CHAPTER - II

REVIEW OF LITERATURE
Chapter - II

REVIEW OF LITERATURE

1.1 Development of Administrative Thought
1.2 Literature Related to Administrative Set-up
1.3 Leadership Behaviour
1.4 Organisation Climate in Physical Education
1.5 Job Satisfaction in Physical Education and Athletics
1.6 Environment in Physical Education Department
1.7 Planning and Construction of Facilities
1.8 Administrative Patterns
Chapter - II

REVIEW OF LITERATURE

Researcher selected the topic "A Study of Administration of Department of Physical Education in Indian Universities". Therefore he had given a thought to refer these types of studies conducted in Indian conditions and abroad regarding Administration in the field of physical education. For reference the libraries of Amravati University, Degree College of Physical Education, Amravati and LNCPE, Gwalior, were visited and available literature in the libraries were reviewed for better understanding of the present study.

In India the universities were established by the British rulers. In the year 1857, three universities, University of Bombay, University of Calcutta and University of Madras were established to educate the people of India. The sole purpose of these universities was to educate the Indian people for doing the office work of British rulers. Therefore the various departments of universities were working towards this end only. The thought of

establishing department of sports came out very late when the welfare of students was thought and need of healthy youth of universities for the country was taken into consideration in the old universities. In the University like Calcutta the sports are looked after by deputy registrar. The university is not having separate department of sports and physical education. The studies on administration of physical education and sports in India were conducted after the establishment of department of physical education and sports in the universities. At present, an extensive amount of literature about leadership and administration is available in all fields which have interest in efficient and effective use of human resources. However, in the field of administration and leadership related to physical education, limited studies were conducted by Indian scholars. Here some of the reviews of the studies conducted by researchers in physical education are given.

1.1 Development of Administrative Thought

The real development of administrative thought in America started shortly after the turn of the century. Only in the 20th century has administra-
tive thought emerged as a differentiated field of sight, conclusion, observation, abstract theory and specialised terminology. These developments were the products of industrial revolution.

In the past 70 years three clearly differentiated stages of thinking about Administration have evolved; these were: (1) scientific management era, (2) the human relation era, and (3) the era of Administrative theory and research. This thinking was related to industries to get more use of the workers and more product from industries.

This study is related to administration of physical education and sports, therefore selected literature related to the study is reviewed here.

1.2 Literature related to Administrative Set-up

The phenomenon of organised physical education, including competitive athletics that has taken place in the United States within the past 100 years has today become a vast enterprise that demands

wise and skillful management. The situation is now such that appointment of director of physical education or athletics director or a person with some combined title is a very ordinary and expected occurrence. These men and women have now assumed many of the earmarks of a profession. Having said this we should keep in mind that a recognised profession needs an organised body of knowledge based on research. A profession that is truly worthy of the name, must of course, should have many criteria. However, we must keep this particular criterion in mind.

The existence of an organised body of knowledge based on research, thus the preparation of our "species" - the administrator of physical education and athletics - as profession requires that some organisational structure be developed within educational institutions through which the body of professional knowledge may be transmitted to those who follow.² The above statement shows that because of those studies and researches in physical education the advancement is possible in the profession.

The past administrative practice in the field of physical education, mostly of trial and error nature, has sufficed up to the present, but now most disturbing fact confronts us as we look to the future. An administration revolution has been and is taking place. It is here to study, and "Modern man has no escape from the complexities of organisations and management."  

There are very obvious implications for the study of administration in physical education and athletics. The first is the ever present need for academic respectability. Even though the organisation and administration have a long history in professional preparation in our field, they have not achieved the recognition that has been accorded to research in physiology of exercise, in kinesiology, in sports psychology, or in history. The emergence of sound investigation relative to descriptive analysis of administrative practice could provide "substance" to this type of research endeavour. In this regard Thompson recommends that anyone working in this area might in long run be contributory to development of an adequate theory of administration. Thus he advoca-

---

ted the focus of an adequate theory that will be on processes rather than on correlations. Thus particular administrative pattern may be shown to have a certain correlation with a quality of performance.\textsuperscript{4}

The study of "An analysis of 'Administrative' research in physical education and athletics" which was made by M.J. Spaeth\textsuperscript{5}, concluded that, every effort should be made now to restructure our efforts, so that we may offer sound administrative theory as a basis for practice in physical education and athletics at all levels of our educational system.

If we offer sound administrative theory for practice in physical education and athletics, it is obvious to see the administrative research in physical education and athletics.

Administrative research in physical education and athletics has been concerned primarily with programmes in schools, colleges and universities. Dramatic changes in the study of educational administration provide a background for the appraisal of this research. A review of these departments and the


related literature led to this appraisal of administrative research in physical education and athletics.

1.3 Leadership Behaviour

Gordon A. Olafson in his study of leadership behaviour of junior college and university physical education administrators, found that, the dimensions of teaching research, student content orientation, coaching, teaching, broad-specialized curriculum, community professional service, and competition-cooperation-professional service, and competition-cooperation were all significant at less than one percent level between the overall junior college and overall university returns. Results of discriminant analysis indicated that the university physical education department emphasized research, a specialized curriculum, and service to professional organisations, whereas the junior college physical education department emphasized both teaching and coaching.6

Martha Bagley\textsuperscript{7} conducted research on leadership effectiveness contingency model implication. The basic design of this study involved the application of Fiedler's,\textsuperscript{8} Leadership effectiveness contingency model to university graduate departments of physical education in the United States offering doctoral degrees in physical education. It was necessary to obtain data concerning the variables outlined by the contingency model. They were: (1) Least preferred coworker score, (2) Leader-member relations (group atmosphere), (3) Task structure, (4) position power of the leader, and (5) effectiveness measures.

Five effectiveness measures were utilized and correlated with the least-preferred coworker measure in the favourableness situation, and unfavourableness situation of the model. The departments in the United States offered a doctorate in physical education after completion of the study.

The results of this study and of Lenaghan (1972)\textsuperscript{9}, and Wyrick (1972)\textsuperscript{10} studies indicate that

\textsuperscript{7}Ibid., p.98-113.


Fiedler's leadership-effectiveness contingency model is not applicable to the educational setting and should not be used for selecting, retention, evaluation, or prediction of educational leadership. Further leadership using the present model in educational settings seems inappropriate. These studies were conducted in the field of physical education and Athletics and it was found that effective leadership behavior brings the suitable atmosphere in the administration of physical education and athletics. The organizational climate in the field of physical education is also very much helpful in setting up the proper Administration in the field of physical education. Some of the related literature regarding organizational climate in physical education are referred here.

1.4 Organization Climate in Physical Education

Wayne E. Dannehl\(^{11}\) studied the organizational climate in physical education by using organizational climate description questionnaire (OCDO) developed by Haplin and Croft\(^{12}\) (1962). He selected 20 midwestern


universities for this study. This study was an attempt to measure organizational climate and the perceived behaviour of group and the leader of the organization. The findings of this investigation show significant differences also between the perceptions of faculty members who coach and those who teach only. The overall relationship of physical education and athletics in modern universities is certainly an area which deserves considerable research in future. There are indications that more departments of physical education would like to become, or are moving towards becoming a school or college structure. A study by Nixon\textsuperscript{13} in 1949 showed only seven institutions with either schools or colleges of physical education. By 1967, this number had grown to twenty-three. Furthermore, thirty-one other institutions were planning to move in this direction (McCristal,\textsuperscript{14} 1968).

The findings of this study support the general concept of a more autonomous administrative structure for units of physical education. The mixing


of persons with different professional goals and interests can create organizational conflict and make the task of the organization unclear. The fact that the persons in areas of health, safety, and recreation have ever-widening task perceptions with physical education is exemplified by the fact that several schools and/or colleges of physical education are considering changing the college or school name to something more comprehensive than physical education.

1.5 Job Satisfaction in Physical Education and Athletics

Juri V. Daniel\(^{15}\) had presented his study of "Faculty job satisfaction in physical education and athletics". The purpose of his study was to search for the possible existence of consistent relationship between organizational differentiation, thus role differentiation and job satisfaction of respective faculty members in department of physical education and athletics in selected Ontario universities.

The factors studied were:

(1) a pay and material reward factor;

---

(2) a factor dealing with work itself;
(3) a supervision factor and
(4) a factor related to other people on the job.

The casual comparative technique of research was used. Institutions of university status, which offered a variety of programmes in physical education and athletics including an undergraduate degree programme, were chosen. Thus ten universities in Ontario were included. All full-time members of faculties of physical education/health education/recreation and athletics from selected universities who held at least the rank of an instructor were chosen to be the subjects making up the population of the study.

The findings of this investigation suggest that physical educators in Ontario universities are not all equally satisfied with their jobs.

Shirley J. Wood\(^{16}\) studied the role expectations of teachers and chairmen in the field of physical education and athletics. The general purpose of this study was to investigate (1) the level of agreement that existed among and between women physical

---

education teachers and their respective department chairman in relation to particular expectations for those two positions, and (2) the relationship that existed between consensus on expectations and the teachers' satisfaction with their chairman's professional leadership. Concepts of role theory provided the theoretical bases for the investigation.

The subjects of the study were 102 women physical education teachers and 10 chairman from 10 universities in Indiana and Illinois. Modified random sampling procedures were used to select sample of teachers. The samples were described on the basis of age, teaching experience, academic rank and marital status.

On the basis of the data obtained and within the limitations of the study, the following conclusions were drawn:

(1) Expectation for both teachers and chairman appears to be characterised by a wide range of agreement level.

(2) Expectations for the position of chairman are

---

less agreed upon than are expectations for the positions of teachers.

(3) The demonstrated relationship between the accuracy with which teachers perceive their chairmen's expectations and the satisfaction which teachers express with their chairmen indicates that administrators might find it advantageous to try to communicate to their staff their own perceptions of both the chairman and the teachers' roles.

Gulick addressed himself to expanding Foyol's five elements of administration when he wrote *Administrative Reflections on World War II* as part of his service on the committee on Administrative Management which had been established by President Franklin D. Roosevelt in the late 1930's. In the volume Gulick first presented the now famous "POSDCORB" a term in which each initial stands for a facet of Administration: Planning, Organising, Staffing, Directing, Coordinating, Reporting and Budgeting. Although both men were interested in dealing with administration as a whole,

19Gulick and Urwick, eds. papers, p.13.
most of their writings are concerned with principles of organisation. Among the most important of these principles were: fitting people to structure, administrative units headed by a single top executive, special and general staff, assistants span of control and delegation. 21

1.6 Environment in Physical Education Department

Thomas E. Flanigan 21, studied the institutional climate in the department of physical education. The central theme was the concept that the goals of the unit can be successfully realized more easily if the administrators have useful knowledge about the climate of the organisation. Pace 22, recognised the importance of environment in the total structure of progress towards goals by the students. In an attempt to identify relationship between environmental press and student needs, Pace and Stern developed the College Classification Index (CCI) (Pace, 1963) and in later version the College Characteristics Analysis (CCA) (1964; p.6).


In responding to items on the CCA, the student was reacting to wide range of topics relative to such factors as rules and regulations, facilities, student-faculty relationship, classroom methods, extracurricular activities, etc. The student was, in effect, describing the educational press under which he was operating in the major programme of study. He was expressing an awareness of the college environment which was exerting a directive influence on his behaviour (Pace, 1963, p.78).

The environment is identified along the dimension of five scales: practicality, community, awareness, propriety, and scholarship and two subscales, campus morale, and quality of teaching, and faculty-student relationship.23

The conclusion drawn from the above study is "Administrative behaviour required to successfully achieve desired outcomes of a particular organisation is dependent upon an understanding of the current status of the organisation. Constant attention must be given to ways of determining the best method of promoting the successful attainment of the goals of the institution or unit within the institution".

---

23Ibid., p.9.
In higher education the goals must be dependent on the needs of the students who are operating in the environment. Students can find more success in environments that meet their own needs, needs which they bring into the organisation chosen on the basis of their impression of the "personality" of the institution, often gained by perusing information supplied by administrators -- information that may or may not accurately describe the climate.\textsuperscript{24}

1.7 Planning and Construction of Facilities

Modern age attaches much more importance to physical education to enable all the students to take part in them according to their aptitudes, interests and abilities. Necessary facilities for physical education should be provided in every school, college and university, to enable students to take part in various activities. The situation and the financial condition of the institution are to be kept in mind in providing, planning, and constructing the facilities.

James A. Peterson\textsuperscript{25}, presented a paper on

\textsuperscript{24}Ibid., p.275.

the planning and construction of physical recreation facilities. He expressed in his paper that planning educational facilities involves more than designing and constructing a facility with "X" number of square feet to accommodate "Y" number of students. Rather, the process of creating educational facilities can be viewed as a continuous series of closely related but separate events or actions, some of which are prerequisite to others. Unfortunately, there is wide variety of interpretations regarding either the identification of these events or the conceptualization of a coherent theory of facility development.

The efficient planning of physical recreation facilities has long been an administrative concern for physical educators. One of the first references to the fact that the development of facilities was of interest to physical educators appeared as early as the late nineteenth century (American Physical Education Review, 1896-99). 26

Physical educator seeking assistance in the task of facility planning is confronted, however, with the contradictory dilemma. Boles suggested, "There is

---

hardly a topic in education which has been written about so energetically and voluminously as school buildings", (1965, P.v). The planning process is of critical importance. As a first step, the need for a new facility must be clearly established. The need must be based on factors such as departmental philosophy, educational goals, student interests, community use and future projections. The community must be involved in the planning, and the physical education facility must be an integral part of school/college/or university master plan. Selection of a project architect is a critical step and should follow guidelines established by the administrative unit that is responsible for the building.28

While providing the facilities in Indian conditions, Indian University Grants Commission suggested following facilities for universities, colleges and schools, playground facilities.

Facilities for developing playgrounds should be provided for items indicated below.


Cricket, Hockey, Football, Volleyball, Basketball, Kabaddi, Kho-Kho, Badminton, Table Tennis, Tennis, Gymnastics, Athletics and Wrestling. A Gymnasium is a must for every university. The standards of play areas should be the same as suggested by rule and regulations. However, in addition to the university department of physical education, accommodation for clinic, coaching camp, competitions and the like should be available for about 60 to 80 students at a time by providing separate hostel for the purpose. A swimming pool will be an advantage.

In support of the above U.G.C. recommendation on facilities for physical education in universities/colleges/schools, Dr. R.I. Anand recommended following facilities for schools/colleges and universities in his book of Playing Field Manual.

**Physical Facilities for Schools, Colleges, Universities**

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

---

(a) **For schools:**

Facilities may be provided for running track, kho-kho, Kabaddi, Basketball, Volleyball, Football, Hockey and Wrestling and a suitable low-cost open or covered gymnasium which can also be used as a class room.

(b) **For Colleges:**

Cricket field (desirable), Hockey field, Football field, Basketball courts, Volleyball court, Squash court, Running track, swimming pool (25 metres) Gymnasium.

(c) **For Universities:**

Two Cricket fields, Two hockey, football fields, two basketball courts, four volleyball courts, six tennis courts, two squash courts, one running track 400 metres, gymnasium for multipurpose activities, swimming pool (50 metres). 30

Hence the above facilities are recommended for schools, colleges and universities. If these facilities are properly planned and constructed in these institutions, the objectives of physical education can be met properly.

1.8 Administrative Patterns

Some of the administrative set-ups in universities and in other institutions as suggested by number of writers, scholars and researchers, appearing in related literature are referred here for better understanding the administrative set-ups in universities and other agencies. Broom compared the central sports administration in two countries, England and Canada, and concluded that 1. Both National Advisory Council (NAC) in Canada and the Sports Council in England were established to advise their respective government on the policy of sports development. The NAC has remained an advisory body and its sphere of influence was severely curtailed in 1970 when its role of advising on grant was transferred to the Fitness and Amateur Sports Directorate (FASD). In contrast, the sports council became an independent body with its own royal charter in 1971 and assumed complete responsibility for the dispensation of grants to sports. 2. The clearly defined terms of references of the Sports Council and the Central Council of Physical Recreation (CCPR) in England and the partnership between them contrasts strongly with the vague terms of reference and the resultant persistent role conflict and illusory relationships of the NAC and the FASD in Canada.
Organisational system of the Central Administrative Agencies of Amateur Sports and Physical Recreation in Canada and England which were in existence in 1971, is given in Figure no. 1.\(^{31}\)

The investigator compared the two set-ups of organisation at England and Canada which were in existence in 1971. Some authors in their books had given the organisation structure of physical education in schools, colleges and universities which are helpful in achieving objectives of physical education and athletics.

Bucher\(^{32}\) has given the operational organisation chart in American schools which clarifies channels of communication for employees of school district. The Superintendent administers school district policies through assistant superintendent and they in turn use intermediate staff members in the process.


Figure 1: Organisation System of the Central Administrative Agencies of Amateur Sports and Physical Recreation in Canada and England.

Note:
- I = Institutional System
- M = Managerial System
- T = Technical System
- | = Vertical articulation
- --- = Horizontal articulation
Figure - 2: Organisation Structure of Physical Education in Schools, Colleges and Universities in American Condition.
The organisation chart in American condition is different than Indian conditions. In American condition the community, Board of Trustees are playing very important role for implementing the programme.

Pestolesi and Sinclair\textsuperscript{33} have advocated new organisational patterns. Figures 3 and 4 represent the type of administrative plans recommended for creative leadership. Both of these display the horizontal approach in relation to administrative success, one depicting a single department at the high school and one at the college level. As shown in figure-3, the director of physical education is responsible for the development and promotion of a total sports instructional programme. The associate directors have the responsibility and authority to promote and develop specific assigned areas.

Figure-4 represents a similar philosophy in a college physical education programme. Although other names may be appropriate, we recommend the department title of human performance, since it depicts

Figure - 3: Type of Administrative Plans Recommended for Creative Leadership.

a broad umbrella under which a number of administrative areas fall. This title can accommodate the areas of physical performance, sociological performance, psychological performance, all of which deal with the human response to specific sub-discipline of study and preparation.

\[3^a\text{bid., p.39.}\]
Figure 4: Organisation of University Department of Human Performance
Pestolesi\textsuperscript{35} also advocated about the same philosophy outlined for institutional instructional leadership carried over into the school and university competitive programme. Figures 5 and 6 represent a typical school and university organisation in which director of athletics promotes and administers the total competitive athletic programme with equal opportunity for both male and female participants.

![Diagram showing organisational structure]

\textbf{Figure-5:} Organisation of a high school Athletic Department.

Above organisation charts are discussed and illustrated here from the American writers and they are useful in United States only.

\textsuperscript{35}\textit{Ibid.}, p.40-41.
Figure - 6: Organisation of University Competitive Programme

For Indian condition some organisation charts are referred here which are actually in practice in most of the Indian universities.
Figure - 7: Organisational Set-ups in practice

Dr. Dheer and Kamal have illustrated organisational chart of universities which is widely followed in Indian universities, as shown in above figure-7.

This scheme is followed in Indian universities. Colleges carried on the sports activities independently, but on the basis of directions issued by syndicate on recommendations of Board of Sports. It is duty of the university physical director to look after the Board of Sports, visit colleges and assist in their sports programme. He helps in conducting inter-collegiate activities and university sports. He helps in selecting training representative university teams, competing in inter competition.

The above reference are collected from the literature available in the libraries of Amravati University and Degree College of Physical Education Amravati. The references quoted here are according to the study's sub-headings which researcher is dealing in his questionnaire. It helped in knowing better the Development of Administrative set-up, leadership behaviour, organisation climate in physical education, job satisfaction in physical education, environment in physical education department, planning and constructing facilities and Administrative patterns.
The above reviews may be concluded in the following way. For maximum achievement in the department of physical education, and to achieve the objectives and goals of the department it should be planned on cooperative basis. Every staff working in the department has to understand his own responsibilities and duties. Job satisfaction play very important role. For achievement of students sufficient number of qualified staff is required and well planned facilities are needed. Only then the department of physical education can fulfill the need of community and students.