CHAPTER - II

REVIEW OF RELATED LITERATURE

While contemplating to take up the case study of Murugan, the investigator took advantage of the knowledge which has accumulated in the past as a result of constant human endeavour, serious and scholarly attempt was made by the investigator to study the research journals, books, dissertations, and thesis.

The investigator before finalising the report on the review of the literature for this study went through the guide to reference materials, encyclopaediaes, dictionaries, dissertations, sports association documents, newspapers, journals, magazines, books and computer generated reference materials. After going through a number of primary and secondary sources of information, the researcher found that administration was an important area to be concentrated as it leads to well constructed organisation and its efficient functioning.

2.1. Personality Traits:

Woodworth and Marguis (1988), while discussing personality traits indicates that “a personality trait is some particular quality of behaviour such as cheerfulness or self reliance, which characterizes the individual in a wide range of his activities and is fairly consistent over a period of time. The total personality would be the sum of these traits, except that, it is more than a mere sum of separate qualities. It has some unity. Many traits are recognizable only in social and interpersonal situations and relatively permanent characteristics of the individual.
2.2. Distribution of Personality Traits:

Woodworth and Marguis (1988) further states that out of enormous number of traits, many come in pairs of opposite, as cheerful - gloomy, masterful - submissive, kind - cruel. Psychologists by using pairs of opposite head identified names of hundred of possible dimensions, but they were not wholly different. They found that many dimensions overlapped and they reduced them to smaller number by applying correlation method. Several systematic studies of interrelation of traits have recently been carried out. The method of correlation, applied to the results of rating, questionnaire and test, researchers have synthesised the multitude of primary traits into smaller number of primary traits. There are twelve primary traits that are relatively independent, having very low correlation with each other.

2.3. Personality Trait Theory:

According to Cattell, (1965) the approach to understand the personality is known as trait theory. The thoughts, feelings and behaviours that distinguish one person from another are due to enduring dispositions or traits within each person. These traits predispose people to think, feel and act in certain characteristic ways. A person with the trait of introversion, for example, is likely to be introspective, self-controlled and quiet, while a person with the trait of extroversion is likely to be outgoing, lively and sociable.

2.4. Personality Assessment:

Cattell views personality as a complex set of multiple traits that are identified or inferred on the basis of observed behaviour. The trait name is then used as a means by which the observed behaviour, usually of an enduring or
consistent nature is labeled. In the process of developing both the structure of his theory and the content of his assessment instrument, the Cattell's 16 Personality Factor Questionnaire, he went through a lengthy process of first identifying possible traits and then reducing them in number.

According to Garrett (1964), all have many characteristics in common to some extent, people are energetic, friendly, stingy and stubborn. But the degree to which people exhibit these traits and their inter-relationship vary distinctively from person to person. And it is the integration of our personality which constitutes our distinctive style and serves to set us off from other people. Personality assessment has always been an era of interest to psychologists. In recent years, the study of personality of athletes, coaches and spectator has become a popular sports research.

Personality traits are distinctive ways of behaving more or less, permanent for a given individual and depending on both native and environmental factors. Traits are regarded as fundamental units of personality. Personality traits are neat and sufficient ways of describing multifold aspects of behaviour. In many respects, they offer the most useful approach to personality study.

2.5. Personality Factor Test :

According to Cattell, Eber and Tatsuoka (1976), the 16 PF Questionnaire consists of scales carefully oriented and groomed to the basic concept in human personality structure research.

The 16 PF test firmly based on the personality sphere concept, a design to insure initial items coverage for all the behaviours, that commonly enters rating and the dictionary descriptions of personality. The 16 PF Questionnaire locates
unitary independent and pragmatically important ‘source traits’. By source traits, we mean factors affecting large areas of overt personality behaviour, such as intelligence, emotional stability, super ego strength, surgency and dominance. The 16 PF Questionnaire constitutes, the quickest way of measuring primary personality factors yet worked out and have demonstrated comprehensiveness and good predictive capacity in relation to every day life in criteria in applied psychology.

A first important property is the unusual comprehensiveness of coverage of personality dimensions. A second important feature is the orientation of the scales of functional measurement. This is to say, the scales are not set up in terms of subjective or a prior concept, but are directed to previously located natural personality structures related the way the personality actually develops. Thirdly because it deals with such basic personality concepts, the measurement become increasingly relatable to an organised and integrated body of practical and theoretical knowledge in the clinical, educational, industrial and basic research fields.

2.6. General Concept of Administration:

“Administration means providing the constructive leadership that plans and maintains the programme and that enables the programme to function effectively in accomplishing the established and worthwhile goals”. (William, Brownwell and Vernier - 1964).

“Administration is the system of people working together, it is a pattern of co-operative activity in which the specialized talents of various individuals are brought together to achieve the common purpose”. (Mason and Paul - 1988).
2.7. Administration and Management:

"The term administration is synonymous with the word Management" (Mason and Paul - 1988). Henry Fayol (1949) the father of Industrial Management states that the distinction between management and administration is misleading. Both management and administration require planning, organising, co-ordinating, command and control.

According to Robbins, (1976) that the two terms management and administration is synonymous and the perceived differences between the two terms are neither consistent nor significant. In the field of sports, number of authors have chosen not to make a distinction between the two terms.

2.8. Nature and Importance of Organisational Administration:

Voltmer, Esslinger, Mc Cue and Tillman (1979) while discussing the nature and importance of organisational administration state that one of the characteristics of our modern way of life is the great prevalence of organisations. Although organisations have existed for thousands of years, only in recent years they have multiplied in a spectacular speed and everyday lives are influenced by various organisations. Organisations are formed when a group of people come together to accomplish some work to achieve one or more goals. Organisations do not function smoothly and efficiently, their success depends upon a specialized type of leadership which is known as administration.
2.9. Organisational Purpose:

Gross (1964) states that each and every organisation has its own purpose. Gross has summarised the purposes of various Organisations and brought under seven categories:

1. Satisfying human interest of members  
2. Output of service  
3. An efficient use of scare inputs  
4. Investing in their own viabilities  
5. Mobilising of resources  
6. Observance of Codes and  
7. Rationality.

2.10. Key Administrative Concepts:

Voltmer (1979) in his book on the Organisation and Administration of Physical Education emphasized three major administrative concepts. They are authority, power and responsibility. Authority is the power exercised by the administrator to make decisions which guides the actions of others. Power is the ability to employ force to produce actions with the expectations that the subordinate will comply. Responsibility is the responsibility the administrator bears to produce results and failures of the organisation.

2.11. Leadership in Sports Administration:

According to Borrow (1977) the term of leadership refers to the behavioural process of influencing individuals or groups towards set the goal. According to Stogdill (1974), the word leadership has a broad connotation. It is prominent, complex and interpersonal issue in any group. It can be understood by considering the leader, the situation and persons being influenced. It is an action of an individual to influence another towards, a set goal.
According to Cratty (1989), a leader is a person who enhances the possibility of attainment of group goals. A leadership may be viewed as a transaction between the leader and group. The transaction involves an implied interpersonal contact. The followers agree to bestow authority upon an individual. In return, the leader agrees to help the group to attain one or more objectives of the group.

2.12. Functions of Management:

The administrator or manager employs certain process to carry out different functions to get the activities efficiently completed. Fayol (1916) described five functions in his book ‘General and Industrial Management’. They are planning, organising, commanding, co-ordinating and controlling.

Terry (1960) in his book ‘Principles of Management’ indicates that there are four fundamental functions of management. They are planning, organising, actuating and controlling.

Mackenzie (1969) listed the more commonly identified function of management. They are: 1. planning 2. organising 3. staffing 4. directing 5. controlling 6. evaluating 7. communicating and 8. decision making.

After review of the related literature on core functions of manager, he identified the first five terminology represented the core function of manager. According to Meckenzie, the other functions namely evaluating, communicating and decision making function either overlap or cut across the previous five processes. Evaluation is partial instrument in controlling. Communication and information system is part and parcel of organising and directing process. Similarly
decision making is an integral part of planning and staffing. So the following parameters are selected to specify the nature of management.

1. planning 2. organising 3. staffing 4. directing and 5. controlling.

2.13. Modern concept of Managerial Functions:

There has been considerable discussion around the functions of management since Fayol presented his original list. As a result, the number and types of functions have undergone changes in the descriptive terminology. While there were variations in the terms used by the different writers; similarities in the patterns and aspects of various functions described by various authors overlapped. So Chelladurai (1985) in his book on ‘Sports Managements - Macro perspectives’ emphasized only four functions. They are Planning, Organising, Leading and Evaluating.

1. Planning: Involves setting the goals of the organisation and its members and specifying the activities to achieve those goals. It also forecasts the future state of affair. The total planning process is often subdivided and a specific distinctive label then attached to various components - policy setting, strategy formulation and so on.

2. Organising: Involves breaking down the total works specified in the planning into specific jobs and then establishing a formal relationship among these jobs and among individual assigned to carry out them. It employs groups, departments and units and assigns suitable person to each group. It also establishes hierarchy of authority which specifies the chain of command with in the organisation.
3. Leading: According to Borrow (1977) leading has been defined as interpersonal process of influencing members towards organisational goals. It is concerned with influencing or motivating individual or group to carry out their specific assignments efficiently. The manager should have working knowledge of motivational process of individual and the ability to find out the situational elements that facilitate or hinder motivation. Leading focuses on interpersonal interaction and reciprocal influences between the manager and subordinates. The individual and group are heterogeneous in nature, the difference among individual and group are numerous and complex. Managing human components is the most important task of the manager.

4. Evaluating: The evaluation process measures the performances of the organisation as a whole or various unit and individuals and compares the standard set in the planning process. It provides the manager with feedback to take corrective actions when the organisation does not match the expectations. It helps the managers to reorganise the working group with change in the leadership, organisational structure and communication pattern to achieve the desired goals.

2.14. Skills of Management:

The concept of management can be understood not only by working at the managerial functions but also by determining the skills necessary to effectively carry out the managerial functions.
Katz (1955) proposed that there are three types of skills necessary for management. Although these skills are interrelated in practice, they can be considered separately. 1. Technical skill; 2. Human skill; 3. Conceptual skill.

1. Technical skill refers to a person’s knowledge and ability in any type of process or technique. This skill is the distinguishing feature of the top performance at the operating level.

2. Human skill is the ability to work effectively with people and to build team work. It largely depends on leadership behaviour and organisational climate.

3. Conceptual skill is the ability to think in terms of model, frame works and broad relationships such as long plans. Conceptual skill deals with idea, while human skill concerns with people and technical skill is with things.

Zeigler (1982) modified Katz’s classification of managerial skills from three to five. He has included personal skills (developing ones own skills) and conjoined skill (employing basic skills combination towards the realisation of goals).

2.15. Managerial Role:

“Mintzberg (1975) suggested that management could be described in terms of roles managers play in their day to day activities and he identified ten roles of managers under three distinctive categories. They are: interpersonal role; informational role and decisional role.
i. **Interpersonal role:**

The formal position of the manager involves three interpersonal roles. They are: 1. figure head; 2. leader; and 3. liaison.

The figure head role consists of ceremonial duties in which the manager represents the organisation in public functions. In the leader role, the manager supervises and motivates subordinates. The liaison role involves the establishment and maintenance of contacts outside the department, unit or group.

ii. **Informational roles:** The interpersonal contacts emerging from the three interpersonal roles enable managers to become the nerve-centre of their groups, because of the amount that flow through them. This informational base leads to three more roles of a manager: 1. monitor; 2. disseminator; and 3. spokes person.

In the monitor role, the manager consciously seeks information from within the unit as well as from outside of it. At this point the manager, passes into disseminator role as relevant information is passed on to subordinates. While in the spokes person role, a manager involves in lobbying for unit and justifying what goes on within the unit or the organisation.

iii. **Decisional roles** Mintzberg described four decision making roles of the manager. They are:

1. entrepreneur; 2. disturbance handler; 3. resource allocator; and 4. negotiator.
As an entrepreneur, the manager brings in novel, new and innovative projects with a view to enhancing the viability and effectiveness of the organisation. It is through the monitor role described above that the manager provides the background information for these new projects. The disturbance handler role involves handling the problem arising out of changes and pressures which occurred beyond the control of organisation. He exhibits his ability to take spontaneous and suitable decision to bring the situation under his control. A manager is responsible for the distribution of resources to different units or members. The final role is negotiator. He settles the issues and disputes that exist among employees and outsiders.

2.16. **Management Process: An Overview:**

Chelladurai (1985) with the knowledge and practical experience he had in the field of sports management in different countries of several cultures had examined the ten roles of management, three skills of management and four functions of management. He identified that there was considerable overlap among them. So he synthesized managerial roles, skills and functions and exhibited them in the following table:

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<thead>
<tr>
<th>Managerial functions</th>
<th>Managerial skills</th>
<th>Managerial roles</th>
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<tr>
<td>Planning</td>
<td>Conceptual skill</td>
<td>Monitor</td>
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<td>Disseminator</td>
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<td>Organising</td>
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<td>Disturbance Handler</td>
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<td>Negotiator</td>
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2.17. Case Studies on Individual Elite Athletes, Players, Coaches and Institutions:

Pennington (1973) studied the life and professional advancement of Fredrick Rang Rogers. The pattern of his professional works were examined in relation to thought and practice in education and physical education. Standard method of collection, classification, criticism and interpretation of source of materials was facilitated through the use of external and internal criticism. Primary and secondary source materials, including documents and relics were employed in the preparation of biography. Library archives, department files, annual reports were considered wherever possible. A total of 17 institutions and centres were visited. Interviews with 45 individuals were conducted. Roger authored eleven books and 137 articles during his career. These writings constituted a major part of the primary source materials for this study.

Lumpkin (1974) investigated the contributions made by women towards the development of competitive tennis in United States of America (1874-1974). Interview with former players, such as Hazel Wightman, USLTA officials, tennis record on players biographies, tennis periodicals were obtained from USLTA and the National Lawn Tennis Hall of fame were used for obtaining the required information. The following results were obtained:
i. Tennis was one of the early competitive sports offered for women in colleges;

ii. Not until 1960s and 1970s did any women tennis players lead in the national women right movement;

iii. Introduction of professionalism in tennis have attained a prestigious status for women in tennis.

Sandra Faye’s (1992) study was to find out the contribution of Elizabeth Harrison to the Kindergarten Movement in Chicago, 1880-1920. An examination of books written by Elizabeth, newspapers, journal articles and historical records constituted the secondary source input and interviews and biographical data constituted the primary source. The data were compiled, classified and interpreted according to the purpose of the study and the entire works were given in

i. Elizabeth’s life prior to her involvement in Kindergarten movement; ii. Origin of Kindergarten movement from its inception by Fredrick in Germany and its eventual growth in United State; 3. The arrival of Elizabeth into Kindergarten movement in Chicago and the national and international recognition obtained by her and iv. Elizabeth Harrisons as a writer of Kindergarten materials followed by her life after retirement.

Theodre (1990) in his historical study on the history and development of Karl Marx University at Leipzig used the primary and secondary sources. His methodology utilised the systematic discovery techniques beginning with generally accepted and popular sources using intrinsic evidence. The effects of tradition and ideology on mission, organisation and curriculum were also considered. The
following were the findings of the investigation: (i). K.M.U. a socialist University, lost its autonomy in a state dominated by personalities of the SED; (ii). The Marxian views expressed by academics were not accepted by the Stalinists; (iii). Socio and political events impacted the University and (iv). Traditions seem to persist despite central planning and political control. The historical development of Karl Marx University involved an evolutionary conflict between tradition and change and KMU survived by maintaining the traditional identity while adopting to the external circumstances.

Raymond Earl (1992) studied the life and professional career of John William Heisman, the famous football coach of United States of America. His study was to present the biography of John William Heisman, his contributions in terms of his influence on football, his professional philosophy through critical analysis of his writings, personal profile of early coaching. He used historical, biographical, analytical and imperative methods. Documents, interview with persons who were closely associated with Heisman, family members, players and coaches were also made use for collecting data. All the available materials were carefully scrutinised and analysed to ensure that only pertinent informations were taken for consideration. The following were the important findings of this study:

(i). John Williams Heisman born in Cleveland, Ohio on October 22nd, 1869. His family moved to Titusville, Pennsylvania when he was nine years old. He was graduated in law in Pennsylvania University; (ii). his coaching profession began in 1892 in Ohio; (iii). he was known as intellect and innovator of the game; (iv). he was one of the founding fathers of American Football Coaches Association and he was its second president; and (v). the famous football trophy “Heisman Trophy” was instituted to honour his contribution for the game of football.
Roberto (1981) studied the life and career of Jose De, J. Clarke Flores. More emphasis was given on leadership qualities in sports and the most important contribution at national and international levels. Questionnaires, personal interviews and documentary evidences were used for obtaining necessary data for this study. After analysing the data he classified his life and the contributions under, his early life, education, professional life as a military man and an engineer during his 27 years of involvement in sports. Jose De, J. Clarke Flores first became a successful leader in sports in Mexico and then become a more popular leader in sports in the whole American Continent.

Marry (1981) in her study on the famous basketball coach John Robert Wooden highlighted his basketball career in teaching and coaching basketball teams. She used questionnaire, personal interview with coach Wooden, his former assistant coaches at University of California, reports and department files were used as tools of collecting data. The following were the important results of her study: (i) Wooden started teaching and coaching basketball at school level and eventually to the collegiate level; (ii) he had an outstanding basketball career at Prude University; (iii) in his 40 years of basketball coaching his teams won 885 games out of 1088 games; (iv) his UCL teams won ten National Collegiate Athletic Association Championships and (v) he received numerous honours as a player, a coach and a citizen.

Peter (1968) studied Mrs. Emma W. Plunkett's life, career and professional contribution to Health Education in Oklahoma. The required data were collected from family records, personal, departmental and organisational files, personal interviews and questionnaire. This study covered a large number of persons throughout the state and nation. The collected data were analysed,
interpreted and organised into five major categories: (i) family history and environmental influence; (ii) childhood, education and early teaching days; (iii) the years at central state college; (iv) personality and philosophy; (v) contribution, honours and awards.

Schlegelnsich (1987) studied a biography of John. H. Scolinos with emphasis on his unique philosophy of coaching and teaching, his exemplary philosophy of life, as well as contribution in helping young people. This dissertation deals with John Scolino's early life, and teenage years, his military experience and his coaching years at both Pepperdine College in Los Angles and Polytechnique College in Pomona, California. During his 42 years as a college basketball coach, John Scolinos has won national acclaim for his coaching accomplishments, but even more importantly has earned the gratitude and love of numerous students, athlete and non-athlete alike, for his interest and help in their lives. The awards and accolades attested to both of his success and give tribute to a life time of service that still continue.

Philips' (1960) study was to present biographies of selected women in physical educations. The women selected were Dr. Margaret Bell, Dr. Elizabeth Habey, Miss. Margaret D. Hobblet, Dr. Gretrude Mallton, Dr. I. Anna Norris and Miss. Blanche Trillrong. The study reported the background works, professional contributions, honours and retirement activities. Data were obtained through primary source materials and interviews with the subjects and others. The biographies were presented independently without comparison.
2.18. Personality Studies on Sports Person:

Reddy (1993) undertook a case study of Pothan Mathews Joseph, T., a pioneer physical educationist in India. He studied the personality traits of Joseph, his philosophy and ability as a teacher and administrator. R.B. Cattell’s 16 personality factor Analysis Questionnaire was used to assess the personality traits of Joseph. A Standardised opinion rating questionnaire was developed and mailed to his contemporaries, student and physical educationists to assess his philosophy, teaching and administrative abilities. Interview with Joseph and leading physical educationists in India, department records and files were used to assess the contribution of Joseph for scientific physical education in India and the honours conferred on him.

Siva Rama Krishnan’s (1989) study was to investigate the life, career and contribution of Sunil Gavaskar, a famous Indian cricketer. He had extensively used interview technique, opinion questionnaire, Cattell’s 16 personality factor questionnaire, personal visit, reading from literary sources, journals and books. His study had shown the influence of parents and environment during childhood on Gavaskar’s behaviour and performance and the personality traits of Gavaskar were supported by his achievement and performances in the field of cricket and social life.

James David’s (1986) study was designed to compare selected characteristics of more successful adventure leaders with those of less successful leaders. The goal was to identify those characteristics associated with successful adventure leadership. Hypothesis were started from the null prospective, thus predicting there would be no significant difference in the leadership opinions, personality
characteristics, vocational/leisure interests, age, education, experience and gender of more successful leaders when compared to less successful leaders.

Three standardised instruments were used in this study, the leadership opinion questionnaire, 16 personality factors and strong Campbell interest inventory. Additional data were gathered on status, degrees earned, developmental environment, educational level and age. The subjects were 17 leaders (10 males and 7 females) employed in the summer of 1985 at the Wilderness School in Goshen City. Students at the Wilderness School were described as “troubled”. A special questionnaire was used by the W.S. Administrators to evaluate the leaders performance. Five categories were created for the analysis of leader competency. Professional/Administrative, Teaching, Safety/Technical, Interpersonal and Overall Evaluation.

Analysis of Variance, Pearson ‘r’ and ‘t’ test were used to analyse the data (P.05 used in all procedures) on the basis of their evaluations, the leaders were divided into two groups Good and Understanding.

2.19. Personality Study and Management Competency Assessment:

James David, Lynn (1993) in his research to study the personality types and effectiveness of board members in Nebraska District Public Schools had used the “Myers Briggs Type Indicator Test” to find out the personality types and an “Effective Rating Scale” was used to rate the superintendent’s effectiveness of school board members. This study was confined to Class I and II Public School in Nebraska District. The following were his findings: (i) more effective School board members in Nebraska District were introverts; (ii) Most of the effective board members had a sensing personality than Intuitive Personality; (iii) More
effective board members were found to have a Thinking personality profile than feeling personality profile and (iv) more effective board members had judgement personality than perception personality.

Kurtin Kresho (1994) studied the relationship between personality types and competencies of school administrators. Additionally competencies rating were examined across different assessment methods to determine if these methods were independent of MBTI personality characteristics. The assessment centre data on competencies along with the MBTI data were analysed using repeated measures of ANOVA. It was found that Competencies ratings and some assessment methods were not independent of the MBTI personality character. Significant differences among the mean competencies rating of the Myers Briggs Indicator Personality Types were observed on the Group exercise and overall rating. Educational administrators with extroverted personality types scored significantly higher than the administrators with introverted types on group rating concept formation, self confidence, organisational ability, management control and delegation. Educational administrator with feeling personality types scored significantly greater than administrators with thinking type on the overall rating of interpersonal search, presentation an achievement orientation.

"Cheng Chih - fu (1993) in his study to determine the competencies necessary for the successful management of sports organisations and transmit the skills and knowledge requisite to assuming leadership and management role of sports for an educational curriculum design in Taiwan. Three hundred and thirty four sports managers in Taiwan, Republic of China served as the subjects for the study. The research instrument, "Survey of Management Practitioners" was administered. One way analysis of Variance (ANOVA), Chi Square Test were used
for the analysing the data. Eight managerial competencies among sports managers in Taiwan were identified and a model curriculum of sports management from this study was derived.