

CHAPTER--I

INTRODUCTION

A nation's true wealth lies not in its land and waters, neither in its forests and mines, nor in its flocks and hands, and not in its bullion either but in its healthy and happy men, women and children. In creating this true wealth of a nation, where the people are hale and hearty, physical education and sports play a vital role. Thus, sport is a physical activity which contributes to physical education, fitness and leisure sports, adventure sports, rehabilitation sports, besides elaborating by catering to the requirements and demands of a particular section of a society.

Sports is a career which encourages coaching of various sports and games governed by certain rules and regulations. It also prepares the trainers to take active part in competitive sports. Sports aim at high performances and for that the physical and psychic capabilities of sportsmen are to be developed to optimum limits. This does not happen in the other areas of human activity. As a result, performance sports yield valuable knowledge about the limits to which human performance factors can be developed.

1.1 PHYSICAL EDUCATION

Modern Education is meant for the people to benefit as much from it. It aims at a wholesome development of a person in all aspects. Therefore, it should be based on the need, interest and aspiration of the people.

Physical learning and Education have relatively the same objectives and goals as the general education. For example, in the seven cardinal principles of education, physical education contributes directly to the objectives of citizenship, command of the fundamental process, worthy home membership and vocation.

According to Maj.Gen.C.M. Singh, "The well being of the people, in fact, the progress of the country in every education, is bound up with success of our national programme for raising the standards of physical fitness and developing sports mindedness and creating a healthy competitive spirit. All these will come only from the genuine love of sports".

Physical Education predates science by so many generations, its values and uses have been demonstrated and acclaimed by teachers and philosophers over and over again.

Physical Educational activities can give children an opportunity to express their personality in a wholesome way, and develop an interest which will be of lasting benefit to them.

1.2 SPORTS

Sports are not a spectacle to entertain thousands of people, but a practical programme for only a minority of the young, the athletically proficient and the well-to-do. To think of winning laurels in Olympics and International Competitions, we all should recognize its value and accept sports nationwide. Unless sport gets its due place and

importance and unless good sportspersons are encouraged, winning laurels in prestigious competitions will be a dream.

The first Modern Olympic Games were held in 1896 at Athens through the efforts of Baron -de-Coubertin. Pierre-de-Coubertin, known as the Father of Modern Olympics. India sent its contingent for the first time in 1920. Then only six competitors represented our country. The contingent included a wrestler and athletes. Through the efforts of YMCA, the Olympic movement was popularized in India and in 1923 the first Indian Olympic Games were held and India sent 8 competitors to 1924 Olympic Games in Paris. In 1927 the Indian Olympic Association was formed with the efforts of Dr. Noehren and Mr. Harry Crowe Buck. Mr. Dorabji Tata was its first President with Dr. Noehren as its Secretary and Dr. Sondhi as the Assistant Secretary. The Indian Olympic Association has been functioning in India and is affiliated with the International Olympic Committee.

Most of the events of track and field are as old as the history of man. Every race has devised and participated in various competitive forms of running, jumping and throwing. It was the Greeks during the golden age, however, who developed the pattern for the modern events. They held many different track and field games. But the most famous were the Olympic Festivals. They began in 776 B.C., and it continued to be held in every four years, until 394 A.D. The modern Olympic games were revived in 1896 at Athens and the Americans have ever since dominated the Track and Field events except for the distance runs.

The large variety of track and field events that call for speed, endurance and strength, include more than thirty different events that are composed of walking, running, jumping, throwing and climbing activities. It offers an opportunity practically to every individual to participate successfully. Often, one does not realize that one has the natural ability, especially in events such as distance running, shot put and pole vaulting. Many of the efficient men have "discovered themselves" in physical education classes or intramural sports, and every young man is urged to try his hand at the various events. It helps him to find out in which area he can succeed or even excel. Over millions of high school boys and girls, and at least 6,08,000 college students and possibly a large number of elementary school children, participate in track and field events every year.

Physical Education experts in India, in the form of teachers, trainers, and coaches stress on the importance of sports and games but they really do little to implement it.

In India, athletics has come a long way since the initial years, but it still has millions of miles to cover to reach the pinnacle of success. Even though Indian athletics has witnessed improvements in terms of facilities and infrastructure, the general standard of competition leaves scope for a lot of improvement. However, some good Athletes like Anju, Milkha Singh, P.T.Usha and Shiny Wilson have done for India extremely well with their brilliant performance and made a mark at the Olympics as well

1.3 THE NATIONAL SPORTS POLICY

The National Sports Policy 1984 aimed at improving the standard of sport in India. Subsequently, the National Sports Policy 2011 envisioned the Central Government working in conjunction with the state government, the Indian Olympic Association and the National Sports Federation to make concerted efforts by pursuing the twin objectives of “Broad-basing” of sports and Achieving Excellence in sports at the National and International levels. However, these policies faced stiff opposition and hence were not implemented.

Activities relating to Sports and Physical Education are essential components of human resource development, helping one to promote good health, comradeship and a spirit of friendly competitions, which, in turn, has a positive impact on the overall development of personality in the youth. Excellence in sports enhances a sense of achievement, national pride and patriotism. Sports also provide beneficial recreation, improve productivity and foster social harmony and discipline.

A resolution on the National Sports Policy was passed in both Houses of Parliament in August, 1984. The National Sports Policy, 1984 was formulated with the objective of raising the standard of sports in the country. The National Education Policy, 1986 also incorporated the objectives of the policy as far as the education sector was concerned. The National Sports Policy, 1984 provided an interalia that the progress made

in its implementation would be reviewed every five years to determine the further course of action, as may be necessary, following such review.

Over the years, it has transpired that even as the National Sports Policy 1984 encompasses various facets, the implementation of the same is not complete and it leaves much to be desired. The goals and objectives laid down by the Policy are yet to be substantially realized. A need has, therefore, been felt to reformulate the National Sports Policy in more concrete terms, spelling out the specific measures required to be taken by the various agencies, which are involved, in various ways, in promoting sports in the country.

In terms of the National Sports Policy, 2001, the Central Government, along with the State Government, the Olympic Association (IOA) and the National Sports Federation will concertedly pursue the twin objectives of “Broad-basing” of Sports and “Achieving Excellence in Sports at the National and International levels”. Sports activities, in which the country has potential strength and competitive advantage, need to be vigorously promoted. Towards this end, Sports and Physical Education would be integrated more effectively in the Education Curriculum.

While the broad-basing of Sports will primarily remain a responsibility of the State Governments, the Union Government will actively supplement their efforts in this direction for tapping the latent talent, included in the rural and tribal areas. The Union Government and the Sports Authority of India (SAI), in association with the Indian

Olympic Association and the National Sports Federations, will focus specifically, on the objective of achieving excellence at the National and International levels.

The question of the inclusion of “Sports” in the Concurrent List of the Constitution of India and introduction of appropriate legislation for guiding all matters involving national and inter-state jurisdiction, will be pursued. Following are the salient features of National Sports Policy 2001.

1.3.1 Broad basing of Sports

Considering the key role of sports in national life and for inculcating national pride in the younger generation, the objective of broad basing, that is, universalisation or mass participation in Sports, assumes special significance. It is imperative to ensure that the educational institutions, schools and colleges in both rural and urban areas, the Panchayati Raj Institutions, Local Bodies, the government machinery, the sports associations and industrial undertakings, and also the various youth and sports clubs, including those of the Nehru Yuva Kendra Sangathan (NYKS) throughout the country are, and remain, fully associated with this Programme. Efforts will be made to promote and encourage women’s participation in sports. The Union and State Governments, as well as the Sports Federations/Associations will endeavor to promote a “club culture” for the speedy development of Sports in the country.

In the National Sports Policy, 2001, high priority will be accorded to the development of Sports in the rural areas to harness the available talent and potential. In this

context, the Village Panchayats/Gaon Sabhas as well as rural youth and sports clubs will be mobilized to facilitate development of the requisite infrastructure and for the identification of talent through an appropriate competition structure in the rural areas and also in the remote parts of the country and those who benefit which appear to merit special consideration under various schemes inclusive of those in the North East. Efforts will also be made for tapping such potential as swimming in coastal areas and Archery in tribal areas. The available talent will be nourished and actively supported. Geographically regions which are deprived facility will be extended additional support for the promotion of Sports. There has been a strong tradition of indigenous and traditional games in practically all parts of the country through ages. Indigenous games will be promoted through schemes related to rural sports.

1.3.2 Integration with Education

The integration of Sports and Physical Education with the Educational Curriculum, making it a compulsory subject of learning upto the Secondary School level and incorporating the same in the evaluation system of the student, will be actively pursued. A National Fitness Programme would be introduced in all Schools in the country, Government has taken steps to initiate the availability of infrastructure, including play fields/ sports equipment and action taken to provide Physical Education Teachers in educational institutions through, interalia, the training of selected teachers in these disciplines. Specialized sports schools may also be set up. An appropriate Inter-school and

Inter- College/University competition structure would be introduced at the National, State and District levels.

1.3.3 Infrastructure Development

The availability of adequate sports facilities throughout the country is necessary for the development and broad-basing of Sports. In addition to the Union and State Governments, the sustained involvements of other agencies like the Panchayati Raj Institutions, Local Bodies, Educational Institutions, Sports Federations/Associations are imperative. Clubs and Industrial Undertakings will be enlisted in the creation, utilization and proper maintenance of the Sports infrastructure while existing play fields and stadia, both in rural and urban areas, will be maintained for sports purposes. The introduction of suitable legislation may be considered for providing open areas to promote sports activities. Steps will be taken to evolve low cost functional and environment-friendly designs in this regard, so that maximum benefits can be derived through relatively low levels of investment. Efforts will also be made to optimally utilize the available infrastructure and manpower and Special Coaching camps organized during the vacations, to provide intensive training to talented sportspersons, even as they pursue their academic work.

1.3.4 Excellence in Sports

The Union Government would focus attention on achieving Excellence in Sports at the National and International levels. Various sports disciplines will be prioritized on the

basis of proven potential, popularity and international performance. Particular emphasis will be placed on the development of such priority disciplines and the prioritization will be reviewed from time to time. The IOA and the State Governments would also accord higher priority to such discipline. In planning the development of various disciplines, the genetic and geographical variations within the country would be taken into account so that timely steps may be taken to harness the existing and emerging talent. Centers of excellence will be set up to identify and train outstanding sportspersons including sports academies where young and talented sportspersons will be groomed to achieve higher levels of performance in the international sports arena.

1.3.5 Scientific back up of sportspersons

The significance of scientific back-up to Sports is well established. Accordingly, action will be initiated to strengthen this area, in accordance with international standards. Experts would be associated with each sports discipline or groups of sports disciplines, on a continual basis, to provide the requisite support in terms of nutrition, psychology, medicine, pharmacology, physiology, bio-mechanics and anthropometry as well as other branches of sports sciences. Suitable mechanisms would be introduced to achieve co-ordination between the laboratory and the field, that is, between the Coaches and the Sports Scientists, and particular care to ensure nutritional support to talented sportspersons and to sustain their mental health and competitive spirit.

Appropriate research and development measures will also be initiated for the promotion of sports and to impart special skills to promising sportspersons so that they are

enabled to give off their best in international and other prestigious competitions. The SAI and other public and private organizations will be involved in such research and development programmes. The SAI and the NSFs will take coordinated steps towards the modernization of the infrastructure required for the training of sportspersons and to provide them with scientific support for achieving excellence in Sports.

1.3.6 Sports Equipment

Suitable measures will be taken to ensure access to sports equipment of high quality. The approach to import equipments would, no doubt, bear the long term interests of the indigenous sports goods and manufacturers. The import of raw materials as well as finished sports goods of international quality should be permissible under Open General License. Similarly, Sports Federations/Associations and other recognized organizations' involved in sports promotion, and also eminent sportspersons, may be extended exemption of customs duty. The matter relating to exemption from sales tax for sports goods and of free movement of raw materials and finished sports goods in the country would be pursued with the State Governments.

1.3.7 Training and Development of Sports Personnel

The Policy of the standards of coaching and scientific back-up in the country and those pertaining to umpires, judges and referees need to be upgraded. Concerted steps will be taken to train Coaches, Sports Scientists, Judges, Referees and Umpires, in line with international standards. In addition to developing such expertise on an institutional basis,

within the country, the deputation of promising persons to training courses, conferences. Seminars, workshops and tournaments abroad, so that they remain abreast of relevant developments in their fields, will be encouraged. Coaches would receive rigorous training for up-gradation of skills and may also be deputed overseas for the purpose.

Incentives provide recognition and financial security to distinguished sportspersons, during and after their sporting careers, and also motivate the youth in the serious pursuit of sports activities. Adequate assistance will be extended for insurance cover and medical treatment in the event of such eventuality/requirement. Job reservation for sportspersons as per the prescribed categories will continue.

Social recognition, the conferment of awards and honours at the National, State, and District levels, incentives in the form of cash awards and avenues of employment will be important elements of the National Sports Policy, 2001. Alongside sportspersons, suitable incentives will be provided to Coaches, Judges and Referees for developing skills and enriching their experience.

1.4 BIOLOGICAL FACTOR AND PERSONALITY

Eysenck (1973) emphasized the importance of genetic factors in determining the intelligence and personality of an individual. He propagated the theory about the biological basis of extraversion or introversion and neuroticism or stability. He delineated two major independent dimensions and variable of personality of an individual.

Extroverts are highly sociable, who enjoy the limelight, and face the risk, with an unperturbed and impulsive optimism. They are aggressive, expedient and unreliable. On the other hand introverts are quiet, reserved and withdrawn. They like their own company, are cautious and pessimistic. They are serious minded, who control their feelings. They are reliable and tend to have high ethical standards.

The neurotics are typically anxious, moody, frequently depressed, psychologically preoccupied, habitually haunted by the feelings for fear. An individual with stability of mind shows little emotional reaction to the situational occurrences, well tempered and undisturbed.

1.5 PERSONALITY AND THE PLAYER

A player's personality is crucial in determining the success in the arena of sports. True, a seven-stone weakling is unlikely to become an effective defensive player, regardless of personality. The well-proportioned and skillful player will not succeed without determination and the will to win. The personality of each individual is unique. The role playing behaviour of the individual is superficial and an unreliable indicator of personality (Railly, 1996).

Individuals can be classified on the basis of their characteristics and attempts. However, individual differences are found to be so acute and in generalizing it does not prove to be a fool-proof way of classifying individuals or personalities.

Kretchmer (1915) stated that all individuals could be classified into four categories: i. Pyknic, ii. Asthenic, iii. Athletic, iv. Dyplastic. These classifications were considered to be very significant from the point of view of personality study. Spranger, a reputed psychologist tried to classify the individuals on the basis of their life-value. He said that all individuals could be classified into six ways: i. Cognitive, ii. Aesthetic, iii. Economic, iv. Political, v. Religious and vi. Social. Sportsmen, as a separate category have no place in this heritage. In fact, recent research confirmed that a sportsman has a more complete personality structure than any of the types mentioned above. Certain predominate personality traits have been identified in an athlete. The type of length of social interaction and interpersonal relationship will generally determine the degree of manipulation and manifestation of a particular trait in a sportsman. The way various traits of personality combine themselves will determine the behaviour of an individual. Successful studies have been conducted to show that athletes are different from non athletes on personality traits.

1.6 LEADERSHIP

Dr. Chelladurai, an expert in sports management (1994) thinks that one of the significant processes in the management of human resources is leadership. The immediate supervisor and top-level administrators provide the leadership to the employees and this helps them to understand their roles and performance, expectations and their relationships to organizational goals and reward systems. In addition, good leadership enhances employee's personal growth and development, motivation, performance and job

satisfaction. Therefore, managers should have a clear understanding of the dynamics of leadership within an organization.

1.6.1 Concepts of Leadership

Good leaders are made and not born. When one has the desire and will power, one can become an effective leader. Good leaders develop through a never ending process of self study, education, training and experience (Jago, 1982)

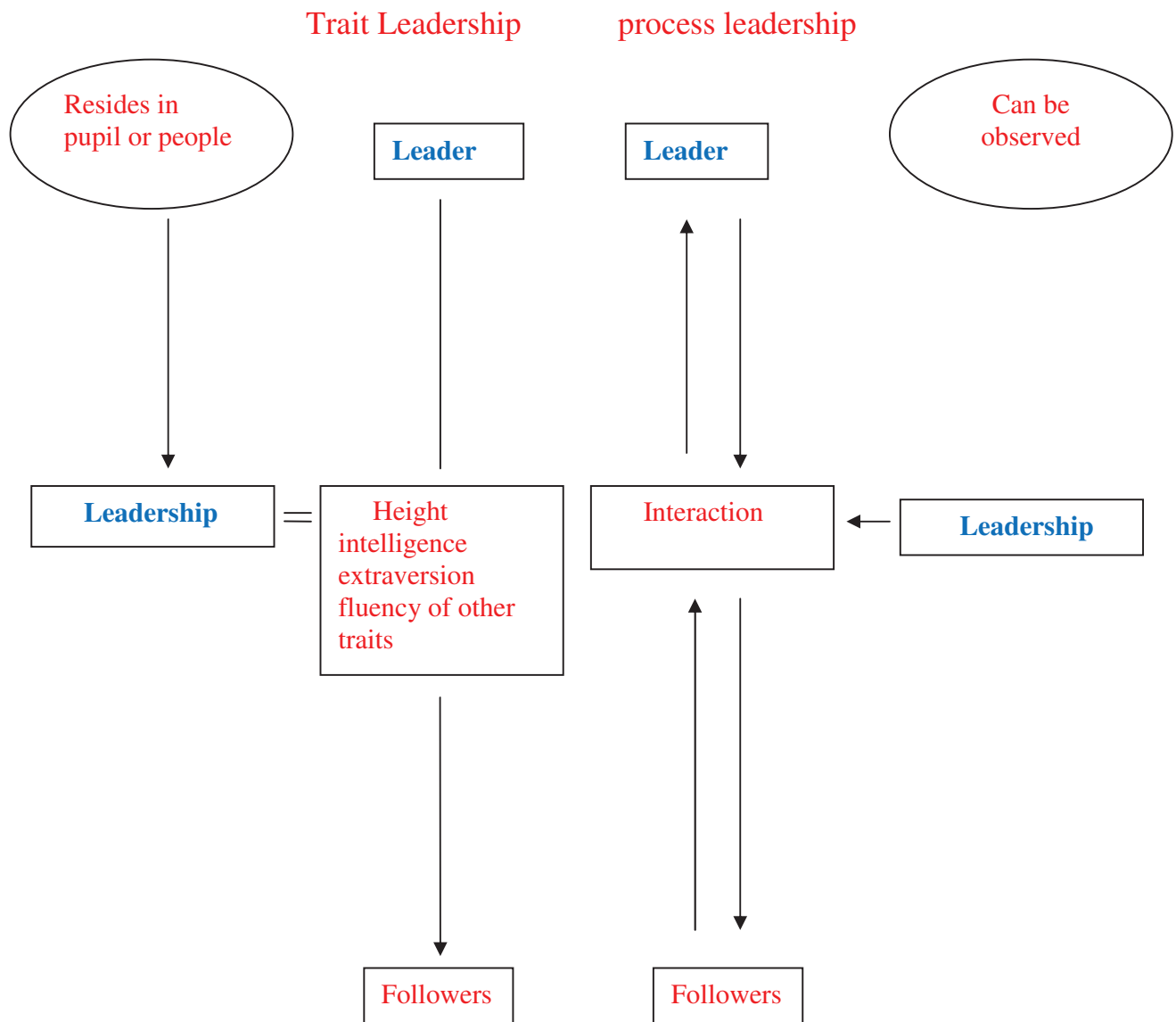
To inspire the workers into higher levels of teamwork, there are certain things that must be done and known. These do not come naturally but are acquired through continual work and study. Good leaders are continually working and studying to improve their leadership skills; they are not resting on their laurels.

1.6.2 Traits and process Leadership

Leadership is a process by which a person influences others to accomplish objectives and directs the institution in a way that makes it more cohesive and coherent (Northouse 2007)

Leaders carry out this process by applying their leadership knowledge and skills. This is called process leadership (Jago, 1982) However, leaders have traits that can influence his actions. This is called traits leadership. These two leadership types are shown in the flow chart given on the next page.

Flow chart



Types of leadership

While leadership is learned, the skills and knowledge acquired by the leader can be influenced by his attributes or traits such as beliefs, values, ethics and character. Knowledge and skills contribute directly to the process of leadership, while the other attributes give the leader certain characteristics that make him unique.

1.6.3 Traits of Effective Leaders

People are concerned about the nature of leadership since the beginning of history. Early research tried to identify the traits and difference between leaders and non leaders or between successful and unsuccessful leaders. Many cognitive and psychological factors like intelligence, ambition and aggressiveness were studied. Other researchers examined physical characteristics like height, size and shape of the body and personal charisma and magnetism. Many corporations still apply the controversial Myers – Briggs Type Indicator personality test, based on the work of psychologist Carl Jung, to label manager as extroverts or introverts, thinkers or feelers, sensors and judges or perceivers. Interest and speculation clearly persist the characteristics that make a good leader. The six most important traits seem to be a high level of personal drive, the desire to lead, personal integrity, self-confidence, analytical ability/ judgment and knowledge of the company / industry / technology, charisma, creativity and flexibility which are frequently desired.

Successful leadership depends mainly on appropriate behavior, skills and actions rather than personal traits. This is similar to that of the difference between the latent energy and kinetic energy in physics. One type (the traits) provides the hidden potential and the other (the behavior) releases and expresses these traits, as kinetic energy. The

distinction is a significant one, since behavior can be learnt and changed, while many traits are relatively static. Leaders use the three broad types of skills and they are technical, human and conceptual. Although these skills are interrelated practically they can be considered separately (John & Davis, 1994).

1.7 A NEED FOR CASE STUDY

Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Case studies emphasize detailed contextual analysis of a limited number of events or condition and their relationships. Researchers have wide use of this qualitative research method to examine contemporary real-life situation and provide the basis for the application of ideas and extension of methods.

Researcher Robert Yin (1984) defines case study thus: “[It is] research method as an empirical inquiry that investigates a contemporary phenomenon with its real life context when the boundaries between phenomenon and context in which multiple sources of evidences are used”.

1.7.1 Category of case study

There are several categories of case study. Robert Yin notes three categories, namely, Exploratory, Descriptive and Explanatory case studies. First, Exploratory case studies attempt to explore any phenomenon in the data which serves as a point of interest to the researcher. Second, Descriptive case studies set to describe the natural phenomenon

which occurs within the data in question. Third, Explanatory case studies examine the data closely both at a surface and deep level in order to explain the phenomena in the data. This study is a form of descriptive research. Although it consists of a rigorous, detailed examination of a single case, the understanding consequently, by an in-depth study of an individual, becomes more comprehensive about the individual's contributions in a particular area of his/ her specialization.

The case study is very flexible as to the amount and type of data that are gleaned. Hence, the steps in methodology are not uniform in all case studies. The first step is to define and describe the present situation. Secondly, background information is then required in the effort to better understanding the present situation and perhaps to shed light on some possible causes. The next step may involve the elimination of some possible causes, re-examinations in certain areas and new evaluations in other areas, as suggested by the analysis of the background information. The last step is to verify one or more of the hypothesis.

One of the principal advantages of the case study approach is that it can be fruitful in formulating new ideas and hypotheses about problem areas, especially areas which include the failure to utilize the appropriate sources of information, and subsequently concluding that the problem stems from a source which is not really relevant¹.(Kennedy, M.M. 1979)

The case study involves collection and analysis of many sources of information. In some respects, the case study has some of the same features found in historical research.

Although it consists of intensive study of a single unit, it may be that the case study's ultimate work is an insight and knowledge of a general nature and improved practices.

The generalization of a case study is ultimately related to what the readers are trying to learn from it. The data are being obtained from interviews, observations and documents. Documents could include medical examination reports, physical performance tests, scores, achievement test results, grades interest inventories, scholastic aptitude tests, teacher anecdotal records and autobiographies. Analysis of data in case study is a formidable task because of the nature of the data and the massive amount of information to analyse.

Sports and games are part and parcel of human race. The fact is an established truth from history. In the present status, sports and games are the part of education. It is accepted by communities and society. The educational polices of government have taken larger effort to improve sports and games. By hard work and motivation of sports Authority of India and Tamil Nadu many sports personalities are recognized and encouraged.

1.8 BIOGRAPHICAL RESEARCH

According to John Dollard (1935) biographical study is a complete analysis and report of the status of the individual subject with respect, as a rule, to specific spaces of his total personality. A definite analysis of criteria considered indispensable for judging life-history technique has been outlined and illustrated by John Dollard

1.8.1 Profile of K.Vaithianathan

K.Vaithianathan was born on 20th October 1948 at Minnam Palli, Salem district India. His father P.Karuppudayar, an agriculturist and mother K.Alamelu ammal, a home maker. He is a man who deeply loves sports and games. Though he got many opportunities in other fields than his chosen one, he did not hesitate to ignore them, because he had already decided to become a physical educator and contribute his mite to sports and games in general and physical education in particular.

1.8.2 K.Vaithianathan as sportsman

Motivated by sports activities out of his own efforts and frequent participation in tournaments and sport, he took active participation in athletics. He began to play football and other games throughout the year during monsoon and athletics at the time of school annual sports. He practiced athletics events like hurdles, high jump, relay and won cups and medals in school days. During his college days he was the member of college contingent in athletics only because he was very conscious on his studies and major subject Mathematics and Statistics, physics as ancillaries. Concentration was on studies rather than on sports when he was graduating at the college. Until his retirement he played tennis and other games.

1.8.3 K.Vaithianathan as Physical Educationist

With his active interest to improve Physique, Physical fitness, Performance and to get expertise in athletics, he joined Alagappa College of Physical Education, Karaikudi at the

age of 20 and studied Bachelor's degree in Physical Education. The course he underwent gave a sound base for his sports activities and later helped him to continue Master's degree in Physical Education which made him perform outstandingly in athletics. In turn he represented Madurai Kamaraj University state and national in athletic events such as Hurdles, Long jump, Triple jump, Relay and High jump.

1.8.4 K.Vaithinathan as professor and head

His deep interest in maintaining physical standards, participation in sports and games, achievement in his master's degree and the constant encouragement and advise by Dr.M.Robson (Principal (retd) Alagappa College of Physical Education, Karaikudi) to continue his doctorate degree in physical education, which later helped him to get professor's post at Annamalai University, Chindambaram India. His deep involvement in sports and games made him involve himself in several sports departments, colleges, universities, association and several other sports organizations in the state.

1.8.5 K.Vaithianathan as Sports Administrator

His involvement in various sports and games along with his administrative and leadership qualities, naturally brought him to the top position as vice chancellor and honorary post he held in various associations of district, state and national level.

1.8.6 K. Vaithianathan as a teacher and coach

He is an expert in teaching sports skills and techniques in games and sports. Also

skilled in teaching Research and statistics in physical education and education. His willingness in accepting the responsibility in teaching and coaching are exorbitant. As a teacher, every student in the profession admires the talent of his high caliber in sports. As a coach he is highly skilled in Athletics and has produced many national and international athletes.

1.8.7 K. Vaithianathan as sports organisor

Having chosen the teaching career and with the experience he gained day-in and day-out for organizing, controlling and maintaining discipline among the student and public, K.Vaithianathan used his talent for the organization of state, universities, inter-arsity and Tamil Nadu and Pondichery state level tournament of several games and sports. He was instrumental in making the physical education department number one in Annamalai University, Chidambaram.

1.9 NEED FOR THE STUDY

The living society in the modern trend depends upon the quality of science, which guides over choice and improves our standard of living. Hence scientific researches and new inventions are inevitable. The scientific revolutions in electronics, space explorations and biotechnologies are all carried out for commercial purposes, changing rapidly the present day life style. Sports are one of the integral parts of modern technology in various ways. Advance scientific study will attempt to highlight the playing, coaching, administrative personality and leadership career of K.Vaithianathan, professor and head,

Department of physical education, Annamalai University, Chidambaram India. This study also reveals the quality of his successful leadership and personality traits.

A few researches had attempted to study an individual who was an international ace player, and also national coaches whereas here the researcher felt that this study on sports administrator in general is probably the first of its kind in India and on a physical educationalist in particular.

1.10 PERSONALITY OF TEACHER

According to William Arthur Ward “The mediocre teacher tells, the good teacher explains, the superior teacher demonstrates, the great teacher inspires”. Teachers exhibit enthusiasm and can inspire students to be engaged, interested, energetic, and curious about learning the subject matter. Recent research has found a correlation between teacher enthusiasm and students’ intrinsic motivation to learn and be energetic in the classroom. Controlled experimental studies exploring intrinsic motivation of college students have shown that nonverbal expressions of enthusiasm, such as demonstrative gesturing, dramatic movements are varied, and emotional facial expressions result in college students reporting higher levels of intrinsic motivation to learn. Students who experience a very enthusiastic teacher are more likely to read lecture material outside the classroom (Baker et.al.,1997) .

Research shows that student motivation and attitude towards institution are closely linked to student-teacher relationships. Enthusiastic teachers are particularly good at

creating beneficial relations with their students. Their ability to create effective learning environment that foster student achievement depends on the kind of relationship they build with their students.(Fraser and Fisher, 1982) Useful teacher-to-student interactions are crucial in linking academic success with personal achievement (Osborne et.al., 1999)

A few had attempted to study how far individual physical educationists and coaches contribute to the specialized areas of interest which form the basic tenets of education, namely, social change and technological progress while continuing to transmit the cultural heritage, build character to combine and balance scientific and technological knowledge and training. Karuppudayar Vaithianathan is one such individual who started his career as a Physical Director in 1972 and teacher, coach, research guide and an able administrator. He has held various positions of responsibility. The researcher is aware that Mr. Vaithianathan is a man of achievements in the field of Physical Education, deserving richly plaudits and commanding great respect from countless teachers and students of Physical Education.

As he is famous and, an admirable personality, the researcher thought that it would be worthwhile if he made a thorough study of him, taking him as 'Case' for this study, so that the study would motivate the up and coming physical education teachers and students and help them achieve in their chosen field. Hence, in this study, the researcher is interested to make a study on the contribution of Professor Dr. Karuppudayar Vaithianathan serving as Vice Chancellor of Tamil Nadu Physical Education and Sports

University, towards physical education and sports in relation to career and personality traits.

1.11 OBJECTIVES OF THE STUDY

The objectives of this study are:

- 1) To record the early life of Karuppudayar Vaithianathan and his contribution to sports and games.
- 2) To analyse his career development as a physical educationist and his unique contribution to physical education.
- 3) To analyse his career development as a coach and his contribution to sports and games.
- 4) To analyse his contributions as student, teacher in physical education, coach of different disciplines, administrator and head of the department, head of the University in relation to his personality traits.
- 5) To analyse his contributions with reference to the objectives of physical education and sports, particularly factors envisaged in National Sports Policy.
- 6) To analyse the impact of his career and personality traits for the contribution of sports and games as perceived by different professionals, students, players, administrators, educationists, physical educationists, and coaches.

1.12 STATEMENT OF THE PROBLEM

The study was intended to reveal the contributions of Karuppudaiyar Vaithianathan towards physical education and sports in relation to his career and personality traits.

1.13 HYPOTHESES

The hypotheses formulated for the present study are as follows:

1. It was hypothesized that Karuppudaiyar Vaithianathan's early age would have been conducive and motivational to get himself involved in sports activities.
2. It was hypothesized that the environment in which he was brought up would have played a base for him to choose physical education and sports as his career.
3. It was hypothesised that K.Vaithianathan's contribution to sports at his early age might be significant.
4. During his career, in physical education as a professor he held several key positions and elevated him to the top position of the Vice Chancellor, Tamil Nadu Physical Education and Sports University due to his contribution to physical education and sports.

5. K.Vaithianathan's personality behaviour would be in the positive side as far as his intelligence, industry, personality, leadership, and administrative qualities etcetera are concerned.
6. K.Vaithianathan has been an outstanding sportsperson since his childhood and contributed as a professor and head to promote physical education and sports and games.
7. K.Vaithianathan would have possessed good leadership qualities which made him become Vice Chancellor of the University.
8. Thus, K.Vaithianathan would have been a role model as a teacher/professor in physical education, coach to players, leader, sports organiser, sports administrator and contributed significantly to the development of physical education and sports in India, particularly in Tamil Nadu.

1.14 SIGNIFICANCE OF THE STUDY

The generalization of a case study is ultimately related to what the readers are trying to learn from it. Data are obtained through interviews, observations and documents. Documents include medical examination reports, physical performance tests, scores, achievement test results; grades interest inventories, scholastic aptitude tests, teacher anecdotal records and auto biographies. Such case studies, particularly the study on the contribution of Karuppudayar Vaithianathan towards physical education and sports in relation to career and personality traits have the following significance:

1. This study is significant in recording how a person who is born in a remote village in Salem District, Tamil Nadu, could become a leader in physical education and sports in India.
2. This study may help to reveal the career and achievement of Vaithianathan and motivate those young men who may aspire to achieve in the field of physical education and sports.
3. This study may help to show the contribution of Vaithianathan for the promotion of sports and games.
4. This study may help to document the personality traits and leadership qualities of a distinguished personality such as Vaithianathan.
5. This study may help to outline how far the unique personality and leadership qualities of Vaithianathan contributed to the development of scientific researches in physical education and sports in Tamil Nadu.
6. This study may help to inspire the active, young community players and young coaches to take up physical education and sports as their career.
7. This study may help administrators to be involved in the promotion of sports and games.
8. This study shows the total dedication of Vaithianathan towards sports and games, right from his childhood.

9. The study may create interest in other investigators to take up similar studies in other areas.

1.15 DELIMITATIONS

1. Primary data were collected only through the technique of personal interview with Karuppudayar Vaithianathan, his colleagues, physical education Colleges, Department of physical education and sports sciences, Annamalai University, and other Universities in Tamil Nadu Sports Clubs and Associations, which are prominent in the field of physical education and sports.

2. Secondary source data were also collected from newspapers, sports magazines, department souvenirs, research reports, workshops and seminar reports etc.

3. The investigator has delimited his study to the contributions of Vaithianathan towards physical education and sports only.

4. This study would be further confined to relate the contribution of Vaithianathan, his career and personality traits.

5. The personality traits of Vaithianathan are analyzed through Cattell's Sixteen Personality Factor Questionnaire.

5. Questionnaire as well as the Interview method were followed to collect necessary primary data for the study.

6. Questionnaire, seeking opinion on contribution of Vaithianathan, was administered to his friends, sports administrators, sports organizers, physical educationists, research scholars, players, alumni of Alagappa College of Physical Education, Annamalai University, and Tamil Nadu Physical Education and Sports University, physical educationists, coaches, etcetera and the same were subjected to statistical analysis through Factor Analysis.

1.16 LIMITATIONS

1. The personal activities of the subject were not touched upon but the objective of the study was dealt with.
2. The investigator met the physical educationists, coaches, eminent practitioners in the field of physical education and sports, administrators of various sports clubs and associations for collection of data for this study.
3. For want of time, types of questions asked were limited to the following broad areas: family and childhood, education and sports activities as a student, sports achievements, contributions as trained physical educationist, personality traits and leadership qualities, contribution to sports development in Alagappa College of Physical Education, Annamalai University and Tamil Nadu Physical Education and Sports, as Professor in Physical Education, Coach, Sports Administrator and Sports Organizer.

1.17 DEFINITION OF THE TERMS USED IN THE STUDY

Case Study

A case study is a scientific study or case history, which amounts in essence to the careful and thorough examination of life and behaviour of an individual or case. (Hillway.1964)

A case study is a complete analysis and report of the status of a particular and unique, individual subject (course), school, institution, play ground, community or city with a view to ensure possible improvement of status in the case studied. (Kamalesh.1986).

Opinion Questionnaire

From the information attempts are made to measure the attitude or belief of an individual which is known as opinion questionnaire or attitude scale. Through the use of questions or by getting an individual's reaction to statements, a sample of his opinion is obtained. From this statement or opinion may be inferred or his attitude will be estimated as to what he really believes. (Best.1980).

Interview

According to Young (1962) interview is a systematic method by which a person more or less imaginatively enters into the life of a comparative stranger.

Schedule

According to Coode and Half (1976), 'schedule' is the name usually applied to a set of questions which are asked and answered by the interviewer in a face to face situation with the other person.

Physical Education

Physical Education is an integral part of education concerned with the physical, mental and social growth; development and adjustment of the individual through guided instructions and participation in sports, rhythms, gymnastics and related activities. Thus, the various unique needs of the learner are served. (Kamalesh.1986)

Sports

According to Jean Claude Killy (2012) "The best and fastest way to learn a sports is to watch and imitate a champion." Wikipedia, the free Encyclopedia

According to Oxford Dictionary "sports is an activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment". Sports are playful and helpful to the competition, acquisition of physical skills, strategy, opportunity and physical stamina. Code and Half, (1998)

Games

Michael Jordan said, "Talent wins games, but team work and intelligence wins championships". Brainy Quote (2012)

"Games lubricate the body and the mind" Benjamin Franklin (Brainy Quote)

Player

According to Sparky Anderson (2009) "The only thing I believe is this: a player doesn't have to like a manager and he doesn't have to respect a manager. All he has to do is to obey the rules." (Someone who plays a particular sports and games)Macmillan Dictionary

Coach

According to John Wooden "A coach is someone who can give correction without causing resentment" www.goodreads.com

The role of the coach is very important for all games. The coach is a selfless motivator and a dedicated teacher of an athlete or a player. He moulds the theoretical and practical training of an athlete and is a translator of technical information.

Educationist

According to C.S.Lewis (2012) "The task of the modern educator is not to cut down jungles, but to irrigate deserts." www.goodreads.com

Educationists are experts in methods of teaching and in teaching in educational institutions and guiding research at college and University levels.

Personality

According to Viktor Frankl “Love is the only way to grasp another human being in the innermost core of his personality.” Thinkexist.com

According to Allport, “Personality is the dynamic organization within an individual with those psychological systems that determine his unique adjustments to his environment”. Hollander (1971) gives a similar yet simpler definition, that Personality is “the sum of an individual’s characteristics which make him unique”. eprints.undip.ac.id

“Personality is the characteristics pattern of behavior and modes of thinking that determine a person’s adjustment to the environment”. Baron (1995)

Traits

Trait is an enduring disposition within the individual that causes him to think, feel and get in a characteristic way. Personality traits linked to the disposition include dominance, need for achievement, internal course of control and trait anxiety. One of the vital areas of study in psychology is personality trait. We are interested in knowing our personality in order to understand our self better and to refine our behavior. Every individual has an unique personality. (Garrett.1990)

The investigator culled and compiled some information about personality traits from the R.B.Cattell's 16 PF personality inventories questionnaire by following psychological factors collected from the questionnaire. Psychological factors namely, aggressiveness, adventure, sensitivity, independence are, more dominate, self-sufficient, and emotionally introverted which are studied.

Contribution

Contribution refers "to lead assistance for a common cause" The contributions in the study refer to Karuppudaiyar Vaithianathan's achievements in athletics at district, state and university level and his contributions to sports and games.

Opinion Questionnaire

The information obtained to measure the attribute or belief of an individual is known as opinion questionnaire or attitude scale. Through the use of questions or by getting an individual's expressed reaction to statements, a sample of his opinion is obtained. From this statement, opinion may be inferred or estimated in his attitudes as to what he really believes.

Career

According to H.S.M.Burns (2011) "A good manager is a man who isn't worried about his own career but rather the careers of those who work for him."

According to Macmillan Dictionary, “Career is an occupation undertaken for a significant period of a person’s life and with opportunities for progress”. The mode of living course or progress through life is ‘career’ in the context of this study, with reference to Karuppudaiyar Vaithianathan’s career from his childhood till the end of his professional career.

Development

“A stage of growth and advancement”. Development means progression from a simple or lower to a more advance, mature or complex form or stage. Development is defined as, “a stage of growth and advancement”. Wiki.answers.com.

Development in this study refers to the growth, advancement of various processes, schemes, training , tournaments, incentives and laurels that Vaithianathan has brought to sports and games in India, particularly in Tamil Nadu.