A sport management programme for educator training in accordance with the diverse needs of South african schools

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DECLARATION

I declare ***"A Sport management programme for educator training in accordance with the diverse needs of South African schools"*** to be my own work, that all references and sources used or quoted have indicated and acknowledged by means of a complete bibliography, and that this thesis was not previously submitted by me or any other person for degree purposes at this or any other university.

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ABSTRACT

In school sport the professionalisation of sport has reached the domain of school sport as a grassroots incubator for sporting talent and for providing positive experiences that might lead to lifelong engagement in physical activity. This has inevitably led to the development of specialised human resources required to manage school sport. In the South African context, despite the existence of a variety of sport management programmes, there is a need for continuously updated and adapted programmes to address the needs and demands of the market and workplace. To cope with the increased complexities surrounding school sport and the management thereof, a distinct body of knowledge and skills needs to be developed (Quatman & Chelladurai, 2008a:651) for the management of school sport. Concern over the lack of common knowledge, as well as a pertinent sport management programme for educator training to prepare educators for the diverse contemporary requirements and needs regarding the management of school sport, has resulted in current and prospective educators not necessarily meeting the needs or expectations of the industry in a diversity of South African schools to manage school sport. As a result there appears to be a gap between current sport management programmes' outcomes at Higher Education Institutions (HEIs)[1] in South Africa and the expected competencies of school sport managers. A need thus exists to have a sport management programme in place for educator training in accordance with the diverse needs of South African schools.

Based on the preceding, the problem of identifying 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 is seen as the central point in this study. In coherence with the problem statement and the stated research questions, the purpose of this research was to determine the needs and competencies of school sport managers in order to develop a sport management programme for educator training according to the diverse needs of schools in South Africa. In order to achieve this, based on the problem statement, it was necessary to:

- Determine the context of school sport within the education system;
- Describe and delineate the current role of the school sport manager within the education system;
- To analyse international and national sport management training programmes as part of educator training;
- Determine the needs and competencies required by educators to manage school sport effectively according to the diverse needs of South African schools; and

[1] Cf. List of Acronyms

- Develop a sport management training programme for school sport managers according to the diverse needs of South African schools.

To be able to develop a sport management programme for educator training, it was necessary to develop a related instrument that was content and context specific. Contextual, descriptive and explorative qualitative research was undertaken by means of a semi-structured interview. After the sport management competencies and needs were identified, a questionnaire (quantitative research), based on the qualitative research and the literature study in Chapters Two, Three and Four was compiled as part of the mixed-methods research design. To make a sound judgement of content and context specific sport management programmes for educator training, an occupation analysis of the identified school sport management competencies and a needs analysis of specific needs required to manage school sport was undertaken by means of a structured questionnaire. Once the competencies and needs required to manage school sport were defined, programme development principles were applied to develop a sport management programme for educator training in accordance with the diverse needs of South African schools.

Conclusions drawn from the above-mentioned research include that the school sport management environment is exceptionally varied, politicised and complex. Another conclusion was that competencies required by the school sport manager can be divided into **core, functional and specialist competencies**, indicating a range of competencies necessary to equip and enable the school sport manager to manage school sport successfully. This phenomenon cannot merely be ignored by HEIs[2] when a content and context-specific market and needs-driven sport management programme for educator training in a diversity of South African schools is developed. It is therefore recommended that a school sport management programme be tailored to the content and context-specific needs of society and school sport managers. In the light of the preceding and a continuously changing education landscape in South Africa, it is necessary that the developed sport management programme and related guidelines for a sport management programme for initial educator training in accordance with the diverse needs of South African schools should continuously be supplemented and adapted in a dynamic school sport environment.

Keywords: educator, schools, sport, education, school sport, sport and sport related activities, school sport manager, competencies, sport management programme, diversity, diverse needs.

[2] Cf. List of Acronyms

ABSTRAK

In skolesport het die professionalisering van sport die domein van skolesport bereik as 'n voetsoolvlak-inkubator vir sporttalent en vir die verskaffing van positiewe ervaringe wat kan lei tot lewenslange betrokkenheid by fisieke aktiwiteite. Dit het onvermydelik gelei tot die ontwikkeling van gespesialiseerde menslike hulpbronne wat benodig word vir die bestuur van skolesport. In die Suid-Afrikaanse konteks is daar – ten spyte van 'n verskeidenheid sportbestuursprogramme – steeds 'n behoefte aan programme wat deurlopend bygewerk en aangepas word om die behoeftes en eise van die mark en werkplek die hoof te bied. Vir die hantering van die toenemende kompleksiteite rondom skolesport en die bestuur daarvan moet 'n afsonderlike korpus van kennis en vaardighede ontwikkel word (Quatman & Chelladurai, 2008a:651) vir die bestuur van skolesport. Kommer oor die gebrek aan algemene kennis en 'n pertinente sportbestuursprogram vir opvoederopleiding om opvoeders voor te berei vir die diverse hedendaagse vereistes en behoeftes met betrekking tot die bestuur van skolesport het daartoe gelei dat huidige en voornemende opvoeders in 'n verskeidenheid Suid-Afrikaanse skole nie noodwendig aan die behoeftes of verwagtinge van die bedryf voldoen om skolesport te bestuur nie. Gevolglik is daar oënskynlik 'n gaping tussen huidige sportbestuursprogramme se uitkomstes by Hoëronderwysinstansies (HOI's)[3] in Suid-Afrika en die verwagte bevoegdhede van skolesportbestuurders. Daar bestaan dus 'n behoefte om 'n sportbestuursprogram in plek te hê vir opvoederopleiding ooreenkomstig die uiteenlopende behoeftes van Suid-Afrikaanse skole.

Die probleem rondom die identifisering van die behoeftes en bevoegdhede van skolesportbestuurders wat benodig word vir die sportbestuursopleiding van opvoeders ooreenkomstig die diverse konteks van Suid-Afrikaanse skole word as die sentrale punt van hierdie studie beskou. In samehang met die probleemstelling en die gestelde navorsingsvrae was die doel van hierdie navorsing om die behoeftes en bevoegdhede van skolesportbestuurders te bepaal ten einde 'n sportbestuursprogram vir opvoederopleiding te ontwikkel ooreenkomstig die diverse behoeftes van skole in Suid-Afrika. Om dit te bereik, met verwysing na die probleemstelling, was dit nodig:

- om die konteks van skolesport binne die opvoedkundige stelsel te bepaal;
- om die huidige rol van die skolesportbestuurder binne die opvoedkundige stelsel te beskryf en af te baken;
- om internasionale en nasionale sportbestuursopleidingsprogramme te ontleed as deel van opvoederopleiding;

[3] Cf. List of Acronymns

- om te bepaal watter behoeftes en bevoegdhede vereis word vir opvoeders om skolesport doeltreffend te bestuur ooreenkomstig die uiteenlopende behoeftes van Suid-Afrikaanse skole; en
- om 'n sportbestuursopleidingsprogram vir skolesportbestuurders te ontwikkel ooreenkomstig die uiteenlopende behoeftes van Suid-Afrikaanse skole.

Alvorens 'n sportbestuursprogram vir opvoederopleiding ontwikkel kon word, was dit nodig om 'n inhoud- en kontekssspesifieke verwante instrument te ontwikkel. Kontekstuele, beskrywende en verkennende kwalitatiewe navorsing is onderneem deur middel van 'n semi-gestruktureerde onderhoud. Nadat die sportbestuursbevoegdhede en -behoeftes geïdentifiseer is, is 'n vraelys (kwantitatiewe navorsing), gebaseer op die kwalitatiewe navorsing en die literatuurstudie in hoofstukke twee, drie en vier, opgestel as deel van die gemengde metodes navorsingsontwerp. Ten einde 'n goeie oordeel oor inhoud- en kontekssspesifieke sportbestuursprogramme vir opvoederopleiding te kan vel, is 'n beroepsontleding (van die geïdentifiseerde skolesportbestuursbevoegdhede) en 'n behoefteontleding (van spesifieke behoeftes wat vereis word om skolesport te bestuur) deur middel van 'n gestruktureerde vraelys onderneem. Nadat die bevoegdhede en behoeftes vir die bestuur van skolesport gedefinieer is, is programontwikkelingsbeginsels toegepas om 'n sportbestuursprogram vir opvoederopleiding te ontwikkel ooreenkomstig die diverse behoeftes van Suid-Afrikaanse skole.

Gevolgtrekkings uit bogenoemde navorsing sluit in dat die skolesportbestuursomgewing besonder uiteenlopend, verpolitiseer en kompleks is. Nog 'n gevolgtrekking was dat bevoegdhede wat vereis word deur skolesportbestuurders opgedeel kan word in **kern-, funksionele en gespesialiseerde bevoegdhede**, wat dui op 'n reeks bevoegdhede wat nodig is om die skolesportbestuurder toe te rus en in staat te stel om skolesport suksesvol te bestuur. Hierdie verskynsel kan nie bloot geïgnoreer word deur HOIs[4] wanneer 'n inhoud- en kontekssspesifieke mark- en behoefte gedrewe sportbestuursprogram vir opvoederopleiding in 'n verskeidenheid Suid-Afrikaanse skole ontwikkel word nie. Dit word dus aanbeveel dat 'n skolesportbestuursprogram pasgemaak word volgens die inhoud- en kontekssspesifieke behoeftes van die samelewing en skolesportbestuurders. In die lig van die voorafgaande en 'n voortdurende veranderende opvoedingslandskap in Suid-Afrika is dit nodig dat die ontwikkelde sportbestuursprogram en verwante riglyne vir 'n sportbestuursprogram vir aanvanklike opvoederopleiding ooreenkomstig die uiteenlopende behoeftes van Suid-Afrikaanse skole voortdurend aangevul en aangepas moet word in 'n dinamiese skolesportomgewing.

[4] Cf. List of Acronymns

Sleutelwoorde: opvoeder, skole, sport, opvoeding, skolesport, sport en sportverwante aktiwiteite, skolesportbestuurder, bevoegdhede, sportbestuursprogram, diversiteit, uiteenlopende behoeftes.

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ACRONYMS

AAHPERD	American Alliance for Health, Physical Education, Recreation and Dance
ACE	Advanced Certificate in Education
ANC	African National Congress
ACHPER	Australian Council for Health, Physical Education and Recreation
B.Ed.	Bachelor of Education
CA	Centurion Akademie
CAPS	Curriculum Assessment Policy Statements
CAT	Computer Application Technology
CATHSSETA	Culture, Art, Tourism, Hospitality And Sport Education And Training Sector Education And Training Authority
CCFOs	Critical Cross Field Outcomes
CHE	Council on Higher Education
CO	Critical Outcomes
COSSASA	Confederation of School Sport Association Of Southern Africa
CPDT	Continuing Professional Teacher Development
CPUT	Cape Peninsula University of Technology
CSSR	Council for Social Science Research
CUT	Central University of Technology
DBE	Department of Basic Education
DHET	Department of Higher Education and Training

DoE	Department of Education
EASM	European Association for Sport Management
EMS	Economic and Management Sciences
ETQA	Education and Training Qualification Authority
FA	Football Association
FASSET	Sector Education Training Authorities for Finance, Accounting, Management Consulting and Other Financial Services
FET	Further Education and Training Colleges
FET	Further Education and Training Band
FETAC	Further Education and Training Awards Council
FIFA	Fédération Internationale De Football Association
GET	General Education and Training Band
GIZ	Deutsche Gesellschaft Für Internationalle ZusammenarbeiT
HE	Higher Education
HEB	Higher Education Board
HED	Higher Education Diploma
HEIs	Higher Education Institutions
HEQC	Higher Education Quality Committee
HEQF	Higher Education Qualifications Framework
HERDSA	Higher Education Research and Development Society Of Australasia
HET	Higher Education and Training Band
HET	Higher Education and Training
HMS	Human Movement Science
HR	Human Resources
IPET	Initial Professional Education of Teachers
IPTs	Inter Provincial Tournaments
ISSF	International School Sport Federation
KFC	Kentucky Fried Chicken

KPAs	Key Performance Areas
KSVAS	Knowledge Skills Values Attitudes
LO	Life Orientation
LTPDM	Long Term Participant Development Model
MBA	Magister in Business Administration
MSA	Kaiser's Measure of Sample Adequacy
MSTE	Mathematics, Science and Technology Education
NASPE	National Association for Sport and Physical Education
NASSM	North American Society for Sport Management
NCS	National Curriculum Statement
ND	National Diploma
NGO	Non-Government Organisations
NMMU	Nelson Mandela Metropolitan University
NP	National Party
NPDE	National Professional Diploma in Education
NQF	National Qualifications Framework
NSBs	National Standards Body
NSC	National Sport Commission
NSF	National Sport Federations
NSRP	National Sport and Recreation Plan
NWU	North-West University
OBE	Outcomes Based Education
PE	Physical Education
PGCE	Post Graduate Certificate of Education
PGHED	Post Graduate Higher Education Diploma
POE	Portfolio of Evidence
QCTO	Quality Council for Trades and Occupations

RAU	Rand Afrikaans University
RPL	Recognition of Prior Learning
SACE	South African Council for Educators
SAIRR	South African Institute for Racial Relations
SAQA	South African Qualifications Framework
SAS4L	South African Sport for Life
SASC	South African Sport Commission
SASC	South African Sports Commission
SASCOC	South African Sports Confederation and Olympic Committee
SCS	Statistical Consultancy Services of the North West University
SETAS	Sector Education Training Authorities
SGB	School Governing Body
SIC	Standard Industrial Classification
SMAANZ	Sport Management Association of Australia and New Zealand
SMT	School Management Team
SO	Specific Outcomes
SOPs	Standard Operation Procedures
SRSA	Sport and Recreation South Africa
SSDS	Social Sciences and Development Studies
THETA	Tourism, Hospitality, Sport Education and Training Authority
TQM	Total Quality Management
UFS	University of the Free State
UJ	University of Johannesburg
UK	United Kingdom
UNICEF	United Nations Children's Fund
UP	University of Pretoria
USA	United States of America

USSASA	United Schools Sport Association of South Africa
USSR	United Socialised Soviet Republic
VUT	Vaal University of Technology
WIL	Work Integrated Learning
WSU	Walter Sisulu University