

## CHAPTER 8: OVERVIEW, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUMMARY

### 8.1 INTRODUCTION

In the first chapter of this research, a broad outline and orientation of this research was provided. (cf. Ch. 1). A theoretical framework for the development of a sport management programme for educator training was established through a literature study (cf. Ch. 2-4; par 4.8, p. 283; Fig. 15, p. 289) and Chapter Five described and explained in detail the process, rationale and purpose the mixed methods exploratory research design of this research study to acquire an overview of the extent of the competencies and needs required for school sport managers to manage school sport in a group of identified schools in South Africa (cf. Ch. 5; par. 5.9.2, p. 335). Subsequently, the research results of the empirical study were tabled, analysed and interpreted in Chapter Six, culminating in the development of a sport management programme for educator training in the diverse South African context. In this the eight and last chapter, the research is concluded with a summary of the previous chapters. The aim of the summary is to provide an overview of the study and to indicate the line and progression of reasoning of this research. Findings are stated according to the research aims, final conclusions are drawn and recommendations are made. The limitations of this study and possible avenues for future research are discussed. The chapter concludes with a summary of the value of this research study, by proposing directions for possible research on the development of sport management programmes. In the next section an overview of the study is provided.

### 8.2 OVERVIEW

The professionalisation of sport is evident in South African schools which increasingly utilise sport as a business enterprise for attracting sponsors, providing sport bursaries to talented athletes and marketing the school to the broader community. The importance of school sport requires the expertise of competent human resources of which the sport manager seems to be the key driver, yet academic programmes lack in providing adequate training for such a specialised position. In the South African context, a variety of sport management programmes exist in the training sector. The South African Qualification Authority (SAQA) guidelines for the training of sport managers were developed by Hollander (2000), while De Villiers (2003) developed a sport industry related programme for the training of sport managers. Gerber (2009) proposes a curriculum for the training of sport facility managers in the South African context. A more recent study by Steyn (2012) focuses on the provision of guidelines for sport event management training in HEIs at various HEQF levels to address the competencies required by managers for the South African

context. The researcher concurs with the view of Hollander, with regard to the one-dimensional training offered by HEIs, and in addition questions the relevancy of current sport management programmes for educator training according to the diverse needs of South African education. The contents and learning outcomes related to sport management qualifications are generic and do not necessarily conform to the unique sport management-training requirements of school sport managers in relation to the needs of South African schools. In addressing this need, the purpose of the proposed research is to develop a sport management programme for educator training according to the diverse needs of schools in South Africa.

With the above introduction as background to the research topic, the **problem statement** of this research is: *What are the needs and competencies of school sport managers required for the sport management training of educators according to the diverse context of South African schools?* In order to be able to solve this problem, five subsidiary questions were formulated to delineate the focus of this research. They were:

- What is the context of school sport within the educational system?
- What is the current role of the sport manager within the education system?
- What sport management training programmes are used as integral to international and national educator training?
- What are the needs and competencies required for educators to manage school sport effectively, according to the diverse needs of South African schools?
- What sport management training programme can be developed for school sport managers, according to the diverse needs of South African schools?

To find possible solutions to the stated problems and research questions, a literature study was used as a theoretical and conceptual framework (cf. par. 4.8, p. 283; Fig.15, p. 289) to determine the context of sport within the educational system (cf. par. 1.3.2, p. 12, research aim 1). Initially it was necessary to analyse and discuss the nature of the school to obtain a better understanding of the South African context. To have a better understanding of what the management of school sport entails, an investigation into the history of sport, and more specifically the history of the origin of sport, and school sport and physical education in a sociological context, is necessary. For this purpose the management of school sport was analysed through a social and development perspective by using social theories as instruments, in order to better understand this phenomenon. Thereafter the various sectors of the sport industry were described contextually and

universally in an endeavour to describe and delineate the current role of the school sport manager within the educational system (cf. par. 1.3.2, p. 12, research aim 1; Ch. 2). To understand the current role of school sport managers even better, the required competencies and needs subjacent to effective and suitable management of school sport and related activities, was explored from the literature (cf. 1.3.2, p. 12, research aim 2; Ch. 3). Lastly, concluding the theoretical and conceptual framework, the researcher also analysed international and national sport management and local education programmes as part of educator training (cf. par. 1.2.3, p. 12, research aim 3, Ch. 4). For this purpose, a document analysis of related literature and policies was undertaken.

To be able to make a sound judgement of the competencies and needs required by school sport managers in the unique, diverse South African context, an analysis of the identified school sport management competencies was undertaken in selected schools in South Africa (cf. par. 1.3.2, p. 12, research aim 4; Ch. 5, 6). Competencies and needs required to manage school sport effectively in accordance with the diverse needs of South African schools were determined and identified by means of a structured questionnaire as part of the empirical research of this study (cf. par. 1.3.2, p. 12, research aim 4). The questionnaire was content and context-specific for the unique, diverse and ever changing South African school sport landscape and was constructed in alignment with the literature overview (cf. Ch. 2, 3 and 4), the theoretical framework for the management of school sport (cf. par. 4.8, p. 283; Fig. 15, p. 289) and the research aims (cf. par. 1.3.2, p. 12). Above all, the questionnaire was discussed with and analysed and approved by the Statistical Consultancy Services of the NWU (Potchefstroom campus). Additionally, the questionnaire was developed by taking into consideration existing questionnaires relevant to the management of sport, as well as results from qualitative research undertaken by means of semi-structured interviews as part of phase one of the mixed methods exploratory research design (cf. par. 1.4, p. 13; 5.7.4.2, p. 325; Fig. 16, p. 318; 17, p. 326; 18, p. 327). Semi structured interviews were conducted to explore a phenomenon, namely school sport management, in order to obtain in-depth and topic-information, identify variables unknown in the school context and establish a classification framework where no suitable measurement instrument specifically for school sport was available. After the prevalent related variables, divergent insights, suggestions and ideas of respondents regarding competencies and needs of school sport managers had been identified, the current education training context, more specifically post-school education and training, was again described contextually through a literature study. The previous chapters of the research culminated in the development of a sport management programme for educator training according to research aim five (cf. par. 1.3.2, p. 12, research aim 5; Fig. 1, p. 24) which was presented in

**Chapter Seven** (cf. par. 7.5, p. 547). In developing the sport management programme, programme development principles were applied (cf. par. 7.3-7.5, pp. 534-579). In the following paragraphs, the most important findings and conclusions with regard to the problem statement and aims (cf. par. 1.3.2, p. 12) are highlighted and discussed, after which recommendations for future research on school sport are provided.<sup>144</sup> However, prior to this being done, the significance of this study has to be dealt with first and foremost.

### 8.3 SIGNIFICANCE OF THE STUDY

This study is significant due to the fact that the management of school sport in the unique, diverse context and changing education landscape was analysed as a field of study for the first time. So an integrated societal perspective of school sport was provided (cf. Ch. 2; Fig. 7, p. 113), and an organisational structure for school sport (cf. Fig. 10, p. 149) and sport management model for school sport (cf. par. 3.6.8.1, p. 191; Fig.11, p. 196) were proposed. The field of study of school sport management was described and schematically presented (cf. par. 4.6.2, p. 250; Fig. 13, p. 252). Secondly, competencies and needs for the management of school sport were identified and described, which led to the end result being a framework designed for a sport management programme for educator training in the unique, diverse South African context. Thirdly, a sport management programme for educator training in accordance with the diverse needs of South African schools was developed. Due to the fact that the depth of the training fields differed and the importance of competencies and needs varied, it was proposed that the developed sport management programme should accommodate differences in complexity when managing a rural or township school compared to combined, independent and public schools. Lastly, as was mentioned earlier (cf. par. 8.2, p. 601), a topic-specific measurement instrument (questionnaire) to identify topic-specific themes and variables for further investigation was developed to provide valuable information from school sport managers for clarification of unknown variables in a unique, diverse school context. As a result of the validation of the questionnaire (cf. par. 1.4.6.4, p. 19; 5.9.4, p. 342; 5.9.5, p. 346), it can be used for further research in the field of study of school sport management. Since the significance of the study was dealt with, the focus now turns to the most important findings in alignment with the research problem and aims of this research (cf. par. 1.3.2, p. 12).

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<sup>144</sup> For the purposes of this section cross references to tables and figures and paragraphs of relevance to this research in previous chapters are provided. In order to prevent duplication and confusion, summary tables and figures presented at the end of each of the previous chapters, are not included in this section again. For that reason readers are required to turn back to the mentioned tables, figures and paragraphs by using the cross references in an endeavour to obtain more detailed information

## 8.4 RESEARCH FINDINGS

A quick glance of the current study clearly indicates that this research disposes of five clear integrated focus points, of which the first was the determination of the context of school sport in the educational system. This was done after sport from a social and development perspective had been looked at and served as a possible point of departure to establish a theoretical framework for the prediction of trends in society as well as place of school sport in the sport industry, and more specifically in the sport education sector (cf. par. 2.5, p. 98; Fig. 3, p.101). At the same time, the prediction of trends in society also served to infer possible special school sport management competencies related to professional sport medical services in particular. A second focus point was sport management training for educators and their role in society, based on the description and delineation of the current role of the school sport manager, while the third point of focus was an analysis of exemplary sport management and educator training programmes. In the fourth place, the focus point was the perception of respondents on the importance and necessity of competencies and needs required to manage school sport in a diversity of South African schools. Lastly, the focus was on the development of a sport management programme from where the training of educators in accordance with the diverse needs of South African schools could be undertaken. Subsequently the most important findings in this section according to the research aims (cf. par. 1.3.2, p. 12), conclusions and recommendations concerning this study are pointed out. First are the findings in relation to research aim 1, namely school sport in the education system.

### 8.4.1 Findings on school sport in the South African education system, research aim 1 (cf. par. 1.3.2, p. 12)

The nature of the school provided a framework to establish the role of the school sport manager (cf. 2.2.3, p. 31) against the backdrop of an education system fraught with problems and challenges, mainly as a result of Government's policy prior to 1994 on the one hand, but on the other hand, the inability of the new ANC government, democratically elected in April 1994, to completely reform and reconstruct the previously fragmented education into one, unified national education system in order to build a vision for the future (Smit, 2011:3). The framework provided a unique opportunity to describe the relationship between sport and education and the role of the school sport manager to ensure that learners develop holistically. That is, learners are taught not only academic subject matter, but also sport and related activities and programmes which are educationally justifiable. Consistent pressure is therefore exerted on school sport managers to perform several functions that are critical to the overall success of schools. For example, at one

level school sport managers are coaches, officials, team managers, organisers of different sport codes or chairpersons of committees, whose task it is to plan, organise, direct and control the activities of their athletes and people towards achieving the school's goals. In addition to selecting talented players, the coach is also charged with the responsibility of motivating such players to display peak performance. On another level, school sport managers are predominantly educators. Sport managers in their role as educators are, from a sociological perspective (cf. par. 2.3, p. 37), required to socialise athletes into knowledge, skills, attitudes, values and thought processes to enhance survival in an increasingly scientific, commercialised and technological society. In their role as educators, school sport managers are required to transmit to athletes a body of knowledge and skills, as well as a related set of processes which may require the school sport manager to assume the role of a counsellor, advisor, trainer, motivator and psychologist, to name but a few.

In order to have a better understanding of what the management of school sport entails, and to have a better understanding of the relationship between sport and the school, it was necessary to determine the context of school sport in the South African education system. The preceding approach therefore necessitated, amongst others, a study of sport and sport related activities and programmes from a grounded (funded) perspective. For this purpose, different perspectives were identified, of which a movement, occupation and societal perspective are but of a few (cf. par. 2.3.3.6, p. 67; 2.6, p. 111). Each of these perspectives focuses on a different or separate aspect of school sport and related activities, and therefore offers a unique perspective of the school sport and school sport management phenomena.

The management of school sport is guided to a great extent by the current societal perspective of sport (cf. par. 2.3, p. 37). As a result hereof the management of school sport should include all the above mentioned points of departure. Subsequently, it was decided to undertake a societal (sociological) perspective of sport at the hand of the functional, conflict, critical symbolic interaction and figuration theories.<sup>145</sup> The preceding approach enabled the researcher to discuss the relationship between sport and education (cf. par. 2.2.3, p. 31), as well as the history of the origin and structure of school sport (cf. par. 2.3, p. 37). In this study, an integrated perspective of the five theories stated earlier in this paragraph, in coherence with the phenomenological, and other perspective was adopted and chosen as the most suitable to obtain a complete picture and understanding of the development of sport and the management thereof. In addition, the figurative theory was taken as basis for analysis because of the following reasons:

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<sup>145</sup> Cf. Table 1, p. 68; Fig. 2, p. 36; 7, p. 113

- According to the **figuration theory**, the management of school sport as an enterprise could consist of functional management areas such as the marketing, public relations, financial, purchasing, and human resources function, facility management, risk management and operations management function (cf. par. 3.6.8, p. 190). By using this perspective, the interrelationship between functional management areas in school sport management has been highlighted. Figurations not only exist in the functional management areas, but also in the different environments, such as political, economic, social, technological, international, physical and educational, impacting on the management of school sport.
- The **figuration theory** focuses on the collective relationship of humans in a larger socio-historical context. Where sport in schools appears as a figuration, is it possible to study sport as a phenomenon wherefrom trends in school sport could be exposed and predicted. This made the determination of the context of school sport in the South African education possible. From the literature overview it was evident that South African school sport is exceptionally diverse, politicised and complex (cf. par. 2.3.3, p. 45; 2.4, pp. 70-98).
- The nature of the **figuration theory** also offered the possibility to declare (explain) the current appearance of sport in its multitude of forms in its development dimensions historically. In this way a phenomenological picture of the current and future appearance of sport and related activities in its complexity was obtained.

A synthesis of other theories could be utilised to explain the complexity and antecedents of different processes as they find expression and manifest uniquely in different cultures, social, political and economic contexts. Further, for the purposes of this study, the figuration theory was also utilised in synthesis with other theories to provide the conceptual framework for the projection, analysis and description of societal trends, such as manipulation, institutionalisation, globalisation, professionalization, segmentation, demystification, commercialisation, privatisation, technological development and transformation (cf. par. 2.4, p. 70; Table 2, p. 98) that impact on school sport and related activities, and the management of these within the South African context. By so doing the possibility was presented to obtain a complete picture of the development of school sport and the management thereof. On the basis hereof, the total spectrum of societal trends could be exposed by which the sport reality of mankind in its essence and extent could be described. For purposes of this study, a synthesis of the different theories provided a conceptual framework for the projection and analysis of societal trends and specialist school sport management competencies. In this sense, the phenomenon of school sport would include what Singleton (2003:193) and Coakley (2009:102) refer to as *“the power and performance”* and the *“pleasure and participation”*

models. These models respectively refer to high-performance sports in which elite athletes might compete at such events as inter-school competitions or at an international event, such as the Youth Olympic Games, and focus on strength and power to dominate others, view opponents as enemies, use a hierarchical authority structure, and regard the body as a weapon or machine.

Over and above the figuration theory, theories such as the functional, conflict, critical and symbolic interaction theories (cf. par. 2.3.3.1 - 2.3.3.4, pp. 46-67) also present unique opportunities for a better understanding of the sport and school sport management phenomena and the contextualisation of school sport in the education system (cf. par. 1.3.2, p. 12, research aim 1).

- The **functional theory** provides a positive contribution to the identification of the relation between sport and education (cf. par. 2.2.3, p. 31), because it provides a framework to explore school sport and the management thereof as part of the bigger sport societal system and it focuses on those structures which contribute to social order in society. This theory further provides an opportunity to analyse, describe and unpack the role of the school and the school sport manager as well as the effective management of school sport within society from a functional perspective (to what extent school sport and the school's facilities are used to impact on the functionality of the society (cf. par. 2.3.3.1, p. 46). Good examples in this regard might be that school sport can be used to keep learners (the youth) off the street and involved in more constructive activities such as sport and PE to shape their character, educate them in a determined educational ideology, foster a healthy lifestyle (develop physically, be healthy, eat correct and exercise regularly) and to educate them by means of movement so that they develop holistically to adulthood, rather than doing drugs, being involved in criminal activities or just leading a sedentary life at home. School sport as a societal phenomenon cannot be explained completely from this theory, because of the focus and underlying assumptions of this theory. Harmony and order are over-emphasised, and the role of groups who ostensibly contribute to inequality in society, as for instance those with economical power in school sport, is not described as it should be. It thus presupposed that social problems, change, differences, conflict, inequalities and power constructs are negated. The functional theory, could however be used in coherence with the figuration theory, because a historical glance of sport trends exposed certain social structures.
- The **conflict theory** describes the phenomenon where actions taken to manage school sport are guided through the economic forces in a country (cf. par. 2.3.3.2, p. 53). Conflict between



economic forces and the identified needs is a very relevant issue in the South African school sport context, as there is always a lack of funds to maintain the school's sport facilities, to offer professional services such as a physiotherapist, health risk consultants and psychologists for use by learners participating in sport, sponsorships to host events and go on tour. Yet there is also a constant increase in the need for sport activities, alternative sport and facilities in society. The consequence of this state of affairs is that conflict then arises between those who have and those whose needs are not addressed. A new basketball court, for example might not satisfy the needs of football and cricket players in a community, which might lead to conflict, because needs also differ from culture to culture and from school to school. This finding was also consistent with the findings from the empirical research (qualitative and quantitative).<sup>146</sup> Information obtained from data revealed that schools with limited resources do not perform and excel on the terrain of sport, are from the low socio-economic groups, and are marginalised (cf. par. 6.3.1.2, p. 444).

Where economic manipulation and exploitation came to the fore as trend, school sport could be placed within the context of professionalism (cf. par. 2.4.3, p. 82). Various occupations and related occupational fields and competencies related to specialist sport medical services, amongst others the school sport manager, could be identified by the conflict theory in contiguity with the figuration theory (cf. par. 2.3.3.2, p. 53; 2.3.3.5, p. 63; 2.4.8, p. 97). The value of the conflict theory is furthermore positioned in that social stratification of owners and workers, unique and peculiar to a Marxist paradigm, was identified. It is precisely here where the management perspective of school sport and related activities are integrated in that a business approach appears herein (cf. par. 3.2, p. 117). In the context of the current study, the conflict theory thus offers an explanation for relationships between persons in society with economic power and those without it, and also to understand the social stratification when school sport is seen as an enterprise.

- The **critical theory** offers a focus on the potential fairness of systems and the application thereof (cf. par. 2.3.3.3, p. 56). Here, in particular, the focus was on the changing nature of school sport as it developed historically together with political and power orientations. The historical overview of school sport (cf. par. 2.3.1, p. 37) in particular presented an opportunity for reflection and explained the changing society particular to South Africa with its unique political context. Together with this feminism could be questioned as well to explain unequal

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<sup>146</sup> Cf. par. 6.2.7, p. 408; 6.3.3, p. 492

power relations and hegemonic practices based on gender, race and ability as differentiation or factors to stratification. In this way, future perspectives about the way in which school sport could be used as an agent of change in society, were put in place.

Within the context of this study, the critical theory can be used in different ways. The theory can be used to explain the current approach, utilisation and management of school sport. From the data obtained from the empirical research it was evident that the current characteristics, competencies and needs required to manage school sport, and a need for change and training for school sport managers in the diverse South African context, indeed existed (cf. par. 6.2.7, p. 408; 6.3.2, p. 454; 6.3.3, p. 492). This finding was consistent with the identified need of this research to develop a sport management programme for educator training for the diverse South African context (cf. par. 1.3.2, p. 12, research aim 5; 7.3, p. 534). In the light therefore of the expressed need for change, it can therefore also be proposed that school sport, with due consideration of the unique political context, the changing education landscape with regard to trends such as professionalisation, commercialisation and scientification of school sport (cf. par. 2.4, p. 70), should seek and adopt an approach whereby school sport is managed like a business, without losing sight of the educational value of sport and the promotion of mass participation for fun and enjoyment. In alignment with the identified need for training of school sport managers, a sport management programme for educator was developed (cf. par. 7.5, p. 547) to ensure that current and prospective school sport managers are adequately trained to manage school sport and to enable those who do not dispose of the competencies required to manage school sport to be trained as well.

In the last instance, the critical theory can be used to describe the transformation and exclusion of certain parties or individuals in the usage of the school's sport facilities and the management of school sport (cf. par. 2.3.3.3, p. 56). This accepted normal behaviour (exclusion) may then lead to a situation where certain individuals get offered privileges, and others are denied the same privileges in terms of sport and sport participation. Different sporting codes can be played on the same outdoor surface, and an open field, as is often the case with rural schools, can be used for more than one sporting code. Another form of discrimination that can serve as example of the critical theory can be the abuse of political power and racism in sport. In South Africa, the critical theory manifests itself through for example implementing affirmative action in the form of quota systems.

- Lastly, the **symbolic interactionist theory**, in contrast to the preceding macro theories offers an opportunity to contextually explain the perceptions of school sport managers about their workload, professional demands, contemplations of school sport, competencies and needs required to manage school sport effectively and pressure factors such as politics and economy, and non-compliance, and the lack of adequately, qualified and specialist school sport managers. The preceding created the possibility to identify specific terms, conditions and implications for the management of school sport and the training of school sport managers, which were of great value when the sport management programme for educator training was developed.

From an interactionist perspective, the enjoyment of the sport experience, and how the society and community make sense out of their participation in school sport, is important. For individuals to experience this enjoyment, they need to be given the opportunity to express themselves. If sport facilities and opportunities to participate in sport at a school are available, they can help increase the impact that the participation in sport and related activities may have on the forming of the individual's identity and/or relationships with others, and contribute to the enjoyment of the sporting experience of the individuals. As such, a positive experience could lead to lifelong participation in sport and related activities.

In a nutshell, it was found that the school sport management environment is extremely varied (diverse), politicised and complex and is confounded by a skewed education system fraught with problems and challenges. In synthesis and separately, the functional, conflict, critical, symbolic interaction and figuration theories present an integrated perspective on school sport and offer a theoretical framework for the description and prediction of societal trends that can be used to determine the context of school sport within the education system. School sport thus serves a specific function in society (cf. par. 2.3.3.1, p. 46), namely to present learners the opportunity to develop holistically and to keep them from the streets, to prevent them from being involved in criminal activities or leading a sedentary lifestyle. As a result hereof, the school sport manager has to fulfil various roles to ensure that learners acquire knowledge, skills and values to appreciate and embrace school sport in a local and broader context in a diversity of South African schools (cf. par. 2.3, p. 37). Lastly a societal perspective of school sport explains and establishes sport and related occupational fields in a coherent structure which provides a source for exploration and description of the specialist school sport management competencies (cf. par. 2.4.1, p. 72 - 2.4.7, p. 98).

Following the findings in relation to school sport in the South African education system, the findings in relation to sport management training for educators, are now presented.

#### **8.4.2 Findings in relation to research aim 2, sport management training for educators**

The aim of sport management training for educators was to describe and delineate the current role of the school sport manager within the educational system (cf. par. 1.3.2, p. 12). In order to do exactly that, it was necessary to undertake a comprehensive literature study. The general perception that schools currently are regarded as a business or enterprise in particular required closer examination, because it implies that consistent pressure is exerted on school sport managers to perform several functions which are critical to the overall success of schools. As a result thereof, school sport managers are called upon to develop more business and enterprise related competencies. When sport and recreational enterprises, as they are known today, are measured against related expectations, in an enterprise, one has to reach the conclusion that sport and recreational enterprises also include aspects of a business enterprise and should be managed as such. It was thus found that school sport is a business enterprise (cf. par. 3.2.1, p. 117).

The enterprise is interdependent on the environment in which it finds itself for its continued existence and the community which it serves. Together they form a complex, dynamic business environment in which change continuously determines the success and failure of the enterprises. Because these variables more often than not cannot be controlled by management, it is the responsibility of the management team to ensure that an enterprise adapts to changes by means of pro-active action, for example. Knowledge of the continuously changing environment therefore, serves as a pre-requisite to utilise opportunities and offer resistance to potential threats. Consequently, more specifically in relation to the current study, when seen in this context, and measured against the various descriptions of an enterprise, organisation or business, as well as answers to stated questions, on closer inspection it turned out that **school sport**, consistent with findings by Baker (1991:33); Gerber (2000:127, 128) and more recently a study conducted by Breed (2008:5,34,86,123,171), **can be regarded as an enterprise** (cf. par. 3.2, p. 117). As a result hereof the school sport manager should be able to: study the different environments wherein the school sport enterprise functions or operates,; determine the extent of influences on the management of school sport; distinguish between the macro (political, economical, social, technological, international, physical), market (market, product, competitors and suppliers) and micro environment (finances, information, humans and information); and understand the interrelationship between the different environments in which school sport is managed (cf. par.

3.2.2, p. 122; Fig. 8, p. 124).<sup>147</sup> From the preceding it thus is evident that school sport can be regarded as a business enterprise and as such requires the school sport manager to dispose of different competencies as indicated (cf. par. 3.2, p. 117) to manage school sport. In reality, applied to this research, it meant that the sport management programme for educator training should include principles and management of the sport enterprise as well as knowledge of the sport enterprise.

Above and beyond school sport being regarded as a business, it was further evident that two overarching management approaches (perspectives or schools of management thought), namely the historical and contemporary approaches could be utilised to develop the theory of school sport management. Each of these two perspectives includes three viewpoints (cf. Table 3, p. 131). By looking at the value and use of each of the different viewpoints, a better understanding of the competencies required by the school sport manager could be gained (cf. Table 3, p. 131; par. 3.3, p. 126; 3.6, p. 154; 3.6.9. p. 195; 3.7, p. 198; Table 17, p. 245; 18, p. 265), and it also helped to develop a management model for the management of school sport (cf. Fig. 11, p. 196).

- The **historical perspective** to management includes three related viewpoints, namely the classical, behavioural and quantitative viewpoints, and the **contemporary perspective** refers to the systems, contingency and quality management viewpoints (cf. Table 3, p. 131). The *classical approach* to management includes scientific management, administrative management principles and bureaucratic organisations. Scientific management aims at increasing the efficiency of methods used, resulting in increased production. Applied to school sport, where the school sport manager has limited resources to manage sport, an example could be the management of hurdles assistance during an athletics meeting where the school sport manager strives to put in place and have the hurdles ready for all items in the shortest possible way, and time to ensure the smooth running of the whole meeting. The second perspective of the classical approach to management is the administrative management principle approach. The scalar chain, unity of command and unity of command principles are principles that are often used in modern school sport management. Through the discussion of the discipline and unity of command, for example, it can be argued that the motivation competencies have been identified to ensure that discipline is included as a school sport management competency, while fundamental school sport management competencies (cf. par.

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<sup>147</sup> For a detailed summary of the different competencies a school sport manager should dispose of, cf. also Table 18, p. 265

3.5, p. 151) such as planning, organizing, leading, control and evaluation were identified and the hierarchical structures and organograms proposed by Fayol have been used to good effect to describe the interrelationship between different levels of management (top, middle and lower) and skills or competencies required (technical, conceptual and interpersonal), as well as to develop a structure for school sport (cf. par. 3.4, p. 140; Fig. 9, p. 142; 10, p. 149). The third and last perspective of the classical approach to management is bureaucracy. Irrespective of the type of school, a clear hierarchy of authority and division of labour is required. However, the size of the school and the number of school sport might influence the hierarchy of authority and division of labour. So larger and more affluent schools could appoint more school sport managers to perform specific tasks and more functional areas could get established in the school, providing a clear hierarchy of authority and division of labour, whereas in a smaller rural school there might not be any division of labour or hierarchy of authority, because there might only be one school sport manager (person) who is in charge of the sport. It was found that the bureaucracy viewpoint can be linked to communication being identified as a competency a school sport manager needs (cf. par. 3.2.1, p. 117; 6.2.3, p. 372; 6.2.7, p. 408).

- The second of the historical management perspectives was the **behavioural viewpoint**. In contrast to the largely technical emphasis of the classical viewpoint, a common theme of the behavioural viewpoint focuses on the need to understand people. The behavioural viewpoint developed over three phases, viz, (i) early behaviourism; (ii) human relations movement; and (iii) behavioural science. **Early behaviourism** was pioneered in particular by three people: Hugo Munsterberg, Mary Parker Follet and Elton Mayo. *Munsterberg* suggested the use of psychologists to use psychological tests for employee selection, learning theory concepts for employee training and studies of behaviour for employee motivation. *Follet* suggested a focus on more democratic organisations with managers and employees working together cooperatively, while *Mayo* draws attention to the importance of human feelings and attitudes and how managers can use good human relations to improve worker productivity. This was to become of what was called the Hawthorn studies. The Hawthorn studies had a scientific management perspective that proved that economic incentives, the physical conditions of the workplace and the physical surroundings affected the output and productivity of workers. From the conclusions derived from the Hawthorne studies, a new movement came into being in the 1950s and in the 1960s, the so called **human relations movement**. The *theory of human needs* pioneered by Abraham Maslow, is the first approach of the human relations movement that implies that school sport managers who can help people (learners) satisfy their important

needs, will achieve productivity (better performance). The school manager must attempt to satisfy other school sport managers' and learners' basic needs in order to satisfy the next level of their needs with the objective of fulfilling their self-actualisation needs. It was also found that *Theory X and Y of McGregor* can assist school sport managers in identifying the needs of their customers. Competencies such as public relations, conflict management and motivation in the management of school sport can be derived at through these theories. School sport managers in their role as leader (cf. par. 3.5, p. 151) should always take into consideration the human element, and in particular deal with individuals from both theories of human behaviour and adapt their management style accordingly to manage the human resources at their disposal (cf. par. 3.6.5, p. 169). It was thus found that the theories of human behaviour are valuable to the school sport manager to understand the human behavior of mankind and based on that ensure that relevant strategies and plans are in place when managing school sport, in particular when one has to motivate learners, handle conflict and are in negotiations with stakeholders involved in school sport. The human relations movement was superseded by the **behavioural science approach**<sup>148</sup> to management, as an extension of human relations, and is a modern approach to management that attempts to determine the cause of human behavior and to translate the results into effective management techniques. School sport managers in their role as leader use the principles of organisational development or behaviour like needs of learners, motivation, personality and behaviour, together with moral and psychological aspects to lead and guide learners participating in sport to adulthood and holistic development. In total it was found that school sport managers have at their disposal various theories that could be a source of exploration and explanation for human behaviour and should be applied to the management of school sport. The third and final historical perspective was the **quantitative viewpoint** that places emphasis on the application to management of quantitative techniques such as statistics, optimization models, information models and computer simulations. Two major approaches resulted from the use of knowledge and observations of the needs of society to adapt to, describe and understand, unique own strategies, namely management science and operations management. **Management science** stresses the use of rational science-based techniques such as statistics, linear programming, network analysis, decision trees and computer simulations to aid in problem solving and decision making. So the school sport manager could use statistics whereby an athlete's previous performance in the 800m for instance is used to predict his/her performance in the 1500m. **Operations management** can assist the school sport manager to take strategic decisions, and competencies such as

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<sup>148</sup> Behavioural science is commonly referred to as organizational behaviour

strategic management, project management, forecasting and quality control, can be deduced from this perspective.

Contemporary or modern approaches to management theory view organisations as systems that function in a complex and dynamic way (cf. par. 3.6, p. 154; Table 3, p. 131). The systems viewpoint thus implies that managers must respond with different strategies to a variety of needs. Independent and more affluent schools are often managed as commercial entities and school sport managers are compelled to seek and adopt a professional approach (cf. par. 2.4.3, p. 82; 2.4.6. p. 90; 2.4.8, p. 97) in addition to offering mass participation opportunities to include the needs of their customers and owners (employees). In this way, the **systems view** of management contributes to the identification of the needs of school sport managers, the school and its customers. This Systems thinking (cf. par. 3.5, p. 151; Table 3, p. 131) therefore takes a particular view of the process of relationships, looking for functional and dysfunctional element. In school sport, various inputs work together to achieve a successful output. By using the systems viewpoint, school sport, irrespective of the size of the school, can be run as a system utilising different inputs such as maintenance, marketing and finances to create a safe environment (opportunity) and facilities that can be used by learners to participate in sport and related activities (output). The school sport manager cannot manage the different parts of the school and its facilities separately, but needs to manage sport in the school with due consideration of the different parts; that is, as an integrated entity. Closely related to the systems viewpoint, is the **contingency viewpoint** that is an effort to determine through research, which managerial and organisational systems are appropriate in specific circumstances, situations or contingencies. An approach such as the contingency viewpoint ultimately requires the school sport manager to attempt to match their responses to a particular problem or opportunity. Operations management (cf. par. 3.6.8, p. 190), organisational design, leadership and group behaviour can be seen as competencies that are inferred from this management viewpoint. Another contemporary approach, namely the **quality management viewpoint**, is not a theory as such, but more a way of thinking to add value to products and services which can be distinguished from competitors, and includes quality control, quality assurance and total quality management (TQM). School sport managers will have to deal with all three aspects. So, the quality management viewpoint emphasises the importance of quality management for school sport managers who wish to ensure their school is at the forefront and can obtain a sustainable competitive advantage over other schools.



- The management competencies and needs subjacent to the management of school sport and related activities were determined by means of a literature study. The management competencies required for the management of school sport can be divided into core, functional and specialist competencies. **Core competencies** can be further divided into fundamental or essential and general or basic day-to-day management competencies. *Fundamental school sport management competencies* include the competencies related to the execution of the four fundamental management tasks, namely planning, organising, leading and control and evaluation as part of the management process, and are subjacent to the strategic management process and also include communication and governance. *General school sport management competencies* relate to the day-to-day administrative activities and office management like conducting meetings, managing information as well as time management. **Functional management competencies** imply all those competencies where the school sport manager manages functional areas, such as finances, marketing, human resources, facilities and events, risks, legal and law, information and the operations function of school sport. The management of these functional areas takes place in succession and interchangeably within the context of a strategy, and is used to achieve the goals and objectives of the school. Various human movement as well as sport and recreation competencies and competencies related to sport medical and emergency services were identified (cf. also Chapter 2) and can be regarded as **specialist competencies**. *Human Movement, Sport and Recreation competencies* relate to performance aspects of participants in school sport and sport related physical and recreational activities, while sport medical and emergency services are linked to a broad spectrum of clinical and scientific aspects regarding the practice of sport and exercise, and include the physical preparation and rehabilitation as well as psychological manipulation of athletes (cf. par. 3.6.9, p. 195). The phenomenon of specialist competencies cannot merely be ignored by academic institutions when curricula are designed and was therefore also included in the programme for educator training. A summary of the identified school sport management competencies was provided in Table 18 (cf. p 265).

When compared to findings reached in an international study in Queensland, Australia, Milne (2007:281) found that the roles, skills and competencies of school sport managers mirror that of sport managers in the sport industry and that it is critical for contemporary school sport managers to keep pace with the changing parameters of sport to chart the course for the school based sport programmes and related activities. He identified facility management, fiscal (financial) management, event management, programming, human resource management, communication

and risk management as important competencies a school sport manager should have. Ko *et al* (2011:311) conducted a study in Taiwan where they identified amongst others finance, communication, risk management, management theory and information technology as important competencies a sport manager should have in order to perform their work successfully. The competencies identified by Ko *et al.* (2011) were convergent with findings of other studies<sup>149</sup> except for three competency categories, namely: foreign language and learning ability, political awareness and management theory and knowledge management. Two common elements in these international studies are communication and risk management. South African studies that were compared cited Lambrecht (1987:127) who also found that clubs of larger organisational size are more complex and difficult to manage. In the South African context, a diversity (variety) of sport management programmes exist in the training sector, but none of them focus on the unique sport management training requirements of school sport managers in relation to the diverse needs of South African schools. In his study, focusing on the competencies a sport manager should possess, Hollander (2000:157) found that to communicate effectively, manage time effectively and manage information, were the main competencies required. Results from De Villiers (2003:185,194) and De Villiers and Bitzer (2004:29) indicate *inter alia*, that the sport management industry in South Africa is exceptionally varied, politicized and complex. Both small and large sport organisations exhibit similar and different needs with regard to sport management and the accompanying sport management training. De Villiers (2003:163,165) also indicates that different levels of management view the importance of competencies differently as the complexity of management levels increases.

Findings from this study indicated that the competencies and needs of school sport managers required to manage school sport vary very little between the different complexities of schools (size and type of school). This contradicts the findings of Lambrecht (1987:127) who found that there is a significant difference in managing smaller facilities, compared to larger facilities.<sup>150</sup> The

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<sup>149</sup> Cf. (Jamieson, 1980; Ellard, 1984b; Jennings, 1984; Parks & Quain, 1986; Hatfield *et al.*, 1987; Lambrecht, 1987; Farmer, 1989; Skipper, 1990; Cuskelly & Auld, 1991; Afthinos, 1993; Chen, 1993; Cheng, 1993; Naspe-Nassm Joint Task Force on Sport Management Curriculum and Accreditation, 1993; Weese, 1995; Masteralexis & McDonald, 1997; Toh, 1997; Boucher, 1998; Stier, 2001; Case & Branch, 2003; Horch & Schütte, 2003; Barcelona & Ross, 2004; Mahoney *et al.*, 2004; Costa, 2005; Baker & Southall, 2007; Burger *et al.*, 2008; Schneider *et al.*, 2008; Lambrecht & Kraft, 2009; Williams & Colles, 2009)

<sup>150</sup> Schools also dispose of facilities that have to be managed by school sport managers, hence this comparison was seen as appropriate.

preceding findings from this study<sup>151</sup> are nonetheless consistent with findings of Gerber (2009:264) who found that the competencies needed to manage a sport facility vary little between the different complexities in the South African context. This study found that the competencies and needs required vary little between the different schools (combined, independent, public, rural, township),<sup>152</sup> but, the school sport manager will need more specialised competencies to manage certain aspects of school sport more intensely so as the complexity of management levels increase and the importance or goals and objectives of schools with regard to the role and place in society change. These findings converge with the views of Hollander (2000:186); De Villiers (2003:194) and Milne (2007:294).

The third point of focus, as was mentioned elsewhere (cf. par. 8.4, p. 605) related to findings with regard to international and local sport management programmes and education programmes for educator training, research aim 3 (cf. par. 1.3.2, p. 12).

#### **8.4.3 Findings in relation to research aim 3, sport management training programmes in perspective**

The third research aim of this study was to analyse international and national sport management training programmes as part of educator training (cf. par. 1.3.2, p. 12, research aim 3). Various methods were used in this study to identify, describe and discuss competencies and sources of information required to equip current and future school sport managers with the knowledge, skills and competencies to instil principles and practices deemed important. Current sport management programmes abroad and locally, as well educator training programmes, were analysed to find keywords (cf. par. 4.2, p. 202; 4.4, p. 212). These key words served to align the semi-structured interview (cf. par. 5.8.4, p. 330) with the theoretical framework (cf. par. 4.8, p. 283; Fig. 15, p. 289) and the research aims (cf. par. 1.3.2, p. 12), as well as a direction for a broad, summative content for development of a school sport management programme for educator training. Key words (cf. par. 4.6.3.4, p. 257) include management, marketing, finances, economics, human resource management, legal aspects, communication, information and information systems, sport and recreation, research methods, psychology, faculty and event management, socio-cultural and sociological context of sport, ethics in sport, public relations, statistics and field experiences (practicals/internships). A literature review of the historical development of sport management

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<sup>151</sup> In the South African context there is no study for comparison of findings related to school sport specifically. Cf. also par. 1.2.3, p. 7

<sup>152</sup> Cf. par. 1.2.1.4, p. 4

training, globally and locally, was undertaken. From this literature review it was evident that sport management as a field of study, is relatively young, compared to other fields of study (cf. par. 4.2, p. 202, p. 4.4, p. 212). Internationally sport management evolved in the USA and its birth and growth have been seen across the world, including South Africa (cf. par. 4.2, p. 202). In South Africa, the former RAU, is widely credited as the genesis and heartbeat of sport management (cf. par. 4.3, p. 207). Findings that came to the fore from this historical perspective indicated a lack of a content and context specific sport management training for specific sectors of the sport industry (cf. par. 2.5, p. 98; Fig. 3, p. 101), as well as a latent need to keep pace with the changing demands of the industry (cf. par. 1.1, p. 1; 1.2.1.1, p. 2; 1.2.2-1.2.5, pp. 5-10) and related trends in society (cf. par. 2.4, p. 70). This finding was therefore consistent with the identified need for this study to develop a sport management training programme for educator training in the unique, diverse South African context (cf. par. 1.3, p. 11) and with findings from Milne (2007:295).

From the outline of the content of sport management programmes (cf. par. 4.4-4.5, pp. 212-243; 4.6.3.4, p. 257 and Tables 4-16), it was eminent that the content of both the foundational (fundamental) area and application area are catered for, both locally and abroad. It was found that a remarkable difference exist between foreign programmes and those programmes offered locally in South Africa (cf. par. 4.2, p. 202; 4.4, p. 212). Programmes from abroad are inclined to omit or ignore areas of fitness and exercise of sport and purely place emphasis on business and management aspects. With regard to local programmes, differences are also to be detected. The majority of South African programmes include components of human movement studies or sport science in their contents. Some of the programmes focus specifically on human movement science and merely offer introductory modules on aspects of sport management. Even though most of the programmes make use of the name "Sport Management", it is conspicuous that programmes of FET colleges (cf. par. 4.4.1.5, p 220; Table 9, p. 221; 10, p. 222) and private colleges (cf. par. 4.4.1.6, p. 223; Table 11, p. 223) are more inclined to coaching. It was thus inferred that these programmes are problematic in the sense that prospective students may have a perception that the said programmes specialise in sport management. Moreover, these programmes are inclined to coaching, which apart from the afore mentioned perception, could in turn also result in a perception that being competent to coach, one would be able to manage sport. It was therefore inferred, in convergence with the literature review (cf. par. 1.2, p. 2), the stated research problems and questions (cf. par.1.3, p. 11) and findings from Milne (2007:295), that schools often make use of or dispose of school sport managers, who are primarily coaches, though their pre-service training was limited or non-existent when it came to school sport

management. It has also been found that undergraduate and postgraduate programmes in many cases do not differ much from one another. Only independent research would indicate the deepening required on post graduate level, and thus point towards undertaking continuous research to keep abreast of changes and to ensure practice-oriented and sustainable sport management programmes in accordance with the diverse needs of society and, as is the case with the current study, of schools in particular. A comparison of programmes and the evolution of sport management programmes, (cf. par. 4.2, p. 202 - 4.4, p. 227; 4.6, p. 249), presented clear guidelines for the direction to be taken when future sport management programmes are developed. Content guidelines and specific scientific fields also contributed to the development of a sport management programme for educator training and require further investigation. Information that came to the fore in Chapter Three (cf. par. 3.6.9, p. 195 and 3.7, p.198) in particular, relates to the findings or views expressed in Chapter Four. As such, it confirmed the view that a sport management programme for educator training should ensure that current and future school sport managers acquire core, functional and specialist competencies (cf. par. 3.6.9, p. 195 and 3.7, p. 198). It is therefore of cardinal importance that training should comprise not only a theoretical and practical component, but also prepare students for research and scholarly writing. For this very reason it can be stated that a sport management programme for educator training should comprise a foundational (fundamental) component that should include the core, functional and specialist competencies required by school sport managers to manage school sport effectively in accordance with the diverse needs of schools. It was also found that despite sport management as a field of study being relatively young, compared to other fields of study, that school sport management can be regarded a separate field of study (cf. par. 4.6.2, p. 250), and, based on the historical overview of sport management, the literature study and key words (cf. par. 4.6.3.4, p. 257) that the study field of school sport management could be described and schematically presented (cf. par. 4.6.2, p. 250; 4.6.4, p. 276; Fig. 13, p. 252). Lastly, it was established that there is no professional body that represents school sport managers and promotes the body of knowledge pertaining to school sport and school sport management.

A content analysis of selected education programmes clearly indicates that apart from students who enrol for education related degree programmes specialising in Movement Science for Education, Human Movement Science and Sport Management, as well as electives such as human movement science and biokinetics, educator training does not include sport management training specifically (cf. par. 4.5, p. 228). At most South African HEIs it would seem as if it is compulsory to obtain a first aid certificate, and a certificate related to a sport and to culture

respectively must be obtained. In addition, Movement Science students must obtain at least two (2) coaching certificates before the end of their fourth year of study. This however does not necessarily empower and equip students for the management of school sport and once more reiterates the importance and relevance for a sport management programme for educator training in accordance with the diverse needs of South African schools (cf. par. 1.3.2, p. 12). Most programmes make provision for computer skills and competency training, and certainly emphasise the new demands, needs and desires of consumers, and would stand school sport managers in good stead. Based on the selected examples of educator training programmes, one could unequivocally state that there seems to be a definite gap in educator training regarding the management of school sport which is in line with the identified need of this study for the development of a school sport management programme for educator training (cf. par. 1.3.2, p. 12).

Above and beyond the preceding focus points, the fourth focus point bears relation to the empirical investigation of this study to determine the needs and competencies required by educators to manage school sport effectively according to the diverse needs of South African schools. In the next section, the research findings in relation to this research aim are presented.

#### **8.4.4 Findings in relation to research aim 4, needs and competencies of school sport managers**

The needs and competencies required by school sport managers in selected South African schools were determined by means of a structured questionnaire, constructed in alignment with the literature overview (cf. Chap. 2, 3 and 4), the theoretical framework for the development of a sport management programme for educator training (cf. par. 4.8, p. 283; Fig. 15, p. 289), the research aims (cf. par. 1.3.2, p. 12) and findings from the semi-structured interview conducted as the qualitative part of the exploratory mixed methods research design (cf. par. 5.7.4.2, p. 325; 5.8, p. 328; Fig. 16, p. 318; par. 6. 2, p. 355). From the data collected, it appeared as if the school sport manager should dispose of core (fundamental and general) sport management competencies, functional and specialist (human movement, sport and recreation and sport medical services) competencies (cf. Table 17, 245; 18, p. 265; par. 4.8, p. 283). Data reduction by means of an exploratory factor analysis was done (cf. par. 5.9.4.2, p. 344; 5.9.6, p. 350; Table 21, p. 345; 22, 345) and constructs were retained and named (cf. Table 21, p. 345; 22, p. 345; 6.2, p. 355). Except for small differences in view, focus and importance, the sport management construct competencies and needs required to manage school sport for different schools, (combined, independent, public, township and rural) are the same. Another related finding was that school

sport managers from a diversity of South African schools exhibit both similar and different needs with regard to sport management and the accompanying school sport management training (cf. par. 6.2.3, p. 372; 6.2.7, p. 408; 6.3.2, p. 454; 6.3.3, p. 492). The school sport manager, however, will need more specialised competencies to manage certain aspects of school sport more intensively as the complexity of management levels increases and the importance of goals and objectives of schools with regard to the role and place in society changes. When developing the programme these differences should be kept in mind and consequently the developed programme should provide for core, foundational and elective (specialist) modules in accordance with the findings from the empirical research (cf. par. 6.3.2, p. 454; 6.3.3, p. 492).

Consistent with the views of Moon (1998:21) and Milne (2007:259) it was also quite evident from the data that school sport management is a reality, and that a need and demand exists for sport management training programmes to ensure that school sport managers are effectively managing school sport (cf. par. 6.2.4, p. 401; 6.2.6, p. 407; 6.2.7.2, p. 412; 6.2.7.4, p. 418; 6.2.7.5, p. 420; 6.3.2, p. 454; 6.3.3, p. 492). One particular aspect that came to the fore during the semi-structured interviews (cf. par. 6.2.7.2, p. 412; 6.2.7.4, p. 418; 6.2.7.5, p. 420) was the fact that practical training should take place in a sport environment and form a specific focal point in the training of school sport managers. Various purposeful practicals are necessary to prepare the learner as far as possible for the different practical requirements and should also contribute to the learning experience and body of knowledge. It was also clear that practical training should not be viewed as a separate entity, but as an extension of the theoretical training. A similarity from the different data sets (qualitative and quantitative) was thus observed with reference to the demand, need and importance of practical training as an empowerment opportunity for all role players in the school to deal with the management of school sport. So, the findings from the qualitative data from the interviews (par. 6.2.2, p. 367) confirmed the findings from the quantitative section and also correlate with the findings of both Hollander (2000:181) and De Villiers (2003:155,184,186) who state that practical training is important. A need for both in-service and pre-service training was identified. The need for in-service training was regarded as a learning process to raise the awareness and competency levels about issues of school sport management and the specific needs of school sport managers (cf. par. 6.2.7.2, p. 412; 6.2.7.4, p. 418; 6.2.7.5, p. 420; 6.3.3, p. 492). This particular finding contradicts the finding of Hollander (2000:181) who found that in-service training was not regarded as important for the management training of sport managers in the sport and education sector (cf. par. 2.5.1, p. 102; Fig. 3, p. 101).

The semi-structured interviews particularly highlighted the need that exists for effective school sport management training in practice and to inform the development of a related instrument (questionnaire) that was content and context-specific (cf. par. 6.2.3, p. 372). Various potential learning focuses and needs with varying scope were identified in the survey, while the description of the study population (cf. par. 6.3.1, p. 432) indicated that respondents represent different schools, groups and level of management, socio-economic status and size was indeed in accordance with research aim five to develop a sport management programme for educator training in accordance with the diverse needs of South African schools (cf. par. 1.3.2, p. 12). The identified competencies and learning focuses form the basis of the guidelines for the framework for the sport management programme for educator training (cf. par. 7.6. p. 580). As a result of the problem statement, the all-encompassing aim of this study was to develop a sport management programme for educator training in accordance with the diverse needs of South African schools which was a culmination of the preceding findings and is seen as the fifth and last focal point of this study. Hence, the findings in relation to research aim 5 are presented in the last section of the findings of this study.

#### **8.4.5 Findings in relation to research aim 5, a sport management programme for educator training in accordance with the diverse needs of South African schools**

The following findings were formulated in relation to research aim 5 (cf. par. 1.3.2, p. 12)

- Research aim five of this study had in its sight the development of a sport management programme for educator training whereupon guidelines were set for a sport management programme as part of initial educator training. This was done at the hand of a programme development process structure (cf. par. 7.5, p. 547; Fig. 25, p. 542) that was based on the guidelines for programme development by the SAQA, and adapted from Meyer and Van Niekerk (2008:54).<sup>153</sup> The development process structure comprised five distinct phases of which phase four, develop the programme, included five phases, namely: Identify the purpose, rationale and context; set outcomes (CCFOs, SOs); determine the content; set assessment criteria; and assessment and evaluation of the programme. Without a shadow of doubt, it can be said that it is possible to develop a sport management programme for educator training which ultimately serves as guidelines for a framework for a sport management programme for educator training (par. 7.5, p. 547; 7.6, p. 580; Table 43, p. 583), based on the afore mentioned

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<sup>153</sup> Cf. par. 7.5, p. 547; Fig. 25, p. 542



phases for programme development. Separately and in coherence with one another these phases have led to guidelines for a sport management programme for initial educator been set. Guidelines for a sport management programme for educator training as it came to the fore, were indicated in Table 43 (cf. p. 583).

- The sport management training for educators should comprise a combination of theoretical and practical training. It would therefore mean that the initial sport management training of educators should not be viewed separately, but as a result of a combination of theoretical and practical training.
- Part (cross) disciplines or related scientific fields that have a focal point in management could provide a meaningful contribution to a sport management programme for educator training that could be integrated in theoretical, practical and professional training of educators as school sport managers. It would therefore stand to reason that related scientific fields should be part and parcel of sport management training. This would mean that the attainment of competencies from related scientific fields would enable the school sport manager to manage school sport more effectively.
- Part (cross) disciplines or related scientific fields as for instance Sport Sociology, Sport Governance, General Management, Sport History and Sport Management Communication, in particular were singled out as scientific fields (subject fields) that could make a significant contribution to the sport management training of educators, and were regarded as fundamental competencies a school sport manager should have, whilst other scientific fields like Sport Psychology, Sport Marketing, Sport Law and Legal Management as well as Operational Sport facility management were also regarded as important, but were seen as specialist competencies which can perhaps be offered as electives.
- Theoretical training should culminate in a cognitive model that serves as a critical basis for the implementation of school sport management competencies
- With regard to the functional and specialist school sport management competencies it is primarily the responsibility of sport management to ensure that these competencies are identified and school sport managers are properly trained in the effective application and use thereof when sport in a school is managed. Some of the **functional** school sport management competencies (Operational Maintenance and Housekeeping, Public Relations, Financial Management, Human resource Management, Risk Management, Project and Event Management and Purchasing) are regarded as core components for a sport management programme. Specialist school sport management competencies like Human Movement, Health, Wellness and Fitness, and sport medical services should also be included as a core

component of a sport management programme. Training for these competencies, should include, as was the case with the previously mentioned, cross disciplines and entail a theoretical, practical and professional component.

- The integration of fundamental, practical and reflective learning outcomes relates to theoretical, practical and professional sport management training for school sport managers.
- Sport management practice should be included in a sport management programme for educator training to prepare the student educator as far as possible for the different real-life experiences they are to encounter when managing sport in a school.
- Outcomes (CCFOs and SOs) should determine the design of other components of the sport management programme for educator training. It can thus be inferred that the outcomes should give direction and as such inform (guide) the structure of a sport management programme for educator training
- In order for learners to achieve the set outcomes, learning experiences and opportunities should be created by means of theoretical and practical training.
- The different learning areas (content/subject matter) should provide foundation and framework guidelines that will assist the implementation of the programme. Furthermore, the learning content is divided into modules and specific content categories which covered the SOs.
- Assessment for the sport management programme for educator training should be contextual and practical in nature, employing formative and summative assessment methods to evaluate the students' level of competence, and making use of a variety of assessment tools, methods and strategies (techniques).
- Assessment criteria should indicate the road ahead in an endeavour to determine and shape the expected learning that should take place. If assessment criteria are not set, there will not be standardised assessment and as such no guidelines for what must be taught by educators, what should be assessed by assessors, and what should be learned by students.

In the preceding sections (cf. par. 8.4.1, p. 605 - 8.4.5, p. 626) the most important findings of this study in relation to the research aims were presented. The next section covers the conclusions drawn from this study.

## 8.5 CONCLUSIONS

Within the context of the all-encompassing aim, stated research questions and aims and research findings (cf. par. 8.4, p. 605), the following conclusions were drawn. First up are the conclusions in relation to school sport in the South African education system.

### 8.5.1 Conclusions on school sport in the South African education system

The following conclusions were drawn in relation to research aim 1 to determine the context of school sport within the educational system:

- The nature of the school provided a framework to establish the role of the school sport manager. It is therefore possible to describe the relationship between sport and education and the role of the school sport manager to ensure that learners develop holistically (cf. par. 2.2.3, p. 31);
- Consistent pressure is exerted on school sport managers to perform several functions and roles that are critical to the overall success of schools
- The functional, conflict, critical, symbolic interaction and figuration theories jointly present an integrated perspective on sport and related activities to offer a theoretical framework for the description, explanation and prediction of societal trends in school sport.
- It is important for the school sport manager to understand the different social theories and how they can be used to explain the context on school sport and the management thereof in the South African education system, and provide guidelines on how the system (school) functions as a whole.
- Societal trends that are seen from an integrated perspective on sport and related activities should be a source for the exploration and description of specialist school sport management competencies.
- It is possible to place school sport and related occupational fields associated with specialist school sport management competencies in a coherent structure with coupled sectors through which the context of school sport in the education system can be described.
- The management of school sport is seen in context of the sport education segment of the sport industry and should be operated within the broader context of the sport industry as a business.
- Modern trends such as manipulation, institutionalisation, professionalisation, segmentation, demystification, commercialisation, privatisation, technological development, transformation and scientification will impact on the manner in which school sport is managed in the unique, diverse South African context.

It can be concluded that a sociological perspective of school sport provides the context for school sport in the educational system, which is not only fraught with challenges and problems, but exceptionally varied, and diverse in nature, complex and politicised. The next section deals with the conclusions on sport management training for educators.

### **8.5.2 Conclusions on sport management training for educators**

The following conclusions were drawn in relation to research aim 2 to describe and delineate the current role of the sport manager in the educational system:

- School sport management is exceptionally varied, politicised and complex.
- School sport includes aspects of a business enterprise, can be regarded as a business and should be managed as such.
- It is important for the school sport manager to study the different environments wherein the school sport enterprise functions (operates); determine the extent of influences on the management of school sport; distinguish between the macro (political, economical, social, technological, international, physical), market (market, product, competitors and suppliers) and micro environment (finances, information, humans and information); and understand the interrelationship between the different environments in which school sport is managed (cf. par. 3.2.2, p. 122).
- Each one of the three approaches of the historical perspective and the three approaches of contemporary perspectives to the schools of management (management thoughts) can be used to better understand the development of school sport management.
- An integrated and eclectic, or what can be perceived as a mixed bag approach, can serve as a blueprint and starting point for current, future and potential school sport managers to build their own personal relevant and useful approach to the management of school sport.
- It is possible to use an integrated and eclectic approach to develop a sport management model for school sport management.
- The level of competencies, responsibilities, skills and needs obtained or required to manage school sport bears relation to the size of the school and the level of management. There is also coherence between the three different levels of management, goals as well as skills and competencies.
- It is possible to describe and delineate the current role of the school sport manager within the educational system and to identify and describe the competencies required to manage school sport at the hand of a literature review.

- From the data that were collected, it seemed that the competencies required to manage school sport can be divided into core, functional and specialist competencies. Specialist competencies in particular cannot be ignored by HEIs when curricula are designed. The identified competencies and needs were used to develop a measurement instrument, namely a questionnaire that was used to determine the needs and competencies required to manage school sport effectively according to the diverse needs of South African schools, by means of empirical research.

Based on the preceding, it can thus be inferred that the school sport manager should dispose of many different competencies in an extremely diverse (varied), complex and politicised school sport environment, referred to previously (cf. par. 8.5.1, p. 627), and these thus play an important role to ensure that the diverse needs and demands of society are met and that school sport still remains educationally justified. Following the conclusions on the current role of school sport managers, are the conclusions related to sport management programmes in perspective.

### **8.5.3 Conclusions on sport management training programmes in perspective**

The following conclusions were drawn in relation to research aim 3 to analyse international and national sport management programmes:

- It is possible to analyse and compare selected international and national sport management programmes and educator training programmes as part of education training, historically on the basis of a document analysis of related literature and policies.
- Sport management as a field of study, is relatively young, compared to other fields of study.
- School sport management can be regarded a separate field of study (cf. par. 4.6.2, p. 250) and based on the historical overview of sport management, the literature study and key words (cf. par. 4.6.3.4, p. 257), the study field of school sport management can be described and schematically presented (cf. par. 4.6.2, p. 250; 4.6.3.4, p. 257; Fig. 13, p. 252).
- International sport management programmes focus mainly on the economic and management activities in sport management organisations. Few instances were found where human movement studies constituted a prominent part of the contents of the programmes.
- In South Africa, the majority of sport management programmes include components of human movement studies or sport science in their contents. Some of the programmes focus

specifically on human movement studies or sport science and merely offer introductory modules on aspects of sport management.

- Training programmes for sport managers are mostly offered at departments of human movement studies or sport science. This tended to create the impression that these training programmes are merely adapted human movement studies programmes which do not necessarily make provision for the professional sports industry.
- The generic nature of South African undergraduate sport management programmes to provide for training in functional management areas and the sometimes exaggeration of human movement studies and/or sport science begs the question of the depth of content of these functional management areas and other economic and management activities and part disciplines such as sport sociology, sport psychology and human behaviour.
- Content guidelines and specific scientific fields also contributed to the development of a sport management programme for educator training and require further investigation.
- The content of both the foundational (fundamental) area and application area are catered for, both locally and abroad. A remarkable difference exists between foreign programmes and those programmes offered locally in South Africa.
- Content guidelines and specific scientific fields also contributed to the development of a sport management programme for educator training and require further investigation.
- A sport management programme for educator training should comprise a foundational (fundamental) component that should include the core, functional and specialist competencies required by school sport managers to manage school sport effectively in accordance with the diverse needs of schools.
- A content analysis of selected education programmes clearly indicates, with a few exceptions, that educator training does not include sport management training specifically.
- The attainment of certificates related to culture, sport coaching and first aid does not necessarily empower and equip students for the management of school sport.
- Most educator training programmes make provision for computer skills and competency training, and can be applauded.
- The absence of a professional body that represents school sport managers and promotes the body of knowledge pertaining to school sport and school sport management can result in a lack of professionalism in sport management education.
- Based on the selected examples of sport management and educator training programmes, one could unequivocally conclude that there seems to be a definite gap in educator training regarding the management of school sport, thus in line with the identified need of this study for

the development of a school sport management programme for educator training (cf. par. 1.3.2, p.12).

In short, it can be said that even though a variety of sport management programmes exist, both globally and locally, there are no content and context-specific academic training programmes for a specialist position such as school sport manager in the diverse South African context. To solve this problem, it is necessary to do empirical research to determine the needs and competencies required by educators to manage school sport effectively. In the next section conclusions in this regard are provided.

#### **8.5.4 Conclusions on the needs and competencies of school sport managers**

The following conclusions were drawn in relation to research aim 4 to determine the needs and competencies required by educators to manage school sport effectively:

- It is possible to empirically determine the competencies and needs required by school sport managers to manage school sport in the diverse South African context at the hand of a structured questionnaire that is content and context specific and was constructed in alignment with the literature overview, theoretical framework for the management of school sport and the research aims
- Except for small differences, the competencies and needs required to manage school sport in different schools in the South African context are the same. Where small differences occur, they are related to the focus, view, needs, requirements, complexities (size and type of school) and demands of the respective schools.
- School sport managers require more specialised competencies to manage certain aspects of school sport more intensively as the complexity of management levels increases and the importance of goals and objectives of schools with regard to the role and place in society changes.
- One sport management programme for educator training in the unique, diverse South African context can be developed. The depth of the content can vary when the qualifications for the different levels of qualification on the HEQF are designed and developed.

From the preceding, the main conclusions drawn from the empirical research to determine the needs and competencies required to manage school sport effectively are that different schools (public and independent, township, rural, combined and ex model C) exhibit similar as well as

different needs with regard to sport management training which differ in importance depending on the nature of the school. In addition, the identified potential learning focuses and needs with varying scope form the basis of the guidelines for the framework for the sport management programme for educator training, while the description of the study population (cf. par. 6.3.1, p. 432) indicated that a sport management programme for educator training in accordance with the diverse needs of South African schools (cf. par. 1.3.2, p. 12), can indeed be developed. Lastly, in the next section the conclusions drawn in relation to a sport management programme are indicated.

#### **8.5.5 Conclusions on a sport management programme for educator training in accordance with the diverse needs of South African schools**

The culmination of this study on the development of a sport management programme for educator training and the resultant setting of guidelines for a sport management programme for educator training in accordance with research aim five (cf. par. 1.3.2, p. 12) of this study, enabled the researcher to draw the following conclusions from the study:

- It is indeed possible to set guidelines for a sport management programme for educator training within the varied, politicised and complex context of South African school sport and the current education system of South Africa. These guidelines are based on five programme development phases (stages/principles), namely, the identification of the purpose, rationale and context, setting of outcomes (CCFOs, SOs), determination of the content (subject matter), setting (development) of assessment criteria and assessment and evaluation of the programme;
- Professional sport management training as part of initial educator training comprises a combination of content and context-specific, market and needs driven theoretical and practical training, in accordance with the diverse needs of South African schools. This means that the effective management of school sport in a continuously changing education landscape with different societal needs, depending on the environment in which school sport is practised, as an all-encompassing outcome of the training should not be viewed separately, but as part of the bigger picture which requires theoretical and practical training to be supplementary;
- The all-encompassing nature of the sport management competencies required to manage school sport is such that different scientific fields (cross/part disciplines) like for example Sport Sociology, Sport Governance, General Management, Sport History, Human Movement, Sport Management Communication and Sport Psychology, included in a sport management



programme for educator training should contribute meaningfully to the theoretical, practical and professional aspects deemed of relevance for the training of educators;

- Theoretical training culminates in a cognitive model scheme that serves as a critical foundation for the implementation of sport management competencies;
- An integration of fundamental, practical and reflective specific (learning) outcomes relates to theoretical, practical and professional school sport management training for educators in South African schools;
- Content, context-specific, market (practice) and needs driven oriented (specific) training should form a focal point in the training of school sport managers. For this very reason should Sport Management Practice be included as a core module of the sport management programme for educator training. In addition necessary, continuous and coordinated research should be undertaken to ensure that the needs and demands of industry are met. Workshops and focus group discussions should follow this research to verify and substantiate the developed content and context specific programme;
- Outcomes determine the design of the other components of the sport management programme for educator training. Moreover, outcomes give direction and as such inform (guide) the structure of a sport management programme for educator training;
- Different learning areas (content/subject matter/scientific fields), divided into modules provide the foundation and framework guidelines for implementation of a sport management programme;
- The contextual and practical nature of assessment of students enables the employment of formative and summative assessment for effective evaluation of the students' level of competence. Care should nonetheless be taken not to reduce assessment to mere pen and paper tests and exams, which in the context of this study, is deemed completely untoward ;
- A wide variety of assessment tools, methods and strategies (techniques) are required to enhance learner performance and to assess the level of competence;
- Various practicals are necessary to prepare students as far as possible for the different practical requirements and real-life experiences;

To summarise: conclusions drawn from a sport management programme indicate that the various competencies, needs and potential learning focuses with varying scope, formed the foundation for a sport management programme for educator training and the resultant guidelines for a proposed framework for a sport management programme. This programme was indeed in accordance with

the diverse needs of South African schools, based on the conclusion drawn from the description of the study population (cf. par. 6.3.1, p. 432).

Recapitulating it can be said that the research findings (cf. par. 8.4, p. 605), the conclusions drawn (cf. par. 8.5, p. 627) and discussions empirically demonstrate that a number of factors cited by theorists of social theory can be identified as precursors for change in demands, needs, requirements, values, practices, perspectives and views of society that underpin the management of school sport, As such, this research contributes to the general understanding of how societal perspectives, values and practices that underpin the management of school sport have been shaped by historical institutional forces and society in general which are now outdated, generic and do not necessarily conform to the unique, ever-changing needs and demands of contemporary school sport managers in the diverse South African context. As a result hereof, the new breed of school sport managers need to be well trained, informed and able to function successfully within the environment in which sport exists.

This research study demonstrates the introduction of new values, delegitimisation of existing values and practices associated with school sport management and the expressed need for content and context-specific training of school sport managers. The extent to which the institutional change and increased media exposure, change in demands, needs and requirements of society that has compelled schools to seek and adopt a professional approach towards competitive school sport in addition to offering opportunities for mass participation will result in deinstitutionalisation and reinstitutionalisation of existing values, practices and views of the management of school sport will be markedly affected by the acceptance and manipulation of school sport by politicians and those with economic power in society (cf. par. 2.3.3, p. 45; 2.4.1, p. 72; 2.4.2, p. 79). Recommendations in relation to the research findings and for future research might thus also impact on a change in view regarding society's perspectives and practices to manage school sport amidst ever-changing demands and educational landscape.

## **8.6 RECOMMENDATIONS**

It was evident in Chapter One that there is a need for the development of a school sport management programme for educator training in accordance with the diverse needs of South African schools (cf. par 1.1, p. 1; 1.2.2 p. 5; 1.3, p. 11) as an integral part of a curriculum for educator training, so as to assist educators in their role as school sport managers in coping with the challenges and demands of society and the school. By integrating school sport management

training in educator training, school sport managers will assist learners participating in the school's sport and related activities with the demands and needs of society and their holistic development and growth as individuals in educationally justified sport. Principals as leaders of school change need to equip themselves, their educators and their learners to deal with change and to cope with the demands of the contemporary school sport and education landscape to ensure continuous participation and a positive sport experience and as such the future success of the school.

It stands to reason that all school sport managers should undergo relevant sport management training to assist them to deal with change and the demands of society's needs; demands and requirements regarding sport and to create a learning environment and positive sport experience of which they can be proud, and one in which their self-worth is valued and respected. Based on the preceding, the literature study, the empirical investigation and findings of this research, the recommendations are offered in relation to the research findings and for future research. Next recommendations in relation to the research findings are offered.

### **8.6.1 Recommendations in relation to the research findings**

- All current and future school sport managers should be properly trained to meet the demands of society and provided with policy documents, infrastructure, support, resources (physical, financial, human and information) and clear guidelines that describe their roles and outline the skills and competencies required to manage school sport effectively (cf. par. 6.2.7, p. 408). The different demands and needs for training, provision of resources and infrastructure are indicative of the prevailing nature of school sport. The need for the afore- mentioned was identified as a need that informed the current study (cf. par. 1.3.2, p. 12) and was further substantiated by the views from the participants in the semi-structured interviews (cf. par. 6.2.7, p. 408) and respondents in the questionnaire (cf. par. 6.3.3, p. 492).
- There is a need to advance the body of knowledge in relation to the school sport experience and the role of the school therein by building upon current youth sport literature and the value of sport. Two areas proposed for attention are the voice of the school sport participant and the relationship between community based sport development and school sport. In other words, it is recommended that roles of different role players and stakeholders involved in sport are clarified (cf. par. 6.2.7, p. 408). An approach like the preceding may lead to improved service delivery of school sport and build better relationships between the DBE and different stakeholders in school sport to ensure that school sport is managed more effectively.

- All stakeholders and role players (DBE, SRSA, school sport authorities, SFs, school sport managers) come together to review the roles of school sport and develop strategic directions for school sport in the future. These directions will need to be effectively communicated to all stakeholders, implemented, monitored, evaluated and, where necessary, be adapted and corrective measures taken (cf. par. 6.2.7, p. 408). A strategy to guide future management of school sport is viewed as a carefully planned, systematic and comprehensive process based on a theoretical framework of situation specific components and phases, substantiated by the views of respondents for content and context specific training for school sport managers (cf. par. 6.3.2, p. 454).
- Research indicates that fewer educators are taking an active role in school sport and that there is a shortage of educators and, as such, a desperate need for committed educators. At the core of reasons for this are the inadequate pre-service training of educators, working conditions, perceived status and state of education in South Africa and lack of support (financial and time allowance)<sup>154</sup> to enable educators to undertake professional development programmes and further training. In accordance with the aim of this study it can be recommended that HEIs and training institutions responsible for educator training investigate the compulsory inclusion of the developed sport management programme for educator training to provide for the diverse needs of South African schools. Specialist (elective) modules, not covered during initial educator training as part of short courses offered to those currently involved in school sport and prospective educators as the focus and needs of schools differ or change, should also be investigated (cf. par. 6.2.7, p. 408; 6.3.3, p. 492). The successful verification, approval and implementation of the proposed guidelines for a framework of a sport management programme for educator training require continuous research to increase knowledge, skills and awareness levels to manage school sport effectively (cf. par. 7.4, p. 545; 7.5, p. 547).
- Existing school sport managers should continue to be provided with support from DBE, SRSA and their respective schools to undergo content and context specific school sport management training and to upgrade their coaching accreditation through a nationwide campaign (cf. par. 6.2.7, p. 408).
- The DBE should ensure that a specialist school sport manager, responsible to coordinate and take overall responsibility for sport in the school, is appointed and is paid and financially rewarded accordingly to position and level by them. In this way the heavy workload of

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<sup>154</sup> Cf. par. 6.2.7, p. 408; 6.3.3, p. 492

educators involved as school sport managers would decrease significantly. It is of the utmost importance that this person should not be timetabled with teaching classes to ensure the smooth and effective management in school sport. Further this person should be formally promoted and recognised by DBE as a school management position within school settings. A specialist school sport manager responsible to coordinate and take overall responsibility for sport in the school would ease the burden and heavy workload of educators and keep educators in class to teach, which is their core business, and improve academic performance and results of schools (cf. par. 6.2.7, p. 408).

- Specialist PE educators should be appointed by DBE to take responsibility for the Human Movement component of LO specifically. Their pre-service training should however not be limited or non-existent when it comes to school sport management. In so far as schools appoint persons responsible for PE, these persons should not be appointed on their prowess as an ex player, learner of the school, current player or perceived status as well-known sport personality, but they should also be properly trained in the competencies subjacent to sport management. To ensure that these persons are properly trained for their position, HEIs are compelled to develop and/or adapt current curricula and programmes to meet the demands of contemporary society and cater for current and future school sport managers. As such the offered courses should not be geared towards societal sport, but rather focus on the needs of learners, the school and school sport experiences. It is thus envisaged that current programmes for educator training are also modified to incorporate both business and education based subjects, as is evident in the developed sport management programme for educator training (cf. par. 7.5, p. 547).
- A professional body that represents school sport managers and promotes the body of knowledge pertaining to school sport and school sport management should be established. This may be subsumed within current sport management professional associations or be established as a stand-alone professional association. Ideally this professional body or an alternative professional association as part of its role should fulfil the proposals outlined by Smith and Westerbeek (2004:43-44) and endorsed by Milne (2007:296). They advocate that professionalism in sport management education can be achieved inter alia through higher education authorities and institutions being more accountable in standardising sport management curricula and the provision of a code of behaviour to guide the ethical discharge of school sport management graduates' work.
- The sport management programme for educator training could include the specific outcomes as set out in par. 7.5.2 (cf. p. 554; Table 40, p. 557). It can be recommended that the

questionnaire assessing the school sport managers' competencies and needs in the South African context include more range statements to ensure that the depth of competencies needed is researched.

- Specialist functions and competencies exist within the school sport management industry, and it is recommended that HEIs and other academic institutions no longer ignore this phenomenon and include these specific needs in their curricula when curricula are designed.

Apart for recommendations offered in relation to the research findings, recommendations for future research are offered in the next section.

### **8.6.2 Recommendations for future research**

Recommendations for future research were offered throughout this study. However, the following recommendations deserve particular emphasis.

- In the preceding section (cf. par. 8.6.1, p. 635), it was mentioned that DBE should appoint a specialist school sport manager and that school sport managers should be formally recognised and promoted as a school management position within school settings. This particular argument presented earlier may need to be supported by further research that compares the roles, skills and competencies of amongst others HODs and a specialist school sport manager. The further research is needed to determine the criteria by which a specialist school sport manager would be appointed in an equivalent position as Head of Department.
- More comprehensive research can be done to determine the roles, skills, competencies, qualifications and responsibilities of a specialist school sport manager (Sport coordinator/sport director).
- Research can be done on the impact that modern trends have on the education and training needs of the school sport manager.
- In the context of professionalisation, commercialisation and scientification it is recommended that extensive research be undertaken to determine the role and place of sport in education. Aspects that could be looked into include: (i) intensity of sport in schools; (ii) whether schools have a rightful place for the participation in sport; (iii) at which age should children start to participate in competition sport; (iv) which sport and related programmes are educationally justifiable; and (v) the effect and influence of the return of PE as a full status, stand alone subject.

- More extensive research can be undertaken to distinguish between the school sport management competencies required for different levels of management.
- Applied research can be conducted in collaboration with schools, training institutions and other role players (stakeholders) about the optimal use and commercialisation of a school's sport facilities as a possible source of income, because stadiums and other facilities of schools have enormous potential as a niche enterprise.
- Applied research can be undertaken to determine context specific occupation management competencies for other sectors of the sport industry.

In the next section possible limitations of this study are briefly discussed.

### **8.7 LIMITATIONS OF THIS STUDY**

Defining and outlining school sport management cause problems to researchers, because one always finds individuals who question the existence of the concept sport management. Not all schools are familiar with and have a good understanding of the meaning of sport management. In the light hereof, it could be inferred that a few respondents were not willing and prepared to get involved this study. This therefore probably represents a limitation on the spectrum of views and perspectives collected in this study.

In so far as the research focused on the South African schools, it was not possible to use results to make generalisations about the school sport management competencies in international schools.

Despite the mentioned limitations of the study, the undertaken study also has implications for sport management as a science. These implications for sport management as a science are now briefly touched upon.

### **8.8 IMPLICATIONS FOR SPORT MANAGEMENT AS A SCIENCE**

From the undertaken research it became evident that school sport management can be regarded as the scientific field responsible for research in and for training of sport management competencies for the school sport manager. It thus presupposes that research and training should, with due consideration of the ever-changing needs of practice, focus on the theoretical, practical and professional sport management training of school sport managers in accordance with the diverse needs of South African schools. Clear guidance and direction should be given to

training institutions and trainers regarding content and context specific requirements, needs and demands of the practice, otherwise confusion would exist about the specific extent, role, nature and expectations of different role players in school sport and the training of school sport managers.

School sport management can further be regarded as a cross discipline with specific touch points with other fields of study or scientific fields, such as Sociology, Sport History, Sport Psychology and Philosophy of Sport. As a result hereof, should School Sport Management identify the points these fields of study have in common, in order to ensure content, context specific practice directed training for the sport industry, but more specifically for the school sport manager. It is however, not expedient that training should take place in an uncoordinated or structured manner.

In the South African context, the outcomes based approach to education (OBE), nevertheless necessitates HEIs as well as other training institutions to adapt to this approach (Du Pré, 2000; Breier, 2001a; Carl, 2009; Du Pré, 2010). The OBE approach is used increasingly within the framework and conditions of the SAQA framework (Genis, 1997; Geber & Munro, 1999; Killen & Spady, 1999; Dreyer & Booyse, 2004). It is thus of cardinal importance that this approach is effectively unlocked and curricula and programmes comply with the necessary demands and claims of schools. Subsequently, an appeal is made to schools to also accept responsibility and ownership to keep HEIs and other training institutions well informed and up to date with their specific needs. In this regard school sport management leaders in schools could also contribute to sport management through the placement of articles in recognised and accepted sport magazines and journals about the management and administration of sport in schools.

To conclude this study, a brief summary of the study is presented in the next section.

## **8.9 CLOSING REMARKS**

In a nutshell it can be said, looking back, that this research has endeavoured to develop a sport management programme for educator training in accordance with the diverse needs of South African schools. Chapter One identified the aims, objectives and methodology of the study.

Through Chapter Two (school sport in the South African context) and Chapter Three sport (management training for educators) the researcher identified and described the competencies and needs required by a school sport manager to manage sport in the school successfully. In Chapter Four, the theoretical framework for this study was concluded with a historical overview of sport



management and educator training programmes as part of educator training and the identification of key words that could give an indication of the content for a school sport management programme for educator training (sport management training programmes in perspective). Chapter Five gave an outline of the research design and methodology of this study. The questionnaire that was compiled from the literature study and results from the semi-structured interview were analysed and the results of the empirical data were reflected in Chapter Six.

The role of all the role players in the South African education and training sector was discussed in detail in Chapter Seven and in Chapter Eight the research on developing a sport management programme for educator training in the South African context was concluded by making recommendations based on the findings of this research and also for future research to be undertaken, amongst others.

It can be said that this investigation of content, context specific occupational orientated sport management training for educators in the unique, South African context, within the context of the stated problem and goals and objectives of this study, represents a specific contribution to training theory. The researcher sincerely hopes that the content and context specific point of departure will provide a positive contribution to the sport management training of educators, and specifically the occupational aspects of school sport management. A training practice that has the operationalisation of sport management competencies as foundation, should stand the sport industry as a whole in good stead, but more specifically the school sport manager in the sport education sector of the sport industry, since new entrants to the practice would not only be able to manage school sport effectively, but should also be able account for their actions critically. The value of this research can thus be summarised as a contribution to a principled position and strategic clarity in education to promote the national cause of *! ke e:/xarra//ke*, unity in diversity.

In closing, within the context of this study, it is thus relevant to highlight the words of Michael Phelps, well known, American swimmer who once said: ***“So many people along the way, whatever it is you aspire to do, will tell you it can't be done. But all it takes is imagination. You dream. You plan. You reach. There will be obstacles. There will doubters. There will be mistakes. But with hard work, with belief, with confidence and trust in yourself and those around you, there are no limits”*** (Goodreads, 2013).