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Sports Management Notes for BPEd 4th Sem.

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Nature and Concept of Sports Management

WHAT IS MANAGEMENT?

The American Association of School Administrators describes management as: "The total of processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise." Zeigler and Bowie give this definition: "Management involves the execution of managerial acts, involving conceptual, technical, human, and conjoined skills, while combining varying degrees of planning, organizing, staffing, directing, and controlling within the management process to assist an organization to achieve its goals." By analysing several definitions of management administration a reader will be better able to understand what a text in management is designed to cover.

Some of the definitions proposed by experts in this field represent analyses of the management process based on research; others have been formulated as a result of the experience of managers or from observation of managers at work. Halpin, after analyzing administration management in education, industry, and government, states that administration refers to a human activity involving a minimum of four components:

- (1) the functions or tasks to be performed,
- (2) the formal organization within which administration must operate,

(3) the work group or groups with which administration must be concerned, and

(4) the leader or leaders within the organization.

Administrations has also been defined as a means of bringing about effective cooperative activity to achieve the purposes of an enterprise. Parkhouse and Lapin, in their book *The Woman in Athletic Administration*, state that "successful management is working toward the achievement of objectives with and through people."

WHY SOME PERSONS GO ONTO INTO MANAGEMENT

Many reasons motivate individuals to go into management. Some persons like the recognition and prestige that frequently accompany a person who is a chairperson, director, dean, vice-president or president.

The fact that management positions usually carry a higher salary than other positions in the organization can be a strong motivating factor for some people.

Authority and power can also be reasons for seeking a management position. The manager usually has functions such as recommending salary increases, promotions, persons to fill job vacancies, and workloads, all of which appeal to some individuals.

Some persons prefer management duties to those of teaching and coaching. Others want to contribute, build, and put into operation their own ideas for helping the organization grow and become better known.

As can be seen readily, individuals enter management and become managers for many different reasons. Whether or not individuals are successful in getting into the field of management depends upon the particular situation and other factors.

A coach who is popular with players, the community, and staff may be selected. Sometimes a person is "kicked

upstairs," that is, moved from one position to a higher managerial position. In Japan age at times provides opportunities for individuals to become managers.

The reasons persons are selected for managerial positions should depend upon factors such as academic preparation for the position, experience in the field of management, and philosophy of management.

MANAGEMENT FOR PHYSICAL EDUCATION AND SPORTS

Human being represent the most important consideration in the world. The real worth of a field of endeavour, organization, or idea is found in what it does for human beings.

The most important and worthwhile thing that can be said about a particular vocation, organization, or movement is that it contributes to human betterment. People have goals that represent a variety of human objectives.

They include the need for health and security for oneself and one's family, the desire to obtain an education and to be employed in a worthwhile and gainful occupation, and the right to worship freely and to enjoy recreation. People do not miraculously work together.

They do not spontaneously band together and strive to accomplish common objectives. Because many groups of people have common goals, however, through associated effort they help each other achieve goals that would be impossible for them to accomplish alone.

No one person can establish a school for his or her children's education, for example, but through cooperative effort and support, many people make a school possible.

Thus individuals have similar goals that they will work

together to attain. Organizations, to function effectively, need machinery to help them run efficiently, to organize and execute their affairs, and to keep them operating smoothly, so that the goals for which they have been created will be achieved.

This machinery is management, the framework of organizations and the part that helps organizations implement the purposes for which they have been established. Management, therefore, exists to help people achieve the goals they desire to live happy, productive, healthful, and meaningful lives.

It is not an end in itself; rather, it is means to an end, the welfare of the people for whom the organization exists. Management exists for people, not people for management. Management can justify itself only as it serves the people who make up the organization, helping them to achieve the goals they have as human beings.

It can be seen, then, that an organization, where the associated efforts of many individuals are necessary, it is essential to have human beings cooperate and work together happily and purposefully to achieve an organization's goals.

This is accomplished through direction, and management gives this direction. To a considerable degree the actions of human beings in society are determined through their association with formal organizations.

Formal organizations have leaders and purposes. They depend on cooperative efforts of individuals to achieve the objectives that have been set. Many times organizations have failed when their managers have lacked leadership ability, when there has been a lack of cooperative effort among members, or when the objectives have not been essential and good for society.

Management determines whether an organization is going to progress, operate efficiently, achieve its objectives, and have a group of individuals within its framework who are happy, cooperative, and productive.

Management involves directing, guiding, and integrating the efforts of human beings so that specific aims may be accomplished. It refers particularly to a group of individuals, often called executives, who have as their major responsibility this direction, guidance, integration, and achievement. Management is especially concerned with achievement, proof that the organization is attaining its goals.

Achieving these results satisfactorily requires an understanding of human relationships and the ability to foresee the future and plan for any eventually, and it demands the capacity to coordinate human personalities. Good management ensures that the associated efforts of individuals are productive.

To accomplish this, managers must possess attributes that elicit the most creative efforts of the members of the organization. Management also requires close supervision of the facilities, materials, supplies, and equipment essential to the life of the organization. It implies a logical formulation of policies and the effective operation of the organization.

OTHER APPROACHES TO MANAGEMENT FUNCTIONS

Peters and Waterman suggest in their best-selling book. *In Search of Excellence*, that much can be learned about management functions by examining the best run industrial companies. The authors use a base of practical research as a foundation for their judgements rather than material from the usual analytic pursuits of serious

scholars.

Parkhouse and Lapin list five functions or duties that are essential for the successful manager of athletics. According to the authors these managerial functions are interrelated and very important to successful administration. They are the following:-

Planning. The wise administrator spends considerable time in planning how the organization and program can best meet its goals and objectives.

2. **Decision making and problem solving.** Informed decisions are necessary. Issues must be faced intelligently, rationally, objectively. The problem-solving approach is helpful in arriving at informed decisions.

3. **Organization.** The administrator should be able to organize and structure the organization so that personnel fit the existing job functions. Clear lines of authority and responsibility are essential.

4. **Controlling and reappraising.** There needs to be some accounting, some determination of whether set goals and objectives are being met. Then it is important to consider corrective action if these goals are not being met.

5. **Communication.** The administrator should be able to convey his or her correct viewpoint and ideas to others without them being garbled. Clear communication is necessary to gain mutual respect and trust for the administrator and his or her position and organization.

Two professors of physical education and former athletic directors see the following as management functions of the athletic director:

Planning and budgeting—setting goals and planning for the achievement of these goals and carrying out the budgeting process from formulation to adoption.

Organizing, staffing, coordinating, and communicating—identifying positions within the organization and determining the duties and responsibilities of each.

Direction and delegation—facing problems and making decisions, putting well-thought through plans into actions, and working with staff in achieving goals.

Controlling and reporting—measuring performance and guiding actions toward goals and then reporting progress.

Innovation—implementing new programs, ideas, and methods such as in coaching.

Representation—representing the athletic program to outside organizations, groups, and individuals.

MANAGEMENT THEORY AND STYLES OF LEADERSHIP

Theories of management exist by which organizations are led by the persons holding executive positions. In some cases these theories have been referred to as styles of leadership. In determining which is the best theory or style of leadership it is important to evaluate each in terms of management theory.

Management Theory in Physical Education and Sports

Many physical education and athletic programs are managed by persons who have practical experience. They have learned management through their own experience and understanding.

Practical experience, although valuable, is not sufficient by itself. It is also important to know the research findings of academicians who have studied management and who, through their research, can

provide insights into such areas as the structure of organizations, the role of leadership, and the human relations aspects that affect the achievement of goals.

Most valuable is a combination of experience and an understanding and application of scientifically sound management theory. Physical and athletic educators, therefore, will enhance their productivity in the management process as they understand it from both a theoretical and a practical point of view.

Traditional Theories

The traditional theories of management philosophy have usually had authoritarian, democratic, or laissez-faire orientations. A more recent theory of management or style of leadership involves the systems theory. The first three orientations may be considered traditional. Traditional philosophy views leaders as absolutes, which of course is unrealistic, because the nature of the human personality is seldom so extreme.

Authoritarian Theory

The authoritarian philosophy usually implies a one-person leadership with decision making imposed by the leader on group members. An example of this theory is the chairman of a physical education department who very seldom holds a staff meeting.

Instead, he issues directives from his office indicating the policies and procedures that each staff member is expected to follow. Authority, this person feels, resides in his position as the head of the administrative unit. As a result, staff members frequently hesitate to disagree with him or suggest new ways of doing things.

Democratic or Equalitarian Theory

The democratic or equalitarian philosophy implies a

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leader who submits important matters to group discussion and involves group members in decisions making. An example of this theory is the head of a physical education department who holds regular staff meetings where items that affect the organization are discussed.

Each member of the staff is respected as a person and for his or her suggestions and ideas. The staff helps in formulating goals and procedures that they are to follow. The head of the department realizes that for the organization to achieve its goals, all members must cooperate and help.

Systems Theory

The systems theory of management has stemmed from the rapid growth of technology and management in recent years. By borrowing techniques from the business world, managers have constructed models that bring together many facets of an organization.

The system theory is defined as a method designed to collect data on interrelated and interacting components that, when working in an integrated manner, help accomplish a predetermined goal or goals. The application of this strategy is called a systems theory of management.

Laissez-Faire Theory

The laissez-faire philosophy implies a leader who gives little guidance and frequently leaves decision making to group members. An example of this theory is the director of a program of physical education who doesn't provide active leadership.

He or she feels that problems will solve themselves if given time. This individual frequently spends much time in activities that are personal in nature or do not have significant importance in the management of the

organization. To a great degree staff members go their own separate ways because of the absence of leadership in the organization.

Selected merits of the democratic or participatory theory

In the recommended democratic or participatory theory of management and style of leadership the manager follows certain steps in the democratic process and the staff members of an organization work together to accomplish group goals. Some of the steps that are considered follow:

Goals are developed through the group process; they are attainable, challenging, and adapted to the capacities of the members. Good morale is developed among all staff members.

This is essential to constructive group action. A climate of openness is established in group deliberations. All members feel a sense of belonging and recognize their important contributions in the undertaking. A feeling of oneness pervades the entire group.

Group planning is accomplished in a clearly defined manner. A stated procedure is followed. It is a cooperative undertaking, based on known needs, and flexible enough to allow for unforeseen developments. The fulfilment of plans brings satisfaction and a feeling of success to all who participated in their formulation and accomplishment.

QUALIFICATIONS OF MANAGERS

Although the qualities of a manager need to be considered in relation to the qualities of the persons is considered in relation to the qualities of the persons in the organization he or she is attempting to lead, certain leadership characteristics are also necessary for a successful manager.

Identifying these qualities is essential to help determine whether one should go into this important field. This identification also helps evaluate the type of management that exists in a person's own organization, whether the person is a manager or not. The qualifications of a manager are many.

NATURE OF SPORTS MANAGEMENT

In order to develop clear understanding with regard to the nature of sports management, it is essential to examine two extensive human activities-Sports and its management.

The Sports enterprise has its own distinguishing characteristics that mark it as a particular kind of human activity with broad social implications. The nature of management can be identified through an examination of the principal functions that are performed by anyone who has managerial responsibility. Sports programs in the schools and colleges provide dramatic evidence of the need for effective management, all the way from the coach to high school principal or the college president. Naturally, we expect to find differences in terms of such considerations as departmental size, revenue, and general complexity of the program. However, the parameters of Sports and effective management are essentially the same at both levels.

From an applied perspective, Sports management has been in existence from at least the time of the ancient

Greeks, when combat among gladiators or animals attracted crowds of spectators. Herod, King of Judaea, was Honorary President of the Games during the eleventh-century Olympics. A magnificent ceremony opened the Games, followed by athletic competition where thousands of spectators were entertained lavishly. Given the magnitude of such events, there must have been purveyors of food and drink, promoters, purchasing agents, marketing personnel, and management directors. Today, all of these individuals are known as practitioners; this term includes all persons employed in the applied field of Sports management.

Although the terms Sports management, Sports administration, and athletic administration are often used interchangeably, the first most accurately describes this field from a universal or global perspective. That is, management is all-encompassing and represents the myriad Sports related areas, including facilities, hotels and resort, public and private fitness and racquet clubs, merchandizing and collegiate and professional sports. The term administration is limiting and suggests school-related focus, particularly at the interscholastic and collegiate levels. However, a significant number of programs with offerings in such areas as retail sales, fitness and racquet club management and professional sports management title their curricular programs as "Sports Administration." In contrast, those limiting their focus to the study of school-related sports use the term "Sports management".

CONCEPT OF MANAGEMENT AND SPORTS MANAGEMENT

Management has emerged as an essential activity since people began forming groups to accomplish goals they could not achieve as individuals, and also to mobilise and coordinate individual efforts which are recognised essential for the good of the society. Managing, like all other practices, is an art and craft. It encompasses action in the light of the realities of a situation. Managers can work better by using the organised knowledge. Knowledge may be primitive or advanced, exact or inexact, but when well-organised, clear and pertinent it becomes a science.

Thus, whereas managing as practice is art, the underlying organised knowledge may be referred to as a science. Science and art are not mutually exclusive but are complementary. As science improves, so should the art. Management takes into account the multitude of influences of internal and external factors in decision-making process. Managing is an open system that operates within the organisation and also interacts with the external environment. It is now quite obvious that provision of only money or technology does not bring

development.

The total of processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise is called *Management*."

The role of management has changed markedly in recent years. First, it is gradually becoming a science, but it is not currently a cut-and-dry science. Today, individuals who desire prepare for management roles sometimes pursue college majors or graduate study in this discipline and do considerable work in areas such as the behavioural sciences as well as serving internships to become oriented to the various functions associated with their profession, just as physicians serve internships in hospitals to better understand the many medical problems they will have to face in their field.

Such experiences as these enable managers to predict outcomes that will ensue from management actions. Second, the manager who has special training in the field is many times more likely to be selected to fill a management position than the person who has no such training

For example, one of the fastest growing kinds of public administration is the city manager plan, in which the city manager is selected because of special training in public management.

Management has been described as a social process involving responsibility for economical and effective planning & regulation of operation of an enterprise in the fulfillment of given purposes. It is a dynamic process consisting of various elements and activities. These activities are different from operative functions like marketing, finance, purchase etc. Rather these activities are common to each and every manager irrespective of his level or status.

DEFINITIONS OF MANAGEMENT

It is very difficult to give a precise definition of the term management. Different management authors have viewed management from their own angles moreover, during the evolutionary process of management different thinkers laid emphasis on different aspects. For example, F.W. Taylor emphasized engineering aspects, Elton Mayo laid emphasis on human relations aspects, E.F.L. Brech, George R. Terry emphasis on, decision making aspect, Ralph Davis stresses leadership aspect and some other like Barry Richman etc. emphasized integration or coordination aspect.

SOME IMPORTANT DEFINITION OF MANAGEMENT

1. Harold Koontz

Management is the art of getting things done through

and with people in formally organized groups.

2. George R. Terry

Management is a disconnect process consisting of planning organizing activating and controlling performed to determine and accomplish the objectives by the use of people and resources.

3. Donald J. Cough

Management is the art and science of decision making and leadership.

4. Mary Cushing Nile

Good Management, or scientific management, achieves a social objective with the best use of human and material energy and time, and with satisfaction for the participants and the public.

5. Henry Fayol

To manage is to forecast, to plan, to organize, to command, to coordinate, and to control.

6. Theo Haimann and William Scott

Management is a social and technical process which utilizes, resources, influences, human action and facilitates changes in order to accomplish organizational goals.

CONCEPT OF SPORTS MANAGEMENT

Although the systematic study of management as a separate branch of human knowledge has a recent origin, the practice of management in general is as old as human society. The history is replete with the evidence of organisational activity that implies knowledge of many ideas that has later been reflected in various writings. In this context, sport and physical education is no exception. Sports management is an emerging concept although the management in sports programmes at formal and non-formal levels has already been in existence, may be in a disjointed form. A considerable amount of attention has been given to an analysis of the present structure and function has been given to an analysis of the present structure and functions in sports programmes.

But, in view of the fact that things are changing evidently in sport, organised management support is needed to face new challenges. The opportunity is not to start from the scratch but to begin with the current situation as it is. Despite the availability of relevant literature on sport, an integrated approach to sports management is needed. As the sports technology is advancing, more people are needed to perform specific managerial duties in sports world. Besides the existing opportunities, many more avenues are emerging in sport, physical education, health, industry, governmental and non-governmental sectors.

such things as legislation and administrative action.

FOUNDATION OF SPORTS MANAGEMENT

Foundation is a word that has many contextual meanings. In general terms, foundation refers to the basis, on which something stands or is supported. However, when considered in the educational context, it refers to a broadly conceived field of study that derives its character and fundamental theories from a number of academic disciplines.

As stated earlier, the foundation on which Sports management is built comes from two primary disciplines: Sports studies and business administration. Sports studies is composed of such areas of study as the organization and administration of Sports programs, Sports history, Sports philosophy, Sports sociology, and Sports techniques (skills). Business administration

includes such areas as accounting, the analysis of business systems (computers), economics, finance, law, management, public administration, and marketing. Sports management as a field of study is to prosper if university faculties in these two disciplines must be cooperative in providing a Sports management curriculum that meets the job-related needs of the Sports management students.

It has been suggested by several authors that the study of Sports management is multi-disciplinary, thus conveying the idea that Sports management must draw theories, concepts, and insights from other related disciplines: communication, computer science, journalism, law, psychology, and sociology, to mention a few. Although this list is not complete, the areas mentioned make up a broad basis on which the field of Sports management is being built. Each area adds a knowledge base for Sports managers as they prepare for specific careers in the field, such as athletic directors, managers of fitness clubs, and Sports consultants etc.

The foundation of Sports management is being established with each new piece of research report. Still the actual foundation of Sports management has yet to be fully determined. More knowledge will develop over the next few years as the field of Sports management continues to grow.

Management of Physical Education Instructional Programmes

The instructional programmes in sport and physical education are the best way to teach skills and strategies. They also provide for understanding and essential knowledge concerning the relationship of physical activity to physical, mental, emotional and social development. These also provide a platform for the participants to

achieve optimum state of physical fitness.

Thus the nature of physical education at pre-school, elementary, primary, secondary school and college level should be as per the status, maturity and performance objectives at different levels. Changing concepts of education needs of the society and approach towards ultimate objectives also influence such instructional programmes. Physical education as an institutional programme is a continuous process, therefore a constant effort should be made to have long-term, short-term and immediate plans.

Facilities and Equipment Management

Facilities and equipment management is usually the responsibility of specific incharges. Facilities include indoor and outdoor grounds along with additional necessities of change rooms, lockers, showers, refreshment counters, etc. Besides playing facilities, supplies and equipment need to be managed efficiently for overall success of any sports programmes. In view of the ever-increasing cost, high inflation, limited financial provision, there is continuous need to predetermine the supply and equipment required.

Therefore, a purchase system may be evolved in view of ever changing needs for maximum utilisation of the facilities and resources available to any sports organisation. As far as planning and construction of new facilities are concerned, concepts of convertibility, multipurpose utilisation and other similar needs should be identified for effectively managing a sports organisation.

Office Management

Successful management in sport to a great extent depends on the office management. It includes tasks like

communication, correspondence, logistics support recording minutes and proceedings, report and budget preparation and policy implementation, etc. Office work handles the management of information to all concerning sport. In the process, manual assistance to automation and computerisation is of great utility as a routine. The point of managerial importance is how best and effectively the office can work. Dynamic principles and new techniques are being developed every day and need to be continually probed as their utility arises.

Organising Sports Programmes

Organising is a situation-based function influenced by various factors ranging from structure to positions to qualifications and resources. Since it is difficult to set forth a model for as-it-is adaptation in sports programmes, the need arises for identifying parameters to re-examine organising structure for a good spade-work for sound process of sports management.

Directing and Controlling

Sports management process has a vast scope for review and research in the mechanism of leadership and performance, evaluation standards and motivation, reporting and reward systems, etc. Such a review can hopefully lead to clues to effective directing and control of sports programmes.

Competitive Sport and Training Programme Management

Competitive sport and training programmes have probably peculiar difficulties attached to them. Some of these are the desire to win, participation in advance, university and inter-state level sports, pressures of admissions in educational institutions, academic balance, eligibility framework, awards and rewards, limited

resources, etc. Such challenges can be met only if competitive programmes are well managed to draw attention of the administrators and general public.

Fiscal Management

Fiscal management has become an increasingly important dimension of sports management in the light of current financial trends of various societies. To prevent misuse and waste of funds, and to ensure maximum and appropriate utilisation, policies and procedures should be laid out to ensure sufficient inflow of finances, preparation of budgets and expenditure with accountability.

Theory of Sports Management

Sport and management, as two extensive human activities, provide a great potential for re-synthesis of theoretical bases for establishing a relationship between human ability and enhancement of sport. An examination of the nature of sport management is attempted here to maximise the performance within available resources and their optimum utilisation.

PURPOSE OF SPORTS MANAGEMENT

The purpose of management is to get the right things done and to get things done right. Management's only reason for being is to make the program or the organization effective. Management exists for people; people do not exist for management.

Administrators sometimes lose sight of these concepts, and when that occurs, the organization has greater difficulty in achieving its goals. When organizational goals become secondary to managerial goals, faculty or staff become displeased with what they see occurring, and their production level decreases.

Management is a dynamic life giving element in every organisation. It provide dynamic force that is necessary to convert disorganized resources of men, machines, materials, money into a productive organisation. Management in all business areas and organizational activities are the acts of getting people together to accomplish desired goals and objectives efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources.

Because organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to 'manage' oneself, a pre-requisite to attempting to manage others.

Management can also refer to the person or people who perform the act(s) of management. It is chiefly concerned with marshalling the resources, ideas, things, and obtaining the results through the collective efforts of people. Emphasis on work apart, management activities are aimed at improving relations between people. Managers are needed to direct, coordinate, and regulate human efforts in order to accomplish the predetermined organisational goals, respectively.

While Taylor's scientific management was being studied, praised, criticized, and expanded on in United States, Henry Fayol was revolutionizing management thinking in France with his studies and writings concerning universal principles that could be applied to the overall organisation. Henry Fayol rightly labelled as *The Father of Modern Management*, was Europe's most distinguished contributor to the field of management theory and practice up to till the middle of the present century. Beginning his career as a mining engineer, he moved his way up to the Fiend of Comambault, a coal mining and iron foundry combine. He brought it from near bankruptcy to an extremely healthy position. Whereas Taylor's focus was the bottom of the organisation, Fayol zeroed in on management principles from the Chief executive's point of view.

Henry Fayol's most important thesis concerned the universality of principles that may be fruitful to the functions of administration in all forms of organised

endeavour. His second major thesis was that there is a theory of management made up of a body of knowledge that can and should be taught. In fact, this led to the development of management as a discipline that can validly be taught at the college level.

Henry Fayol has made a clear-cut distinction between the basic principles and basic functions of management. His main contribution was in describing the functions of a manager which include: planning, organising, coordinating, commanding, and controlling. Fayol also observed the abilities required of a manager on the manager's position in the organisation. Lower level jobs required technical skills, but little conceptual managerial ability. But as one moves up the hierarchy more managerial talents are needed, with less technical skills. Based on these five functions of management, Fayol proposed fourteen universally accepted **principles of management**.

(1) Division of work: Specialisation allows people to produce more and better work with the same effort. Although epitomised by the assembly line, it is applicable to virtually all kinds of work.

(2) Authority and responsibility: Authority is the right to give order and responsibility is its essential counterpart. Whenever authority is exercised responsibility arises. A distinction should be made between formal authority deriving from an office or position and informal authority deriving from intelligence, experience and the like.

(3) Discipline: Discipline implies obedience and respect for the agreements between the firm and its employees. These agreements bind the firm and its employees and form the basis for disciplinary formalities

maintaining discipline is One of the chief preoccupations of industrial heads. Discipline also involves sanctions judiciously applied.

(4) Unity of command: An employee should receive orders from only one superior. Authority is undetermined and discipline threatened where this principle is violated.

(5) Unity of direction: Activities having a common objective should be undertaken by one superior with one plan of action. For instance, book keeping department in an organisation should not have two or more supervisors each with different policies, procedures and practices.

(6) Subordination of individual interest to the general interests: The interest of one employee or group of employees should not supersede the interest of company or broader organisation.

(7) Remuneration of personnel: Compensation for work done should be fair and satisfactory to both the employees and organisation.

(8) Centralisation: Centralisation refers to decreasing the role of subordinates in decision making. Decentralisation refers to the increasing role of subordinates. There is no universal optimum balance. The objective should be to make optimum utilisation of talents of personnel while retaining final responsibility for management.

(9) Scalar chain: The scalar chain is the chain of superiors ranging from the ultimate authority to the lowest ranks. It is an error to depart needlessly from the line of authority, but it is an even greater one to keep it when detriment to the business ensues.

(10) Order: There is a place for everyone and everyone should be in his or her place. Physical materials should be where required and personnel should be in positions

SCOPE OF SPORTS MANAGEMENT

Sport is big business today and will remain so in the future. In fact, sports revenues are approaching the \$70 billion mark in the United States and other countries. As a result, there is an ever increasing need for professionals trained in the managerial, administrative, and business aspects of sport

It has been estimated that more than six million individuals in the United States today perform managerial work as their main function. This number is large, but as the technology and specialized functions of this country advance, more individuals will be needed to perform the

myriad of managerial duties characteristic of the thousands of organizations in society.

There are many more managerial positions in physical education and athletics than exist in schools and colleges. This, of course, runs into several thousands of positions. Many large educational institutions have several persons who assist in the management of physical education and athletic programs.

Also, many organizations such as health spas, industrial fitness programs, senior citizen centres, YMCA's, and Boys' Clubs, also have management positions. Management offers many career opportunities for both women and men.

In these management positions physical educators, athletic directors, and others perform many managerial duties such as staffing, budgeting, coordinating, planning, communicating, reporting, and scheduling.

It is essential that individuals who perform management work know the many aspects of this particular field. If they are not aware of certain basic facts and acceptable management procedures, they may make many errors, which could result in loss of efficiency, production, and staff morale in poor human relations.

Management is gradually becoming a science with a body of specialized knowledge that should be known by all who would manage wisely and effectively.

The basis of most sport management professional preparation programs revolves around an interdisciplinary or multidisciplinary approach. Fields of study such as physical education, sport, business, computers, and communications are all intricately intertwined in the preparation of future sport managers and administrators. In fact, Sutton (1989) refers to sport

management as a hybrid field of study in that it encompasses so many other disciplines.

Sport management programs can prepare students to become generalists or specialists. The professional preparation curriculum typically consists of three basic components:

Cognate or foundation classes, which are related to the discipline of sport management and can include courses in communications; interpersonal relations; business; accounting; finance; economics; statistics; and the historical, sociological, psychological, kinesiological, and philosophical perspectives of sport.

Specialty or major courses, which are the core, applied courses geared specifically to sport management (Brassie, 1989). Examples include introduction to sport management, sport management theory, sport marketing, fundraising, promotions, public relations, ethics in sport management, legal aspects of sport, facility planning and management, computer applications to sport, research methods, sport management problems and issues, and risk management.

Field experience, which is included in almost all undergraduate and graduate programs (Sutton, 1989). This may take the form of a practicum or internship. A practicum is usually a preinternship, part-time field experience taken while the student is still pursuing cognate or specialty classes. An internship is taken when all or a majority of specialty and cognate courses have been completed. This experience is usually full-time, and the student is expected to provide meaningful assistance to the intern site. The internship is the quintessential learning experience for the sport management student.

Career and Employment Opportunities

An estimate was made in 1991 that there existed approximately 4.5 million sports jobs at all levels in the United States. These were in marketing (1.5 million), entrepreneurship (1.15 million), administration (500,000), representation (370,000), media (300,000), and other sports-related areas (720,000).

Although there is seemingly a wealth of job opportunities in sport, the competition for these positions has been and will remain severe. And, many of these positions involve extremely low pay in comparison to the amount of work expected. Career paths in sport management can include athletic team management, finance, sports medicine/athletic training, journalism, broadcasting, public relations, development and fund raising, sports information, facility management, cardiovascular fitness and wellness administration, aquatics management, among others.

Essential Skills of Sports Management

Today the facilities for sports and fitness programs resemble less and less the old gymnasiums and stadiums of the past. As competition increases among fitness centres and athletics and recreation programs, the quality of facilities must improve. Multiuse facilities, designed to accommodate a variety and non-profit organizations.

SKILLS OF SPORTS MANAGEMENT

PLANNING THE FACILITY

A quality facility, like a quality program, begins with thorough planning. There are certain general criteria that guide facility planning, construction, and maintenance. Ten of the most important are listed below.

General Criteria for Planning Sport/Activity Facilities Serves and Identified Needs

Meeting the needs of the clientele who will be using the facility is at the top of the list of criteria. If this criterion is not met, the expended resources will have been wasted. The planned facility must contribute to the objectives of the program for which it is to serve whether these be developmental or profit making in nature.

Secluded Location

Facility location is discussed more fully in the following paragraphs, but planners must maintain in awareness that activity facilities need to be isolated from classrooms, libraries, or any area where the noise factor associated

with sports would be a disturbance.

Quality Construction and Safety Considerations

There is an adage, "You get what you pay for." This old saying certainly applies to facility construction. Most organization planners who have tried to cut corners and construct a facility which is less than what is needed or desired usually have had regrets.

Nothing can be more expensive than failing to adhere to safety considerations. If someone is seriously or fatally injured because of an unsafe feature of a facility, the costs of paying for a negligence settlement are astronomical.

Cost Effective

Quality construction, safety considerations, and multipurpose criteria must be considered along with this criterion—a balanced and reasonable approach. For example, it would be convenient in a school locker room to have individual shower stalls and full-length lockers for everyone, but one would be hard-pressed to find such extravagance.

Multipurpose

It has not been too many years ago when schools built a gymnasium strictly for basketball. In "basketball country" there were no other lines on the floor except those needed for basketball. Those times are gone forever! Because of the high cost of construction, consideration must be given in the planning stage for any facility to be used optimally.

The gymnasium, for example, must be planned for all indoor sports that have a need for a large open space as well as for all types of convocations, exhibits, and concerts.

Easily Supervised

Supervision is an important consideration for the

safety of the users. This is one reason why in many fitness and activity facilities, you are seeing more open space and fewer obstructive walls.

Custodian/Maintenance Efficient

If planners will give proper attention to this criterion, maintenance costs can be significantly reduced and a healthier and more orderly facility will result. Selecting the proper materials for floors and walls is an example of how this criterion can be met.

Expansible

Most physical education and sports facilities planned during the 1950s and 1960s were too small by the time they opened for use. Some planners had the foresight to allow for expansion by building in non-weight bearing walls on one side of the structure and allowing open space for the expansion to take place. This is why activity facilities should be constructed on the perimeter of a school campus rather than in the central core.

Aesthetic Presentation and Ambiance

Just how high this criterion should rank on the list depends upon the clientele being served. In most schools, utility would be more important than aesthetics and ambiance; however, in a country club setting, aesthetics and ambiance would more than likely be very important to the users.

This criterion refers to mood-setting qualities such as a nice thick carpet on the locker room floor and wood-grain lockers instead of gray metal ones.

Location

Where to locate a new facility is a crucial decision. Factors that should be considered in the choice of location include accessibility, environmental quality, and the possibility of sharing existing facilities.

Many schools turn over concession management to boosters or other campus clubs. It is important to locate these concession stands so they are convenient to bleachers and seating areas, but consideration must be given to congestion problems when crowds of fans are gathered around the concession area. Will they block, traffics or visibility for athletes and other spectators? Careful planning can prevent this problem.

INDOOR FACILITIES

In school settings, teaching stations are required for physical education classes. The number of teaching stations depends upon many factors, including the number of students, numbers of days per week stations are in use, the number of school periods per day, and the types of programs to be provided.

In some areas, climate is a factor requiring an increased number of indoor teaching stations for snowy and rainy seasons. Because of the numerous factors influencing indoor facilities, our discussion will focus primarily on general considerations for various areas within facilities. For specific recommendations on playing court requirements, refer to periodicals and other publications.

Lighting

When facility lighting is assessed, both natural and artificial lighting should be taken into consideration. If areas depend on windows for some lighting, provision should be made so that night activities are adequately illuminated.

A lighting engineer or architect should be consulted when planning and upgrading facility lighting. Burned out bulbs should be replaced and other problems corrected immediately to prevent safety hazards.

Corridors

Hallways and doorways should conform to safety codes and be accessible to handicapped people. Emergency exits should be clearly marked, with all doors opening outward to speed exiting in case of emergency.

Handicapped accessibility not only means providing ramps and elevators as well as stairs, but also making sure the width of doors and passages is adequate to accommodate wheelchairs, and outfitting doors with easy-to-manipulate handles.

Passages should be kept free of obstructions at all times. Passages should be roomy enough to accommodate dollies and equipment transports, if necessary. In a gymnasium or stadium, segregating opposing teams, officials, and spectators in different halls and lobby areas will help prevent overcrowding and decrease the possibility of confrontations. Removing restrooms and concession stands from exits will also decrease overcrowding.

Locker Rooms and Dressing Areas

In facilities where athletic contests are to be held, separate dressing areas should be provided for each team, and another for officials. Should this be impossible, and should opposing teams be forced to dress at another location, a team meeting room should be provided. To prevent congestion, dressing areas should be semi-isolated from showers, sinks, and toilets.

In full-length mirrors, counters, and outlets for hair dryers are provided in dressing areas, the sink areas will be less congested for those needing a washbasin. In a large facility, it is practical to provide toilets and basins in separate restrooms.

This will decrease the amount of traffic through locker

rooms and provide more privacy for those who are showering and dressing. Many fitness centres are increasing their member services by providing hair dryers, curling irons, and ironing boards.

Fire codes and insurance coverage should be checked to make sure they allow for these amenities. If so, these appliances can and should be attached to the wall to allow easy access while preventing loss or theft.

One step further in personal service is making available hair spray, cologne, deodorant, aftershave, and lotion. This can be inexpensive provision for members and is one way to elevate the image of an organization.

Wet Areas

As mentioned earlier, toilets, sinks and showers should be separated from dressing areas to decrease congestion and promote drying of locker contents. Flooring should be nonslip and treated to reduce the spread of athlete's foot and other germs.

The choice of private, semiprivate, or communal showers will depend on the clientele and budget available. Facilities should provide toilets, sinks, and shower seats that are accessible by handicapped persons. Proper disinfection and cleaning are especially crucial for maintaining wet areas.

Lockers

The first objective of lockers is to safe-guard clothing and personal items. In an area where business people will be coming from or returning to work, full-length lockers provide a way to store clothing without causing wrinkles. All lockers should be adequately ventilated to allow moisture to evaporate and prevent mildew of clothing and equipment.

Locking baskets provide adequate security for clothing while maintaining proper aeration. Lockers should be arranged to provide easy access, while using space in the most efficient manner.

Surfaces

Because the primary concern for any sports or fitness facility is the safety and enjoyment of participants and spectators, the surfaces that affect these groups are key concerns.

Walls

Walls are often overlooked in facility planning, but they can have a positive or negative impact on participants. Walls should be smooth and easily cleaned, without sharp corners.

Equipment such as fire extinguishers and drinking fountains should be recessed into walls to prevent injuries; however, they should be clearly marked and easily accessible.

A variety of alternatives are available to make bare walls look appealing. Mirrors are a good choice for aerobics, dance, and strength-training areas. Mirrors can create an open feeling in a small room and assist participants in performing activities with proper body mechanics.

Mirrors also help instructors in monitoring classes and activity areas. Panelling, paint, wallpaper, and poster art can all help to brighten activity areas. On the other hand, wall treatments should not be visually distracting to athletes or spectators. Painted graphics are an inexpensive way to dress up activity areas and can also be used to convey information.

OUTDOOR AREAS

An examination of any college catalogue today shows that about half of all physical education classes are held outdoors. Add to this use the requirements of athletic practices and contests and recreational use, and the importance of outdoor activity areas in an academic setting becomes very clear.

Other public and private recreational facilities also rely upon outdoor facilities for many of their activities.

Surfaces

Proper drainage of fields and activity areas, especially those with natural turf, is crucial to the safety and enjoyment of participants. Surfaces should be guarded so the centre of the field is approximately 2 percent higher than the edges.

This will encourage water to drain away from heavily travelled areas to prevent participants from slipping. Some areas may require subsurface drainage tiles to funnel water away from fields and other areas.

Natural Turf

Because many activities and sports require turf, either natural or artificial it is important to be aware of the considerations for these surfaces. Maintenance of natural turf is difficult and expensive when one considers seeding, fertilizing, watering, cutting, and lining with paint or chalk.

Water drainage can cause real problems in rainy areas. With so many disadvantages, why do so many organizations choose natural turf? Their reasons probably include the following:

- (1) It has a pleasing appearance when well groomed;
- (2) It is versatile for multiple uses;
- (3) It is non-abrasive and safe for contact sports; and
- (4) It costs less to install than artificial turf.

Non-turf Surfacing

Many schools and recreational organizations require some form of concrete, blacktop, or other synthetic material for activity areas. These surfaces are desirable for year-round usage, and have reasonably low installation and maintenance costs.

Their resilience, durability, and cleanliness are ideal for such activities as tennis, basketball, and three-wall racquetball. Many running and cycling tracks are being converted from old-style cinder and blacktop to state-of-the-art rubberized surfaces.

Not only are these surfaces visually appealing, but the surfaces are more comfortable for athletes and help decrease shin splints and shock to joints. Artificial surfaces such as blacktop can be combined with rubber, cork, or granite to increase or decrease firmness. A variety of colours are available for increased attractiveness.

Artificial Turf

In many situations, artificial turf is being chosen over natural due to its durability, year-round usability, and low cost of maintenance. There are many kinds of artificial turf available, and specific uses require specific piles.

The face material should be at least $\frac{1}{2}$ inch thick; backing and pads should be water-resistance and shock-absorbing, and should be a minimum of $\frac{9}{16}$ inch thick. Turf can be permanently applied or removable. If permanent, the adhesive should be temperature/moistureproof and guaranteed for the turf's life.

Cleaning methods include brushing, washing, and vacuuming. Answers to the following questions also have a bearing on which type of turf should be chosen:

1. Will turf be applied over dirt or pavement?
2. Will seams be sewn, taped, zippered, or welded?
3. Does manufacturer guarantee colour against fading?
4. Will playing field lines be permanent or temporary?

Lighting

Due to the public's demand for extended recreational hours, many outdoor facilities are being built with lights or converted to lighted fields and courts for night use. Night activity is especially popular in hot areas where midday activity is undesirable due to heat and humidity.

Providing lighted outdoor facilities is a good way to increase revenue at many fitness and recreation centres. Because many factors are involved in lighting, it is best to consult lighting engineers and examine the lighting plans of similar facilities. One precaution in lighting is to avoid placing lights in direct sight lines, or at field level. The visibility of players and spectators must be considered.

Qualities and Competencies Required for the Sports Manager

Being the head of a department, division, school of physical education or an industrial fitness program and also being the leader of these organizations are two different things.

The head can be a person who takes care of the clerical details and occupies the main office in a department or division, but he or she may not necessarily be the leader of the organization.

The manager should be one who helps and influences others in a certain direction as problems are solved and goals are achieved. In a school, college, business, or agency, the persons influenced the teachers, pupils, clerks, parents, custodians, and any person involved with the organization.

Knezevich categorizes three kinds of leadership:

1. Symbolic leadership, which is primarily a personality attribute;
2. Formal leadership, which involves the use of a title, status, or position denoting a leadership role in a formal organization; and
3. Functional leadership, or the role performed in an organized group.

Knezevich points out that leadership is a social process involving working with people. Personality traits will not in themselves result in leadership.

Furthermore, conferring a title does not necessarily provide leadership. Instead, the existing situation and the ability of the person to lead in that situation are critical.

As a general rule, people will contribute most with leaders who are creative and imaginative. The question of what makes a leader is a provocative one. Much research has been done concerning what constitutes the management leader.

Years ago it was felt that combinations of personality characteristics or traits were the ingredients that determined who was a leader. The qualities, characteristics, and skills required in a leader are determined to a large extent by the demands of the situation in which he is to function as a leader.

In other words, a physical education management leader in one situation may not necessarily be a leader in another situation. Different styles of leadership are needed to meet the needs of different settings and situations.

Therefore management is a social process. Certain traits and attributes that influence leader behaviour have been identified. Qualities such as popularity, originality, adaptability, judgement, ambition, persistence, emotional stability, social and economic status, and communicative skills are very important for persons to possess if they hope to lead.

The traits found to be most significant are popularity, originality, and judgement. When these factors are related to physical education and athletics leaders, the following guidelines are worth considering: The managers of physical education and athletic programs who possess such traits as ambition, ability to relate well to others, emotional stability, communicative skill, and judgement

have greater potential for success in leadership than persons who do not possess these traits.

The managers of physical education and athletic programs who desire to be leaders of their organization must have a clear understanding of the goals of the organization.

The direction in which they desire to lead the organization must be within the broad frame work of its goals and objectives and consonant with the needs of the community they serve.

The managers of physical education and athletic programs who desire to be leaders of their organizations must understand each of the persons who work with them, including their personal and professional needs.

The managers of physical education and athletic programs who desire to be leaders of their organization need to establish a climate within which the organization's goals, personal needs of each staff member, and their own personality traits can operate harmoniously.

QUALITIES AND COMPETENCIES REQUIRED FOR THE SPORTS MANAGER

Although the qualities of a manager need to be considered in relation to the qualities of the persons is considered in relation to the qualities of the persons in the organization he or she is attempting to lead, certain leadership characteristics are also necessary for a successful manager.

Identifying these qualities is essential to help determine whether one should go into this important field. This identification also helps evaluate the type of management that exists in a person's own organization, whether the person is a manager or not. The qualifications of a manager are many.

they have the ability to organize.

Integrity

One of the most important qualifications of any manager is integrity. Whether or not a leader can inspire staff members, have their cooperation, and achieve the purposes of the organization will depend to a great degree on his or her integrity.

Everyone likes to feel confident that a manager is honest and sincere, keeps promises, and can be trusted with confidential information. Such confidence cannot emanate from managers unless they have integrity. Failure to fulfil this one qualification will result in low morale and an inefficient organization.

Human Relations Skills

Human relations skills include the manager's ability to develop good working relationships among staff members, to get along with people, and to provide a working climate where individuals not only will produce but also will grow on the job. A former president of the American Alliance for Health, Physical Education, Recreation, and Dance suggested the following as considerations for managers: "Be friendly and considerate, be alert to the opinions of others, be careful what you say and how you say it, be honest and fair, be wise enough to weigh and decide, tolerate human failings and inefficiency, acquire humility, and plan well for staff meetings."

Ability to Make Decisions

The manager must be able to make decisions when necessary. This requires the ability to discern what is important and what is reasonable, what is in the best interests of the organization and what has the best chance for success, and then to foresee future developments as a result of the decision. Decision is essential to accomplish objectives at the most opportune time.

The manager should have the capacity and be willing to make a decision. Otherwise, lethargy, suspense, and poor morale result.

Understanding of Work

The manager will benefit from having a thorough understanding of the specialized work in which the organization is engaged. If it concerns a particular industry, it will be advantageous to know the production process from the ground up. If it is government, knowledge of related legislative, executive, and judicial aspects will help.

If it is education, familiarity with that particular field will be an asset. If it is a specialized field within education, it is necessary to have a knowledge of the particular specialty and also the part it plays in the total educational process.

Guiding purposefully is difficult unless the individual knows his or her particular speciality and how it relates to other areas. One often reads about the Congressman who was once a page in the Senate, the railroad executive who was a yard worker, the bank president who started as a bookkeeper, and the superintendent of schools who started as a teacher.

The technical knowledge and understanding of the total functioning of an organization are best gained through first-hand experience. A manager will find that detailed knowledge of an organization's work is invaluable in successfully guiding its operations.

Command of Technical Skills

Technical skills are similar in many ways to the first qualification listed—conceptual skills, but there is one essential difference. Conceptual skills refer more to the 'know how' and temperament of the individual, whereas technical skills refer to the application of this knowledge and ability.

Intellectual Capacity

Intellectual capacity in itself will not guarantee a good manager. In fact, the so-called intellectual often makes a very poor manager. Such traits as absent-mindedness and tardiness, characteristic of some intellectual persons, are often not compatible with acceptance of responsibility.

Intellectuals sometimes cannot make decisions because they visualize so many sides of an issue. Furthermore, such an individual is often not interested in people but in books, or other data. This individual makes a poor leader because lack of interest in human beings results in poor followership. However, intellectual capacity cannot be disregarded.

To be an effective manager one must be intellectually competent. One should be able to think and reason logically, to apply knowledge effectively, to communicate efficiently, and to possess other abilities closely allied to the intellectual process.

There have been many so-called brains who failed miserably as managers, whereas most effective managers

THE PREPARATION OF MANAGERS

The modern view of management is that a professional preparation program for the person who desires to enter this field should include such essentials as taking foundation work in cognate fields, knowing himself or herself as an individual and as a potential manager, having technical and conceptual understanding of the community, recognizing the importance of instruction, studying and practising decision making and realizing the importance of human relations.

Finally, there should be on-the-job learning experience closely supervised by an experienced individual.

Scott has stated that type of preparation she feels persons need to become skilled in management practices and to be able to perform satisfactorily in light of the new perspective of management.

Some areas she feels should occupy an important place in such preparation are the following:

A sound background in business practices. Included in this background should be an emphasis on budgeting and financial management.

Administrative use of computers. Today's administrator-manager needs to understand computer

programmers.

Collective bargaining. To cope with unions it is important for today's manager to be conversant with collective bargaining and the skills needed in the negotiation process.

Public relations. Physical education and athletics need people who can articulate their positions eloquently, both verbally and in written form.

School law. The prevalence of litigation involving professional programs is such that the manager needs to be well informed about such things as liability, negligence, and product liability.

Interpersonal relations. Intensive work and study in personal relations is one of the most important requisites for an effective administrator-manager.

Some universities, as a part of the training and professional preparation of managers, include a course in sensitivity training or human awareness. The purpose of this course is to learn through an analysis of a person's own and other people's experiences.

In human awareness training participants work together in small groups in an attempt to better understand themselves and other people. This group is frequently called a "T group," and the leader is called a trainer. His or her role is to help the group learn from its experiences.

The group does not have a definite structure, and the leader initially stresses that the participants themselves will be the forces that determine how individual behaviour is influenced.

Meaning and Definition of Leadership

Administration and management are often considered synonymous terms. But a survey of more than one hundred sports and fitness program directors throughout the nation revealed that many differentiate between the two terms. Some directors use the term administration to refer to the management function in schools and government agencies, and the term management to refer to the same function in the business and industrial world. One director in a corporate fitness setting referred to top-level management as administrators and lower- and middle-level management as managers. Another director's concept was directly opposite.

In this book, the terms are used interchangeably, regardless of the level or setting being considered. Leadership does differ from administration and management, and in fact can be considered to encompass them. Consequently, we discuss leadership first.

Administration/Management

The terms administration and management, as previously stated, are considered by us to be synonyms and are used interchangeably throughout this text. In its simplest form, management is the act of arranging and organizing materials and conditions so that the goals and purpose of an organization may be achieved. It is both an art and a science and consists of leading and working with people, planning for and providing resources, and then organizing and controlling those resources toward

desired outcomes. In considering management as both an art and a science, we can compare it to a two-sided coin.

On the art side of the coin, management is the specific skill of adept performance, conceived as requiring the exercise of intuitive faculties that cannot be learned solely by study. Although management skills cannot be learned by study alone, they certainly can be improved by studying and employing a system of principles and methods. As a musician who is born with specific intuitive faculties in music can become a better musician through hard work and study, so can the person who has specific intuitive skills in working with people become a more effective administrator through extended study and practice. On the science side of the coin, management is classified as a social science, not an exact science. Through studying the existing system of concepts, premises, principles, and expert opinions, a person can more confidently and successfully relate to other people, which is absolutely essential in achieving worthy organizational goals. By using the logical reasoning and analytical methods of the scientific approach to problem solving, a manager can be most effective.

LEADERSHIP

A person who directs and co-ordinates activities of an organised group, which attempt to achieve specific goal or goals, is known as Leader. All the functions performed by leaders with the aim of motivating or guiding the players is known as leadership. Only that leader can prove to be effective, who influence the behaviour of group members to considerable extent. A leader who is unable to alter the behaviours and attitudes of group members cannot be considered as an effective leader.

Roles in which a Physical Education Teacher Functions

It is not an easy task to influence and mould the behaviours of players and to fill them with required self-confidence for competition. Players are human beings because of which they differ from each other as to type of personal approach with which they are most comfortable. All coaches are not able to meet individual needs of the players.

Actually, the best coaches are secure individuals. They recognise their strengths and limitations and they do not get satisfied with their level of knowledge. To make continuous development in level of knowledge, they attend various seminars and take help of professional literature for this purpose. They also consult with specialists and professionals to change a particular approach. For this reason, it is very necessary for the coaches to possess some personal and technical skill. To meet each of these skills, it becomes necessary for the leaders or coaches to maintain a variety of roles, some of which can be explained in following manner:—

a. Leader : When more than one person attempts to attain a specific goal, it becomes necessary to provide their efforts a proper direction to appoint someone as their in charge or leader. In sports activities, role of in charge is performed by coach. All the players assume that their coach will provide a sense of leadership to achieve group success. For providing such kind of feeling, it is necessary for him to direct them towards a specific goal. For effective leadership, it becomes necessary for the coach to assume some responsibilities on his shoulders. For instance, for making all arrangements during training and for preparing post-game strategies. If a leader take responsibility of team failure on him, then players will feel sense of leadership to a lot of extent.

b. Teacher : Coaches are not different from teachers. In reality, effective coaches are educators. Players who

make progress in developing their skills become more creative, self-assured and successful. Educational process in sports is to teach players to think independently of directions provided by coach and to respond creatively to unanticipated actions of their opponents.

Only those coaches prove to be effective, who have thorough knowledge of skills and strategies used in the sport. Likewise, it is very important to have an ability to communicate this knowledge to others. It is very important for the coaches to have ability to communicate their knowledge to their players so that they can applied it appropriately in competitions. Best coaches make use of various means to upgrade their skills and knowledge.

To become an effective teacher, it is necessary for the coach to ask his players about the effectiveness of his or her teaching. He should keep on changing the modes of communication from time to time, as continuous use of same technique can arise feeling of boredom in them. Coach should provide specific kind of feedback to players which they can use in a relatively non-hostile way. Coach should not provide knowledge of new skills during the contest, but rehearses them in practice until participants can perform them comfortably and properly.

c. Follower : Coaches should be follower of players not in the sense that should make design programmes and strategies in accordance with need and wishes of players, but in the sense that should provide them respect and dignity whenever required. A good coach knows when not to lead the players and when to respect the decisions taken by players. One should not consider strategy of following as a weakness, rather it can prove to be a strength if applied appropriately. The group leader should not constantly demonstrate dominance. Coach can prove to be more effective by allowing captains and other players of the team responsible for certain team related tasks.

Such kind of freedom and opportunities fill the players with a sense of dignity and self-respect, with which they get motivated to work harder.

d. Limit Setter : Only that coach can prove to be effective, who can analyse realistic capacities of the players. Various kinds of demands are put on players, some of which include: maintenance of proper training and conforming to team policies. Sometimes, it becomes necessary for the coach to restrict and set limits on certain behaviours so that players can be prepared properly for outstanding performance in competition.

d. Role Model : No learning process can take place without setting any standard or example to which learner's can imitate or by which their ability can be compared. Such kind of standard or example is called Model. In demonstration proper or sportsmanlike behaviour, coaches serve as models for their players. Coaches must be consistent in following the similar rules and expectations in their own actions and attitudes that they expect of their players.

e. Friend : Coaches should relate themselves with players in such a way as they are in same peer group and have interests of their players. However, this should be done to a limited extent, because it is very necessary that players should admire and respect their coaches. The attitude towards coaches and friends should be different. In reality, player's expectations of coach's behaviours and attitudes differ from those of their friends. If coach will try to become or behave with players like their friends to lot of extent, then players themselves will tend to feel uncomfortable.

f. Substitute of Parent : It is very necessary for the stable children to have someone around them who cares about them and who is important in their life. One must

have the love and concern of a significant other, someone who really matters. The role of coach is not to become parent of player, but to support the same goals that parents have for their player children. As the role model for players, coach has to carry out a host of parental functions.

g. Counsellor : For performing function of coaching properly, it is not necessary for the coach to be rude and over strict with players. In reality, effective coaches are not threatening to their players, and the players in turn feel that they can risk communicating most thoughts to the coach. In this kind of atmosphere, the coach can listen and respond to needs and requirements of each player, which is important if the coach wants players to perform without thoughts and feelings that interfere with performance preparation and participation.

METHODS OF TEACHING PHYSICAL ACTIVITIES

Various methods may be adopted for teaching physical activities.

Command method

Usually formal activities are taught by command method where certain words of command are used to obtain the required position. This is of two types Response Command is used where each position of the exercise is to be held and the accuracy and the precision of the position are to be emphasizes. The Rhythmic Command is used when the exercise already taught is to be repeated rhythmically for physiological results. Here emphasis is on movements and not on held positions.

Oral Method

In this method the teacher merely explains the activity by words without any demonstration and expects the class to perform it. (This method of teaching is not wholly desirable).

Demonstration Method

Here the teacher will demonstrate the activity with a brief explanation. The students have to observe the teacher's demonstration and then perform the activity on the command of the teacher. This is most highly recommended method of teaching.

Imitation Method

This is adopted when an activity is one that was already taught or an activity, which can be easily followed. In this case the teacher says 'Follow me' or "Do as I do". When the teacher leads an activity and then changes the movements, the boys perform the same by imitation.

Dramatization Method

In this method the pupils are made to perform the movements of animals, birds, motor cars, trains, aero planes, soldiers, sailors etc., story plays and action songs in play form. There is a lot of scope for exhibiting the imagination of the pupils. This method is most suitable for the children of the Elementary grades.

At-Will Method

In this method the students are given an opportunity perform the activity in their own time and rhythm. In other words this is a free form of exercising.

Set-Drill Method

This method will consist of a series of well-planned exercises of free arm type and exercises with light apparatus (dumb-bells, clubs wands, poles etc.) These exercises are memorized and done rhythmically, not only for physiological effects but also for demonstrative values.

Whole Method

This method is adopted whenever an activity is to be

taught as a whole action without breaking into its component parts. For example, the teaching of an athletic event like High Jump, which includes a series of movements, is done by this method, even though each of the movements may be analyzed and emphasized.

Part Method

This is adopted whenever a particular activity is broken into its meaningful parts and taught for example the teaching of the individual skills of a major game.

Whole -Part-Whole Method

In this method a full and clear conception of the whole activity given at the outset. Then the activity is divided into its meaningful parts and taught. After practicing these parts as separate skills they are put in a practice game situation. Thus initial practice is on the individual parts. Then the parts are combined into the whole activity. This method is highly recommended to teach a major game.

The following examples will clearly indicate what may be meant as a WHOLE or as a PART.

Elements of Leadership

Effective leadership is essential for any organization and school to be successful. Great leaders are always critically analyzing ways in which he/she can improve in order to achieve an array of goals. This is especially the case in education where strong and bold leadership is needed during this tumultuous time. To my mind, we all have the capacity to lead. It is through leadership that we become catalysts for positive change. Once sustainable change takes hold, we will see the fruits of our labor in the form of transformed teaching and learning practices amongst learners and in ourselves. This cannot happen without effective leadership.

In my own experiences and those of the individuals with whom I have connected through social media, I have witnessed patterns of behavior that, in my mind, capture effective leadership. Leadership is a combination of art, science and human nature. For some, it is an innate process; for others, it evolves and is refined over time. We all have the ability to lead, although many choose not to lead. There is also no perfect way to lead, as leadership strategies and practices need to adapt to the various dynamic environments in which leaders find themselves.

Schools need individuals to establish a collective vision and put it into action to improve professional practice, whether that leadership comes from administrators or teachers or a combination of both. Schools cannot be successful if this does not happen, and the success of our students depends on how well

leaders guide the majority to embrace meaningful change. Below are some essential elements of leadership that I feel can effect change:

1. Modeling: In my opinion, the best leaders model their expectations for their employees and peers. The best leaders not only talk the talk, but they also walk the walk. Don't ask your employees or colleagues do something that you are not prepared to do. Better yet, show them what the practice can and should look like in action.

2. Not looking for buy-in: Effective leaders should not have to "sell" their employees and colleagues on a better way of doing things. Intrinsic motivation is the most powerful force we have to initiate and sustain change. Think about how you can get people to embrace a new idea, strategy, or initiative. If you do this, the chances are you will have real results. Start out by simply removing the words "buy-in" from your vocabulary.

3. Providing support: Support comes in many forms - financial, time, and professional learning opportunities. The lack of any (or all) of these should never be an excuse to not move forward. Support begins with adopting a "no-excuse" attitude and the resilience to always seek out solutions to the many problems that arise. Support should also be differentiated. As we have come to know with our students, a one-size-fits-all approach never works.

4. Learning from failure: Everyone fails. That is life. The key point, however, is that failure is one of the greatest learning tools we have. We don't like it, but it should be embraced. If leaders are afraid to fail, then nothing will ever change. Leadership is all about risks and rewards. With every risk there is the potential for failure looming around the corner. Learning from our experiences -- including our failures -- empowers leaders to be fearless change agents. Admitting when we have failed actually

inspires others.

5. Transparency: Leaders' decisions and actions are not challenged as much if those leaders are transparent. Effective leaders use transparency to assist with the embracement of change. This is accomplished through a combination of communication, shared decision-making, consensus, debate, and social media. In the end, all stakeholders should know why and how a leader made a particular decision and how that decision impacts the system. Transparent leaders do not micromanage, give credit to others when initiatives succeed, and take the blame things fail.

6. Flexibility: Stubbornness and rigidity are clear indicators of a top-down approach to leadership. This almost always builds resentment and animosity towards change. Leaders who are flexible listen to other points of view, bend when necessary, and are not afraid to change course if things are not going well.

7. Resilience: Leadership is fraught with challenges on a daily basis. There will always be people second-guessing, undermining, and ignoring decisions that are made. Effective leadership requires something between having empathy and having a thick skin. This results in resilience. Without resilience, one's ability to lead effectively will be severely diminished.

8. Never passing the buck: If you are -- or want to be -- a leader, you must always remember that there is no passing the buck. When final decisions have to be made, they must be made with confidence, clarity, and decisiveness.

QUALITIES OF AN ABLE AND EFFICIENT ADMINISTRATIVE LEADER

An able and efficient administrative leader should owe the following qualities :-

- (1) **A good administrative leader should be attentive:** should be an active listener.
- (2) **A good administrative leader is knowledgeable:** knows how to use various supervisory systems, knows when to use them and how to adapt them; also knows about people.....
- (3) **A good administrative leader has clarity:** can communicate well with others and can make the points needing to be made
- (4) **A good administrative leader is objective:** he/she can place themselves in the role of administrative leader and knows the difference

between supervisor/evaluator and when to assume each role; does not make judgments when in the role of supervisor

- (5) **A good administrative leader is broad-minded:** he/she knows that there are differences in people in how they will respond to supervision; is open to utilizing whatever is needed to meet objectives
- (6) **A good administrative leader is a strong leader:** she/he can give guidance to teachers/coaches, is strong and able to make decisions when necessary
- (7) **A good administrative leader is cooperative:** they are self-assured enough that they don't need to be autocratic; they can accept suggestions and comments from others in the vein in which they are given, and can utilize those suggestions in the program
- (8) **A good administrative leader is warm:** they have a genuine desire to help teachers/coaches, and communicate this desire in words and in actions
- (9) **A good administrative leader is supportive:** they are positive about the program, but also helps teacher/coaches in dealing with the supervisory process and with what it reveals
- (10) **A good administrative leader has high expectations:** they expect all staff to be their best, to do their best, to give their best and models the same behavior; helps teachers and coaches determine what this is and set goals to achieve it; guides them to meeting these goals
- (11) **A good administrative leader is trustworthy:** she/he keeps their word, does as they say they will do

Factors Affecting Planning

Physical education holds an important place in modern educational system. Allround development of various aspects of personality—physical, mental, emotional and cultural—is not possible without it.

In most of our schools, physical education is given heed near tournaments. Teams are sent only to enrol the school in the tournament. Teams are given training and practice only a few days before the tournament, and this is only physical education which students get in schools. This step-motherly attitude towards physical education is utterly harmful for the students. It cannot create an interest for physical education. That is the reason that students do not take as much interest in sports and physical activities as they show in their studies. They do not understand the importance of such activities. Consequently, they become physically weak, mentally retarded and emotionally unstable. Their intellectual and cultural facilities remain undeveloped. They do not have the courage to face the adverse circumstances and their failures. Their personality becomes uni-facet and very aim of education-around personality development—is negated.

Hence, it is very necessary that physical education be given as much importance as the other subjects get. A well-planned and definite physical education programme will create an equal interest in physical activities amongst the students. Teachers will also be knowing of their responsibilities and duties in organisation of physical activities before-hand. It will

strike a perfect co-ordination between students and teachers, and will also remove the chaos in which our physical education programme are today.

Programme planning led the physical education towards the right path; creates interest in students for physical activities; and helps in making a tensionless, inspiring and joyous atmosphere in school by breaking the monotony of various teaching classes. A definite programme will make physical education a daily activity and every student will have an opportunity to participate in it.

ASPECTS OF A GOOD PHYSICAL EDUCATION PROGRAMME

Organisation, administration and regular execution of physical education programme is not an easy task. It is highly complex work since it involves various equipments and also needs a full human co-operation. In fact, each programme is both equipment-centred and human-centred and a perfect harmony must be set up between these two aspects for effective execution of the programme. Various equipments have to be handled carefully so as not to damage them. Similarly, due considerations should also be given to the physical, mental and emotional aspects of human co-operation.

So, physical education programme should be so planned that maximum benefit can be derived from available instruments and full co-operation can be received from available staff. It is possible if physical education programme has following characteristics:

(i) Physical education programme must be well-knit, co-ordinated and a balanced one. It should include various physical activities like minor and light games, major or rigorous games, individual games, group games, gymnastics, athletics, yoga and rhythmic activities. These

activities must be so planned that each student should get equal opportunity of participation.

(ii) Physical education programme must be interesting, recreative and should be organised in gay and healthy atmosphere.

(iii) Social co-operation is essential for executing a physical education programme. Hence, the programme must be planned according to the existing social tastes and environment. Only then, an active participation can be ensured.

(iv) A good physical education programme must be balanced and should allow sufficient time for each physical activity.

(v) Physical education programme must be the part and parcel of the academic programme of the school. It should not be included forcefully and unwillingly in the school curriculum. But it should appear as an indivisible part of educational stream in school.

(vi) A good physical education programme must be capable of giving professional guidance to the students.

(vii) physical education programme must be in accordance with the tastes, interests, mental needs and physical abilities of the students.

(viii) A good physical education programme is planned so as to derive maximum benefit from available facilities.

(ix) A good physical education programme should give new experiences to the students and help in the development of their allround personality.

(x) A good ph-

PRINCIPLES OF PROGRAMME-PLANNING IN PHYSICAL EDUCATION

The physical educator should follow the following

principles while planning a physical education programme:

(i) Facilities available in School

While framing the physical education programme, available facilities must be given due consideration and programme must be planned according to them. A programme for which facilities are not available, is going to be a sure flop. Such a programme will take the students to dead end.

(ii) Co-relation with other subjects

Physical education is closely associated with other subjects and this association should not be allowed to weaken while planning the physical education programmes. It is a common feeling amongst the students that their studies will suffer if they participate in sports. This feeling must be uprooted by making them aware of association between physical activity and other subjects. Physical education programme should be so planned that every subject can contribute to it where-ever possible.

(iii) Based on Daily Activities

Daily activities deserve an important and essential place in programme planning of physical education. These daily activities include sitting, standing, walking, running, picking up things and jogging. Physical activities should be planned so as to allow natural development of these daily activities.

(iv) Classification of Students

Provision of ample opportunities is a must to ensure maximum active participation of students. This can be done to classify the students according to their physical capabilities and then giving them place in various physical activities which are suitable for their physical ability.

(v) Progressive Programme

Physical education programmes must be progressive in nature. Each programme should be planned in the light of previous programme. The faults, drawbacks and results of previous programmes should be kept in mind. Caution must be taken so that errors of last programme should not get repeated. New programme should be planned while aspiring for a new and a higher goal.

(vi) According to the Aims

Programme planning must be done while keeping in mind the aims of our educational system, in general and that of physical education, in particular. It will help a lot in achieving the definite goals of education.

(vii) Matches

Matches must be given their deserved place while planning the physical education programme. Firstly, the matches develop the spirit of healthy competition in students and secondly they help in spotting the sports talent. Prizes must be distributed after the competition. But prizes should not be given so much importance that they become the aim of the students. Instead, more emphasis should be laid on development of physical, mental and cultural facilities through the competition.

(viii) Democratic Manner

Physical education programmes must be planned in democratic way. A meeting must be arranged between teachers, representatives of guardians and those of student's; and it should be under the chairmanship of headmaster. Physical education programme should be planned after discussion in this meeting. If possible, a physical education specialist must be invited to meeting.

(ix) Interest of the Students

An active and enthusiastic participation of students is necessary for the success of a physical education

programme. The programme should include all the activities in which students show profound interest. It is very necessary to ensure their maximum participation. Besides, programme must be attractive, inspiring, spirit-elevating, and full of recreation. A programme which creates an inspiring atmosphere is going to be a sure success.

(x) Financial Condition of School

Availability of funds from the school authorities must be kept in mind while drawing physical education programme. It is essential that some money must be given for physical education from annual budget. Programme planning for physical education must be within this financial limit and be such that maximum benefit can be derived from this money.

(xi) Ability of Students

Physical Education Programmes must be planned according to physical ability and strength of students. It is a common observation that students participate only in these activities which can be performed easily within their physical strength and stamina. Only a minimum number of students take part in exercises involving rigorous physical activity. Different physical education programmes must be planned for boys and girls keeping in mind their physical capabilities.

If the above mentioned principles are borne in mind while planning the physical education programmes, it will help a lot in the physical, mental, cultural and emotional development of students and it will also create interest in students for sports.

FACTORS AFFECTING PLANNING

To create an efficient plan, you need to understand the factors involved in the planning process.

Priorities

In most companies, the priority is generating revenue, and this priority can sometimes interfere with the planning process of any project. For example, if you are in the process of planning a large expansion project and your largest customer suddenly threatens to take their business to your competitor, then you might have to shelve the expansion planning until the customer issue is resolved. When you start the planning process for any project, you need to assign each of the issues facing the company a priority rating. That priority rating will determine what issues will sidetrack you from the planning of your project, and which issues can wait until the process is complete.

Company Resources

Having an idea and developing a plan for your company can help your company to grow and succeed, but if the company does not have the resources to make the plan come together, it can stall progress. One of the first steps to any planning process should be an evaluation of the resources necessary to complete the project, compared to the resources the company has available. Some of the resources to consider are finances, personnel, space requirements, access to materials and vendor relationships.

Forecasting

A company constantly should be forecasting to help prepare for changes in the marketplace. Forecasting sales revenues, materials costs, personnel costs and overhead costs can help a company plan for upcoming projects. Without accurate forecasting, it can be difficult to tell if the plan has any chance of success, if the company has the capabilities to pull off the plan and if the plan will help to strengthen the company's standing within the

For any institution so as for school, Finance is one of the basic factors which are essential for proper and effective organisation and administration. All the great educational ideals and the ambitious plans come to dead end without proper finance. Account of various sources of income and various expenditures must be kept in school. It is very necessary for a good planning of various activities in school. Many schools owe their success to the fact that they practice an approximate budget at the start of session. Expected income from all the sources is estimated and it is also decided that how much money should be spent on which activity of the school.

Annual budget is very essential in the school for unhindered administration of the various activities and for avoiding the adverse results of non-availability of finance at some crucial moment. The financial management of his department is one of the most important duties of the physical education administrator. Although the financial aspects of the service and intramural programs are not particularly difficult or time consuming, those of the interscholastic and intercollegiate athletic programs do entail considerable responsibility. Most physical education directors administer the interschool athletic programs and are therefore concerned with handling money, making all types of financial transactions, bookkeeping, and preparing budgets. In handling these financial matters, simple and effective

procedures are available and should be used. Any school official who receives and expends funds is expected to employ sound business methods. For him to do otherwise reflects adversely upon him. This situation prevails, regardless of the size of the institution or the amount of money involved.

No teacher or administrator can afford to be careless or ignorant in handling public funds. Another reason why efficient financial management is important is that maximum benefit must be secured from the revenue available. Most departments never have sufficient funds to provide all the desired service to students. Consequently, available resources must be wisely employed. Almost invariably those departments with the most serious financial problems use the most unbusinesslike procedures. This is particularly true of small high schools and colleges. Despite the great importance of this phase of their duties, few directors are prepared for the efficient financial administration of the physical education department when they first undertake it.

The great majority of administrators learn by the trial and error method. Experience may be the best teacher; but it is an expensive teacher, particularly where finance is concerned. Large universities and colleges emphasize the importance of special training when they employ an expert to handle the business affairs of the intercollegiate athletic program. The director is frequently selected for his business ability. The professional physical education programs should make some provision to prepare physical educators for the financial responsibilities which they will encounter in their positions. As budget is an essential requirement for the school administration, similarly, every school activity should be conducted after preparing a

budget for it.

In case it is not done, it is possible that work may suffer even if the amount are lavishly spent and some activity has to be dropped towards the end due to lack of funds. At times, the funds are not spent at all because of the fear that they may not exhausted earlier. All these things hinder the way towards desired goals. Money is needed for many activities of physical education—for example, arrangement of equipments for various activities, maintenance and development of play fields, holding of tournaments, refreshment to teams, awards and prizes for winners etc.

IMPORTANCE OF GOOD BUDGET

Simply put, a budget is an itemized summary of likely income and expenses for a given period. It helps you determine whether you can grab that bite to eat or should head home for a bowl of soup. It is typically created using a spreadsheet, and it provides a concrete, organized, and easily understood breakdown of how much money you have coming in and how much you are letting go. It's an invaluable tool to help you prioritize your spending and manage your money—no matter how much or how little you have.

Planning and monitoring your budget will help you identify wasteful expenditures, adapt quickly as your financial situation changes, and achieve your financial goals. When you actually see the breakdown of your expenses, you may be surprised by what you find; this process is essential to fully grasping how things can add up. Creating a budget will decrease your stress levels because, with a budget, there are no surprises. Unexpected car problems or medical bills? That dream vacation your best friends are planning? With a budget,

you don't have to panic or wonder if you have the money—you already know. This sense of financial clarity is important not only in college, but throughout life.

A budget can help you live on your income without going into debt, help you prevent damaging your credit score, allow you to save for fun or important needs and let you project how much money you'll have at the end of each year. A dynamic budget, or one that changes projections each month as you input your income and expense, will help you keep track of your finances and avoid falling short of important life goals such as saving for retirement, buying a home or starting a college fund for your children.

Creates a Financial Picture

A budget helps you create a complete financial picture of your household income. When you create a budget, you put all of your income and expenses in one place to examine, allowing you the ability to create financial plans. A good budget will include all sources of income, including salary or wages, interest, stock growth, gifts from family members, sales of assets, such as during a garage sale, and tips, bonuses and commissions. After you enter your expected expenses, you'll know if you will be able to save adequately for retirement, a house down payment, emergency fund, college tuition for children or discretionary items such as a trip, kitchen makeover or other purchase.

Controls your Spending

Without a detailed budget, you can have a very difficult time living on your earnings and meeting your savings goals. Putting things on credit cards allows you see cash in your bank account you really don't have, if you consider your debts. Keep a budget that tracks all of

your spending, including small amounts such as lunches, theater tickets, CDs or other items you don't feel you need to record. These purchases add up to hundreds of dollars each month and thousands each year. A budget tells you how much money you can expect to have left over each month, or whether you will be spending more than you make during some months. Knowing this reigns in your impulse to buy things you don't need and can't afford.

Helps you Save

Looking at savings as expenses gives you a reminder each month that the money in your bank account isn't really available for spending. For example, if you budget \$150 per month as an expense toward a year-end vacation costing \$1,800, then when you see \$2,000 in your bank account, you'll realize you only have \$200 available to spend without curtailing your vacation plans. Subtracting retirement, emergency fund, college fund and other savings set-asides from your take-home pay will help you budget more reasonably for discretionary items so you can meet your goals. Without a budget, you will be guessing at how much money you can spend and still meet your savings goals.

Projects your Situation

Trying to live on a budget you create at the beginning of the year and don't update will not provide a realistic picture of whether or not you are meeting your goals during the year. Updating your budget each day, week or month as you spend money lets you see if your budgeted expenses were realistic and whether or not you will meet your annual goals for debt reduction and savings. Each month, divide your total spending by the number of months that have passed to determine if your average monthly spending is keeping pace with your

budgeted amount. Multiply this number, and your **average** monthly income, by 12 to project what your **financial** situation will be at the end of the year, based on your current income and spending levels.

THE PHYSICAL EDUCATION BUDGET

In the great majority of schools the budget for the service and intramural programs is prepared separately from the budget for interschool athletic. In an extensive study Adams discovered that approximately 80 percent of secondary schools followed the practice of having a separate budget for the athletic program. When the physical education budget is submitted separately from the budget for interschool athletics, it is much easier to prepare because it is not concerned with the estimation of income and it does not involve the amount or variety of expenditures. In such instances the physical education director's duties are not appreciably different from those of the head of the physics or chemistry department. The interschool athletic program is the factor which accentuates the financial responsibilities of physical education administrators.

Source of Financial Support. In most high schools and colleges and universities the usual practice is to finance the service and intramural programs from the institutional budget. The service program is considered a part of the curricular offerings and, as such, is almost invariably supported from the regular school funds. Similarly, the cost of facilities and personnel for intramural athletics is almost always carried in the institutional budget. Quite frequently, however, the equipment and operating expenses come from the interschool athletic funds. This situation should not prevail because intramural athletics are an integral part of the physical education program and should be provided

CRITERIA OF GOOD BUDGET

The word budget is derived from 'Bougettee' a French word meaning a leather pouch in which funds are appropriated for meeting anticipated expenses. In fact, this is the basic idea behind budgeting. A budget is a statement of expected results stated in numerical terms. It is formed in advance of the period to which it applies. It is an instrument of planning as well as control.

It serves as a standard against which actual results can be compared. A budget can be seen as an economic plan for a given period of time. Budgeting is the process of preparing budgets.

Budgeting is essentially a managerial process concerned with planning, co-ordination and control. A business budget is a plan which covers all the phases of operation of an enterprise for a definite period of time.

It is prepared for a specific future period and it expresses everything in precise numerical terms. In a sense, a budget may be considered as a statement specifying policies and plans to be pursued during a certain period, to achieve specified goals and objectives.

In the words of G.R. Terry, "A budget is an estimate of future needs arranged according to an orderly basis, covering some or all of the activities of an enterprise for a definite period of time".

According to Institute of Costs and Works Accountants, England, "Budget is a financial and/or quantitative statement prepared prior to a definite period of time, of the policy, to be pursued during that period for the purpose of attaining a given objective."

Koontz and O' Donnell define, "Budgets are statements of anticipated results, in Financial terms as in revenue and expense and capital budgets or in non-financial terms as in budgets of direct labour-hours, materials, physical sales volume, on units of production."

The analysis of these definitions shows that budget is: (i) a statement of estimated or expected results; (ii) stated in quantitative (physical or financial) terms; (iii) always framed for a well-defined future period of time; and (iv) prepared to achieve certain objectives.

Characteristics:

(a) It is framed in advance keeping an eye on a future plan of action.

(b) It is for a future period and is based on objectives to be achieved.

(c) It is a financial and/or quantitative statement prepared for the execution of policy formulated by the top management.

Budget is used as a technique both for planning as well as for control. As a tool of planning, a budget expresses plan to numerical figures and informs people what is expected of them. Budgets explain programmes and determine the steps to be taken to attain the estimated results.

As a device of controlling, a budget serves as a standard for the measurement and evaluation of actual performance. It assists in the delegation of authority and fixation of responsibility. Budgeting also encourages co-ordination enabling all the sub-divisions to work towards the common objectives.

Following are the characteristics of a good budget:

- It is expressed in quantitative or monetary terms.
- It is prepared for a fixed period of time It is prepared before the period in which it commences.
- Practical to implement.
- It spells out the objects and the policies to be pursued in order to achieve the objective of the organisation.
- Many people are involved in drawing up a budget.
- Flexible enough to allow changes in the changing environment.
- Prepared on the basis of established standards of performance.
- Analysis of cost and revenues.
- On the basis of budget report performance of the organisation is constantly monitored.

Principles of Budgeting

Budget-making is one of the imperative duties of a physical instructor. Success of a budget will depend upon whether the following considerations are kept in mind or not:-

(i) Economy

Money must be spent carefully and cautiously even if sufficient funds are available. The ideal of economy must be strictly adhered to. It is better if the expenditures are kept less than the allotted amount and expected income from other sources. It is very essential, for any emergency that arises at a unexpected moment.

(ii) Probable Sources of Income

Generally, funds granted from Annual school budget are not sufficient for all the physical education activities. Hence, new sources of income have to be found out and exploited. These sources include disposal of unserviceable articles, sales of tournament tickets, collection from patrons. Such sources must be kept in mind while preparing a budget for physical education.

(iii) Budget Committee

A budget committee should be set up to prepare the budget for physical education programme in a democratic way. It will help in deriving benefits from the experiences, views and efforts of various persons. A President, a Secretary and a Cashier must be selected for the proper functioning of the committee.

The committee should include representatives of students and guardians,. Prominent social figures must be given a place in the committee as patrons. It will help in equal division of responsibility on one hand and on other hand financial aid will be available from the patron of committee.

(iv) Allotted Amount

Sufficient funds should be granted from Annual School Budget for conducting physical education programmes throughout the session. It must be decided and strictly followed that so much amount would be used only for physical education activities. This fund forms the financial basis of physical education and it must be kept in view while preparing budget for various activities.

(v) Analysis of the Last Budget

While preparing budget for physical education programme, budgets of last years must be consulted. It must be noted carefully that where the funds were lavishly spent without any apparent advantage and when the programme could not succeed due to lack of funds. The officials will get well-cognizant of the various faults and the encountered obstacles by the analysis of previous budgets. Thus, previous mistakes will not be repeated and progressively, a perfect budget will be prepared.

GUIDING FACTORS FOR THE PREPARATION OF BUDGET

1. One has to see how much money was collected and spent during the last 3 years. Note the income and expenditure during those years.
2. Is the same programme going to be continued for the current year too?
3. Is there any thing new to be included for the current year?

4. What is the actual amount for the current year? From this one can work out the expenses for the school programme.

5. One should see whether the amount of income during the last year was spent in full or not.

Games Fund; (Games fee + other sources of income)

(a) Rules of utilization of games fund in a school

1. Games fee may be collected in every institution at such rate as fixed by the management from all the students. For the collection of games fees approval should be obtained from the department of education.

2. Games fee should be collected with other special fees together at the beginning of the school year.

3. The games fund for the institution shall consist of the games fees, or any contribution made by the management of government or by any private person and other sources of income.

4. The head of the institution shall maintain an account in the local post office or a Bank under his designation (Headmaster or Headmistress). The account shall be separate for games fund and a pass book should also be maintained. Vouchers in respect of expenditure will have to be submitted for audit.

5. A games committee or an internal assessment committee is responsible for games fund. The committee shall consist of headmasters as Chairman; The director of Physical Education or senior most P.E.T. as Member Secretary and the other physical education teachers as members. Three classroom teachers as members for 500 students. (N.B. Those class room teachers who are really interested in the school physical education programme) (one more class room teacher may be added in the Committee for every 200 students if more than 500 students of strength).