REVIEW OF LITERATURE

The selection of suitable information according to the course outline and the discussion regarding the problems are taken into consideration in the reference literature. Reference literature confers deep knowledge and full understanding and informs the researchers about the problems of the study. (Even though the references of various research studies are about the physical education and sports, in many countries) Though, many countries in the world have the wide information about the physical education and the facilities of sports, there is a lack of information about physical education and the facilities of the sports according to the survey carried out in Ahmednagar District.

Generally, the references about physical education have been reviewed in this chapter and various aspects have been taken consideration while taking review. The researcher has taken the reference of the theses that have been submitted previously. Debyendu Roy (2010)“Attitude Of School Students, Teachers,Administrators And Parents Towards Physical Education.”

Physical education has a glorious history in ancient India and in the modem India a large number of populations is highly influenced and attracted towards physical education activities. The population knows the value of physical education activities in their day to day life. The physical education progressed successfully in last 5 - 6 decades in India.

Attitude serves as an important function by helping us adjust to our complex environment, to protect our ego or self-esteem by allowing us to avoid unpleasant truth to ourselves, to express our values and to help us to understand our world. The purpose of this study was to find out the attitude of students, parents, teachers and administrators towards physical education. For the purpose of this study the researcher selected a total number of 1500 Students, 1500 Parents, 500 Teachers, 50 Administrators randomly from West Bengal and categorized them in four groups named Student Group, Parents Group, Teacher Group and Administrators Group. The four categories were sampled as per the following details.

A. Students of class IX and X of Government Schools of West Bengal State.
B. Teachers from Government Schools of West Bengal State.
C. Administrators (Principal! Headmaster) from Government Schools of West Bengal State.
D. Parents from Government Schools of West Bengal State.

The questionnaire technique was utilized for the purpose of the study. The questionnaire to assess the attitude towards physical education was developed by Edgington in the year 1968. A total of 3550 questionnaires procured the relevant data, which was treated with percentage analysis.

In the light of the findings from the analyzed data, the conclusions may be put forth as follows:

Pangioutis N., Zahariadis (2011) Empirical Study on English School Children’s Participation in sports. The importance of sports and physical education in school life for health points to the need to better understand the motivation of young people in school. Towards physical activity, this study, therefore, investigated the interrelationship between participation motivation (reasons given for involvement) and achievement goal orientations (how success in construed) within the physical education environment. In a cross-sectional survey, English secondary school student (N=412) completed the participation motivation questionnaire (PMQ) to assess motives for participation in sport and physical activity and the task and Ego orientation in sports questionnaire (TEosQ) to assess achievement goal orientation. Canonical correlation analysis showed a clear relationship between task orientations was associated with more extrinsic forms of motivation (e.g. status/recognition). Result show that motivation is likely to be enhanced through the promotion of a task orientation.

Wilk B. (2003) The object of the study was to collect opinions on preparations for prohealth education program at school presented by students from Gdansk. A diagnostic survey based on an anonymous questionnaire was applied. The study was carried out in students majoring in motor recreation, coaching and biological regeneration in 2002/2003 and 2003/2004 academic years. 234 respondents were qualified for the study. Almost half of the students declare their dissatisfaction with preparations for being promoters and coordinators of prohealth programs at school.
Marc Cloes, (2002-2003)Students' and Staff's Opinions about the Reflective Practice Process Implemented in a Preserve Physical Education Teacher Programme

Teachers' reflection is considered as a determining factor in physical education teacher education (PETE). Despite the emphasis that is provided to this approach, it is noteworthy that it is not proposed systematically in higher education. A specific unit focusing on reflective practice was developed at the University of Liege (Wallonia, Belgium). This paper reports the opinions of the preserved PE teachers (n = 18) as well as involved staff members (n = 3) about the process. Students completed a questionnaire after completion of their preserved programme. Staff members' reports (n = 22) of their reflective practice sessions (RPS) as well as one final report focusing on the whole process were analyzed. Findings showed that the opinions are mainly positive, with the staff members rating the process at a higher level than the students. If the latter emphasized the interest of the RPS, they underlined the organizational constraints and regretted the requirements dealing with the formalizing of the reflections.

Huseyn( 2008) The objective of this research is, put forward some people is knowledge, suggestion and opinion about preventing substance abuse and addiction. These people work as a school managers, physical education teachers and guidance teachers at secondary schools in Ankara. Research constitutes of 242 school managers, 204 guidance teachers and 200 physical education teachers who work at Altmdag, Cankava, Etimesgut, Elmadag, Kecioren, and Yenimahalle in Ankara. All of the data was provided through a questionnaire which was developed by the researchers and was assigned to the participants who are school managers, physical education teachers and guidance teachers. Questionnaire consists of 2 parts. First parts consist of 5 matters which specify the participants' demographic features. In the second part there are 25 questions related to participants' knowledge, suggestion and opinion about preventing drug abuse and addiction. Fivefold likert scale was used in the questionnaire, among these distributed ones, 242 of school managers, 204 guidance teachers and 200 physical education teachers, totally 646 questionnaires are seen valid. SPSS 13, 00 statistic packet program was used for evaluating and calculating the collected data. By applying factor analysis to data, questions are grouped in different criteria. According to normality testing, data is seen not normal distribution. Because of this reason, Mann-Whitnet u and Kruskal Wallis h (ANOVA) which are non-parametric tests were used. According to variance homogeneity tukey HSD and LSD test among the post hoc multiple comparison, were used.
To look at distribution of the demographic variation, percent and frequency counting were made. In this study mistake level was taken as a 0, Os. It is observed that there is no meaningful statistical difference among knowledge, suggestions and opinions for substance abuse and addiction according to gender of the participants. There is a statistical difference among the levels of the knowledge and opinions according to the participants' professions whereas there is no meaning difference among suggestions.

Dagmar Sigmundova, (2008) Aim of this study was to find and describe possible causes of interest, or lack of interest in Adolescents in activity and with use of qualitative analysis and to contribute to explication of other characteristics of behavior. Further then to characterize "risky" behavior of adolescents. Adolescents' opinions, level of conditions and educational environment were gathered through semi-structured interviews and their following qualitative analysis with use of a paradigmatic model of axial coding of basic proven theory. Altogether 27 interviews with students from graduation classes were carried out following our four yearlong research project about activity. According to adolescents cause of low level of activity is lack of free time. School is for most adolescents only source of relatively intensive exercise. Favor of school depends especially on content of lessons, teacher’s approach and class team.)

Fiona Chhambers, (1991) School-university partnerships and physical education teacher education student learning is one of the most important ingredients of successful collaboration. During the placement of students on teaching practice (TP), therefore, it can be argued that school and university personnel should be equal partners if the collaboration is to be effective. This paper reports one set of data from a study of Irish physical education teacher education (PETE) students and considers the impact of ineffective school-university partnerships on their professional learning during TP. The study employed a range of qualitative research methods centered on one umbrella case study and five individual case studies. Data were analyses using a systematic grounded theory process and
findings indicated a perceived lack of parity between schools and the university. This resulted in PETE students developing in an unsupported and often isolated manner. The implications for career- long professional learning are considered.

Lewandowski M, (1999) Third year University' School of Physical Education in Wroclaw student's opinion about their arrangement to health teacher role. In 1999 in Poland we witnessed a change in the concept of physical education (from biotechnological to pedagogic). The change like this obliges the teacher to perform various roles (health teacher, recreation teacher, sports teacher and mobile behavior’s esthetics teacher). However, in practice, the reform of the education system was not preceded by previous alterations in the students' education--the education of future teachers. The aim of our research was to collect students' opinions with regard to the evaluation of the particular courses (subjects) which are realized in the course of studies taking into account their usefulness for the future role of a health teacher. The research was conducted in May 2005 and it comprised the students of The University School of Physical Education in Wroclaw who graduated from the first degree studies (100 women and 100 men - 81,6% ofIII year students). In order to gather the material we employed the technique of a survey. Questionnaire with the use of a tool composed by ourselves. It turned out that the examined students declared that the three year long studies equipped them, in the first place, with the necessary information and skills which are useful for their roles of sports teachers and recreation teachers. Their theoretic preparation for the role of health teachers was assessed as only satisfactory, whereas their practical preparation was assessed as unsatisfactory (insufficient). This proves that without introducing changes in the programme of education of the future teachers it will not be possible to make any real changes of aims and tasks of physical education assumptions in the Polish schools.

Pierce,K.M.(2005-2006)The High School Journal Volume 89, Number 2, December 2005-January 2006 Posing, Pretending, Waiting for the Bell: Life in High School Classrooms Taken from a larger study about life in high school classrooms from students' perspectives, this paper discusses how study participants pinpointed individual
classrooms as the nerve centers in students' high school experiences. Punctuating the swells of movement within school days, individual class periods contain clues about how students construct knowledge and meaning in school. Nested within classrooms period to period, participants reported being tangled in webs of peer influence that variously encourage, constrict, poison, and otherwise determine students' classroom interaction. Each 42-minute class period or classroom episode necessitates that students perform a kind of double-duty as they strike appropriate academic and social poses not only for their teacher but—much more importantly—for their peers, who create classrooms that can be comfortable, indifferent, or perilous to students. Once inside individual classrooms, students work hard to follow tacit codes for appropriate behavior among assembled peers. Although this unspoken but de facto student culture can differ period to period, it nevertheless dominates students' public.
Cho, Grace (2006) Is Ignorance Bliss? Pre-service Teachers’ Attitudes Toward Multicultural Education In the United States, the number of school-aged students from diverse backgrounds is increasing, yet, according to research, the majority of teachers and those in teacher education programs continue to be predominantly Caucasian, middle class and English monolingual speakers. Studies have shown that many of those entering the field of teaching have a lack of knowledge of the experiences, needs, and resources of culturally and linguistically diverse student populations. As such, teacher preparation programs have developed and required that pre-service teachers complete a multicultural education course. This study explored the effect a multicultural education course has on pre-service teachers’ attitudes about the experiences, needs, and resources of culturally and linguistically diverse student populations as well as the value they place on multicultural education. Using anonymous pre and post test surveys, we began by examining the initial attitudes of pre-service teachers’ prior to taking a multicultural education course. We then studied the extent to which their attitudes changed subsequent to the instruction. The findings showed pre-service teachers’ attitudes improved as they developed an increased awareness of and appreciation toward other cultures. Even with this increased awareness and appreciation of students’ diverse cultures, the pre-service teachers expressed a sense of being ill equipped to teach students from diverse backgrounds. This sentiment also included a fear of being rejected by parents of minority students. Based upon the findings, implications and recommendations for program and curriculum revisions are discussed.

Whitney (2000) Seek Balance, Connect with Others, and Reach All Students: High School Students Describe a Moral imperative for Teachers. This article documents a collaborative, teacher inquiry process to uncover a diverse sample of 271 students from an urban high school reflect on teachers they admire and classes in which they feel the most comfortable. The findings indicate that the students described teachers in terms of who the teacher is as a person, the role that he or she plays in creating positive learning environments, and in reference to the learner. Major themes that emerged across these dimensions were related to student-teacher connections, teaching all students, and
balancing extremes. Implications for teacher education, induction, and school reform are made.

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Ammah (2000) Secondary Physical Education Teachers' Beliefs and Practices in Teaching Students with Severe Disabilities: A Descriptive Analysis The purpose was to describe the beliefs and practices of general physical education (GPE) teachers at the high school level on inclusion and teaching students with severe disabilities. Participants were two experienced GPE teachers at separate suburban high schools. The research paradigm was descriptive using a combination of naturalistic observation and interviewing (Fontana & Frey, 2000; Gay, 1996). Data were collected from eighteen lessons using field notes, wireless microphones, a video camera, an observation instrument, and interviews. Descriptive statistics and thematic narratives were used to present findings. The teachers mostly verbally interacted with those students who had severe disabilities. They varied in their teaching efficacy. Three recurring themes emerged from the data: (a) wavering beliefs, complexities of inclusion, and troubled confidence. Teachers must believe they are adequately prepared, well equipped, and supported to confidently exhibit effective inclusive GPE pedagogies.

Levinson, (1992) A Test of the Validity of the Strong Interest Explorer with a Sample of Junior High and High School Latino Youth
Using the Career Key as a criterion measure, the validity of the Strong Interest Explorer was tested with a sample of Latino junior high school and senior high school students. A total of 85 Hispanic youth were administered the Strong Interest Explorer and the Career Key in counterbalanced order. Separate correlational analyses were conducted for (a) the total sample, (b) junior high/senior high students, and (c) males/females. Results generally offered support for the validity of the Strong Interest Explorer Artistic, Social and Enterprising scales but not the Investigative, Conventional or Realistic scales. Cautions regarding use of the Strong Interest Explorer with Latino youth are discussed.

Amaurysamalot (2003) Secondary Physical Education Teacher’s beliefs on teaching students with disabilities at schools in Puerto Rico. The purpose of this study was to examine general physical education (GPE) teachers' beliefs on teaching students with disabilities. The participants were five GPE teachers at schools in Puerto Rico (Central America). The research method was explanatory multiple-case study (Yin, 2003), situated in planned behavior theory (Ajzen, 1985). Data were secured with ademographic questionnaire, attitude survey, and interviews (Yin, 2003). Survey data were analyzed with descriptive statistics and indicate that the teachers’ judgments tend to vary on inclusion and their acceptance teaching students with disabilities. The teachers agreed that they needed more professional development training. Interview data were analyzed with constant comparative method and uncovered the recurrent themes: (a) more difficult and complicated, (b) self-efficacy, (c) paradoxical culture, (d) motives, and (e) worries. School districts should regularly engage GPE teachers in relevant professional development training focused on teaching students with disabilities in physical education. Keywords: Inclusion. Students with disabilities. Puerto Rico. Regular Physical Education. Inclusive Physical Education.

Davis, (2003) Teaching for gender equity in physical education: a review of the literature. This review is an examination of selected literature from the past thirty years on gender equity in physical education. It is organized in terms of (1) defining the theoretical framework of gender equity, (2) the origins of gender equity in physical education from Title IX legislation, (3) the influence of teacher behavior and the curriculum in providing an equitable class environment, and (4) the applications and
implications of gender equity for the physical education practitioner. Despite the well-developed research in the field of physical education about the prevalence of gender inequities exhibited by teachers, there are a few recent research studies in which the authors have failed to show this inequitable treatment. As research has progressed in this area, it is important to note that teachers may be improving in the area of equitable interactions with students of different genders. This review concludes with some suggestions for further research in the area of teaching for gender equity in physical education.

Fiona Dowling (2002)What is Effective Physical Education Teaching and can it be Promoted with Generalist Trained Elementary School Teachers?
Classroom research has been able to determine effective teaching practices that result in positive learning outcomes (Borich, 1996). However, research has demonstrated that teachers in a physical education environment often regard their lessons to be successful when children are busy, happy, and good (Placek, 1983) and that student learning is of a low priority (Hickson & Fishburne, 2002). This research study was conducted to gain an understanding of how effective physical education teaching practices can be developed in elementary school teachers. Three volunteer elementary teachers participated in a teacher development program. The program was introduced as an intervention program utilizing a single-case, multiple baseline research design. Student behavioral data, pre- and post-intervention, in physical education classes were recorded and analyzed through duration recording methods. Attitudinal data were also collected through teacher and student interviews. Results indicated that the teacher development program changed teaching behaviors. After the introduction of the intervention program, student behavioral data indicated an increase student engagement rates and a decrease in those behaviors contributing to non-engaged time. Both teachers and students indicated that teaching had become more productive, that learning became of a greater importance, and that time for activity increased during lessons.

Kerem Shuval, (2010) The Role of Culture, Environment, and Religion in the Promotion of Physical Activity Among Arab Israelis

Introduction
Despite low levels of physical
activity among Arabs in Israel, interventions designed to increase physical activity in this population have been scarce. To improve our understanding of the cultural, religious, and environmental barriers and enablersto physical activity, we conducted a qualitative study among Arab Israeli college students in Israel. Methods. A total of 45 students participated in 8 focus groups. Purposeful sampling was used to capture the diverse characteristics of participants. Two researchers analyzed the data independently guided by grounded theory. Peer-debriefing sessions were held to group preliminary categories into larger themes. Generally, consensus between researchers was high, and minor differences were resolved. Results. Participants recognized the importance of physical activity in chronic disease prevention, yet most were not regularly physically active. This contradiction could be explained by the fact that many participants lived in an extended-family setting that deemphasized the importance of physical activity. Women often found themselves exercising at odd hours so that they would not be noticed by neighbors. Religion, in comparison, was considered a facilitating factor because the scriptures supported physical activity. Furthermore, an urban environment was an enabling factor because it provided exercise facilities, sidewalks, and a socially acceptable venue for activity. Participants felt resources were not allocated by the government to accommodate physical activity. Conclusion. Increasing Arab Israelis' access to safe and culturally appropriate exercise facilities should become a priority. Thus, policy changes in allocating appropriate funds to promote physical activity must be considered, along with using multiple health promotion strategies.

Sefa, L (2010) The determination of the physical education and sports academy students' information, opinions and thoughts about using doping who are interested in football and sports division. Ovid us university Annals, physical education & sport, science movement & Health series

This study determines the physical education and sports academy students' information, opinions and thoughts about using doping who are interested in football and sports division. The identification study was made at Karananoqlu Mehmetbey University at fall term in 2008-2009 education-training year 100 university students who agree to participate in study, are interested in football and sports division and study in 1st, 2nd, 3rd
and 4th class of Physical Education And Sports Academy at KararnanoqluMehmetbey University and Selcuk University, composed the creation of study. Findings show that %18 of the students is girls and %82 of the students is boys having participated in the study. Students' age average is 21.83±1.62, and %67 of the students study at KararnanoqluMehmetbey University and %33 of the students study at Selcuk University and the department of physical education and sports. When students' opinions and ideas are examined about using of doping of students in football industry, it was found 19% of students have no enough information about doping 23% of the students have expressed the most stimulating substances used in the sports. While 85% of the students express that doping means that a substance hazardous to health when, %49 narcotic analgesic is used most in sports, and %21 the most in sports is used to express Anabolic steroid have androgenic. It should be noted that the easy and healthy way to improve performance, and regular and proper training, adequate rest, proper motivated violence, adequate and balanced diet and sports activity is the scientific approach in all stages.