CHAPTER - II

REVIEW OF RELATED LITERATURE

Review of related literature helps a researcher to acquaint him with current knowledge in the area in which he proposes to conduct research. It enables the researcher to make a very definite plan regarding the methodology usually he wants to adopt in his study. Such a well-defined plan about the area of research gives the free of way in methodology to the researcher to arrive his goals. In collection of literature pertinent to the present study the investigator has scanned the Research Periodicals, Research Abstracts, Thesis and Dissertations and Journals from various universities, colleges and print media. The lineament of scanning the facts in connection with the present study was up to 2001. In the present study the contributions of the subject towards physical education and sports have been studied under various heads as a Sponsor, as an administrator, as a manager, as a fervent advocate of Total Quality Management, as a leader and as a sportsman. The collected literature has been segmented into different studies of headings as stated above and presented in this chapter.

2.1 PERSONALITIES OF SPORTS PERSONS

The personality traits of sportsmen in general could be inferred from the findings of earlier studies in the field such as outgoing (A+), emotionally stable (C+), assertive (E+), happy-go-lucky (F+), strong in ego strength (G+), venturesome (H+), tough-minded "(I-), practical (M-), shrewd (N+), experimenting (Q1+), group-dependent (Q2-), controlled (Q3+) and relaxed (Q4-).
Personality traits of sportsman play a very crucial role in sports and games related to high level competency. The most dominant personality traits are aggression, integrated thinking, dominance autonomy, endurance, determination, persistence, self-control, self-discipline, strategical thinking, high achievement need, and extroversion. The studies related to personality traits of some sportsmen are collectively given below.

Reddy (1993) examined the personality traits of Pothan Mathews Joseph, T., a pioneer physical educationist in India, as well as his philosophy and ability as a teacher and administrator. Using Cattell’s 16 personality factor Analysis Questionnaire the personality traits of Joseph was measured. Further to assess the other factors a standardized opinion rating questionnaire was developed and mailed to his contemporaries, student and physical educationists to evaluate his philosophy, teaching and administrative abilities. Interviews with Joseph and leading physical educationists in India, department records and files were used to assess the contribution of Joseph in the field of scientific physical education in India and the honors conferred on him.

Siva Rama Krishnan’s (1989) investigated contribution of Sunil Gavaskar, a famous Indian Cricketer. The findings of the study show the influence of parents and environment during childhood on Gavaskar’s behavior 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) compared some selected characteristics of more successful adventure leaders with those of less successful leaders in order to
identify those characteristics associated with successful adventure leadership. From the results of the study it was observed that five categories accounted for the analysis of leader competency viz. Professional/Administrative, Teaching, Safety / Technical, Interpersonal and Overall Evaluation. Analysis of Variance and Pearson 'r' and 't' tests were used to analyze the data (P .05 used in all procedures). On the basis of their evaluations the leaders were divided into two groups - Good and Understanding.

2.2 PERSONALITY AND MANAGEMENT COMPETENCY

James David Lym (1993) studied the personality types and effectiveness of the board members in Nebraska District Public Schools. He 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. 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) 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. 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 and achievement orientation.

“Cheng Chih – Fu” (1993) determined the competencies necessary for the successful management of sports organisations and 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 Chine served as the subject’s study. The research instruments, “Survey of Management Practitioners” were administered. One way analysis of Variance (ANOVA), Chi Square Test were used for analysing the data. Eight managerial competencies among sports managers in Taiwan were identified and a model curriculum of sports management form this study derived.
2.3 SPORTS SPONSORSHIP

According to McCarville et al. (1998), Sponsorship has become a major source of funding for special and on-going sporting events. However, sponsors may question return on their investment in such events. Managers may find that potential sponsors are reluctant to invest in sporting activities as a result. This paper addresses the issue of return on investment by monitoring reaction to a sponsor’s promotional efforts in an experimental setting. In the context offered by a hypothetical non-profit sporting event, participants were randomly assigned to groups who received (a) basic information about the sponsor, (b) discount coupons offered by the sponsor, and (c) trial samples of the sponsor’s product (pizza). Those who received the product on trial responded most positively to the sponsorship message. They rated the sponsor’s product in more positive terms and were more likely to intend to purchase that product within the next month. Conversely, promotions that presented only logos, sponsor’s telephone numbers, slogans or coupons generally failed to alter perceptions of the product or sponsor.

Des Thwaites and Andrew Carruthers (1998) studied the corporate sponsorship of both rugby league and rugby union clubs. The broad objective of the research was to establish the degree to which the rigorous framework for sponsorship management identified in the literature is applied in practice. In general the league sponsors adopted a more commercial approach to their initiatives, although further analysis highlighted the diverse nature of union sponsors who may be identified on a motivational continuum from commercial to philanthropic. Clear opportunities are identified wherein sponsorship programs may be adapted to contribute more fully to corporate marketing objectives through
a greater application of the prescriptions in the current literature. Specific issues addressed include: functional control, selection, objective setting, implementation, evaluation, and leverage. An assessment of the extent to which this situation is common to the sponsorship of other sports in England is made by reference to studies of professional soccer and horse racing.

2.4 SPORTS MANAGEMENT

According to Bitts (2001) the millennium has presented the world with the opportunity to evaluate progress up to this point in time. Many have used this as a way to look back at achievements, disappointments, brilliance, and mistakes. In addition, it has offered a chance to reevaluate predictions for the future, make adjustments in goals, question ego, and ponder the state of inequitable human rights. He placed his evaluation of the past, present, and future of sports management as a field of study and issue challenges for open discussion. His address was focused on the issues and factors that define, describe, and create an identification for sports management as a field of study. Additionally, he defined "box thinking," for the purposes of this paper, as the passive acceptance of constructed definitions and positions about sports management and its content without question or analysis. Box thinking is dangerous. It stifles critical examination and growth that can free us to move and progress. His perspective is derived from observation of sports management academia for 16 years as a university professor, some limited study of the historical development of sports management, experience with different aspects of sports management as a field of study, analysis of the literature, and 35 years of experience as a sportsman and athlete participating and working in the sports industry. Moreover, his perspective
is informed by the works of several Zeigler scholars before him who analyzed the field at their time, a wealth of literature (relative to 15 years ago), and numerous sports management academics of all ages from whom he had learned.

Fink et al. (2001) applied a framework of diversity initiatives as a basis of exploration into top management beliefs and diversity management strategies of Division IA intercollegiate athletic organizations. This framework utilizes issues of power, demographic and relational differences, and past literature regarding specific diversity strategies to empirically assess these organizations' outlooks regarding employee diversity. Results of the study suggest that Division IA intercollegiate athletic organizations operate in cultures that value similarity. Demographic variables predicted a significant amount of variance in employees' perceptions of diversity management strategies. In addition, demographic differences (being different from one's leader) accounted for an even greater amount of variance in these perceptions. Top management beliefs in the benefits of diversity were related to perceptions of different diversity practices. That is, high beliefs resulted in higher levels of diversity management practice. Discussion of the findings relative to current theory in sports and its implications for sports managers are noted.

David Cruise Malloy and James Agarwal (2001) investigated the influence that significant others have upon the perception of ethical climate in a Canadian provincial non-profit sports federation. The study was theoretically based upon the concepts of differential association and role-set configuration as well as the ethical climate dimensions developed in a non-profit context by Agarwal and Malloy (1999). The results demonstrate some support for the earlier empirical and
theoretical findings that suggest that members of non-profit organizations may not be influenced by internal strategies of control and conformity. While this study was based upon a single provincial sports federation, the authors cautiously draw attention to the implications that the results may have for other non-profit organizations.

According to Girginov (2001) the dismissal of totalitarian regimes across Eastern Europe challenged the strategic orientation of sports in these countries. A central issue concerning the shaping of the new sports policies and the role of democratic states surprisingly as yet has not generated thorough academic analyses. As a result of transformations, the sports sector is undergoing massive adaptations, innovations, and reconfigurations leading to the emergence of new arrangements and actors pursuing different projects. Studying (Vassil Girginov, 2001) this process from a Strategic Relation perspective invites an analysis of sports policy, which accounts equally for events, actors, structures, and relations. More specifically, this approach offered a fruitful insight into the state and its strategic relations in sports policy making. One aspect of this study of theoretical interest is that, so far as can be ascertained, it is the first time the Strategic Relations approach has been applied to a Communist state.

Brian Goff (2000) reviews and extends existing statistical work on the effects of college athletics using basic concepts from economics as guideposts. Current evidence indicates that success, and at times merely participation, in college athletics provides several benefits including direct financial gain and such indirect benefits as increased university exposure and, in turn, increased financial contributions and increased student applications and enrollment. Evidence
concerning negative exposure from events such as NCAA sanctions is sparse but suggests opposite effects of smaller magnitude.

Critics of intercollegiate athletics in the U.S. have identified many negative consequences for universities, individual players, students, and other fans. In the present study, Beyer and David (2000) took a cultural perspective to explore both the positive and negative consequences of college athletics. First, they showed how athletics function as cultural forms that carry cultural meanings and argue that many of the meanings carried by athletics reflect cultural ideologies of the wider society. They then enumerate and discuss many of the positive and negative consequences that have been attributed to athletics at societal, organizational, group, and individual levels. Finally, they discussed the implications of our analysis for current reforms, arguing that the cultural significance and positive functions of university athletics represent formidable barriers to reform.

Popular and academic discourse typically analyzes the strategies used to induce compliance with sports association policies and rules within a framework that shoehorns a diverse array of strategies into two categories: sanctions or compensation. Mitchell and Barr (1999) proposes a taxonomy that goes beyond the "logic of consequences" inherent in the behavioral models of sanctions and compensation. Sports managers and scholars can encourage compliance through six ideal-type strategies: punitive, remunerative, generative, preventive, cognitive, and normative. These six categories provide the foundation for systematically evaluating the relative effectiveness of different strategies at altering the behavior of league members. This article delineates the different paths by which these different policy strategies influence behavior. Five questions designed to guide
managers in the selection of strategies are offered. Although the National Collegiate Athletic Association is used as a case example throughout, the framework has applicability to all sports associations.

Chelladurai (1999) focuses on the management and impact of cultural diversity in sports organizations. It is proposed that the potentially constructive or destructive impact of cultural diversity is a function of the management of that diversity, which is ultimately a reflection of organizational culture, or how things are done around here. Organizational culture is described along a continuum of valuing similarity and diversity in the organization. It is argued that the benefits of cultural diversity (e.g., creativity, challenge, constructive conflict) will be realized when an organizational culture of diversity underlies the management of that diversity. These benefits are heightened when the situation dictates a high degree of task interdependence and complexity. Implications for increasing cultural diversity and developing an organizational culture that values that diversity, as a social responsibility and a contributing force to organizational performance, are discussed.

Karen and Chelladurai (1999) described and analyzed the managerial work in Canadian intercollegiate athletics. The directors of 37 Canadian intercollegiate athletic departments responded to a questionnaire eliciting perceived importance of, time devoted to, and percentage responsibility for 19 managerial activities carried out by athletic departments. These managerial activities were largely patterned after Mintzberg's (1975) description of managerial work and were verified by a group of experts. Results showed that financial management, leadership, policy making, disturbance handling, revenue generation, and athlete
affairs were perceived to be the most important and most time consuming activities. Information seeking, maintenance activities, and league responsibilities were rated the least important. The athletic directors reported that they were largely responsible for the more important tasks with average percent responsibility of 55%. The average responsibility assigned to assistant directors was 29.5%, and this limited responsibility was significantly but inversely related to the importance of the tasks.

The commitment of volunteers is critical to the effective organization and delivery of community-based sports. Graham et al (1998) examined the development of organizational commitment amongst volunteers in relation to several organizational factors and personal characteristics. Using hierarchical regression analysis, the study found evidence of a directional relationship between perceived committee functioning and organizational commitment. Age group, occupation, years of organizational membership also predicted organizational commitment, and time spent on administration. The study demonstrated a temporal relationship between committee functioning and organizational commitment and concluded with a discussion of practical implications and recommendations for further research. Jocelyn et al (1998) investigated the attributes of satisfaction and motivation for volunteers at an elite sporting competition and the implications of this for effective event management. The study measured the level of satisfaction with the general volunteer experience and with specific aspects of the administrative and managerial conditions. This study found that particular attributes of the event organization and competition facility played a role in volunteer satisfaction.
Kim and Kim. (1998) reported that Sports centre managers are likely to maximize member satisfaction by developing products or services that are tailored to the different groups of sports centre members. A necessary step, then, is to identify different segments of sports centre members. This study attempts to identify sports centre segments in Seoul, Korea, as determined by the members' attitudes toward 33 service items. Using the Statistical Package for Social Science (SPSS) employed a 2-stage cluster analysis approach in which the Ward's minimum variance method is used at the first stage and the K-means method is used at the second stage. This yielded 5 member segments that were then analyzed by employing ANOVA or chi-square to determine how they differ in their attitudes toward service attributes, demographic, socioeconomic, motivation, and usage patterns. For those variable responses showing a difference, analysis of the nature of differences helped profile the members in the 5 segments.

Bass and Caleb This paper aims to establish the nature and extent of physical activity promotion within secondary schools' extra-curricular programmes and presents selected findings from a larger study which investigated physical activity promotion within a whole school context. Questionnaires were completed by 42 secondary school PE Heads of Department (PEHoDs) in central England and follow-up interviews were conducted with a small sample of the PEHoDs (n=9). Questions covered a range of contexts for promoting physical activity promotion, including the extra-curricular programme. The findings suggest that extra-curricular activities continue to thrive in many schools. Of some concern however, was the limited range and focus of the activities offered which were heavily biased towards games and competitive sports. It was concluded that if extra-curricular
activities are to successfully promote physical activity, then a broad and balanced programme of activities should be provided which caters to the needs and interests of all pupils.

Monica (1997) examined the networking activities and their relationship to career success. He attempted to develop a comprehensive listing of networking activities and networking benefits through the use of interviews, open-ended questionnaires, and prior academic and practitioner literature. Exploratory factor analyses were performed on the networking activities scale and on the networking benefits scale. The factor analysis of the 37-item networking activities yielded seven dimensions, namely, maintaining external contacts, displaying expertise to the public, participating in church activities, socializing with colleagues, maintaining outside-work friendships, increasing visibility in the organisation, and participating in business and civic groups. The factor analysis of the 39-item networking benefits scale also yielded seven dimensions: receiving work-related assistance, career sponsorship, social support, job search assistance, business assistance, protection and political guidance, and information and ideas.

Multiple regression analyses and pair wise comparisons were performed to test the study's hypothesis. Results indicated that networking activities were positively related to the receipt of networking benefits as well as to number of promotions, perceived career success, and career satisfaction. However, networking benefits did not mediate the relationship between networking activities and the career outcome variables as predicted. Support was found for a number of correlation of networking activities. Organisational level, socioeconomic background, extraversion, and self-esteem were all strongly related to involvement
in networking activities. Furthermore, career aspirations and attitudes toward workplace politics received partial support as correlates of networking activities. Also, involvement in a mentoring relationship was positively related to participation in networking activities.

2.5 LEADERSHIP

Leadership roles have played an important part throughout history. Wofford and Goodwin (1994) proposed a cognitive model describing transformational and transactional leadership, which was examined in a field setting. Transformational relationships develop between leaders and subordinates to work toward goals that transcend individual needs and toward organizational visions. Subordinates are encouraged to meet self-actualization needs using self-reinforcement as the basis of control. Transactional leaders on the other hand, may have had experience working toward the organization's shorter term performance goals or may have had more exposure to transactional, rather than transformational role models (Wofford & Goodwin, 1994). The ability to emphasize organizational visions versus more specific and concrete goals should be a key distinction between transformational and transactional leadership behavior (Wofford and Goodwin, 1998).

Kent and Chelladurai (2001) tested the propositions that (a) perceived leader-member exchange quality (LMX) between second level managers (e.g., associate, assistant athletic directors) and their subordinates would be associated with perceived transformational leadership behaviors (TL) of the athletic director, and (b) subordinates' organizational commitment (OC) and organizational
citizenship behavior (OCB) would be correlated with both perceived TL and LMX. Seventy-five third tier employees of a large Midwestern university responded to the Multifactor Leadership Questionnaire-MLQ (Bass, 1985); LMX-7 (Graen, Novak, & Sommerkamp, 1982), an organizational citizenship scale (MacKenzie, Podsakoff, & Fetter, 1991); and an organizational commitment scale (Meyer & Allen, 1997). Correlational and regression analyses showed that the three dimensions of TL were significantly correlated with LMX. Additionally, the dimensions of TL and LMX were differentially related to OC and OCB.

David K. Scott (1999) used the multiform (structural, human resource, political, and symbolic) organizational theory of Bolman and Deal (1991b) to examine aspects of leadership and organizational climate in intercollegiate athletic departments. Top-5 finalist athletic departments from 4 collegiate divisions (NCAA I, II, and III and NAIA) for the 1995 to 1996 Sears Directors Cup award served as the sample. The 4 frames were all useful as descriptors of leadership and climate among the departments. However, ADs and head coaches differed significantly in their perceptions of the frame best describing AD leadership. There was evidence of strong agreement on perceptions of climate within several departments, but the political frame was perceived as least descriptive at every level of analysis. A MANOVA uncovered no significant differences in perceptions of the 4 frames with gender and division of competition as independent variables. Multiple regressions revealed that different frames predict how employees perceive their effectiveness as managers and leaders.

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. Hypotheses were stated from the null prospective, thus predicting that 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. The W.S. administrators to evaluate the leaders performance used a special questionnaire. Five categories Professional / Administration, Teaching, Safety / Technical,, Interpersonal and Overall Evaluation. Analysis of variance, Pearson 'r' and the 't' test were used to analyze the data (p 0.05 used in all procedures). On the basis of their evaluations, the leaders were divided into two groups for analysis with the 't' test; Group 1, Good, Outstanding.

2.6 COMPETITIVENESS AND LEADERSHIP

Maccoby (1976) describes the Gamesman type leader as a fierce competitor who communicates their enthusiasm, and energises their peers like the quarterback on a football team. Klonsky(1976) found that the best discriminators between non-leaders and leaders on both boys and girls high school sports teams dealing with individual prominence and achievement variables were aspiration level and competitiveness Brown and Tanner(1991) found a positive relationship between competitiveness and leadership in school age children (1990). Research found that leadership was highly correlated with experience. In the previous study, researchers found that the lack of team cohesion was related to a low level of experience.
2.7 TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Transactional and transformational leadership are two ways in which leadership roles can be approached. Boal and Bryson (1998) suggest that effective leaders are ones that earn the trust of their followers. Trust and loyalty play a critical role in the transformational leadership model. Kouzes and Posner (1987) indicated that the leader characteristics most valued by followers are honesty, integrity, and truthfulness. The six key behaviours associated with transformational leadership are identifying and activating a vision, providing an appropriate model fostering the acceptance of group goals, high performance expectation, providing individualised support, and providing intellectual stimulation. It has been shown that these behaviours of transformational leaders influence both trust and satisfaction (Alvolio, Bass, and Jung, 1995).

Transformational leadership has been found to broaden and elevate followers' needs and aspirations by achieving higher levels of potential. One particular study by Alvolio, Bass, and Jung (1995) focused on measuring three distinct components. Intellectual stimulation (1) involves the questioning of assumptions, reorganising problems, valuing the intellect, encouraging imagination, challenging old ways, and using novel approaches. Individualised consideration (2) involves caring, concern, empathy, and appreciating and integrating different needs and viewpoints within a group. Inspirational motivation (3) involves clarifying the mission, treating threats as opportunities, and energising the group members' desire to participate more (Alveoli, Kauai, and SOS, 1998). The social role theory (Eagle, 1987) proposes that individuals behave in accordance with societal expectations about their gender roles.
Transactional leaders exert influence by using goals and contingent recognition to motivate their followers. A transactional leader's goal setting behaviours include clarifying desired outcomes, suggesting, consulting, monitoring, and providing feedback. They also provide rewards to followers in exchange for successful task performance. Followers are expected to achieve levels of performance specified in "contract" with their leader (Alvolio, Bass, and Jung, 1995). Transactional relationships between leaders and subordinates have been described as exchange processes where by subordinate's needs can be met if their performances are adequate (Bums, 1978). Information provided by specific goals and positive feedback facilitate performance during early stages of skill acquisition by strengthening perceptions of competence, building intrinsic interest, and promoting persistence to the task. The leader exerts corrective action only when employees fail to meet performance objectives. Prior research has shown that goal setting has positive effects on creative behaviour, whereas providing rewards may adversely affect intrinsic motivation and creativity (Alvolio, Bass, and Jung, 1995). Transformational model is a manager-employee transformational relationship. This relationship is one of mutual stimulation and is characterised by four factors including charisma (a leader's ability to generate great symbolic power with which the employees want to identify), inspiration (how the leader passionately communicates a future idealistic organisation that can be shared), individual consideration (leader serves as an employee mentor), and intellectual stimulation. In transformational leadership, followers feel trust and respect toward the leader and are motivated to do more than they are expected to. All share the common perspective that effective leaders transform or change the basic values, beliefs, and attitudes of their followers so that they are willing to perform beyond
the minimum levels specified by the organisation (Alvolio, Bass, and Jung, 1995). Consequently, the content of transformational leaders' includes references to the organisation's visions that are abstract and pertain to the long-term success of the organisation (Wotford and Goodwin, 1998).

2.8 QUALITY MANAGEMENT

Laurie (1996) aimed to document and analyse employee perception and awareness of the total quality philosophy as adopted by the Johnston County School System (JCSS) during the implementation of the North Carolina Total Quality in Education Initiative. The seven criteria areas of the Malcolm Baldrige National Quality Award leadership, data/information, planning human resources, process quality, quality results, and customer focus and satisfaction served as the basis for gathering and analysing data. The results of this study showed an overall positive perception and awareness of quality concepts by the employees of the JCSS. The mean responses in all four-job locations were above 2.5, which was the scale midpoint of the lowest positive scale response of 1 and the highest positive scale response of 4. The results of the analysis of variance showed no significant difference among means of the interactions for any of the seven dependent variables. The main effect of position was significantly different for the dependent variables. The main effect of location was significantly different for the dependent variables of leadership, data/information, planning, human resources, and process quality. The analysis of the interview results revealed a significant difference in the perception and awareness of quality only for job position in the area of leadership. Workman and Gaylejean (1996) investigated the phenomena of learning and meaning among older adults within the context of sports and physical activity, and
what factors positively contributed to the learning process. Qualitative data were collected through questionnaires, observations, and transcribed interviews. Six significant themes relating to engagement in learning and sports participation emerged from the data.

These included: (a) past sports participation, (b) health, (c) relationships, (d) learning, (e) ageing, and (f) personal meaning. The results of this investigation have implications concerning methodologies and structure utilised in teaching an older adult populations: recommendations for adults from other geographical, racial and socio-economic backgrounds, (b) researching the impact of childhood experience on future participation in physical activity, and (c) surveying learning motives and needs to quantitatively evaluate and generalise results within an older adult population.

2.9 BIOGRAPHIES

Frederick (1964) studied Rousseau’s Philosophy of Naturalism in relation to physical education. Three ideas which greatly influenced American Physical Education were his insistence on the natural and spontaneous movements for proper growth and development; his promulgation of the unity of mind and body and his belief in the value to the individual. Four primary beliefs in Emile had far reaching effect later in Wood’s programme of naturalism, Hethmigtons’ “New physical Education” programme which stressed the possibilities of character development, William’s theory of the importance and need for self expression, and Nash’s belief in the need of the individual to be creative and to experience emotional development.
Dewar's (1966) purpose was to show the contribution of Dr. James Naismith to Physical Education and invention. Areas given special consideration were his personal philosophy, professional career, and role as the father of Basketball. Primary source in Almonte, Montreal, Springfield, Denver, Lawrence, and St. Louis were used and visits were made by the researcher to these locations.

McKeon (1966) used all available material concerning Arnold. His family background, his professional activity since 1888, and the evolution of Arnold College for Hygiene and Physical Education from its origin as the Brooklyn National School of Gymnastics were analysed in relation to changes in American Society, Education and Physical Education form the Civil War to 1930, Arnold was a dominant factor in establishing admission requirements and curriculum content for Physical Education through his leadership on National Committees. He also had considerable influence on the Connecticut State Assembly, which made physical education mandatory in the public schools of Connecticut.

Peter (1969) studied Mrs. Emma W. Plunkett, who is a pioneer in Health Physical Education in Oklahoma and an active leader on many levels with in the professions. The data were obtained from family records, personal, departmental and organisational files, personal interviews, and a questionnaire survey completed by a large number of persons throughout the state and nation.

The collected data were analysed, interpreted and organised into five major categories; family history and environmental influence, childhood, education and early teaching days; the years at Central State College, personality, philosophy, contribution, honours and awards.
Flake's (1968) study was conceived as an attempt to discover and synthesise data pertinent to the life and professional endeavours of William Ralph Laporte, Chairman of the Department of Physical Education at the University of Southern California from 1913 to 1954. A biographical profile of his life was constructed and his personal characteristics, innovative efforts, and administrative techniques were identified. Three predispositional factors were interpreted to be the unifying traits which significantly motivated and directed his choices in the alternatives of his life. They were a concern for people, dedication to a cause and tenacity of purpose.

Hotchkiss' (1971) purpose of study was to depict the personal and professional contributions of Michael Peppe to Physical Education particularly to aquatics. An important dimension of the professional aspect of the study was achieved through personal correspondence with Ohio State Swimming Alumni, opposing Coaches of the Peppe Era, and International swimming and Diving representatives from around the world.

The compilation of this material, with secondary sources material, was an exciting educational opportunity and allowed the scholar to pull together information that were beneficial in his vocational speciality of aquatics.

Freeman (1974) studied biography of William Jay Bowman who spent his life in the pursuit of physical fitness and excellence in sports. Born in Portland, Oregon, on February 19, 1911, he graduated from the University of Oregon in 1934 with a degree in business administration. Active as a student in school affairs and athletics, he spent 9 highly successful years in teaching and coaching at
Medford, Oregon, High School service, one year as President of the Oregon Association of Health, Physical Education and Recreation. Coming to University of Oregon as Track Coach in 1948, he developed the school into a national power, winning several NCAA titles. He was honoured as a president of the National Collegiate Track and Coaches Association and served on the President’s council on physical fitness.

A member of the U.S. Olympic Committee, he was proudest of three accomplishments: his development of a highly successful local, All Comers Track Meet which was used as a national guideline program, his major role in the popularisation of jogging in the United States, and his selection as Head Track Coach for the 1972 U.S. Olympic Team.

Peter’s (1974) investigated the life and contributions of Robert John Herman Kiphuth to Yale Swimming, inter-collegiate Swimming, AAU Swimming, world Swimming, both as coach and administrator with the view of giving recognition and insight into the ideals, beliefs, and practices of professor Kiphuth, to determine the significant contributions Kiphuth made to Yale University in terms of its athletic and physical education programmes and to examine his personality and its influences upon other people. The author conducted tape-recorded personal interviews with professional associates of Robert John and made use of available documentary evidences.

Lumpkin (1975) investigated the contributions made by some women towards the development of competitive tennis in the United States of America (1874 – 1974). Former players, such as Hazel Wightman, USLTA officials, and
others involved with tennis as well as tennis record player's biographies, and tennis periodicals obtained form the USLTA and the National Lawn Tennis Hall of Fame contributed the historical information for this study which was fully acknowledged and recognised. Not until the 1960's and 1970's did any women tennis players join in the national women's rights movements. Tennis was one of the early competitive sports offered and played by women in colleges. Currently, with professional tennis, women have attained a prestigious status, never before enjoyed by them in Tennis. Partly as a result of this increased exposure of professional women's tennis, the entire sports is experiencing a tremendous popularity boom.

Marry's (1982) study was to discover, synthesise and interpret data pertinent to the professional life and endeavours of John Robert Wooden. Extensive interviews with coach Wooden and his former assistant coaches at the University of California at Los Angles were critical to the documentation and analysis of coach Wooden's philosophies. Following an out-standing Basketball career at Purdue University, Wooden went into teaching and coaching on the High School level and eventually to the collegiate level.

In his forty years of coaching Basketball, his teams won 885 games and lost 203. His UCL teams won an unprecedented ten National Collegiate Athletic Association Championships. He was accorded numerous honours as a player, coach and citizen.

Cameron's (1981) study was to present a biography of Jose De J. Clarke Flores with emphasis on his leadership in sports and his important contribution at National and International levels. The dissertation deals with his early life,
education, professional life as a military man and an engineer, during his twenty-seven years involvement. In sports, from a successful leader in Mexico, he then becomes the top leader in the whole of American continent. Personal interviews, questionnaire and documentary evidence were employed in obtaining necessary data for the study.

Dusek's (1981) problem was to present a biography of Marie Provaznik with particular emphasis upon her contributions to physical education. Both primary and secondary source of data were investigated, including the published and unpublished materials of Marie Provaznik, her personal and professional records, interviews and correspondence with colleagues, associates, and students as well as the histories of the Czechoslovak national and Sokol organisation. Sokol was recognised as the largest physical education programme in the world. The Sokol system was employed in the schools of Czechoslovakia. Marie Provaznik has contributed to physical education particularly gymnastics, within Sokol and on the international level through her outstanding leadership and example.
LITERATURE ON TRANSFORMATIONAL LEADERSHIP

The past half century has seen the refinement of the use of more carrot and less stick (Bernard M. Bass, 1985). B.M. Bass in his work, leadership and performance beyond Expectations, points out that a shift in a paradigm is in order and another concept is required to go beyond these limits. What the management thinkers shall see are the transformational process by which the effort expected from followers based on their own confidence and their valuing of what they can achieve is elevated into extra effort beyond expectations.

What is expected from a good leader is the ability to ensure transformation and transaction, a change for the better. The concept of such a leadership was introduced and the initial ideas were explained by James Mc Gregor. Burns (1978).

BM Bass' (1985) work is in six parts. After an introduction building on earlier theories of motivation to work, the meaning of transformational leadership is detailed in terms of charisma, inspirational leadership, individualized consideration, and intellectual stimulation. In the same way, transactional leadership is examined in terms of contingent reinforcement. Also considered are the societal, organizational, and personal elements that promote or thwart the occurrence of transformational leadership. Quantitative explanations and exploratory analyses follow which describe measurements designed to quantify the amount of transformational and transactional leadership displayed and their factor composition.

The notion of transformational leadership need not be confined to large organizations with several levels of hierarchical structure. Smaller organizations with fewer levels of management and fewer members also can be the focus of transformational leadership Packianathan Chelladurai, (1999). A typical example is that of a coach of an athletic team who transforms his or her team from a "perennial doormat" into a winning team. Such a coach begins with articulating a discontent with the current image of the team, articulating a vision wherein the
convincing the members that the vision is attainable and that they have the abilities to be a winning team. The only difference between the transformational leadership of a chief executive officer of a large corporation and that of the coach is that the coach does not have to address several layers of managers. Instead, he or she interacts with the members directly.

Warren Bennis, conducted a study of 90 most successful leaders in the US and identified four common competencies viz., compelling vision or sense of purpose, communicating vision in clear terms to followers, knowing is their strength and capitalizing on them. In yet another interesting study, J.A. Conger and R.N. Kannungo have identified the number characteristics of a leader. They have concluded that the charismatic leader should possess self-confidence, vision ability to articulate the vision, strong convictions about the vision behaviour that is out of the ordinary, and that is perceived as being a change agent, and environmental sensitivity as the desired traits. V.V.S. Manian (The office Digest - II Quarter).

Most of the models and theories previously discussed in this chapter represent transactional leadership. Transactional Leadership focuses on the interpersonal transactions between managers and employees. Leaders are seen as engaging in behaviours that maintain a quality interaction between themselves and followers. The two underlying characteristics of transactional leadership are that (1) leaders use contingent rewards to motivate employees and (2) leaders exert corrective action only when subordinates fail to obtain performance goals, Robert Kreitner and Angelo Kinicki (2001).

In contrast, Charismatic leadership emphasizes "symbolic leader behavior, visionary and inspirational messages, nonverbal communication, appeal to ideological values, intellectual stimulation of followers by the leader, display of confidence in self and followers, and leader expectations for follower self-sacrifice and for performance beyond the call of duty". Charismatic leadership can produce significant organizational change and results because it "transforms" employees to pursue organizational goals in lieu of self-interests. Ken Chenault, chief operating officer of American Express Company, is a good example of a charismatic leader.
Burns identified two types of political leadership: transactional and transformational. The more traditional transactional leadership involves an exchange relationship between leaders and followers, but transformational leadership is based more on leaders' shifting the values, beliefs, and needs of their followers. Table summarizes the characteristics and approaches of transactional versus transformational leaders. On the basis of his research findings, Bass concludes that in many instances (such as relying on passive management by exception), transactional leadership is a prescription for mediocrity and that transformational leadership leads to superior performance in organizations facing demands for renewal and change, Fred Luthans (1999).

### Characteristics and approaches of transactional versus transformational leaders

<table>
<thead>
<tr>
<th>Transactional Leaders</th>
<th>Transformational Leaders</th>
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<tr>
<td><strong>1.</strong> Contingent reward: Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments.</td>
<td><strong>1.</strong> Charisma: provides vision and sense of mission, instills pride, gains respect and trust.</td>
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<td><strong>2.</strong> Management by exception (active): Watches and searches for deviations from rules and standards, takes corrective action.</td>
<td><strong>2.</strong> Inspiration: Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.</td>
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<td><strong>3.</strong> Management by exception (Passive): Intervenes only if standards are not met.</td>
<td><strong>3.</strong> Intellectual stimulation: promotes intelligence, rationality, and careful problem solving.</td>
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<td><strong>4.</strong> Laissez faire: Abdicates responsibilities, avoids making decisions.</td>
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<td>4.</td>
<td>Individual consideration; Gives personal attention, treats each employee individually, coaches, advises.</td>
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**Source:** Bernard M. Bass, "From Transactional to Transformational Leadership: Learning to Share the Vision", Organizational Dynamics, Winter 1990, p.22. used with permission.

**CRITICAL BEHAVIOUR AND TRANSFORMATIONAL LEADER**

Bass (1985) has made a distinction between transactional and transformational leadership. Transactional leaders take an exchange perspective to their relationship with subordinates and exchange rewards for the efforts of employees. Bass argues that if leaders are to obtain performance from the subordinates far beyond the normal limits, they should practise transformational and not transactional leadership, Uma Sekaran (1996).

Transformational leadership is exercised when the leader intellectually stimulates the subordinates, excites, arouses, and inspires them to perform far beyond what they would have thought themselves capable of. By providing a new vision, the transformational leader transforms the followers into people who self actualize. Charismatic leadership is central to transformational leadership.

It is rather easy to develop theories. The theoretical formulations need serious efforts when they are put into practice. Dr. B. Sivanthi Adityan possesses the strange ability of converting the theories into practice. The basic element of transactional and transformational leadership is to sustain growth by incorporating necessary changes. While concentrating on change Dr. B. Sivanthi Adityan is analyzing the issue rather systematically and practically. In developing countries like India one of the major constraints is funding. The chain of activities starting from identifying the talents, creating awareness, providing necessary infrastructure, training etc. depend upon allocation of funds. On many occasions he has extended monetary assistance so that activities or participation are not stopped due to lack of funds.

As a role model he is concentrating on human resource development by running a Physical Education College and several other educational institutions and by occupying many high positions in various bodies of Physical Education in
CONTRIBUTIONS AND ACHIEVEMENTS OF
Dr. B. SIVANTHI ADITYAN – A THEORITICAL FORMULATION.

The transactional qualities of his leadership are exemplified by his intensive work on involving coaching schemes, and promoting agencies and sponsorship for the progress of the games. His familiarity with print media and office might have developed his overall enthusiasm in the world of sports and Physical Education. His drive, his push and initiative in organizing national and International tournament with great success further emphasize his transactional leadership. Creating the latest infrastructure of International standard incorporating the latest technologies in the field marks him out as a master planner. He continues to be in touch with the latest changes in the sports environment through his membership of the Olympic Committee and various other sports bodies in India and abroad. The transformational quality of his leadership comes out shining through his unparalleled success in training the talented players and making them play at various levels of the tournament and thus making the tricolor fly highly in all the sports venues all over the world. His managerial skills and his unmatched sports management over the years make him a sportsman non pareil.
CHAPTER III

METHODOLOGY