is more than 100.

The next query pertained to the linkage between the participation in Physical education activities and grading of the students in the academic performance. In this regard, about 90 percent (Figure 25) of the respondents acknowledged on a negative note that there is no association between the

participation in physical education activities and receiving more marks in their academic performance. Yet, on the other, only 10 percent of the physical education directors under the sample study said that the institution would provide some grading marks for those students representing college in sports.

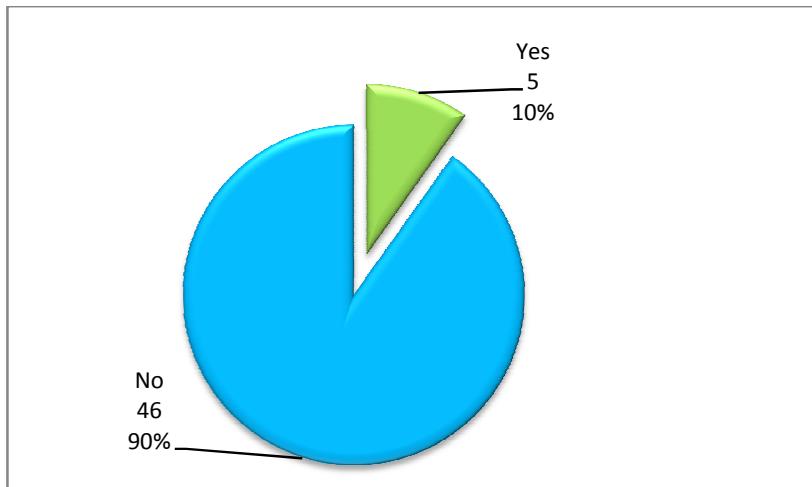


Figure 25. Participation in physical education - grading the students in academic performance

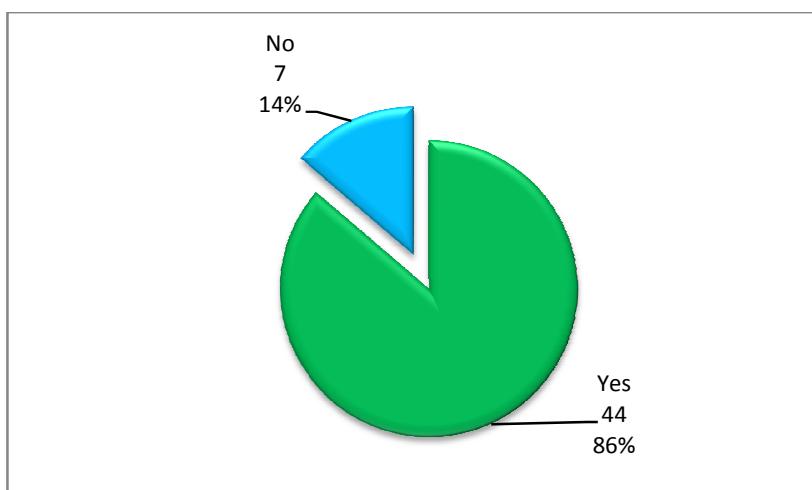


Figure 26. Presence of separate departmental office

Furthermore, it has clearly emerged from the percentage graph depicted in Figure 26 that more than 85 percent of the colleges under the sample study have ensured a separate department office for Physical education while 14 percent of the respondents disclosed that there is no separate departmental office provided by their college management. In addition, with regard to infrastructure provided to the departmental office, it emerged that department has been provided with computers.

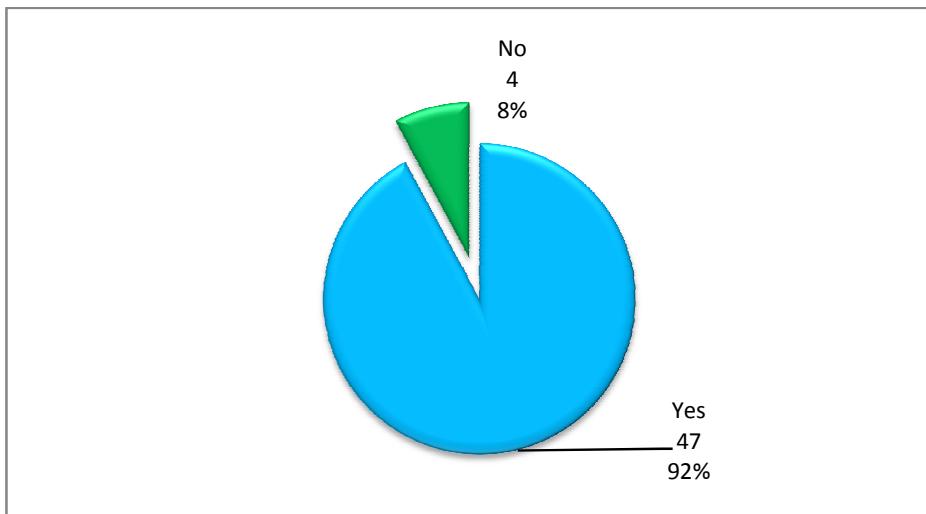


Figure 27. Satisfaction with work conditions in office

When asked about their level of satisfaction with regard to the working condition at their respective colleges, it clearly emerged that 92 percent of the respondents are satisfied while rest eight percent of them seem not satisfied with the working conditions at their respective offices.

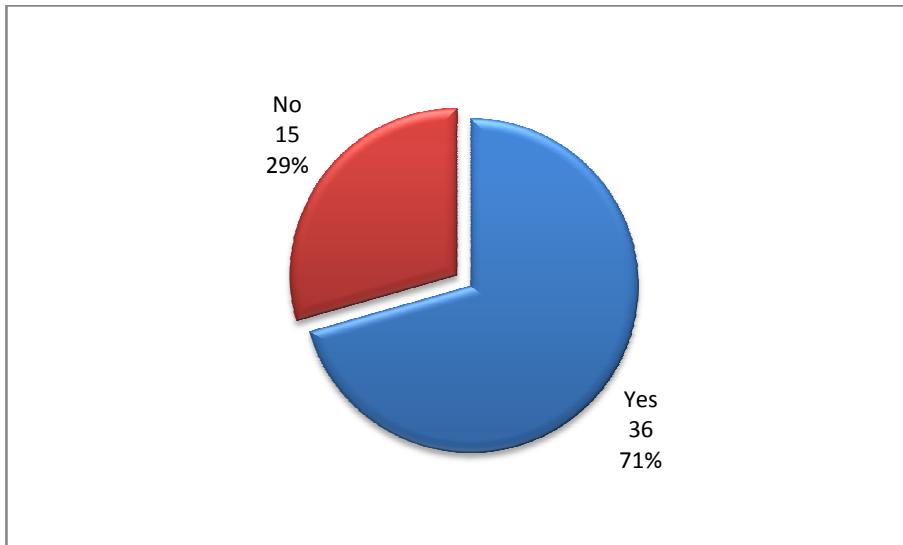


Figure 28. Opinion about success in attracting students towards sports

Answering to the query on whether the sports is still followed as a co-curricular/Extracurricular activity in the college and whether the physical education directors has been successful in attracting more number of students towards participation in sports activities, it is observed from Figure 28 that 70 percent of them affirmatively state that sports is still considered as an extra Curricular activity and indeed they have been successful in attracting more number of students towards participation in sports activities. Yet, surprisingly, nearly one third (about 30 percent) of the respondents believe that sports is not yet considered as a co-curricular activity by both the students and the management and in a way agreeing that as a physical educations directors they have failed to attract more number of students towards participation in sports activities.

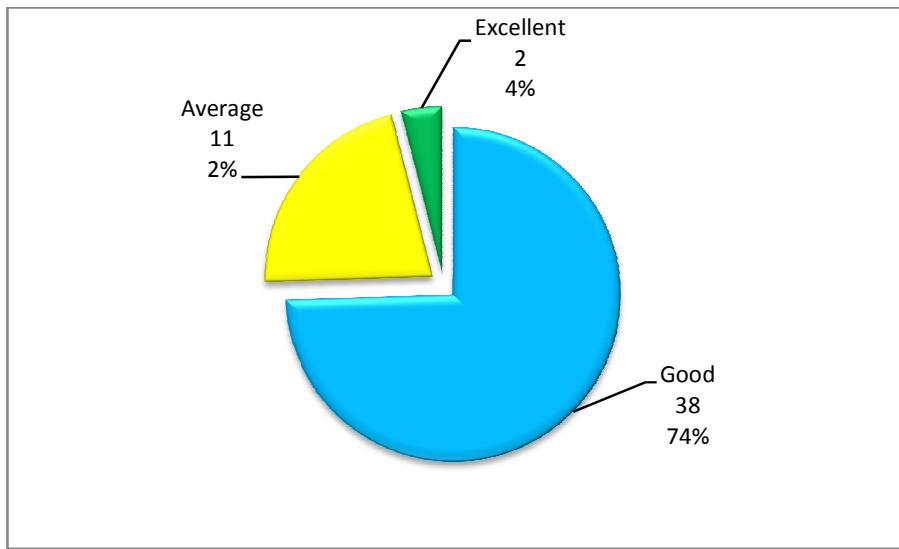


Figure 29. Rating of Principal's contribution towards sports

As the head of the institution, it becomes very important the role of the principal in the promotion of sports activities at the college level. In this regard, when asked the respondents to assess the supporting role or the contribution of the principal in supporting the sports activities to its excellence, the result is depicted in Figure 13. Accordingly, nearly three fourth (74 percent) of them rated as “good” on the cooperation or contribution of their respective college principals in supporting the sports activities while 22 percent rated as “Average”. Only two percent of them rated as “Excellent” with respect to the cooperation of the head of the institution in supporting the sports activities.

Commenting on the issue of existence of any method to evaluate the performance of physical education programmes, 86 percent (Figure 30) stated categorically that no method exists to evaluate the performance or the

implementation of physical education programmes in their respective colleges. Nonetheless, 14 percent (about seven respondents) said that there indeed exists an evaluation methodology for physical education programmes.

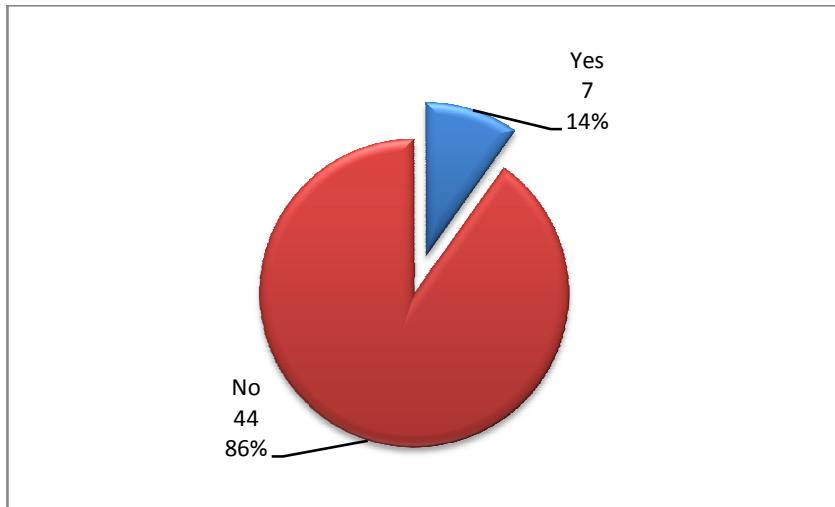


Figure 30. Method of evaluation of the physical education programmes

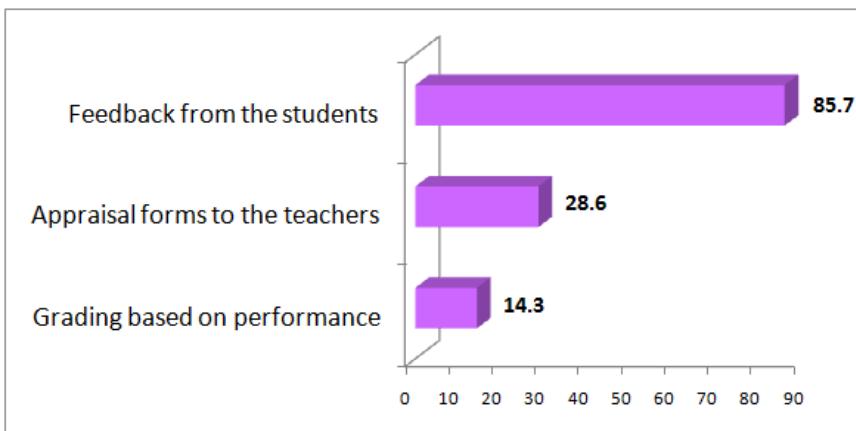


Figure 30a. The system of evaluation adopted in the college

Note. N = 7. As the above question is a multiple choice based, the sum of the percentages is more than 100.

Among those seven respondents having stated that there is an evaluation process in place for physical education programmes, 85.7 percent of them said that have the system of obtaining periodical feedback from the students regarding the physical education programmes while 28.6 percent of them said that they have adopted the concept of appraisal forms where in the students are requested to assess the physical educational programmes by filling up certain questions. Another 14.3 percent of the respondents said that grading of sports programmes is carried based on the performance of the physical education directors (Figure 30a).

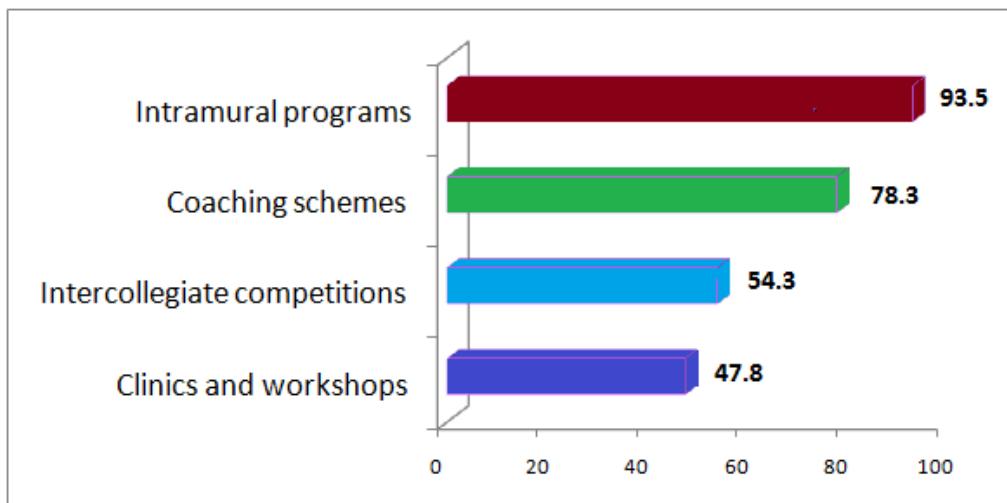


Figure 31. Physical education and sports programs conducted by the college

Note: As the above question is a multiple choice based, the sum of the percentages is more than 100.

In further continuation with the kind of sports programmes conducted in their respective colleges, as indicated in Figure 31, it emerged that 93.5 percent of the respondents informed that they conducted intramural programs in their

colleges, while 78.3 percent of the respondents said that they have coaching schemes at their disposal. Another 54.3 percent of the respondents said that intercollegiate competitions are conducted regularly as part of physical educational programmes and finally 47.8 percent of them disclosed that they conducted sports clinics and workshops as part of sports programmes in their college to promote sports events.

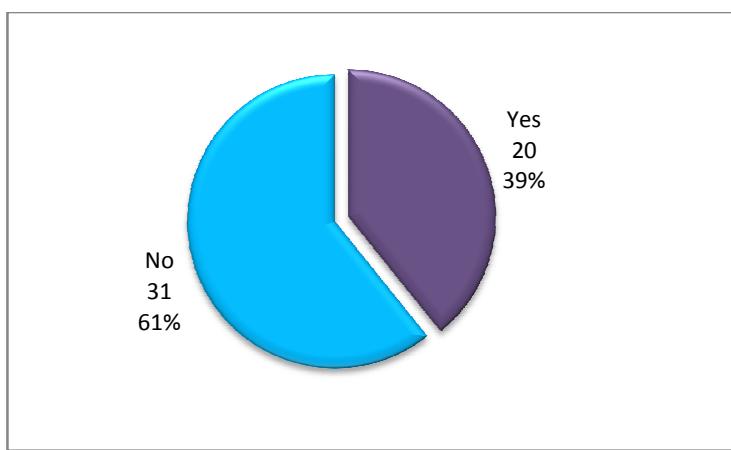


Figure 32. Conduct of coaching camps

Table 20: Response of athletes towards the coaching camps regarding participation

Opinion	Frequency	Percent
Excellent	8	15.7
Good	11	21.6
Average	31	60.8
Below average	1	2.0
Total	51	100.0

When asked to rate the response of women sports persons on the participation of the students in coaching camps conducted by their respective departments, 60.8 percent (Table 20) of the respondents said rated as “average” while 21.6 percent rated as “Good”. Only eight percent of them rated as “Excellent” with respect to response of female athletes towards the coaching camps conducted by their respective departments.

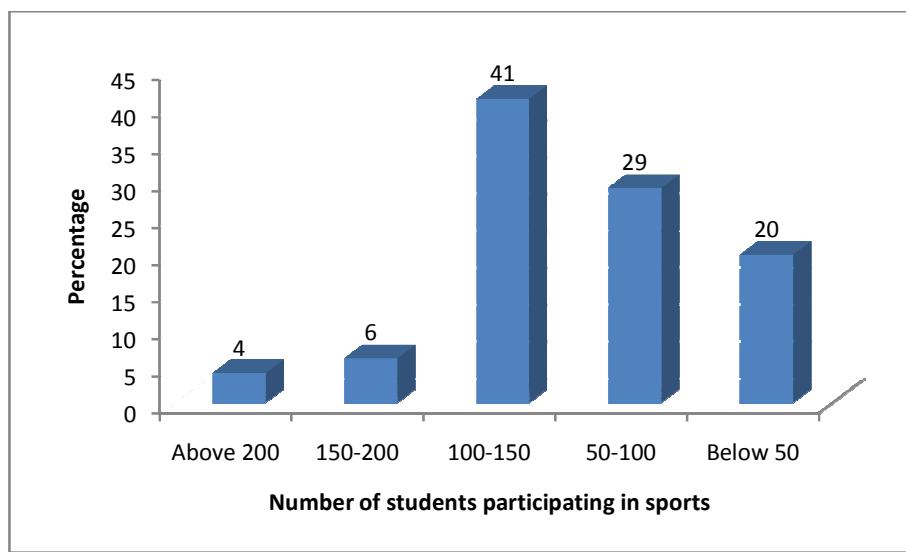


Figure 33. Strength of female students' participation in physical activities in the college

Briefing on the issue of the attendance or the strength of the female students actively participating in physical activities in the college, 29 percent (Fig 33) of the respondents informed the strength would in the range of 50 to 100 students while 41 percent of the respondents informed that students participation would be anywhere between 100 to 150. Similarly, 6 percent of the respondents said that students' strength would be in the range of 150 to 200.

According to 4 percent of respondents, the range would be anywhere above 200 for female students participating in physical and sport activities. Not surprisingly about one fifth of the physical education directors accepted that in their colleges not more than 50 female students participated in sports activities throughout the year.

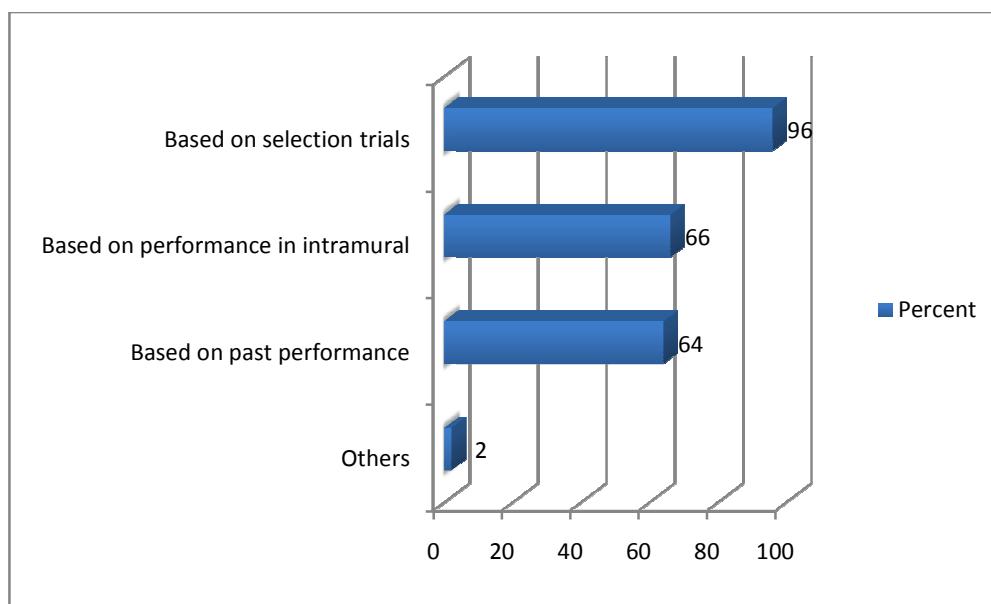


Figure 34. Mode of selection of Women College teams for the tournaments.

When it comes to the issue of selecting the teams for any inter collegiate tournaments or competitions, a majority (96 percent, Figure 34) of the respondents under the sample study said that the selection would be exclusively based on open trials while 66 percent of the respondents said that the selection would be based on the individual's performance in intramural competitions indicating that intramural competitions would be considered as selection trials.

Similarly, about 64 percent of the respondents said that the selection would be based on the individual's performance in the past and another two percent of them said that the selection criteria would be based on other parameters also. Furthermore, the rating by the respondents on various facilities during the outdoor sports is provided in Figure 35.

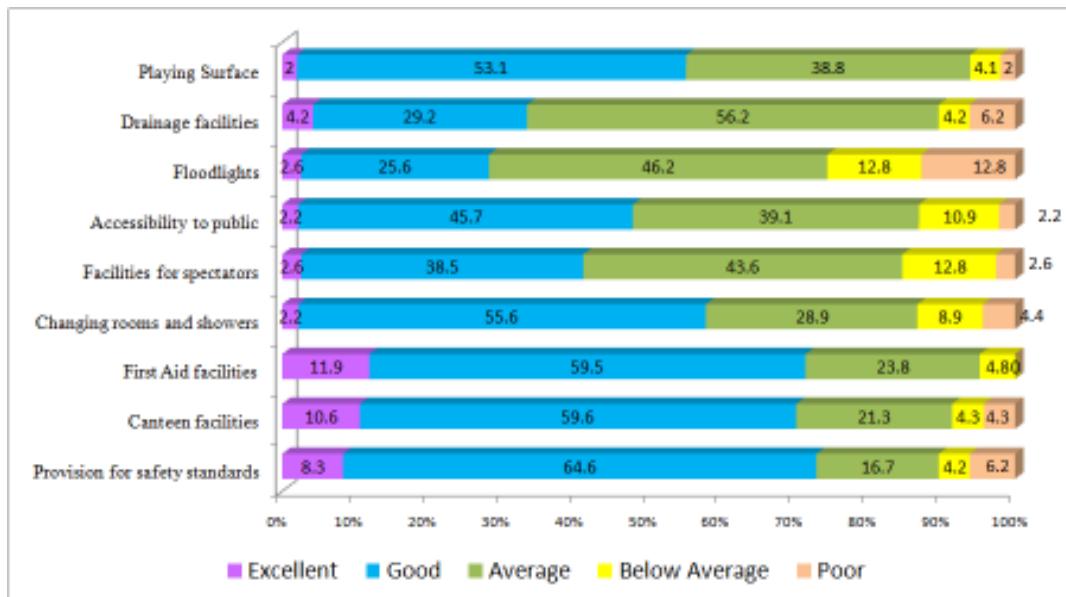


Figure 35. Rating of the sports facilities

Hypothesis # 9

H_0 : There is no significant difference in mean agreement scores on overall sports facilities [as shown in Fig 35] between the physical educational directors belonging to rural located college and Urban located college.

H_1 : There is a significant difference in mean agreement scores on overall sports facilities [as shown in Fig 35] between the physical educational directors belonging to rural located college and Urban located college.

Independent t-test result:

From the above t-test result, it is observed that

There is no significant difference (see table 21) in mean *Overall Sports Facilities* rating score between the physical educational directors belonging to Rural and Urban located college ($t = -1.617$, $p>0.05$) dimension at 5% level of significance. Hence, the null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected. Thus, one would conclude that the agreement (strongly disagree to strongly agree) of both Rural Located and Urban located college physical educational directors on the *overall sports facilities* remains the same.

Table 21. *Results of t-test between the location of the college and the agreement on the rating of overall sports facilities.*

Variable	Location of the college	N	Mean ± SD	t-value	p-value
<i>Rating of Overall Outdoor Facilities</i>	Rural	31	2.4615 ± 0.69	-1.617	0.113
	Urban	15	2.8402 ± 0.86		

One would expect that the urban colleges would have better and more modern facilities than the rural colleges and therefore the agreement regarding their rating would be higher among the urban employed physical education directors. But this is not the case, which brings us to the assumption that probably the sports infrastructure and facilities are certainly not much different in both urban and rural colleges. Though a major of the respondents (9physical education directors) have rated the facilities as good and average, it is only relative to their need and experience, but not actually in comparison to standard facilities. This also raises the issue of lack of importance given to sports which reflects in the ratings of the facilities. Thus it is improbable that women sports could be very much encouraged in this scenario.

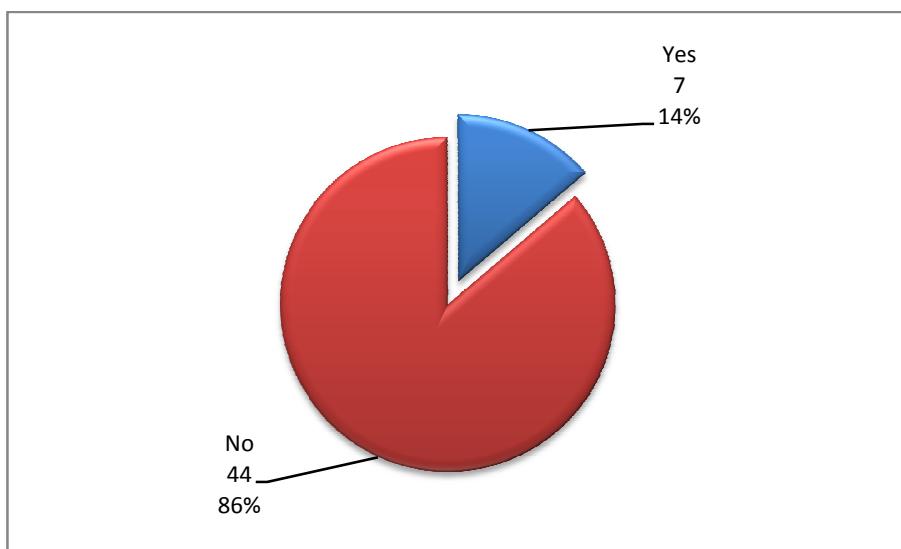


Figure 36. Sufficiency of facilities to meet the needs of female students

Answering to the query on whether the existing facilities provided by the management is sufficient to meet the requirement of the female students, 84

percent (Figure 36) stated categorically the existing facilities is inadequate to meet the requirement of the students while 14 percent agreed that the prevailing facilities are adequate or sufficient enough for the students to practice the sports. As expected and as a reflection of the responses regarding the number of participation of students and rating of facilities, it is not surprising that a big majority of respondents have responded negatively to this query.

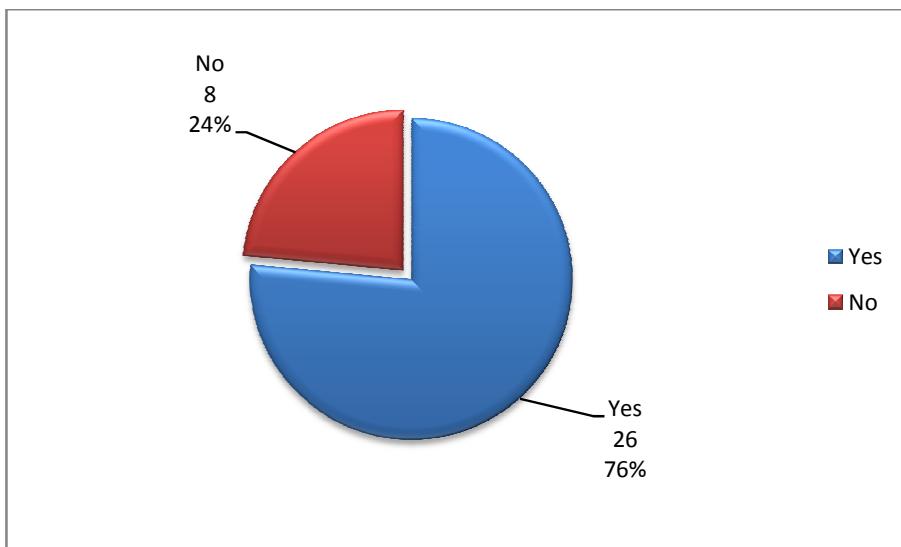


Figure 37. Adequacy of dedicated sessions of sports facilities for women

N = 34 Note: Women Colleges are excluded

Next, answering to the query on the number of dedicated sessions of use of facilities for women participants in a day, 24 percent (Fig 37) stated categorically that do not get adequate sessions of use of facilities while 76 percent said that they get adequate sessions of use of facilities in a given day.

This indicates that there are colleges who do not show enough concern over

encouraging women for participation in sports, by allotting them separate hours for use of sports facilities especially indoor and gymnasiums.

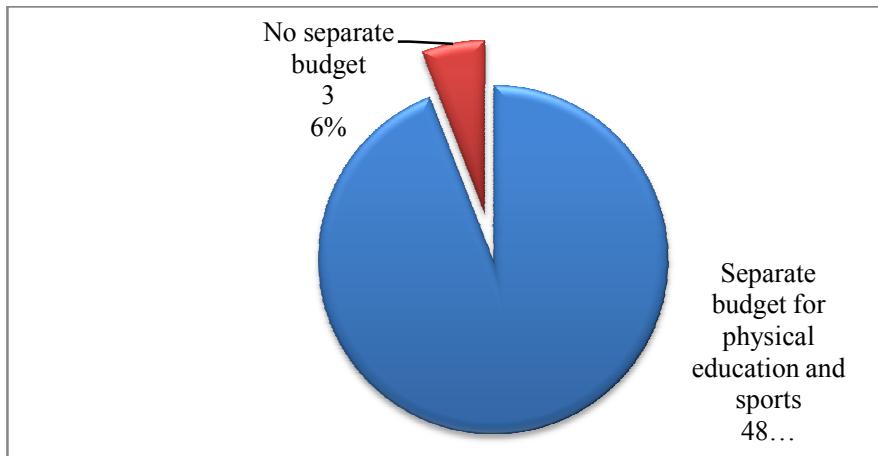


Figure 38. Budget for physical education and sports

To the query on whether a separate budget for physical educational programmes, it is observed from Figure 38 that 94 percent of the respondents acknowledged that a separate budget exclusively for physical education and sports while only six percent of them said the management do not budget exclusively to sports activities.

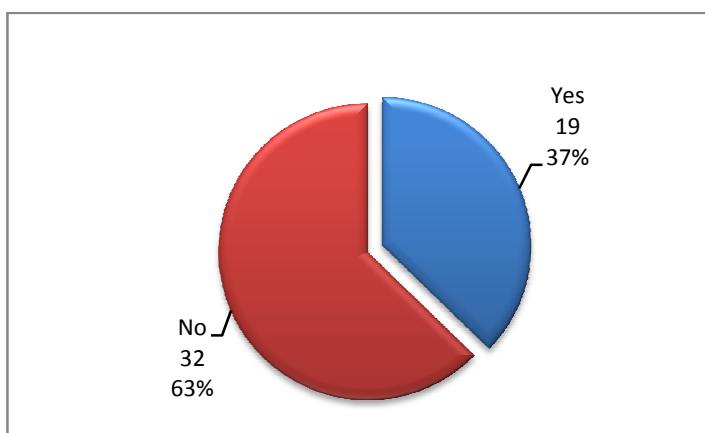


Figure 39. Sufficiency of funds to physical education programmes in college

Finally, answering to the query on whether the funds allocation to the physical education programmes, 63 percent (Fig 39) stated categorically that the funds are not adequate enough to conduct physical education programmes as intended while on the contrary 37 percent said that the funds are sufficient to carry out the physical education programmes in their respective college. Budgeting is one of the age old malignancy that sports especially is facing in the country. It is no different in educational institutions. Though at the corporate level there is a revival of sorts for sports, at the academic level, with education overshadowing all the other co-curricular activites, physical education and sports activities are facing the backlash of a unbalanced prioritizing of interests. Thus it is no surprise that about two-thirds of the physical education directors feel that they do not have sufficient finance to work with.

It is surprising that with more than 90 percent agreeing that there is separate budget for sports, 63 percent feel that funds are not enough. This means that either the funds are siphoned for other budget heads as sports is not considered important enough, or sports fees collected are very meager due to lack of popularity of sports.

CHAPTER V

CONCLUSION

AND

RECOMMENDATION

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The subjects for the present study were drawn from thirty-seven colleges of various districts in Karnataka state. The women studying in these colleges from first year degree to final year degree, ranging in age between 18 to 21 years were considered for the present study. The research scholar scanned through literature pertaining to the present study and had discussions with experts in physical education and research. After a thorough review of literature, the research scholar decided to select the variables for the study undertaken. The variables selected were related to the sports programmes, sports facilities, satisfaction of the students regarding the sports opportunities given to them etc. details of which are presented in the thesis. While selecting the variables due emphasis was laid on the selection of suitable questionnaires/interview to measure these variables. Due consideration was also given to administrative feasibility of collecting data pertaining to selected variables and collection of relevant data. The sample for the present study consisted of one thousand two hundred ninety two ($N=1292$) womens from different private and government colleges spread over six districts in Karnataka state and fifty physical education directors of various colleges in Karnataka state.

Findings

India has world-class sport facilities but lacks in providing coaching and education in sports. However, these facilities are available at selected places like Metropolitan cities. In some places even for basic coaching, a person has to go to district headquarters or to the city. Many a time parents are unwilling to send girls away from home for coaching to other places. Women are still discouraged to participate in physical activity, especially for sports in many areas of Karnataka. The thought of only men should play sports, women might hurt themselves by doing physical activity, she should wear respectable clothes that cover her whole body, and she should stay at home and look after the children and household, is still prevailing in the society. In this regard and with respect to the study the findings in various dimensions has been presented below:

Family Encouragement towards Women Sports

1. The study reveals that nearly 50 per cent of the family do not encourage or allow their female children to participate in any form of sports. On the basis of observation it is assumed that this is mainly due to the exaggerated importance given to academic progress and the false notion that their sports will deteriorate children's studies.
2. Lack of knowledge towards physical and psychological benefits of sports prevents the parents from encouraging their daughters to participate in sports.

3. It is evident from the study that Girls are allowed by their parents only to participate within the college level or at the most till the intercollegiate level, based on the feeling that when girls are allowed to play out of the college they are exposed to an environment which is not safe and misguiding for their children.
4. Parents in the semi urban and rural area are unaware of the availability of sports quotas for their girl child for higher education as well as for employment.

Women Participation in Sports

5. While examining the details of achievement and participation in sports of women respondents it was found that most of them play Kho-Kho which stands first in the list followed by Athletics, Shuttle badminton, Kabbadi, Ball badminton, Fitness and health activities, Basketball, Hockey, Cricket, and Football.
6. Kho-Kho is a traditional sport played by women from ancient times and the awards are also given in the name of patriotic leaders like Jhansi Rani Lakshmi Bai and Onake Obavva to encourage women participate more in this game. Kho-Kho can be played without any equipment hence we can see playing kho-kho in villages by small girl children also.
7. Athletics is simple and inexpensive sport. Though it demands physical fitness, strength, speed and stamina it is played for individual performance

and development. Hence many respondents have indicated that they participate in Athletics.

8. We can find women showing more interest in Shuttle badminton and ball badminton sports, as it is an Indoor game and do not demand huge strength when compared to other games like Kabbadi and Football. As today's women give much importance to their figure and are keen in losing excess weight, they play more Shuttle badminton and ball badminton sports.
9. Girls participating in games like Football, Hockey and Cricket is very less since it requires specific infrastructure, expensive equipment and also such games are injury prone. These games are not popular in women sports as there is more possibility of injuries and hence parents do not encourage their girl child to play these games.
10. It is emerged from the study that in almost all the Government colleges in Karnataka there are only one Physical Education Directors except in few colleges of Hassan and Shimogga District.
11. In most of the Private Colleges (Private colleges of Hassan, Mysore and Shimogga) there are more than one Physical Education Instructors.
12. It is found in the study that more than 60 percent of colleges have physical education optional and not compulsory. This makes students unaware of their physical strength and ability to play and reduces interest towards sports.

Encouragement of Women Sports by Colleges

13. Principal's encouragement is very essential for every woman to participate in sports. It is evident from the study that College Principal's indeed actively participate in the sports in their respective colleges in Co-education College (nearly 65 percent of respondents agree to this) when compared to Women's College (only 43 percent of respondents agree to this).
14. Principals of Co-education College supervise more sports practice than the principals' of Women's College.
15. Principal's of Co-education colleges with interest actively participate in organizing tournament, encourage participant in various tournaments and coaches the teams (95 percent of response positively). Whereas principals of Women's College do not show much interest in organizing tournament or encourage women participant in various tournaments.
16. It is observed from the study that Women's College hardly organizes any programmes related to sports or conduct workshops, coaching camps, intercollegiate or Inter-university activities (less than 40 percent of the respondents stated very less sports activities in Women's College). Whereas in Co-education College it is observed that Intramural, Intercollegiate, Inter-University and Coaching Camps and Sports clinics/workshops are well organized and encouraged in their Colleges (more than 60 percent of the respondents' stated regarding organization of these activities in their colleges).

17. Private institutions consider sports as one of their promotional aid and encourage more students to participate and organize effective sports programmes and workshops. Hence students of private institutions are more satisfied with the programmes. Therefore we can find women participants more from Private Institutions taking part in Inter-collegiate or University level than Government Colleges.
18. It is found in the study that 82 percent of the girl students have selected sports on their own interest and take up the sports activities conducted in their colleges. Physical education director could pressurize and make students to take sports activities up to 25 percent and it is evident from the study that more than one third of the respondents are not really interested in taking up the sports activities during their academic career.
19. It is observed in the study that Private Institution students tend to be more serious towards sports; therefore in spite of college coaching students also go for private coaching outside the college. Whereas Government students are satisfied for the coaching and physical education program given in their respective colleges, (as proved in Hypothesis 2).
20. When students were asked on the support given by their colleges to participate in sports activities, around 50 percent of the respondents said that they are given grace marks for excellent achievement in sports, attendance for absence due to sports participation and they are provided sports kits by the college. Around 60 percent of the respondents of the Government colleges said that they are provided sports scholarships and

travelling and food allowance during competitions. Nearly 35 percent of the respondents of Private colleges acknowledge that they are given scholarship, travelling and food allowance during competitions and diet allowances during practices. This shows that most of the expenses of participation should be borne by the students only in Private institutions.

21. As an Motivational incentives, prize money based on performance and achievements, awards and rewards for excellent performance is given more in Private Colleges (around 55 percent of respondents acknowledged) when compared to Government Colleges (around 45 percent of respondents acknowledged). This shows that Private institutions are more concerned on excelling in sports and encourage only those students who can bring name and fame to their institutes.
22. It is observed from the study that, Students' are satisfied and have rated 'good' (around 50 percent) on the Programmes conducted by the colleges, availability of facilities and equipments for the programmes, and Resource experts used. But most of the students show dissatisfaction on the availability of outdoor environment and rate it 'below average' (around 50 percent). Still there is a need to excel in providing sports programme facilities, equipments, Finance and conduct sports programmes by making use of Resource experts (as mentioned by nearly 20 percent of students).
23. The study reveals that, students' have a positive attitude regarding principal's concern towards sports, Fiscal allocation and Maintenance of sports activities, College encouragement and co-operation to sports and the

importance given towards sports and there is no much difference in the opinion of the students between Government Colleges and Private Institutions.

Whereas there is a significance difference between the opinion of Government students and Private students (as proved by Hypothesis 7), regarding Importance given to Physical Education. Private Institution students are of the opinion that the Importance of Sports is well understood by the principal and college staff, but students of Government College show the need of understanding the importance of sports by their staff and principal.

Also there is a significance difference between the opinion of Government students and Private students (as proved by Hypothesis 8), regarding Work functioning of principal, Management and other departments. The students belonging to Government Colleges are of the opinion that there should not be undue influence of other departments of the college and Management. The sports programmes should not be affected by the Management of the college and given enough freedom to take effective decisions and improve sports culture in the college.

Physical Education Director

1. It is evident from the study that, despite M.P.Ed which is mandatory for a Physical Education Director, only 2 percent have pursued Ph.D, 4 percent

have got B.P.Ed and around 12 percent N.I.S (coaching diploma in a specific game). Therefore it shows that there is a need of more research and specialization in specific games by the Directors. The directors having B.P.Ed are not eligible for working in Colleges therefore could only be seen in some of the Private Colleges.

2. It is found that 27 percent of Directors are working on temporary basis and 73 percent are appointed on permanent basis. There is a need to make permanent of those temporary Directors to maintain the interest of working in this field.
3. Around 82 percent of students depend on college coaching and 18 percent of the students in spite of their training in college seek private coaching to improve their Individual Performance.
4. Around 92 percent of the respondents perform coaching as well as Managerial/ Administrative activity in their respective college. One advantage of Administration is the directors will be able to recognize active students and persuade them to join sports; on the other hand more administration/managerial work of college may sometimes hinder the concentration on sports coaching.
5. It is essential for a director to use theoretical and practical method of teaching to the students, as theory gives them complete information on rules and regulations of the game and practice makes them perfect. Therefore 95 percent of the directors follow this method. Taking feedback from students may also help in training students in knowing only its merits and demerits.

Around 71 percent of the directors also make use of this method. But the use of audio-video is only up to 40 percent by the directors. This method has to be increased with the increase in ICT, which helps students in understanding, recollecting, and analyzing the game effectively. The theoretical part is very less handled by the physical education trainers as they are unaware of making use of ICT. Still there are 2 percent of the directors who teach theory only which is not at all recommended for sports and it must be eradicated.

6. There is a need of making physical education classes/ activities compulsory for the students in college level. It is found that 84 percent of the physical education directors saying that, physical education classes are not made compulsory in the colleges.
7. Every college has court, hence, they offer throw ball and volley ball. Kho-Kho, ball badminton, cross country, Kabbadi, Track and Field, Badminton Chess and Handball are usually played by the students for their individual performance, therefore such games are provided in most of the colleges (above 68 percent). Whereas Hockey, Cricket, Table tennis, Basket ball and Foot ball are offered averagely by the directors because these games require specific field or court and there is a need of stamina, strength, endurance for these games and therefore, women's attracting to these games are found less. Wrestling, weight lifting, tennis, aerobic activities and martial arts cannot be found in almost all colleges as, it requires facilities, expert

guidance, strength and are prone to more injuries, so women play very less of these games.

8. Physical education activities are not taken into consideration for grading the academic performance of the students. This discourages the students in joining sports feeling that their academic performance may go low throughout their graduation.
9. Most of the colleges have (86 percent) separate departmental office for Physical education but still there are 14 percent of the colleges which do not have separate departmental office to facilitate sports and maintain its equipments, which is discouraging sports.
10. Sports is still not considered as a co-curricular activity (nearly 30 percent of the directors acknowledge) in some of the colleges by both students and management and have failed to attract students towards participating in sports.
11. It is indicative from the study that most of the (86 percent) physical education programmes are evaluated by taking feedback from the students which is not a scientific method.
12. It is evident from the study that more intramural programmes are conducted (94 percent) and directors adopt coaching scheme (78 percent), which is not promoting students to sports. There is a need to create and awareness among women students regarding sports by conducting sports clinics, workshops and encourage intercollegiate competition, which is comparatively less adopted by the directors.

13. Conducting coaching camps educates women students on the importance of sports and its benefits. But around 61 percent of the colleges do not conduct coaching camps in different games. Nearly 60 percent of students have responded positively, stating that the camp was ‘Good’ and has helped in knowing about different games. 21 percent have rated it as ‘Average’; therefore there is a need to improve the quality of coaching camps organized by the colleges.
14. It is evident from the study that, around 37 percent of women students participate actively in sports in colleges. The number of participants should be improved by adopting different strategies to motivate students by considering sports as a mandatory activity.
15. The rate of outdoor facilities like, Playing surface, drainage facilities, floodlights, accessibility to public, facilities for spectators, changing rooms and showers, first aid facilities, canteen facilities and provision for safety standards is ranging from Average to Good on likert scale. The result of the t-test reveals that there is no significance difference between the location of the college (Rural college and Urban college) and the agreement on the overall outdoor facilities provided in colleges (Hypothesis #1). Both Rural and Urban colleges face the similar problems in providing infrastructure facility to sports activities.
16. The physical education directors (86 percent) are also of the opinion that the existing outdoor infrastructure facility provided by the management is inadequate to meet the requirement of the students.

17. It is observed that almost all the colleges (94 percent) prepare separate budget for physical education and sports, but the fund given to physical education programme is insufficient. Therefore it is difficult for the physical education directors to allocate or appropriate fund for different activities. Insufficient fund hampers sports development and de-motivates students. Fund insufficiency makes the directors to search for any local sponsors to organize sports programmes in order to motivate students.

Conclusion

Indian women are still shy and conservative in nature. This is, however, due to the uncompromising attitude of Parents and men for not allowing their women to be exposed to public gaze. Women are under-represented at all levels of sports, including coaching and administration fields. Because opportunities in sports at a higher level are more prevalent for males than for females, it was believed that the more serious aspects of sports, such as competition, scholarship potential and challenges would be more important to the male athletes than the female and the more social aspects like experience, building friendships, fun and physical fitness would score higher on the female responses.

What is needed is to educate at the core level, parents and men with women on the need of exercise to women both for health and recreation. There is a strong correlation between physical activity and self-esteem. Girls should be made to feel more positive about themselves and their abilities to take part

in sport up to the highest level. In this regard this study has been made to understand the fact prevailing in different colleges of Karnataka state regarding encouragement and development of sports among girls. The situation is not different to that of any other states of India, where girls are hardly encouraged to participate in sports. Female athletes are given a lower priority in their lives and have lower expectations of their future in sports. The policy makers have to think seriously to prohibit gender discrimination in sports and bring a separate law which brings equality in organizing sports programmes to men and women and provide financial assistance for the development of womens sports.

Games and sports are not only important for success in studio but it is important for success in every walks of our life. Games and sports include all outdoor and indoor games and also athletics. In ancient Greece they formed the principal part of education. In the advanced countries of the present day also they are a regular feature of the school and college curriculum. Games and sports may be of various kinds. Apart from school or college sports, boys and girls may practice races, jumps, discuss throw and javelin throw and thus pass their afternoon in useful activities. They may play various games like football, cricket, hockey, volleyball, basket ball, badminton etc. School and college games and sports are annual affairs. Sports are generally held in winter months. Students take part in various games like high and long jumps, pole vault, go-as-you like and different kind of races. These annual sports foster competitive spirit and sportsmanship. It is an important part of a student's life. Sometimes inters class tournaments are held in relation with football, hockey, cricket,

tennis, cycling, volleyball, badminton etc. These games foster team spirit among the participants and make them disciplined. The importance of games and sports can never be minimized.

- First of all, they are good exercises and help to build fine, physique for the boys and girls. They make them mentally alert and physically strong. Further, good health is one of the most important benefits of games and sports.
- Secondly, students learn to cope with difficult situations. By displaying their feats before many spectators, they can overcome their nervousness.
- Thirdly, games and sports are good diversions and give them energy to learn their lessons well.
- Fourthly, it gives the necessary break from the everyday monotonous life.
- Fifthly, games and sports help building a sense of cooperation and team-spirit in an individual. Sports like cricket, football, etc. are won by the collective efforts of all the members of the team.

For these reasons, every civilized nation values the importance of games and sports and spends large sum of money on improving the standard of games and sports among its players and athletes. The standard of games and sports in India is far from satisfactory. So, the Government should take steps to improve this standard.

Recommendations

As a consequence of the findings of the study, the following recommendations are made.

1. A more exhaustive study covering separate districts could be made in the rural and urban areas.
2. A detailed study analyzing the correlation between the factors namely infrastructure, curriculum, incentive measures and sports participation and performance could be ventured into.
3. Based on this Study and future studies a sports curriculum could be established for pre university and degree colleges.
4. A Study on the number of female physical education directors and their working issues in the faculty of physical education could be made.
5. There is a correlation between physical activity and self-esteem. Women, who feel more positive about themselves and their abilities, take part in sports to the highest level compared to those who feel less confident. Therefore there is a need to develop confidence in women by encouraging her in colleges as well as by parents to take part in sports at all levels.
6. The sports facilities should also be provided in rural areas so that women need not go to distant places to avail of these coaching facilities. The government has to take initiative in setting up sports facility and proper infrastructure with coaches in every rural area to encourage women participation.

7. Studies could be done about the health, fitness and physiological readiness of rural women to participate in sports. Rural women are healthier, strong and fit to play any physical games and could become an asset to the country. Such women should be identified and encouraged by the sports authorities and present them to the society as a motivational aid.
8. Women should be motivated by giving awards to all types of games in the name of patriotic leaders or sports icons right from school level and college level and encouraged to take part in National level and International Level games.
9. Physical Education Directors at colleges play a crucial role in upbringing women in sports. There is a need for appointment of Physical Education Directors to motivate and bring out the best from women in sports.
10. The principals of Colleges should be given awareness from the National level Education Agencies regarding sports as a means to empower women and therefore physical education and sports programmes for women should be compulsorily implemented in every college.
11. It is very much essential to organize workshops, coaching camps, Sports Clinic, intercollegiate and Inter-University activities by Colleges and Universities. This encourages women to participate and achieve in University level, State Level and National Level.
12. It is essential to create interest among girl students to select sports and take up the sports activities on their own interest by providing attendance, special class for sports and including it in the curricular activities. This

avoids the scenario of pressurizing the students to join sports by Physical education directors.

13. Most of the expenses of participation in sports are borne by the participants, which discourages them to take part in sports. Sports participants should be given grace marks for excellent achievement in sports, attendance for absence due to sports participation and provide sports kits, sports scholarships and travelling and food allowance during competitions, scholarship, travelling and food allowance during competitions and diet allowances during practices by the Colleges.
14. Colleges should be given grants by the department for providing all the above facilities in order to encourage girls to participate.
15. As a Motivational incentive, prize money based on performance and achievements, awards and rewards for excellent performance in sports should be given specially to the Government college participants to encourage them to excel them in sports.
16. Good co-operation from all the faculties in the colleges encourages the students to take part in the sports. The principal should create awareness on the importance of sports to women among all faculties and bind them to encourage sports in the college.
17. It is very essential to attract candidates to pursue MPED to become a Physical Education Instructor. Awareness has to be created among candidates taking sports regarding future benefits if they pursue BPED and MPED and specialize in a game.

18. There is a need to educate students regarding more research to be carried on in sports. Students should be motivated to take Physical Education as their course from college level.
19. A Special scholarship for those students who achieve in sports and could remain as an asset to the country should be given by recognizing them in order to pursue required educational qualification in sports and become a good trainer.
20. There is less research made in the area of sports, hence, emphasis must be given by the department by giving grants to take up more research in this field by the sports candidates. Grants must also be given to undertake more Minor Research and Major Research project in sports to identify the real problem of girls in sports in every area and try to solve their problem.
21. It is the duty of every Physical Education Director to remove the preconceived notion that Science graduates and Commerce graduates are not meant for Physical Education field, rather continue in their own stream.
22. The Physical Education Directors must be trained to make use of ICT for effective understanding, recollecting and analyzing games. This also helps students to understand the game and play effectively.
23. Physical education activities must be considered for grading the academic performance of every student right from schooling till higher education. Sports should also be included as a curricular activity and graded in colleges.

24. A separate departmental office with proper sports equipments and facilities must be provided in every college and frequently inspected by the Sports department of Government.
25. There is a need for adoption of more scientific method of evaluating sports programme than appraisal form and grading performance by the students, so that effective evaluation can be made to attract more students to sports and excel.
26. Infrastructure is the main hindrance for girls to participate in sports. It is very much essential to provide proper infrastructure both in rural and urban area to actively take part in sports by women. Government must take initiative to develop infrastructure in every colleges and inspect it often so that it is properly utilized.
27. Government should give sufficient fund for implementation, improvement and development of sports programmes in colleges, so that, directors need not have to depend on sponsors to organize any sports programme and to motivate students.

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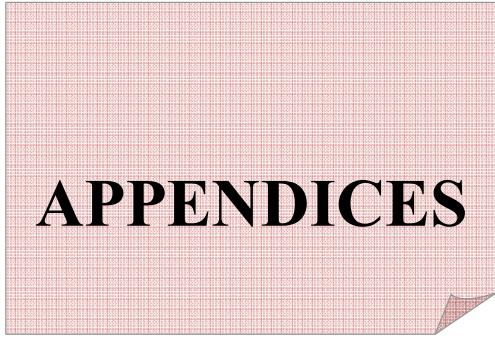
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APPENDICES

APPENDIX A

Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
Q19_6	.757					
Q19_7	.749					
Q19_5	.700					
Q19_4	.687					
Q20_5		.794				
Q20_6		.763				
Q20_8		.598				
Q20_4		.563				
Q20_10			.763			
Q20_11			.729			
Q20_9			.664			
Q20_12			.488			
Q20_15				.793		
Q20_16				.789		
Q20_14				.626		
Q20_17				.530		
Q20_1					.758	
Q20_2					.745	
Q20_3					.674	
Q19_2						.860
Q19_3						.816
Q19_1						.507

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

APPENDIX B

WOMEN AND SPORTS: A STUDY ON STATUS AND OPPORTUNITIES FOR WOMEN IN SPORTS IN COLLEGES OF KARNATAKA STATE

QUESTIONNAIRE TO THE STUDENT

Note: Please tick (✓) the boxes provided

1. Name	2. Date of Birth and Age	3. Class in which studying
		I / II / III/ Any other _____ BA / BCOM / BSC / Any other _____
4. Address	5. Nature of college	6. College
	Coed / only women	

7. Family Background in sports

	International	National	State and university	College / district / taluk	No participation
Parents					
Brothers					
Sisters					

8. Nature of family encouragement towards sports

Sl. No.	Nature of encouragement	Fully Agree	Agree	Undecided	Disagree	Fully Disagree
a	Sports not allowed at all					
b	No encouragement/own interest					
c	Only College sports activities					
d	Upto Inter college activities					
e	Inter university/out of town sports					
f	Full freedom to participate					

9. Give details of your achievement and participation in sports and games

Games	Participation level				
	International	National	State / university	College / district / taluk	No participation
Hockey					
Cricket					
Ball Badminton					
Shuttle Badminton					
Kabaddi					
Kho-Kho					
Football					
Basketball					
Athletics					
Fitness and health activities					
Any other (specify)					

10. Give details of your academic record:

Year	Class	Percentage	outstanding achievements
SSLC			
PUC			
I Year degree			
II Year degree			
III Year degree			

11. Give details regarding the following (✓)

No. of physical education directors present in the college	Are you satisfied with the number present?	Ideal number of physical education directors required to conduct programmes effectively
1	□ Yes	
2		
3		
3 or more		

12. Are the practice sessions/physical activities and/or classes in the college compulsory or optional

Compulsory Optional

13. What is the nature of the principal's interest in sports? (rank in order of interest)

- Actively participates
- Supervises team practices
- Actively participates in the organisation of the tournament
- Encourages participation in various tournaments
- Coaches the teams
- Any other (specify)

14. What are the sports programs conducted in your college?
- Intramural
 - Intercollegiate
 - Inter-University
 - Coaching camps
 - Sports clinics/workshops
 - Any other (specify)
15. Are you satisfied with the physical education program in your college?
- Yes No
16. How do you select activities in your college?
- By own interest
 - Forced by the physical director
 - Forced by parents
 - Any other (please mention)
17. Do you take any private coaching outside the college?
- Yes No
18. What are the motivational incentives and support given by your college to sports participation in your college
- Providing attendance for absence due to sports participation
 - Providing sports kits
 - Giving awards and rewards for excellent performance
 - Providing sports scholarships
 - Grace marks for excellent achievements in sports
 - Travelling and Food allowance during competitions
 - Diet allowance during practices
 - Sponsoring talented athletes
 - Prize money based on performance and achievements
 - Any other (specify)
19. Rate the following:

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
The relationship with the principal is good					
There is no undue interference in work from other departments					
There is no undue interference in the work from the Principal/Management					
The principal is knowledgeable regarding sports					
The principal interested in sports					
The principal is aware of the Physical Education Programmes conducted in the college					
The principal is aware of the performances of the college teams					

20. Please indicate the following

Tick the appropriate column

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	Excellent	Good	Average	Below average	Poor
1. Physical education programme is compulsory in the college					
2. The physical education teachers are adequate in number to conduct the activities					
3. I am interested in physical education					
4. The programmes meet the needs of the students					
5. The programmes satisfy the goals of physical education					
6. The programme conducted is appropriate to age and capability					
8. Activities provide opportunities for wide range of movements					
9. The facilities available are standard and meet the requirement					
10. Equipment available is sufficient to conduct the activities					
11. Maintenance of facilities is satisfactory					
12. The budget allotment is satisfactory to meet the needs of the programme					
14. Availability of outdoor environment is satisfactory					
15. There is sufficient cooperation by parents/administration					
16. Weather conditions are suitable for classes					
17. Other teachers actively involve in sports activities and encourage students participation					
18. The equipment available for the programmes					
19. The facilities available for the programmes					
20. Availability of outdoor environment					
21. Budget allotment/Finance available					
22. The conduct of the programme					
23. Officiating of the programmes					
24. Resource persons/experts utilised for the programmes					

**WOMEN AND SPORTS: A STUDY ON STATUS AND OPPORTUNITIES FOR WOMEN IN
SPORTS IN COLLEGES OF KARNATAKA STATE**

QUESTIONNAIRE TO PHYSICAL EDUCATION DIRECTOR

Note: Please tick (✓) the boxes provided

A Personal Profile:

Give personal information regarding the following:

1. Name	2. Designation	3. Age	4. Marital status	5. Sex
			<input type="checkbox"/> Single <input type="checkbox"/> Married	<input type="checkbox"/> Male <input type="checkbox"/> Female
6. College and official address		7. Location of the college		
		<input type="checkbox"/> Urban <input type="checkbox"/> Rural		

Give educational information about the following:

8. Academic Qualifications	9. Professional Qualifications	10. Nature of job
<input type="checkbox"/> B A <input type="checkbox"/> B Sc <input type="checkbox"/> B Com <input type="checkbox"/> Any other (specify): _____	<input type="checkbox"/> B P Ed <input type="checkbox"/> M P Ed <input type="checkbox"/> N I S(Specify game): _____ <input type="checkbox"/> Ph D	<input type="checkbox"/> Permanent <input type="checkbox"/> Temporary <input type="checkbox"/> Any other (specify): _____
Years of service: _____	<input type="checkbox"/> Any other (specify): _____	

11. Do you use any private/state sponsored coaches/accomplished athletes for coaching your teams?

Yes No

If yes, give their details

Games for which coaches employed	Qualification	Time/Period of employment	Working status (State whether Temporary or Permanent)

C Mode of Functioning

13. What are your timings of work on a routine day?

Morning : _____ Evening : _____

Total hours: _____

14. What is the nature of your work in the department and mention the total work hours in a day utilised for such duties (tick below the appropriate box)

<input type="checkbox"/> Only coaching	<input type="checkbox"/> Only Administrative/ Managerial	<input type="checkbox"/> Both coaching and Administrative/ Managerial	<input type="checkbox"/> Any other duties (if entrusted by the management/principal)
			Mention if any: _____

15. Give details about the nature of classes/activities that you take for the students and the schedule of taking such activities/classes?

Nature of classes (tick)	Time of the day	Total hours	Months in the year
<input type="checkbox"/> Theory classes			
<input type="checkbox"/> Regular practical classes			
<input type="checkbox"/> Coaching sessions			
<input type="checkbox"/> Any other (specify)			

16. What are the methods that you use for teaching ?

- Theoretical only
- Practical only
- Both theoretical and practical
- Using Audio-video
- Getting feedback from students
- Any other (mention) _____

17. Are physical education classes/activities compulsory for the students?

- Yes
- No

18. What are the sport activities/games offered to the students?

- | | | |
|--|--|---|
| <input type="checkbox"/> Track and Field | <input type="checkbox"/> Wrestling | <input type="checkbox"/> Cross country |
| <input type="checkbox"/> Kabaddi | <input type="checkbox"/> Volleyball | <input type="checkbox"/> Chess |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Table tennis | <input type="checkbox"/> Cricket |
| <input type="checkbox"/> Football | <input type="checkbox"/> Hockey | <input type="checkbox"/> Kho-Kho |
| <input type="checkbox"/> Ball Badminton | <input type="checkbox"/> Swimming | <input type="checkbox"/> Handball |
| <input type="checkbox"/> Tennis | <input type="checkbox"/> Badminton | <input type="checkbox"/> Softball |
| <input type="checkbox"/> Throwball | <input type="checkbox"/> Weight lifting | <input type="checkbox"/> Aerobic activities |
| <input type="checkbox"/> Martial arts | <input type="checkbox"/> Any other (specify) _____ | |

19. Is participation in physical education activities taken into consideration for grading the students in academic performance?

- Yes
- No

20. Do you have a separate departmental office? Yes No

21. What are the facilities available in your office?
- Computer Printer Video and TV OHP
 Changing rooms and shower Separate office for staff
22. Are you satisfied with the work conditions of your office? Yes No
23. Sport is still a co-curricular/Extracurricular activity – have you succeeded in attracting students towards sports participation?

<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, state methods that are adopted to attract students to physical activities	If No, reasons that discourage students from participating in sports

24. How do you rate the principal's contribution towards sports excellence in the college?

(tick the appropriate box)

Excellent	Good	Average	Below average	Poor
-----------	------	---------	---------------	------

24. Is there any method of evaluation of the physical education programmes in the college?

Yes No

If yes, indicate the system of evaluation adopted in the college.

- Grading based on performance
- Appraisal forms to the teachers
- Feedback from the students
- Any other (mention)

II Programme Planning and Management

26. What are the physical education and sports programs conducted by in your college?
- Intramural programs
 - Inter collegiate competitions
 - Coaching schemes
 - Clinics and workshops
 - Any other (mention)

INTRAMURAL and INTERCOLLEGIATE TOURNAMENTS

27. Give the following details: tick✓ the appropriate provided

Games	Intramural	Intercollegiate

28. How is the response of the students towards different aspects of intramural and inter-collegiate tournaments?

IM – intramural IC – inter-collegiate tournaments

	Excellent		Good		Average		Below average		Poor	
	IM	IC	IM	IC	IM	IC	IM	IC	IM	IC
Participation										
Spectatorship										
Organisation										

COACHING CAMPS

29. Do you conduct coaching camps in different games? Yes No

(Answer Questions 12 to 15, only if Yes to above)

30. Give details of the coaching camps conducted by you during the year?

Games	Duration of the camp	Time in the year	Source of finance

31. What is the response of athletes towards the coaching camps conducted by your department regarding participation?

Excellent	Good	Average	Below average	Poor
-----------	------	---------	---------------	------

III Performance of the college

32. What is the strength of students that participate actively in physical activities in the college?

Below 50 50-100 100-150 150-200 200-250
 Any other (specify in order of 50)

33. What is the total number of students participating in competitive sports?

Below 50 50-100 100-150 150-200 200-250

34. How do you select your college teams for the tournaments?

- Based on performance in intramural
- Based on open selection trials
- Based on past performance
- Based on recommendations by influential persons
- Any other (specify)

35 .Mention the performance of your teams in the various competitions. (Mention only the number of medals)

Sl. No.	Inter college			Inter University			National		
	I	II	III	I	II	III	I	II	III

IV Facilities and Maintenance

36. Give details about the Sports infrastructure present in your college
(a) Outdoor facilities present in the college

Sl. No.	Facility/ Equipment	Number	Dedicated or multi purpose
1	400 Mts. track		
2	200 Mts. track		
3	Basketball court		
4	Volleyball court		
5	Hockey field		
6	Cricket field		
7	Football field		
8	Kabaddi		
9	Kho-Kho		
10	Ball Badminton		
11	Handball		
12	Swimming pool		
13	Tennis		
14	Any other (specify)		

- (b)** Rate the following with regard to outdoor facilities

	Excellent	Good	Average	Below average	Poor
Playing Surface					
Drainage facilities					
Floodlights					
Accessibility to public					
Facilities for spectators					
Changing rooms and showers					
First Aid facilities					
Canteen facilities					
Provision for safety standards					

(d) Indicate the following: (indicate NA if the facility is not available)

	Excellent	Good	Average	Below average	Poor
Accessibility to both men and women separately					
Coaching/teaching stations					
Auxiliary storage rooms					
Changing rooms					
Playing Surface					
Lights					
Accessibility to public					
Facilities for spectators					
Changing rooms and showers					
First Aid facilities					
Canteen facilities					
Provision for safety standards					

37. Are the existing facilities sufficient to meet the requirements of the students
 Yes No

38. How many sessions of use of facilities are dedicated to women participants in a day. (only coed colleges)
 Yes No Not applicable (for a womens college)

39. Give the following information

What are the facilities that the college is lacking ?			
Sl. No.	Outdoor	Sl. No.	Indoor

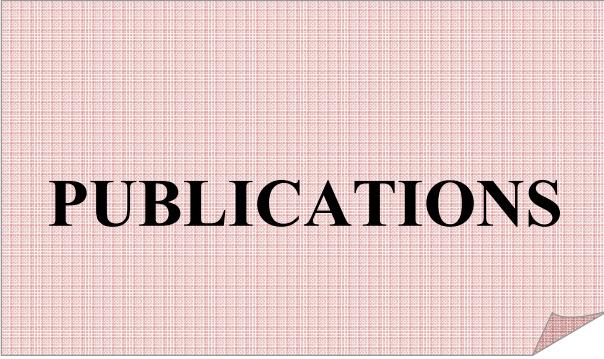
V Budgeting

40. How is the budget prepared in your institution?
 Separate budget for physical education and sports
 Included in general operating budget of the institution
 Other (specify)

41. Are the funds sufficient to conduct physical education programmes in your college?

Yes No

Signature of the Respondent



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Comparative Study Of Self-Confidence Among Sports Women Of Individual And Team Sports

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Abstract: Sports and games improve our capability. They improve our efficiency. Either study or work alone makes us exhaust. We remain no longer efficient to do any work. Sports remove our mental exhaustion. Sports are integral part of education. Education without sports is incomplete. Keeping their value in life, children are taught some sorts of games in the very early stage in school. These days' sports are a part of academic curricula. **Hypothesis:** 1) There was no mean difference in self confidence between, the sportswomen of team sports and individual sports.2) the exists mean difference in self confidence between, the sportswomen of team sports and individual sports. **Methodology:** The researcher selected the subjects who had represented university of Mysore, at least during 2004-06 in the inter university competitions for women. A request was made to the physical directors of all the colleges in Mysore city where the Mysore University representatives were pursuing some course other to cooperate with researcher to the complete study by providing responses in the questionnaire provided to them. The researcher visited the colleges on prior intimation and administered the questionnaire to the subjects. A total of 19 subjects in the individual sports and games category and 33 subjects in the team games category responded to the request. Thus a total of subjects were included in the study. **Result:** Since the calculated t-value was less than the tabulated t-value, we cannot reject the null hypothesis that there was no significant mean difference in self confidence among sportswomen of team sports and individual sports at 5% level of significance i.e., the mean difference in self confidence exists between the sportswomen of individual and team sports and it was found to be statistically not significant. **Conclusion:** The possess of all the above may get nullified, if the sportswomen do not possess the necessary amount and type of self confidence .Self confidence is earned while participating in sports over a period of time. It was observed that the levels of confidence were seen in varying degree among sportswomen who pursue either individual or team competitive sports. Therefore, the author was curious to study self confidence among sportswomen who pursued individual and team sports. It was hypothesized that there will be no difference in self confidence among sportswomen who pursued individual and team games and sports.

Key Words: Self Confidence, Sportswomen, Individual Sports, Team Sports

INTRODUCTION

Sports and games are means of mental and physical growth. During sports we come to learn many things. We learn how to maintain mental balance in the midst of hopes and despair. They make us learn how to tackle the difficult situation. Sports develop a sense of friend ness. They develop in us team spirit. They help in developing mental and physical toughness. They strengthen body and make it strong and active. They give us energy and strength. They remove tiredness and lethargy. They improve blood circulation. This improves our physical well-being.

Sports and games improve our capability. They improve our efficiency. Either study or work alone makes us exhaust. We remain no longer efficient to do any work. Sports remove our mental exhaustion. Sports are integral part of education. Education without sports is incomplete. Keeping their value in life, children are taught some sorts of games in the very early stage in school. These days' sports are a part of academic curricula.

Despite the fact that participation in competitive sports do a world of good to its pursuers, opportunities provided were not consistent and uniform for either sex and sports competitions remained as male bastion for long. Thanks to persistent demands for equal opportunities and agitations against gender bias opportunities for women's participation have opened up. However; there is much to be desired. It may be remembered that participation of women in sports helps them innumerable ways.

According to Slusher, Sports as life, is place for happiness as well as grief. Through activity man builds anxieties, suffers pain, engages the tensions of life and frequently challenges actual death.

HYPOTHESIS

- Ho- There was no mean difference in self confidence between
 - The sportswomen of team sports and individual sports
- H1- The exists mean difference in self confidence between
 - The sportswomen of team sports and individual sports

DELIMITATIONS

The study was delimited to women sportspersons who had represented university of Mysore at least once in the inter university competitions.

The study was further delimited to the university sports women who were pursuing education in Mysore university colleges.

Self confidence of the subject was estimated by using the self confident inventory conceived by Basavanna

Participants in athletics, table tennis, chess, lawn tennis, gymnastics, and badminton were considered as participants in individual games and sports category; hockey, basketball, kho-kho, ball badminton and volleyball participants were treated as team game pursuers.

5. There may be subjects who pursued sports events of either category.

LIMITATIONS

Due to time constraint the researcher confined herself to the libraries in her department of study, and library at post graduate center of Mysore University and internet sources.

Due to paucity of time all sports women of Mysore University could not be entertained as subjects.

Girls and women participate outside the university jurisdiction were not included in the study.

METHODOLOGY

The purpose of study was to compare self confidence of individual sports and games pursuers and team game pursuers in women section.

The researcher selected the subjects who had represented university of Mysore, atleast during 2004-06 in the inter university competitions for women. A request was made to the physical directors of all the colleges in Mysore city where the Mysore University representatives were pursuing some course other to cooperate with researcher to the complete study by providing responses in the questionnaire provided to them.

The researcher visited the colleges on prior intimation and administered the questionnaire to the subjects. A total of 19 subjects in the individual sports and games category and 33 subjects in the team games category responded to the request. Thus a total of subjects were included in the study.

RESULTS

The purpose of the study was to find the difference in self confidence among sports women of individual and team sports persons.

To accomplish the purpose of the study, the author had administered self confidence inventory evolved by Basavanna to fifty two sportswomen who had participated in various university and state level tournaments. Thirty three sports women included in the present study, belonged to team sports, such as Hockey, Basketball, kho-kho, Ball badminton, and Volleyball and nineteen sportswoman belonged to individual sports such as athletics, table tennis, chess, lawn tennis, gymnastics and badminton.

The age of the subjects ranged between 17 years and 23 years. The procedure of administering the self confidence inventory evolved by Basavanna and the scoring of the individuals was in accordance with the directions in the instruction manual supplied along with the self confidence questionnaire.

The collected data were tabulated and statistical analysis was done subsequently. To find the mean difference in self confidence of sportswomen who had participated in individual and team sports, the following statistical hypothesis was framed and tested by two sample 't' test.

H₀- There was no mean difference in self confidence between
The sportswomen of team sports and individual sports

H₁- The exists mean difference in self confidence between
The sportswomen of team sports and individual sports

The descriptive statistics of self confidence of sportswomen of individual and team sports were tabulated below in table 1.

Table 1 Descriptive statistics

Variable Statistics	Mean	SD	Skewness	Min. Value	Max. Value	N
Team sports participants	33.48	15.07	0.10	7	62	33
Individual sports participants	39.95	15.26	0.38	15	79	19

From the above table, it was inferred as follows. The average self confidence value for sportswomen of team sports was 33.48 with SD of 15.26. The positive skewness of both the type of sportswomen indicated that the number of less than average self confidence.

The t- value (calculated) was

X-y

t=

$$1/n_1 + 1/n_2 \times s$$

X - Women Team sports participants

Y - Women Individual sports participants

N₁ - 33 N₂ - 19

1

$$S = \frac{[N_1 \sigma_x^2 + n_2 \sigma_y^2]}{N_1 + n_2 - 2}$$

And S=15.44

And t= 1.455

Tabulated t-value at 5% level of significance with 50 d.f was 1.96

Since the calculated t-value was less than the tabulated t-value, we cannot reject the null hypothesis that there was no significant mean difference in self confidence among sportswomen of team sports and individual sports at 5% level of significance i.e., the mean difference in self confidence exists between the sportswomen of individual and team sports and it was found to be statistically not significant.

Conclusion

The possess of all the above may get nullified, if the sportswomen do not possess the necessary amount and type of self confidence .Self confidence is earned while participating in sports over a period of time. It was observed that the levels of confidence were seen in varying degree among sportswomen who pursue either individual or team competitive sports. Therefore, the author was curious to study self confidence among sportswomen who pursued individual and team sports. It was hypothesized that there will be no difference in self confidence among sportswomen who pursued individual and team games and sports. The subjects who pursued individual sports were the participants in track and field sport, gymnastics, and table tennis, chess, lawn tennis, and Badminton. Their mean score was 39.95 with a s.d of 15.26, the team game pursuers were the participants in hockey, Basketball, kho-kho, Ball badminton and volleyball. Their mean score was 33.48 with a s.d of 15.07. The tabulated t-value at 5% level of significance with 50 d.f was 1.96. Since the calculated t-value was less than the tabulated t-value it was concluded that their exist mean difference in self confidence between sportswomen of individual and team sports. However, the difference was not statistically significant. The result of the study is justified in the fact that individual sports pursuers rely on their own ability to achieve results. Any let-up or mishap will have devastating effect. Thus they are more anxiety prone. On the other hand, in team sports contests even the least skilled and substitute players will bask in the glory of team's star performers. There are ample opportunities for the players who falter to remake the ground, and hence they are shown to have better self confidence.

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A Study On Status For Women In Sports In Colleges Of Karnataka State

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Abstract:

The participation of women and girls in sport challenges gender stereotypes and discrimination, and can therefore is a vehicle to promote gender equality and the empowerment of women and girls. In particular, women in sport leadership can shape attitudes towards women's capabilities as leaders and decision-makers, especially in traditional male domains. Women's involvement in sport can make a significant contribution to public life and community development. Hypothesis: 1) there is dearth of sports facilities for women in the colleges. 2) The encouragement of teaching faculty towards sports participation is not encouraging. Methodology: In order to collect the necessary data the researcher adopted Interview and Questionnaire techniques. The data would be further strengthened by personal observations, formed and informed interviews etc. Result: 1) the study reveals that nearly 50 percent of the family do not encourage or allow their female children to participate in any form of sports, because of their first priority towards education and their perception that sports deteriorate children's studies. 2) It is evident from the study that Girls are allowed by their parents only to participate within the college level or utmost intercollegiate level, based on the feeling that when girls are allowed to play out of the college level they are exposed to an environment which is not safe and misguiding their children. Conclusion: Indian women are still shy and conservative in nature. This is, however, due to the uncompromising attitude of Parents and men for not allowing their women to be exposed to public gaze. Women are underrepresented at all levels of sports, including coaching and administration opportunities. Because opportunities in sports at a higher level are more prevalent for males than for females, it was believed that the more serious aspects of sports, such as competition, scholarship potential and challenges would be more important to the male athletes than the female and the more social aspects like experience, building friendships, fun and physical fitness would score higher on the female responses.

Key Words: Status, Sports women, Colleges

Introduction

Physical education and sports which encompasses wide range of activities bestows a number of benefits to its systematic pursuers. By far a prominent benefit is harmonious growth and development in resonance with age and sex of participants. Understanding the qualitative effects of the growth on the child's physical and motor development, along with others like emotional, interpersonal and cognitive development helps the professionals in physical education to identify, and to train the young growing people and also determine the strength and weakness of population, formulations and implementations of Physical education programs.

Women Sports: A marked modern feature is women's increasing participation in athletic sports. Economy of modern feminine apparel permits greater activity. Therefore greater skill in such sports as Tennis, Basket Ball and Swimming although women seldom can equal the performance of male champions, they do well at a number of sports, of which the "aesthetic" ones of diving and figure skating are perhaps most noted. The major games for female teams are soft ball, field hockey and basket ball.

Result:

The study reveals that nearly 50 percent of the family do not encourage or allow their female children to participate in any form of sports, because of their first priority towards education and their perception that sports deteriorate children's studies. Lack of knowledge towards physical and psychological benefits of sports make parents to discourage their girl children. It is evident from the study that Girls are allowed by their parents only to participate within the college level or utmost intercollegiate level, based on the feeling that when girls are allowed to play out of the college level they are exposed to an environment which is not safe and misguiding their children.

Parents at the semi urban area are unaware of the availability of sports quotas for their girl child for higher education as well as for employment.

Women Participation in Sports

While examining the details of achievement and participation in sports by the women respondents it was found that most of them play Kho-Kho which stands first in the list followed by Athletics, Shuttle badminton, Kabaddi, Ball badminton, Fitness and health activities, Basketball, Hockey, Cricket, and Football.

Kho-Kho is a traditional sport played by women from ancient times and most of the awards are also given in the name of patriotic leaders like Jhansi Rani Lakshmi Bai and Onake Obava to encourage women participate more in this game. Kho-Kho can be played without any equipment hence we can see playing kho-kho in villages by small girl children also.

Athletics is simple and inexpensive sport. Though it demands physical fitness, strength, speed and stamina it is played for individual performance and development. Hence many respondents have selected more Athletics according to the study.

We can find women showing more interest for Shuttle badminton and ball badminton sports, as it is an indoor game and do not demand huge strength when compared to other games like Kabbadi and Football. As today's women give much importance to their figure and keen in loosing excess weight, they play more Shuttle badminton and ball badminton sports.

Sports like Football, Hockey and Cricket playing girls per cent are less (below 20 percent) because it is a Risk bearing game and it requires fitness, great stamina and endurance. Hardly can we see women playing these games from ancient days. These games are not popular in women sports as there is more possibility of injuries and hence parents do not encourage their girl child to play these games.

Conclusion: Indian women are still shy and conservative in nature. This is, however, due to the uncompromising attitude of Parents and men for not allowing their women to be exposed to public gaze. Women are underrepresented at all levels of sports, including coaching and administration opportunities. Because opportunities in sports at a higher level are more prevalent for males than for females, it was believed that the more serious aspects of sports, such as competition, scholarship potential and challenges would be more important to the male athletes than the female and the more social aspects like experience, building friendships, fun and physical fitness would score higher on the female responses. What is needed is to educate at the core level, parents and men with women on the need of exercise to women both for health and diversion. There is a strong correlation between physical activity and self-esteem. Girls should be made to feel more positive about themselves and their abilities to take part in sport up to the highest level. In this regard this study has been made to understand the fact prevailing in different colleges of Karnataka state regarding encouragement and development sports among girls. The situation is not different to that of any other states of India, where girls are hardly encouraged to participate in sports. Female athletes are given a lower priority in their lives and have lower expectations of their future in sports. The policy makers have to think seriously to prohibit gender discrimination in sports and bring a separate law which brings equality in organizing sports programmes to men and women and provide financial assistance for the development of women's sports.

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Women also have achieved fame for all-round athletic ability. Women once forbidden even to watch the ancient Olympic Games, now participate in the modern Olympics in track and field, swimming, fencing, skiing and figure skating. Foot ball and basket ball draw many female spectators, as does base ball, notably "ladies day" when they are admitted free. Even boxing, once considered hardly respectable even for male spectators now is witnessed by many women.

Women's Participation in India: While the women in the western countries take a keen interest in games and sports, Indian women are still shy and conservative in this regard. This is, however, due largely to the uncompromising attitude of men of not allowing their women to be exposed to public gaze. We are yet to come across a husband who encourages his wife to take interest in games and sports. While women in India are to some extent coming out freely and we hear occasional reports of women's participation in sports, much headway has to be made in this regard. What is needed is to educate both men and women on the need of exercise to women both for health and diversion.

Physical Education in India: Ever since dependence, physical training in schools has been receiving the attention of the authorities and efforts are being made to train the students in games and sports and inculcated in them a desire to give to their body what exercise it needs. But a lot of time had been taken in experimentation; a number of schemes were tried and what has been achieved so far, though falls short of what should have been achieved, indicated a genuine interest the authorities are taking in the matter.

UNESCO (2006): Sport as a platform to advance women's leadership in all spheres: UNESCO and the Sony Ericsson Women's Tennis Association Tour announced a landmark global partnership in 2006, which marked a new level of commitment to raise awareness of gender equality issues and advance opportunities for women's leadership in all spheres of society. Activities planned included a fund for women's leadership; appointment of global "Promoters of Gender Equality"; mentoring, scholarship and fellowship programmes; and the use of UNESCO and Sony Ericsson WTA Tour events as awareness and fund-raising platforms. Tennis star Venus Williams, the first global Promoter of Gender Equality, noted that "our goal is to let women and girls throughout the world know that there are no glass ceilings, and to do our part to support programs that provide real opportunities for women to succeed in whatever they set their minds to."

Hypothesis:

It is hypothesized that,

There is dearth of sports facilities for women in the colleges. The encouragement of teaching faculty towards sports participation is not encouraging. The concept of women sports participation as a whole is not understood and the awareness about the same is lacking.

Delimitations

The present study is delimited to college students of five districts from different parts of Karnataka State.

The study is delimited to women students of the colleges.

Limitations

The researcher will depend on the responses of the students which may be biased due to different factors.

The records in the colleges may contain misleading information.

The tools will be administered to the selected subjects in their respective colleges. The moods and the emotional status of the subjects may have influenced their responses to various items or questionnaires administered to them. This in turn might have influenced the data gathered.

Methodology:

A total sample size of 1292 students representing from 37 colleges is selected randomly across eight districts namely Bangalore, Hassan, Bellary, Mangalore, Mysore, Shivamogga of Karnataka. Among the selected colleges, 25 colleges are run by the government while 12 colleges are private aided institutions. The highest representation is from Hassan district (10 colleges) followed by Mysore (6 colleges) and Shivamogga (5 colleges). In order to collect the necessary data the researcher adopted Interview and Questionnaire techniques. Great care was taken to include all the items that may directly and indirectly have bearing on the subject, while framing the questions in the questionnaire. Questionnaire was framed with a view to make a comprehensive study of the subject. Self constructed questionnaire after being assessed and validated by experts in physical education will be used to elicit information. The questionnaire administered to the subject consisted of questions regarding following

Questionnaire to the college and Physical education director

Profile of the institution and physical education director, Managerial aspects connected with physical education
Sports facilities and infrastructure, Sports policies and budgeting

Questionnaire to the students

Profile of the students, Social and economical background of the students
Opinion regarding the sports policies, facilities, encouragement of the college etc...

The data would be further strengthened by personal observations, formed and informed interviews etc.