

A sport management and job satisfaction audit among selected school sport managers in the North West Province

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DECLARATION

The co-authors of the three articles, which form part of this thesis, Dr Yolandi Willemse (Promoter), Prof Dawie Malan (Co-promoter) and Dr Suria Ellis (Assistant-promoter) hereby give permission to the candidate, Mrs Elriena Eksteen to include the three articles as part of the PhD thesis. The contribution (advisory and supportive) of the co-authors was kept within reasonable limits, thereby enabling the candidate to submit this thesis for examination purposes. This thesis, therefore, serves as fulfilment of the requirements for the degree Doctor of Philosophy within the School of Biokinetics, Recreation and Sport Science in the Faculty of Health Sciences at the North-West University (Potchefstroom Campus).

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SUMMARY

For many learners, the school is regarded as the main environment for physical activity through organised sport activities, and as such, school sport provides the opportunity for participation in regular and structured physical activity programmes. The role of the school sport manager has in general evolved into a significant position of such professional leadership in secondary schools through ever-increasing demands and expectations together with new sports additions, expectations of parents, and fiscal tightening to be dealt with. School sport at secondary school level can therefore be acknowledged as the centre point of sport development and may provide the opportunity for learners to compete at a structured level and try to reach their optimal physical potential.

Extensive research has been conducted on sport management in general, but little attention has been paid to the management of school sport. Due to the lack of research regarding school sport management, the aim of the study was to conduct a sport management and job satisfaction audit among selected secondary school sport managers in the North West Province (NWP). The study utilised a descriptive quantitative research design to collect information, using a self-compiled questionnaire, and was based on an availability sample from secondary schools in the North West Province (NWP) with more than 200 learners in the school (it was assumed to be unlikely for schools with fewer than 200 learners to have a sport manager at the school). The study comprises 79 school sport managers (59 men and 20 women; age range from 20 to 56+ years). Data analysis included descriptive statistics, exploratory factor analyses and *t*-tests. The results of the sport management and job satisfaction audit showed in the following:

- The physical school sport environment at selected secondary schools in the NWP is not well maintained, not accessible, and inadequate for the majority of the schools.
- There were statistically significant differences between the perceived importance of competencies and the frequency of responsibility with regards to competencies.

- School sport managers indicated the need to attend sport management workshops in managing sport finance, sports facilities, human resources, public relations, sport marketing and sport organisation.
- School sport managers were to some extent mostly satisfied with the way they were treated by colleagues, cooperation from colleagues, availability of resources, and physical working conditions. The main aspects they were mostly dissatisfied with are insufficient in-service training opportunities, followed by salaries, time allocated to manage sport, and support from sport federations.

To the researcher's knowledge, this study is the first of its kind in the North West Province, providing a new insight into sport management and job satisfaction in secondary schools. Based on the findings of the study, recommendations include the following: Firstly, the North West Department of Sport should give attention to the availability, adequacy and accessibility of sports facilities for the promotion and development of school sports in the NWP; secondly, school principals should empower their school sport managers by sending them to attend the relevant workshops to improve their sport management competencies; and thirdly, the North West Department of Sport should take note of the findings of the study to implement appropriate funding and structures for the advancement of school sport in the NWP. Future research should include: a) more comprehensive research to determine the competencies, roles, skills and responsibilities of school sport managers in South Africa, b) more distinctive research to distinguish between the competencies of school sport managers from private schools and state schools, and c) research on school sport managers from primary schools in the NWP.

[Keywords: school sport, management, competencies, job satisfaction, sport environment]

OPSOMMING

Die skool is vir baie leerders die belangrikste omgewing waarin hulle fisiek aktief kan wees deur georganiseerde sportaktiwiteite te beoefen. Sodoende bied skolesport vir die leerders die geleentheid van deelname aan gewone en gestruktureerde fisieke aktiwiteitsprogramme. Die rol van die skolesportbestuurder het ontwikkel in 'n beduidende posisie van professionele leierskap in sekondêre skole deur toenemende eise en verwagtings, tesame met nuwe sport-toevoegings, die veranderende vereistes van ouers en fiskale toename wat hanteer moet word. Skolesport op sekondêre skoolvlak kan dus erken word as die middelpunt van sportontwikkeling en kan aan leerders die geleentheid bied om op 'n gevorderde vlak te kompeteer en sodoende hul optimale fisieke potensiaal te bereik.

Intensiewe navorsing is al gedoen oor sportbestuur in die algemeen, maar min aandag is geskenk aan die bestuur van skolesport. Weens die gebrek aan navorsing ten opsigte van die bestuur van skolesport, was die fokus van die studie om 'n sportbestuur- en werkstevredenheid-oudit uit te voer op geselekteerde sekondêre skolesportbestuurders in die Noordwes Provinsie (NWP). Die studie het gebruik gemaak van 'n beskrywende kwantitatiewe navorsingsontwerp deur 'n selfgestruktureerde vraelys te gebruik om die nodige data in te samel. 'n Beskikbaarheidstreekproef is aangewend vir sekondêre skole in die Noordwes Provinsie met meer as 200 leerders in die skool (daar was aanvaar dat dit onwaarskynlik sou wees dat skole met minder as 200 leerders 'n sportbestuurder sou hê) en het bestaan uit 79 skolesportbestuurders (59 mans en 20 dames; ouderdom wissel van 20 tot 56+ jaar). Dataontleding het beskrywende statistiek, eksploratiewe faktoranalise en *t*-toetse ingesluit. Die resultate van die sportbestuur- en werkstevredenheid-oudit het die volgende getoon:

- Die fisiese skolesport omgewing van geselekteerde sekondêre skole in die NWP word nie goed onderhou nie, is ontoeganklik, en is onvoldoende vir die meerderheid van die skole.

- Daar is statistiese betekenisvolle verskille tussen die waarneembare belangrikheid van bevoegdheid en die frekwensie van verantwoordelikheid teenoor die bevoegdheid.
- Skolesportbestuurders het 'n behoefte daaraan om sportbestuurswerkswinkels by te woon in sportfinansies, sportfasiliteite, mensehulpbronne, publieke verhoudings, sportbemarking en sportorganisering.
- Skolesportbestuurders is tot 'n sekere mate meestal tevrede met die manier waarop hulle deur hul kollegas hanteer word, samewerking met hul kollegas, beskikbaarheid van hulpbronne en hul fisiese werksomstandighede. Die hoofaspekte waarmee hulle meestal ontevrede is, behels onvoldoende geleenthede vir indiensopleiding, gevolg deur salarisse, tyd geallokeer waarin hul skolesport moet bestuur en ondersteuning van sportfederasies.

Na die navorser se wete, is hierdie studie enig in sy soort in die Noordwes Provinsie en verskaf dit nuwe insigte ten opsigte van sportbestuur in sekondêre skole. Gebaseer op die bevindinge van die studie kan die volgende aanbevelings gemaak word: Eerstens, aandag moet geskenk word aan die beskikbaarheid, toeganklikheid en geskiktheid van die sportfasiliteite vir die ontwikkeling van skolesport in die NWP; tweedens, skoolhoofde behoort hul skolesportbestuurders te bemagtig om werkswinkels in sportbestuur by te woon om sodoende hul bevoegdheid te verbeter; en derdens, die Noordwes Departement van Sport behoort kennis te neem van die bevindinge van die studie om sodoende strukture te implementeer vir die bevordering van skolesport in die NWP. Toekomstige navorsing behoort die volgende in te sluit: a) meer omvattende navorsing om die bevoegdheid, rolle, vaardighede en verantwoordelikhede van skolesportbestuurders in Suid-Afrika te bepaal, b) meer kenmerkende navorsing om te onderskei tussen bevoegdheid van skolesportbestuurders van privaatskole en staatskole, en c) navorsing op skolesportbestuurders van primêre skole in die NWP.

[Sleutelwoorde: skolesport, bestuur, bevoegdheid, werkstevredenheid, sportomgewing]

TABLE OF CONTENTS

Declaration	i
Acknowledgements	ii
Summary	iii
Opsomming	v
Table of contents	vii
List of tables	xi
List of figures	xiii

CHAPTER 1: PROBLEM STATEMENT, GOALS AND STRUCTURE OF THE STUDY

1.1	Problem statement	1
1.2	Research questions	4
1.3	Objectives	4
1.4	Structure of the thesis	5
1.5	References	6

CHAPTER 2: A REVIEW OF SCHOOL SPORT MANAGEMENT

2.1	Introduction	9
2.2	School sport management	10
2.2.1	Environmental factors affecting school sport	11
2.2.1.1	External (macro) environmental factors	11
2.2.1.2	Internal (micro) environmental factors	13
2.2.2	Competencies associated with school sport management	18
2.2.2.1	Competencies associated with management responsibilities	19
2.2.2.2	Competencies associated with management skills	21
2.2.2.3	Functional and core management competencies	22
2.2.3	Management of school sports facilities and financial support	38
2.2.4	School sport managers and continuous professional development	41
2.2.5	Sport management and job satisfaction	45

2.3	Conclusion	49
2.4	References	51

CHAPTER 3: ARTICLE 1: PHYSICAL STATE AND FINANCIAL SUPPORT OF SCHOOL SPORT IN THE NORTH WEST PROVINCE, SOUTH AFRICA

Title page	67
Abstract	68
Introduction	69
Materials and methods	70
Research sample	70
Research instrument	70
Statistical analysis	71
Results	71
Discussion	76
References	78

CHAPTER 4: ARTICLE 2: COMPETENCIES AND TRAINING NEEDS FOR SCHOOL SPORT MANAGERS IN THE NORTH WEST PROVINCE, SOUTH AFRICA

Title page	82
Abstract	83
Introduction	84
Methodology	87
Research sample	87
Research instrument	88
Ethical clearance	88
Statistical analysis	89
Results	89
Discussion	95
Conclusion	97
References	97

CHAPTER 5: ARTICLE 3: JOB SATISFACTION OF SCHOOL SPORT MANAGERS IN THE NORTH WEST PROVINCE, SOUTH AFRICA

Title page	102
Abstract	103
Introduction	104
Methodology	105
Research sample	105
Research instrument	106
Ethical clearance	106
Statistical analysis	106
Results	107
Discussion	110
Conclusion	111
References	112

CHAPTER 6: SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

6.1	Introduction	116
6.2	Summary	117
6.3	Research findings and conclusions	120
6.4	Contribution of this study	126
6.5	Recommendations and limitations	127

APPENDIX

Appendix A:	Research questionnaire and consent form	131
Appendix B:	Ethical approval certificate	132
Appendix C:	Instructions for authors	133

- Article 1: African journal for physical, health education, recreation and dance (AJIPHERD)
- Article 2: Journal of physical education and sport management (JPESM)

Article 3: South African journal for research in sport, physical education and recreation (SAJRSPER)

Appendix D:	Proof of manuscript submissions	134
Appendix E:	Proof of manuscript acceptance	135
Appendix F:	Confirmation letter of language editing	136
Appendix G:	Methodology	137

LIST OF TABLES

CHAPTER 2

Table 2.1	Factors and variables of the general environment that affect school sport	12
Table 2.2	Resources affecting school sport	14
Table 2.3	Competencies associated with school sport management responsibilities	20
Table 2.4	Management skills of school sport managers	22
Table 2.5	Functional management competencies required for school sport managers	24
Table 2.6:	Core management competencies required for school sport Managers: Fundamental management areas	30
Table 2.7	Core management competencies required for school sport Managers: General management areas	33
Table 2.8	Problems schools in Nigeria experience regarding school sports facilities	40
Table 2.9	Job satisfaction factors and description of factors	46
Table 2.10	Job satisfaction factors and description of factors	47

CHAPTER 3

Table 3.1:	Profile of sports presented	72
Table 3.2:	Condition of surfaces	72
Table 3.3:	Condition of the surfaces according to the observation process	73
Table 3.4:	Suitability of other sports facilities	73
Table 3.5:	Suitability of other sports facilities according to observation process	74

Table 3.6:	Safety of facilities and surrounding environment	74
Table 3.7:	Financial support for managing school sport	75
Table 3.8:	Adequacy of maintenance budget	76

CHAPTER 4

Table 4.1:	Profile of school sport managers at secondary schools in the NWP	90
Table 4.2:	Importance of competencies and extent of responsibility	91
Table 4.3:	Factor pattern matrix on the importance of functional sport management competencies	92
Table 4.4:	Factor pattern matrix on the importance of core sport management competencies	93
Table 4.5:	Comparison of importance of and being responsible for competencies by school sport managers at secondary schools in the NWP	94
Table 4.6:	Audit on workshops attended and required by school sport managers at secondary schools in the NWP	95

CHAPTER 5

Table 5.1:	Profile of school sport managers at secondary schools in the NWP	107
Table 5.2:	The extent of job satisfaction with regard to the job itself by school sport managers at secondary schools in the NWP	109
Table 5.3:	The extent of job satisfaction with regard to working conditions by school sport managers at secondary schools in the NWP	110

LIST OF FIGURES

CHAPTER 2

Figure 2.1	Internal and external environmental factors that affect school sport	18
Figure 2.2	Responsibilities of school sport managers	21
Figure 2.3	Scientific fields in sport management training	44
Figure 2.4	Two-factor theory of job satisfaction	46

CHAPTER 1

PROBLEM STATEMENT, GOALS AND STRUCTURE OF THE STUDY

1.1 PROBLEM STATEMENT

Globally, the growth of sports as a major industry has increased the need and opportunity for well-trained professional managers in sport. According to the Southern New Hampshire University (2013), sport is the sixth largest leading industry in the United States, with an annual revenue of approximately \$252 billion, thereby making it essential to ensure effective management on all levels of sport. In order for South Africa to compete in the competitive world of sport, success has to originate from within schools, and if a school's sport programme is run efficiently, athletes will be more confident to perform at higher levels in the international arena (Kriek, 2002:4). In line with this statement, the appointment of well-educated and dedicated sport managers is regarded as one of the key drivers in managing school sports, which can be developed through progressive, well-established sport management programmes (Vosloo, 2014:1). Based on various definitions of school sport management, the term is, for the purpose of the study, regarded as the actions taken to enable competitive school sport in a structured and organised manner, in addition to offer sport opportunities for mass participation (Chelladurai, 2005:22; Parkhouse & Pitts, 2005:3; Pitts & Stotlar, 2007:3-4).

The school sport manager could be referred to as the leader (coach, educator, team manager, official) who regulates, facilitates, promotes or organises any school activity that is sport related (Vosloo, 2014:3). Competencies are highly valued within the sport environment and a sufficient and efficient sport manager has therefore become essential to manage and run school sport activities effectively (Hurd, 2005:46). School sport managers need various competencies that require advanced

governance into the knowledge, skills and attributes in order to manage school sport effectively, such as public relations, financial management, programme planning, interpersonal communication, personal management, basic knowledge about sports, event management and information technology (Cuskelly & Auld, 1991:44; Horch & Schutte, 2003:74; Parks *et al.*, 2007:15).

Based on the above-mentioned competencies, Cuskelly and Auld (1991:44) investigated the perceived competencies of sport managers and found that different sectors of the sport management industry view the importance of various competencies differently. The authors found that regional and state-level sport managers perceived financial and legal competencies to be of high importance, whereas the commercial sector managers felt that exercise and health competencies were more important (Cuskelly and Auld, 1991:44). Their study further revealed that interpersonal skills, financial management, programme planning and management were perceived as the most important competencies for sport managers. In addition, Koustelios (2003:146) reported on a study conducted by Parks and Quain, which determined the type of skills regarded as important for sport managers, and indicated that the writing of documents, personnel management, public speaking, time management, finance management, human relations, personal fitness and knowledge of the sport were identified as important competencies for a sport manager. The above-mentioned findings therefore revealed that a sport manager must dispose of knowledge about the specific sport as well as communication skills in the area of public relations.

Apart from overall management and organisational competencies, Vosloo *et al.* (2009:634) found that the management of school sports facilities is also an important competency needed for effective management. No formal sport activities can take place without the availability of sports facilities (Fried, 2010:27), and within the context of school sport, sports facilities entail resources such as equipment, pavilions, playing fields, courts, parking and ablution facilities (Vosloo *et al.*, 2009:627). Physical barriers that impede sport participation on school level are the lack of well-maintained and accessible facilities, water availability, surfacing, seating arrangements, conveniences and safety issues (Mchunu, 2008:27; Olajide, 2004:21; Wechsler *et al.*, 2000:127). For the promotion of school sport, attention should be

paid to availability, adequacy, accessibility, funding, maintenance, supervision and safety of sports facilities (Olajide, 2004:23). Wechsler *et al.* (2000:127) indicated that sport participation among young people has been positively correlated with access to convenient facilities and sport equipment. Schools with more resources provide more sport and teams, and sport participation rates will be higher in general (Goldsmith, 2003:152).

According to the above-mentioned literature, the sport manager faces huge demands and, with this in mind, educators who assume dual roles as an educator and sport manager are often susceptible to various pressures that can create contradictory role expectations as well as other work-related problems (Bird, 2003:2). Dhurup and Mahomed (2011:173) indicated that three types of role stressors are negatively associated with the job satisfaction of school sport managers, namely role ambiguity, role conflict and work overload. Work overload as a typical work-related problem can therefore result when teachers are expected to educate and conduct sport management and administrative tasks (Al-Aameri, 2003:1184). Within the same context, Vosloo *et al.* (2009:636) claimed that, besides the educating tasks of teachers in schools, they are sometimes also burdened with duties such as managing/organising the sport at school, which include functions such as public relations, finances (budgets and fundraising), human resources (recruitment, selection, employment), event management, strategic management, administration and risk management.

The role of school sport managers is extremely important to the sport industry and therefore the extent to which they experience job satisfaction is of great significance. In schools, budgetary constraints limit the hiring of additional staff, which places an extra workload on the existing staff (Armstrong, 2001:45). With these added demands placed on school sport managers, it is necessary to determine which factors affect their job satisfaction negatively as well as to what extent are they satisfied in their jobs.

Thus, the problem statement of this research is: *What is the current state of sport management in secondary schools in the North West Province with regards to sport facilities, competencies and job satisfaction of school sport managers?* In order to

solve this problem, a sport management and job satisfaction audit was conducted among selected school sport managers in the North West Province.

1.2 RESEARCH QUESTIONS

It is in light of the above-mentioned research findings and primary research question that the following subsidiary questions are formulated to further delineate the focus of this research:

Sub-question 1

Are the physical state of the sports facilities and the extent of financial support thereof for selected secondary schools in the NWP sufficient for sport participation?

Sub-question 2

Are school sport managers in selected secondary schools in the NWP responsible for the competencies they perceive as very important?

Sub-question 3

Do school sport managers in selected secondary schools in the NWP have a need to attend workshops regarding sport management competencies?

Sub-question 4

Do school sport managers in selected secondary schools in the NWP experience job satisfaction?

Answers to these questions may provide the necessary information to the North West Department of Sport to implement structures for the advancement of school sport in the NWP.

1.3 OBJECTIVES

Although research has been conducted on sport management in general, little attention has been paid to the management and training of school sport managers (Burger *et al.*, 2008:253; Cuskelly & Auld, 1991:35). This lack of literature and empirical support is in accordance with the aims of this research.

Objective 1

To determine the extent to which the physical state of sports facilities and financial support thereof for selected secondary schools in the NWP are sufficient for sport participation.

Objective 2

To determine to what extent school sport managers in selected secondary schools in the NWP are responsible for the competencies they perceive as very important.

Objective 3

To determine the nature of and types of training needs of school sport managers in selected secondary schools in the NWP.

Objective 4

To determine to what extent school sport managers in selected secondary schools in the NWP experience job satisfaction.

1.4 STRUCTURE OF THE THESIS

The thesis will be submitted in article format as approved by the Senate of the North-West University and will be structured as follows:

Chapter 1: Problem statement, objectives, hypotheses and structure of the thesis. References for this chapter will be in accordance with the guidelines of the NWU.

Chapter 2: A review of school sport management. References for this chapter will be in accordance with the guidelines of the NWU.

Chapter 3: 1st Article: *Physical state and financial support of school sport in the North West Province, South Africa*. To be submitted for publication in the *African Journal for Physical, Health Education, Recreation and Dance*. The structure of this article will be in accordance with the guidelines of the journal.

Chapter 4: 2nd Article: *Competencies and training needs for school sport managers in the North West Province, South Africa*. To be submitted for

publication in the *Journal of Physical Education and Sport Management*. The structure of this article will be in accordance with the guidelines of the journal.

Chapter 5: 3rd Article: *Job satisfaction of school sport managers in the North West Province, South Africa*. To be submitted for publication in the *South African Journal for Research in Sport, Physical Education and Recreation*. The structure of this article will be in accordance with the guidelines of the journal.

Chapter 6: Summary, conclusions, limitations and recommendations. References for this chapter will be in accordance with guidelines of the NWU.

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CHAPTER 2

A REVIEW OF SCHOOL SPORT MANAGEMENT

2.1 INTRODUCTION

The educational value of sport participation contributed to the increased role that governments, development agencies, and communities ascribe to sport in improving the quality of children's lives and addressing societal needs (De Donder, 2006:43). The growing and diversifying public interest in sport, on the other hand, demands greater professional competencies of sport managers in sport clubs and sport federations, which, in turn, led to rising requirements of professionalism in the management of sport (Horch & Schutte, 2003:70). In line with these statements, Hollander (2000:4) indicated that the extension of sport management-related services will require professionally trained managers in the sport industry to deliver quality products and services to the consumer. According to Vosloo (2014:3), the school sport manager refers to a person who regulates, facilitates, promotes, and organises any activity in schools that is sport related and can be an educator, coach, organiser, official, or team/sport manager. The role of the school sport manager has in general evolved into a significant position of such professional leadership in secondary schools through ever-increasing demands and expectations together with new sports additions, the changing parent, and fiscal tightening to be dealt with (Whitehead & Blackburn, 2013:10).

According to DeSensi *et al.* (1990:33), secondary schools that offer sports can be regarded as intramural sport clubs, which involve planning, organising, directing, controlling, budgeting, and staffing programmes at school level – all which are associated with recreational and competitive sport programmes oriented to the learner. School sport at secondary school level can therefore be acknowledged as the centre point of sport development and may provide the opportunity for learners to compete at an advanced level and try to reach their optimal physical potential

(Onifade *et al.*, 2009:70). For many learners, the school is regarded as the main environment for physical activity through organised sport activities, and as such school sport provides the opportunity for participation in regular and structured physical activity programmes (Bailey, 2006:398). Studies have reported certain benefits associated with children's participation in organised school sport, such as promoting children's health status (Johnson *et al.*, 2011; Malan & Van Deventer, 2013), providing the opportunities to learn important life skills, such as cooperation, discipline, leadership and self-control (Côté & Fraser-Thomas, 2007), helping them to perform better in becoming informed and balanced learners (Fredericks & Eccles, 2008; Whitehead & Blackburn, 2013), giving learners the opportunities to make friends (Allen, 2003), keeping learners away from drugs and crime (Van Hout *et al.*, 2013), helping learners to make good career choices, competing with others in a positive way, and improving a sense of relaxation (Rooth, 2005; Siedentop *et al.*, 2004).

Success in the development of organised school sport programmes directly depends on the quality of adult leadership involved, such as school sport managers (Washington, 2001:1459). The importance of the role school sport managers perform in managing school sport programmes cannot be over-emphasised, and therefore it is necessary to do a literature review that relates to the state and importance of sport management at school level, as well as other levels or structures of sport that can be related to prosperous participation.

The following sections of this chapter will consist of an overview of school sport management with sub-sections: environmental factors that affect school sport, competencies associated with sport management, management of school sports facilities and financial support, school sport managers and continuous professional development, as well as sport management and job satisfaction.

2.2 SCHOOL SPORT MANAGEMENT

Sport management includes any combination of skills related to planning, organising, directing, controlling, budgeting, leading, and evaluating within the context of an organisation/club/departments whose primary product or service is related to sport (DeSensi *et al.*, 1990:33). In addition, Pitts and Stotlar (2007:4) define sport

management as “the study and practice of all people, activities, businesses, or organisations involved in producing, facilitating, promoting, or organising any sport-related business or product”. Based on various definitions of sport management, the best-suited term for the purpose of this study is regarded as *the actions taken to enable competitive school sport in a structured and organised manner, in addition to offering sport opportunities for mass participation* (Chelladurai, 2005:22; Parkhouse & Pitts, 2005:3; Pitts & Stotlar, 2007:3-4). The success of managing school sport mainly depends on how effective managers apply their management and leadership skills (Pedersen *et al.*, 2011:96). To get a better understanding of school sport management, it is deemed necessary to provide an overview of the environmental factors affecting school sport.

2.2.1 Environmental factors affecting school sport

It is important to identify the school sport manager’s competencies required in managing the sport environment successfully, because these competencies have implications for educator training and can also improve the efficiency and effectiveness of school sport (Vosloo, 2014:198). Therefore, before analysing the competencies school sport managers should have, it is important to look at which environmental factors can affect school sport. This will probably offer a better understanding of the competencies school sport managers should have. When examining the school sport environment, two different environmental factors can be identified that affect school sport, namely external (macro) environmental factors and internal (micro) environmental factors (Robinson, 2010:37).

2.2.1.1 External (macro) environmental factors

According to Slack and Parent (2006:151), the external (macro) environment consists of general and task environments which are factors outside the school environment that affect the ability to achieve a goal.

2.2.1.1.1 General environment

The general environment consists of those factors that may not have a direct impact on the operations of school sport, but can influence the decisions made by the school sport managers, such as economic, political, legal, and technological factors

(Slack & Parent, 2006:151). Table 2.1 provides a brief explanation of the variables associated with each factor of the general environment that effect school sport.

Table 2.1 Factors and variables of the general environment that affect school sport (Slack & Parent, 2006:151)

Factor	Variables
Economic	The general economic conditions in which a school operates Fiscal policies Patterns of consumption
Political	Prevailing political situation Extent to which political power is concentrated Ideology of the party in power
Legal	Type of legal system within the country the school operates Jurisdictions overseen by various levels of government Existence of laws covering such areas as taxation
Technological	Internet, e-mail databases, scheduling software, and social media

When looking at the effect of the general environment on school sport in SA, the conflict between economic forces and the need for sport facilities and sport related services can be seen as very important, because there is always a lack of funds to maintain the school's sport facilities and to offer professional services such as, sport science and sport psychology to learners participating in sport (Alegi, 2007:325; Ebrahim, 2006:177). School sport in South Africa can further be used for the economic benefit of the school by utilising their sport and amenities (parking, hostels and well-equipped gymnasiums and sport fields) as a means for generating revenue for the school through events, attracting sponsorships and marketing their school through the achievements of their athletes and sport teams (David, 2008:117; Hollander, 2000:46).

In South Africa school sport forms part of the political world and plays a political role in society (Burnett, 2002:178; 2008:111-112; 2010:45). According to various researchers school sport in South Africa is manipulated by politicians to promote

their own ideology and prestige through so-called nation-building in the school system (Black & Van der Westhuizen, 2004:1195; Horne & Manzenreiter, 2006:14; Rowe & McGuirk, 1999:128-129; Vincent & Stevenson, 2010:287-289). Therefore, the school sport manager should determine and understand the political role of sport in the society to place school sport in a prominent position where the achievements of the athletes can be improved (Vosloo, 2014:78).

2.2.1.1.2 Task environment

In contrast with the general environment, which is more separate from the school, the task environment is of more immediate concern to the sport manager, because it contains those elements that can strongly affect the school's success regarding sport-related activities (Slack & Parent, 2006:153). The task environment is more directly tied to school sport than the general environment and can influence the school's ability to achieve its goals. The task environment consists of elements such as competitors, customers-members-fans, staff and suppliers (Slack & Parent, 2006:153). Zeigler's (1985) study of physical education departments similarly describes the task environment, which includes clients, suppliers, controllers, and advisers. Each school's sport task environment is unique and the constituents making up this environment may change over time.

2.2.1.2 Internal (micro) environmental factors

Internal environmental factors constitute the factors from within the school that directly affect what they do, such as governance, resources, culture and tradition (Robinson, 2010:39).

2.2.1.2.1 Governance

School sport managers must be cognisant of any official documents that lay out the guidelines, policies, and procedures for how the school's sport is to be managed. For example, a school should have a code of conduct, bill of rights, policy and procedure manual, constitution and bylaws that serve as a framework for how the sport department within the school will operate and be governed. (Robinson, 2010:39). The process of updating the 2001 version of the White Paper was finalised in 2011 together with the development of a Road Map that outlined priority areas for sport and recreation. The basis for the development of Government's first ever National

Sport and Recreation Plan (NSRP) were formed by these documents, nurturing a vibrant sport system that encourages growth and development of the sport sector. It further encourages the reasonable delivery of sport to all in South Africa to ensure an active and winning nation (Department of Sport and Recreation, 2011:11). Two official documents to guide school sport managers in managing school sport are the School Sport Policy and the National Sport and Recreation Plan (NSRP). The School Sport Policy applies to all schools in the Republic of South Africa governed by the South African Schools Act 84 of 1996. The purpose of this policy is to regulate the delivery of school sport for all learners, irrespective of ability, across all schools in an age-appropriate and/or grade appropriate way, and based on the principle of equity and access (School Sport Policy, 2011:5). The NSRP outline the implementation plan for the sport and recreation policy framework captured in the White Paper (Department of Sport and Recreation, 2011:4).

2.2.1.2.2 *Resources*

Along with being familiar with the documents that create the framework for the school's sport, school sport organisers should also be conscious of the resources at their disposal (Robinson, 2010:39). The four common forms of resources are human, physical, financial, and informational resources. See Table 2.2.

Table 2.2 Resources affecting school sport (Lussier & Kimball, 2009:25)

Resource	Description
Human resources	The school's workforce that is responsible for achieving the school sport mission and objectives such as sport organisers, coaches, and administrators.
Physical resources	The school's sports facilities and equipment such as playing fields, gymnasiums, swimming pools, rugby balls, beacons etc.
Financial resources	It is used to purchase and maintain its physical resources and to pay human resources such as coaches.
Informational resources	Includes websites, newsletters, parents meetings etc. to communicate specific information to relevant parties.

To support the above mentioned researchers, human resources (primary, secondary and tertiary consumer), physical resources (sports facilities and equipment at the school such as swimming pools, playing fields, rugby balls etc.), financial resources (sponsorships and donations), and information resources (marketing information) should obtain a lot of attention to improve school sport in South Africa (Vosloo, 2014:153). Objectives stipulated in the School Sport Policy (2011:6) with regards to physical resources are to ensure and increase access to facilities while the Sport and Recreation strategic plan (Department of Sport and Recreation, 2014:23) indicates that new sport and recreation facilities should be implemented by 2016/2017.

The NSRP outline the implementation plan for the sport and recreation policy framework captured in the White Paper for Sport and Recreation. Strategic objectives with their implementation plans regarding resources are stipulated in the NSRP as follows:

Strategic objective 2 (2011:26)

- To maximise access to sport, recreation and physical education in every school in South Africa.

Implementation plan

- Empower educators in code specific technical officiating, team management and sports administration.
- Support the delivery of sports leadership and administration training for educators to promote their involvement in schools, clubs and civil society structures.
- Appoint permanent sport coordinators to support clusters of schools at area, district, regional and provincial offices.

Strategic objective 9 (2011:39)

- To ensure that South African sport and recreation is supported by adequate and well maintained facilities.

Implementation plan

- Conduct and verify sport and recreation facility audits per province which include school based facilities and produce a clear analysis of needs.

- Develop and implement a schedule of training programmes with a special focus on the management and maintenance of sport facilities.

Strategic objective 18 (2011:48)

- To empower the human resource base through the provision of accredited education and training programmes.

Implementation plan

- Conduct an audit to identify training needs.
- Monitor and evaluate the development of the human resource base necessary for sustaining sport and recreation.

Strategic objective 21 (2011:52)

- To secure and efficiently manage financial resources to optimally support sport and recreation.

Implementation plan

- Conduct an audit of sources of funding available for sport in South Africa.
- Align the allocation of lotto funds to the NSRP.

The NSRP further stipulates expected outcomes and “ideal future” for a South African sport system which includes the following with regards to resources in school sport:

- An effective and adequately resourced sport system that meets the needs of sportspeople at all levels of participation and that allows for the equitable delivery of school sport, recreation and competitive sport.
- An increased number of suitable skilled and qualified sport practitioners to meet the human resource and capacity needs of the sector and deliver school, recreation and competitive sport.

All nine provinces, including North West Province, have responsibilities regarding the implementation of the NSRP and have committed to deliver on the outputs as stipulated (NSRP, 2011:27). As indicated by the implementation plans of the NSRP, an audit on the state of affairs related to the development of sport in the provinces has been clearly outlined.

The need for resources in schools in South Africa must be viewed together with the need for capacity and facilities like administration offices, sports fields, administrative and sport equipment, administrative furniture, and community centres (Vosloo, 2014:408). Resources such as physical, human, financial, and information, and the effective management thereof were identified as requirements for the effective management of school sport in South Africa (Vosloo, 2014:408). Vosloo's study showed that school sport managers in South Africa expressed a need for physical resources which include a need for facilities, sport fields and access to community facilities, such as Virgin Active. Respondents further reported a definite need for equipment like balls and apparel as well as office equipment such as computers and printers in particular when hosting provincial or national tournaments (Vosloo, 2014:410).

2.2.1.2.3 Culture and traditions

The final internal environmental factor that affects school sport is the culture and traditions of the school that have been established, such as first teams wearing a particular style of uniform or performing a certain pre-game ritual. Changing or eliminating those elements of culture and tradition could cause an adverse reaction among the participants and staff who consider them vital to the school's identity (Robinson, 2010:40). Environmental factors affect a school sport manager's ability to manage the school's sport, and therefore it is vital for school sport managers to recognise and understand the significance of these factors. To summarise this section of environmental factors affecting school sport, Figure 2.1 provides an outline of the external environment consisting of the general and task environment, as well as the internal environment consisting of official documents, resources, culture and traditions.

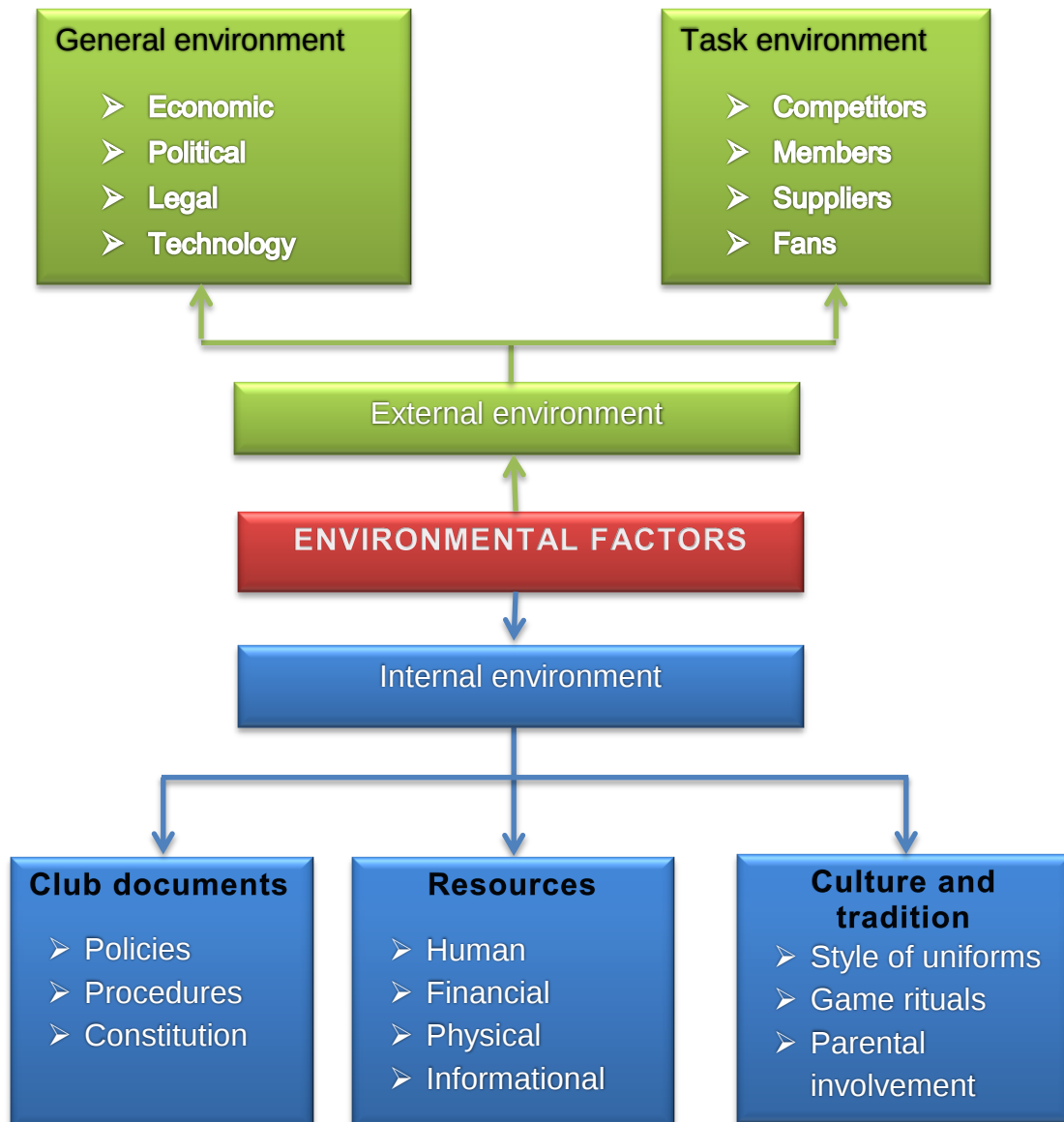


Figure 2.1 Internal and external environmental factors that affect school sport (Robinson, 2010:37)

2.2.2 Competencies associated with school sport management

After analysing the school sport environment and factors affecting school sport, the areas school sport managers should be competent in must be indicated. According to Weiss (2003:10), competencies focus on what school sport managers have to do in the workplace, and leaders typically flounder because they have a competence deficit. Hurd (2005:46) states that competencies refer to the essential skills, knowledge, abilities, and personal characteristics needed for effective job performance. If competencies are established for a school sport management

position, the evaluation, recruitment, job standards, expectations and further on-the-job training are made easier (Hurd, 2005:47).

The position of a school sport manager requires a person who is a servant leader and by providing participation opportunities, safety, and leadership, the school sport manager has a significant impact on the coach and participants (Whitehead & Blackburn, 2013:10). Besides being servant leaders, school sport managers should be competent in performing certain responsibilities and skills in managing school sport (Hernandez, 2002; Lussier & Kimball, 2009). Within this context, Whitehead and Blackburn (2013:10) further stated that a school sport manager should be a visionary, a manager, and a communicator, while also being knowledgeable in sport law (Whitehead & Blackburn, 2013:10). Lussier and Kimball (2009:24) stated that school sport managers are indirectly responsible for their school's performance on the sports field; therefore, they need the competence to plan specific goals they want to achieve as well as organise, lead and control sports participants to achieve these goals. These management activities (planning, organising, leading, control) can be seen as a process rather than a single event.

To comprehend the competencies needed for managerial and administrative effectiveness as needed for the purpose of this study, it is vital to understand the responsibilities, skills, and management functions school sport managers are expected to perform. In the next section, competencies associated with responsibilities, management skills, and management functions of school sport managers will be briefly discussed to give an understanding of the competencies school sport managers should possess.

2.2.2.1 Competencies associated with management responsibilities

Whitehead and Blackburn (2013:10) stated that school sport managers need to be competent in their responsibilities to address all aspects of the school sport programme, including the management of facilities, oversee the purchase, compile an inventory, care of items, communication, managing personnel, and being a role model. Table 2.3 stipulates Whitehead and Blackburn's explanation of the competencies associated with school sport management responsibilities.

Table 2.3 Competencies associated with school sport management responsibilities (Whitehead & Blackburn, 2013:10)

Competency	Responsibility
Addressing all aspects of the school sport programme	Coordinating team rosters Scheduling of contests, transportation, officials, and event personnel
Managing facilities	Maintenance of facilities Capital improvements of facilities Scheduling of facilities Inspection of facilities Repairs of facilities
Oversee the purchase, inventory and care of items	Uniforms Equipment Consumable goods
Communication	Must have strengths as a writer to develop policies, code of conduct, and disciplinary actions. Communicate a mission statement, training rules, objectives, policies, parent meetings, award programmes, presentations, and other methods of sharing information.
Managing personnel	Must constantly strive to recruit, hire, and train coaches and other department staff.
Role model	Sets the example for coaches, athletes, parents, officials, and spectators

On the other hand, Hernandez (2002:162) stated that school sport managers are liable for responsibilities such as coordinating internal factors, dealing with external factors, as well as monitoring and ensuring sport structures and employees. Internal factors are related to administrative activities, employees, membership, sport programmes, and facilities, while external factors consist of technological advances, political climate, the social environment for practising sport, economic stability, and youth trends in schools as depicted in Figure 2.2.

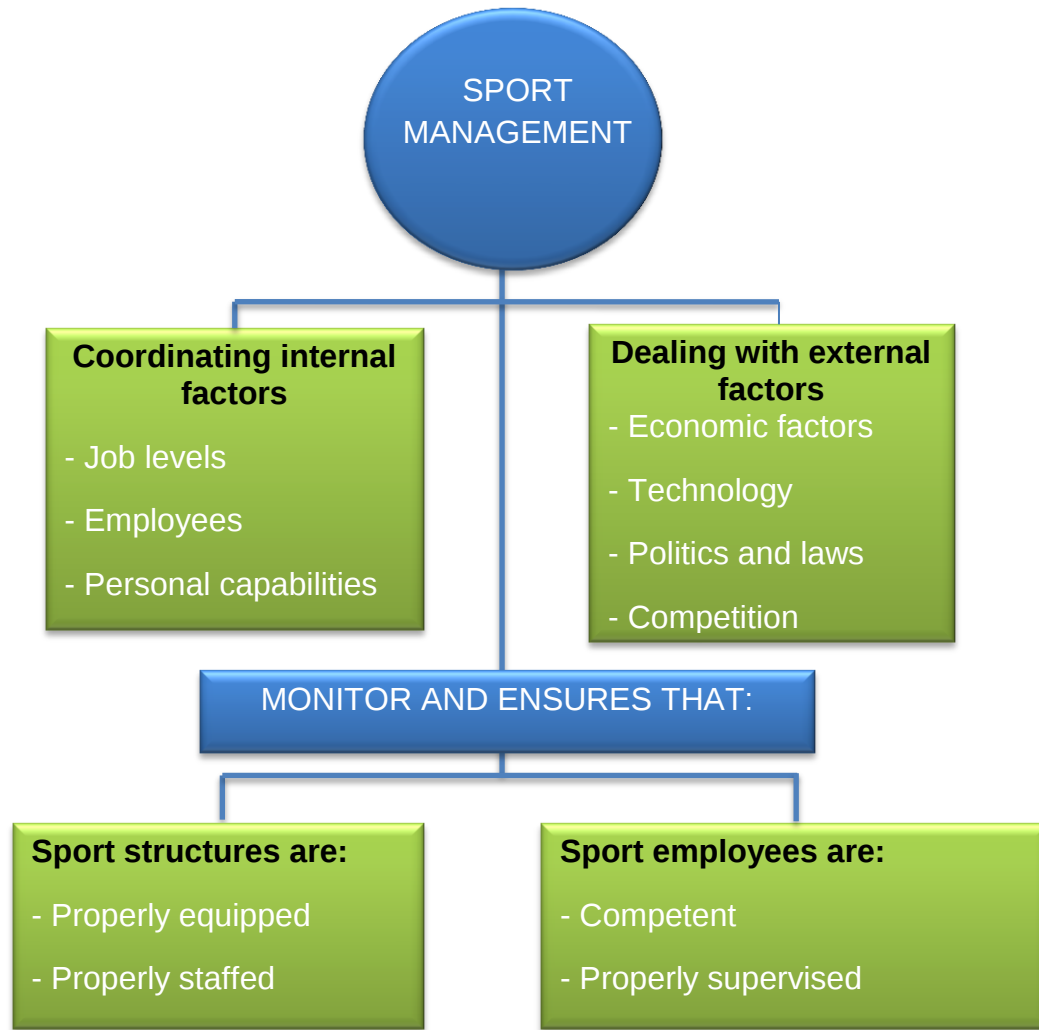


Figure 2.2 Responsibilities of school sport managers (Hernandez, 2002:162)

In South Africa, the increased structuring of sport has led to a number of specialist sport management competencies, which lead to certain responsibilities school sport managers should perform. For example a school sport manager is responsible to assure that learners are coached and trained; all officials, managers and external coaches are also trained; facilities are built and maintained; events and recreational activities are institutionalised, and reported on while apparatus and equipment are purchased (Vosloo, 2014:81).

2.2.2.2 Competencies associated with management skills

Three essential skills of contemporary sport managers have been identified, namely conceptual, interpersonal, and technical skills (Hughes *et al.*, 2011:174; Jones &

George, 2011:13; Lussier & Kimball, 2009:7; Smit *et al.*, 2011:15). Table 2.4 provides an outline of these skills with a description of each.

Table 2.4 Management skills of school sport managers (Lussier & Kimball, 2009)

Management skill	Description of skill
Technical skills	The ability to use methods and techniques to perform a task.
Conceptual skills	The ability to understand abstract ideas and to understand the organisation as a whole.
Interpersonal skills	The ability to work well with people.

Technical skills imply quantitative methods the school sport manager needs to utilise to make managerial decisions (Jordan & Kent, 2005:41), while conceptual skills of school sport managers mean the school sport manager should be able to have a holistic view of school sport (Jones & George, 2011:14). With regard to interpersonal skills, the school sport manager should dispose of good human relations and be able to work with people (Lussier & Kimball, 2009:7). Sport managers with strong management skills are in demand and gaining experience in the workplace. Attending courses/workshops regarding sport management will help school sport managers to develop technical, human, and conceptual skills (Lussier & Kimball, 2009:7).

2.2.2.3 Functional and core management competencies

One of the aims of this study is to determine whether school sport managers are responsible for the competencies they perceive as very important, and therefore it is important to analyse the management functions in order to identify the management competencies school sport managers should be responsible for.

In South Africa, Hollander (2000) and Vosloo (2014) conducted studies on sport managers. Hollander's study (2000) was performed on sport managers from different segments of the sport industry, such as sport participation and performance, sport production, and the sport promotion segment. Results from Hollander's study

showed that the functional competencies sport managers should have are sport finance, human resource management, sport marketing, and operational management. Pedersen *et al.* (2011:247) stated that functional management areas are universal in sport as they are performed at most sport-related sites, and should also be reflected upon to identify possible sport management competencies required by school sport managers. Vosloo (2014), on the other hand, conducted a study specifically on school sport managers in Gauteng, in which he distinguished between functional and core management competencies. The findings from this study indicated that school sport managers should be competent in functional management areas such as financial management, human resource management, sport law and legal management, public relations, communication, sport marketing, and operations management (Vosloo, 2014:199). Core management competencies can be further divided into *fundamental* and *general* management competencies where *fundamental* competencies involve those actions performed to achieve the organisational goals, namely planning, organising, leading, control; and *general* management competencies relate to the basic day-to-day management competencies such as office administration tasks the school sport manager must perform (Vosloo, 2014:195).

According to Steyn *et al.* (2012:66), office administration includes the ability to communicate effectively, managing time, managing stress, conducting meetings, managing information, operating a computer, and managing risk. It is further imperative to note that the fundamental competencies (planning, organising, leading, and control) should be performed as integrated management tasks within the functional management areas (finance management, human resource management, marketing, sport law, and operations of the school). The next section provides a brief discussion of the functional and core management competencies required for school sport managers (see Tables 2.5, 2.6 and 2.7).

Table 2.5 Functional management competencies required for school sport managers

Competence	Description of the competence	School sport managers should:
Financial management	Effective and efficient financial management includes the efficient analysis, reporting, planning, control and evaluation of funds, the financing structure, as well as the assets of the school (Du Toit <i>et al.</i>, 2007:426; Odden & Picus, 2008:29). In school sport, the financial function assumes the flow of funds in the school; the purposeful financing of all activities; and the management thereof (Vosloo, 2014:163). According to Fried <i>et al.</i> (2008:20), revenues and expenses of a typical secondary school sport programme consist of the following: ➤ Revenues: Participation fees, donations, concession revenue, attendance revenue, advertising revenue, fund-raising efforts, and sponsorship revenue. ➤ Expenses: Facility repair and maintenance, uniform and equipment costs, travel and lodging costs, umpire costs, advertising costs, and salaries of outside coaches.	Determine sources of financing Conduct financial planning Analyse and interpret financial statements (income statements, balance sheets, and cash flow statements) Conduct an audit Develop a budget

Competence	Description of the competence	School sport managers should:
Marketing management	Sport marketing consists of all activities designed to meet the needs of sport consumers through exchange processes (Mullen <i>et al.</i>, 2007:11). The marketing function in schools with regard to sport presumes the process through which sport as product or service is introduced to learners (Pitts & Stotlar, 2007:70-71). The marketing plan of the school should enable the school sport manager to develop strategies, determine objectives and priorities, as well as to compile schedules and budgets (Gray & McEvoy, 2005:249). Regardless of the industry, the marketer (school sport manager) operates in the same basic set of promotional tools that are available for the efforts to communicate with the target markets (Fullerton, 2007:362). These promotional tools include: ➤ Advertising ➤ Personal selling ➤ Sales promotions ➤ Public relations ➤ Sponsorship	Develop, formulate, compile and implement a suitable marketing plan for the school Establish promotions Apply promotional tools that are cost effective for the school

Competence	Description of the competence	School sport managers should:
Human resource management	Human resource management involves the productive use of people in achieving the organisation's objectives and the satisfaction of individual employee needs (Stone, 2002:4). Human resource management in school sport involves those activities where the correct number of employees with the right qualifications and experience are available to accomplish the objectives of the school (Lessing, 2008:68). Dessler <i>et al.</i> (2011:2) are of the opinion that human resource management is the process of acquiring, training, appraising, and compensating employees. Examples of human resources in schools are: ➤ Team managers ➤ Coaches ➤ Officials ➤ Recruiters of sponsorships ➤ Sales staff of refreshments and tickets ➤ Maintenance staff ➤ Cleaning staff ➤ Different sport organisers ➤ Marketers	Develop a job description and job specification Recruit and select staff Introduce personnel to the team they will be working with Evaluate personnel Provide internal and external reward systems Train and develop personnel Have efficient human relations

Competence	Description of the competence	School sport managers should:
Facility and event management	Sport in schools is provided to the society as a unique product and service, and participants and spectators mainly make use of facilities and events to produce and consume the product. For this reason, facility and event management is seen as the most important operations management area in school sport (Vosloo, 2014:191). The management of facilities refer to the use, scheduling and operation of the buildings and the grounds (turf, fields and acreage) owned by the sport organisation (Stier, 2008:290). School sport activities also require some types of facilities such as apparatus, pavilions, swimming pool, courts, and fields (Gerber, 2000:81; Hollander, 2007:31-37). Schools are involved with events at intra- and inter-competition levels, and events are staged in schools at local, district, regional, provincial, national and international level (Vosloo, 2014:176).	Manage safety and security Conduct booking and scheduling of facilities Manage traffic and parking during events Manage ticket sales and concession sales during events Manage housekeeping and maintenance of facilities

Competence	Description of the competence	School sport managers should:
Facility and event management (<i>cont.</i>)	Event management includes the planning, coordinating, staging, and evaluating of an event (Ammon & Stotlar, 2011:316). Thorough and proper preparation is the key to any well-planned, organised, and coordinated event; only then will it contribute to the holistic development of learners and a positive experience of sport (Allen <i>et al.</i>, 2011:111).	Conclude contracts and negotiate to make facilities available to the community to the advantage of the school.
Manage legal aspects	Matters that have already engaged the attention of the courts are contractual issues, employer-employee relationships, invasion by the media of rights to privacy, defamation, and the rights of spectators. What is also increasing is the number of cases where participants, spectators and the general public have sought redress from the courts for injuries suffered by them in sporting events or as a result of them (Cronje, 2003:8).	Solve legal problems by possessing knowledge of legal aspects Compile contracts for employees

Competence	Description of competence	School sport managers should:
Manage legal aspects (cont.)	Any school should have a constitution with regard to sport, which should include the following information (Basson, 2003:4.5) ➤ Name of the school ➤ Membership ▪ admission of members ▪ suspension of members ➤ Sports committee ▪ Coaches ▪ Managers ▪ Officials ➤ Meetings ➤ Code of conduct for players, spectators, employees Types of contracts school sport managers would need to be able to compile are contracts between: ➤ The school and employees (coaches, fitness instructors, physiotherapists, team managers, officials) ➤ The school and service providers when managing an event ➤ The school and sponsors ➤ The school and the parents of the participants	Compile a constitution

Table 2.6: Core management competencies required for school sport managers: Fundamental management areas

Competence	Description of the competence	School sport managers should:
Ability to plan	Planning is typically the starting point in the management process and involves setting objectives and determining in advance exactly how the objectives will be met (Du Toit <i>et al.</i>, 2007:157; Lussier & Kimball, 2009:11). According to Du Toit <i>et al.</i> (2007:153), planning involves activities such as formulating the organisation's vision, mission, and goals as well as formulating plans to achieve these goals.	Formulate a vision and mission for sport in the school Analyse the environment Set objectives Formulate strategies to achieve goals and objectives Implement strategies to achieve objectives Evaluate and review the plan

Competence	Description of the competence	School sport managers should:
Ability to organise	Organising is the process of delegating and coordinating tasks and resources (human, physical, financial, and informational) to achieve the objectives set during the planning process (Lussier & Kimball, 2009:122). Basic principles and elements of organisation are: ➤ Chain of command ▪ clear line of authority from the organisation's top to bottom ➤ Job design ▪ determining employees' responsibilities ➤ Span of management control ▪ how many employees report directly to a manager ➤ Coordination ▪ individuals in organisation working together to accomplish organisation's goals ➤ Delegation ▪ assigning responsibilities and authority (Lussier & Kimball, 2009:122)	Arrange planned activities for school sport Formulate job descriptions Delegate tasks/personnel Coordinate tasks and personnel Delegate authority Determine the structure of the school Manage change Develop job descriptions for all employees

Competence	Description of the competence	School sport managers should:
Ability to lead	Leading can be described as the process of guiding and coordinating people's actions and ideas in a certain direction (Robbins <i>et al.</i>, 2013:31). When leading school sport, the school sport manager should try to influence the behaviour and appearance of others involved in sport to achieve the goals and objectives of the school (Doherty & Danylchuk, 1996:293). This could be done by displaying particular attitudes such as innovation, loyalty, responsibility, and social participation.	Influence and motivate coaches, officials, and employees to achieve objectives Implement appropriate leadership styles and approaches
Ability to control	Controlling is the process of establishing and implementing mechanisms to ensure that objectives are met (Lussier & Kimball, 2009:11). To determine whether performance is meeting expectations, a school sport manager may implement the <i>control process</i> consisting of the following steps (Du Toit <i>et al.</i>, 2007:289; Lussier & Kimball, 2009:387): Step 1: Set performance standards Step 2: Measure actual performance Step 3: Compare performance with standards Step 4: Correct or reinforce	Control facilities, coaches, officials and employees Measure actual performance of coaches, officials, and employees Evaluate, correct or reinforce performance

Table 2.7 Core management competencies required for school sport managers: General management area
Office administration tasks

Competence	Description of competence	School sport managers should:
Ability to communicate effectively	Communication is the process of transmitting information and meaning and can be verbal, nonverbal, written, or visual (Lussier & Kimball, 2009:301). Verbal: ➤ Face-to-face ➤ Meetings ➤ Presentations ➤ Telephone Nonverbal: ➤ Facial expressions (smile, frown, eye contact) ➤ Vocal quality (emotional, loud, quiet) ➤ Gestures (hand and body movements) ➤ Posture (sitting up, slouching) Written: ➤ Memos, letters, reports, newspapers, and electronic means such as e-mails, faxes, and text messages	Communicate verbally and nonverbally Send e-mails, faxes, and text messages Present presentations Write newsletters and reports

Competence	Description of the competence	School sport managers should:
Manage time	Effective time management is the single most critical skill a successful sport manager can develop (Brooks, 1985:23). Effective time management, according to Lussier and Kimball (2009:432), include: ➤ Prioritise ➤ Set objectives ➤ Plan ➤ Schedule	Prioritise where you should spend your time Set objectives for the important things you need to accomplish Plan how you are going to achieve your goals Schedule daily and weekly
Manage stress	Certain individuals are more vulnerable to stress than others and can be categorised according to certain patterns of behaviour, namely Type A and Type B. Type A is being competitive, impatient, time-conscious and devoted to work, whereas Type B behaviour is more relaxed, positive and calm (Lussier & Kimball, 2009:246).	Determine Type A or Type B personality Eat right Exercise Stress management strategies

Competence	Description of the competence	School sport managers should:
Conduct meetings	Preparation is crucial to conduct effective meetings and therefore planning is needed in five areas (Lussier & Kimball, 2009:277): ➤ Setting objectives ➤ Selecting participants ➤ Setting the agenda, time, and place for meetings ➤ Leading the meeting	Set the agenda, time and place for meetings Select participants Establish objectives Ensure adequate notice of meeting Keep an attendance register Keep minutes of the meeting
Manage information	Sport managers assume informational roles when they exchange and process information (Pedersen <i>et al.</i>, 2011:98). Informational roles such as: ➤ Monitors: managers scan the environment for information about trends and events that can affect their sport environment ➤ Disseminators: managers selectively pass on information to others in the organisation ➤ Spokespersons: managers transmit information to persons or groups outside their organisation	Capture information manually or electronically (monitor) Process information Transmit information to others (disseminator and spokesperson) Store and protect information

Competence	Description of the competence	School sport managers should:
Operate a computer	School sport managers utilise computers often to complete specific administrative tasks more efficiently. Yu (2007:69) identified specific computer competencies as being important for most sport management professionals. These competencies include: ➤ Word processing to develop documentation ➤ Spreadsheets to manage information and numbers ➤ Database programs to manage databases ➤ Publishing programs to assist with graphic designs ➤ Presentation software to present projects	Develop spreadsheets to compile budgets Develop database programs Present PowerPoint presentations Compile game fixtures using specific software
Manage risk	Risk management involves the process of decision-making and implementation to minimise injuries and loss and their effects on the sport organisation, facility, or event (Nohr, 2009:3). The goal of risk management is to prevent all kinds of losses (financial, physical, property, time, activity) for everyone associated with an organisation (Ray & Konin, 2011:244).	Identify possible risks Evaluate and analyse the risks

Competence	Description of the competence	School sport managers should:
Manage risk (<i>cont.</i>)	The physical nature of school sport activities and the risk of injury inherent in such sporting activities require the following to manage risk: ➤ High standards of facility construction and maintenance ➤ Provision of protective sports equipment and adequate instruction on its use ➤ Well-maintained sports implements ➤ Strict policies for pre-participation and post-injury health assessment	Examine risk control techniques: ▪ Avoidance techniques ▪ Loss prevention techniques ▪ Loss reduction technique ▪ Duplication ▪ Separation Implement risk control techniques Review the risk Take out insurance

In the South African context, Hollander (2000:196), De Villiers (2003:92-97) and Vosloo (2014:199) propose specific competencies required by school sport managers. With regards to the functional management competencies (Table 2.5) they proposed marketing competencies, public relations competencies, human resource management, operations management, financial management, purchasing management, sport law and legal management, and specialist sport management competencies as requirements for school sport managers in South Africa. With regards to the core management competencies, fundamental and general management areas, (Table 2.6 and 2.7) planning, organising, leading, control and evaluation, motivation, delegation, decision making, communication, operate a computer, manage meetings, manage information, manage office administration, and keep records are requirements for school sport managers in South Africa.

These functional and core management competencies required for school sport managers in South Africa, as proposed by Hollander (2000:196), De Villiers (2003:92-97), and Vosloo (2014:199) concur with the literature presented in Tables 2.5, 2.6 and 2.7 regarding competencies required for school sport managers in general.

2.2.3 Management of school sports facilities and financial support

The physical environment of schools is more than the sum of its buildings; it is the physical expression of the institution, its activities, and its purpose (Wilson, 2013:339). The sport department of a school consists of all indoor and outdoor facilities and equipment that is intended to practise sports, and conduct competitions for a range of boys' and girls' sports programmes (Wilson, 2013:339). School sport activities are associated with the availability of certain facilities and apparatus such as pavilions, swimming pools, fields, courts, and balls (Du Preez, 1991:3; Duvenhage, 1986:29). Sports facilities are needed for learners to participate in professional, amateur, recreational and mass sport. The different sporting codes have different needs in terms of the facilities they use – cricket needs a cricket field and pitch, hockey needs a grass field or AstroTurf surface, just to mention a few (Vosloo, 2014:43). Sports facilities present a sensitive area in all ramifications of sport management, and the availability of these facilities simply connotes the existence or presence of sports facilities (Olajide, 2004:20).

According to Olajide (2004:20), it is important to have a variety of facilities and equipment for sport participation, but due to the lack of proper facilities and equipment, sport managers are deterred from doing their work properly and are not capable of performing well or achieving their goals (Fourie, 2001:59). Studies conducted by Garcia *et al.* (1995), Sallis *et al.* (1993), Stucky-Ropp and Diloranzo (1993) and Zakarian *et al.* (1994) showed that sports participation among young people have been positively correlated with access to convenient sports facilities and equipment. Wechsler *et al.* (2000:127) indicated that major limitations to manage school sport is the lack of, and inadequate sports facilities, equipment, and supplies to allow all participants to be physically active.

Studies conducted in South Africa regarding barriers to school sport participation also found that the lack of sports facilities, old and damaged equipment, unsafe facilities and equipment, and limited numbers of qualified school sport managers were the major barriers to sport participation among learners (Pule *et al.*, 2014:1421; Singh & Surujlal, 2010:115). In line with these findings, Mchunu and Le Roux (2010) reported that learners from township schools in Durban (South Africa) were discouraged from participating in sport due to a lack of well-maintained and accessible facilities. Results further indicated that most schools in the rural areas do not have their own sport fields and equipment and that the grounds that are available are often subject to neglect or vandalism, as most of the schools cannot afford a security fence (Mchunu & Le Roux, 2010).

In a study conducted by Olajide (2004) regarding school sports facilities in Nigeria, some problems the schools encountered in this regard were identified. Table 2.8 provides an outline of such problems.

Table 2.8 Problems schools in Nigeria experience regarding school sports facilities (Olajide, 2004)

Adequacy of sports facilities	The presence or availability of all the required sports facilities.
Accessibility of sports facilities	In cases where schools do not have any sports facilities, sports facilities within the community are the only option left to enhance sports participation, but not always easily accessible for learners.
Funding of sports facilities	A great deal of money is required for facilities to be adequate, on standard and to meet the needs and interest of the participants.
Maintenance of sports facilities	The purpose of maintenance is to extend the life span of the facilities. With proper maintenance, facilities will last longer, provide a healthier environment, and be cost-effective in terms of utilisation.
Safety of sports facilities	When the safety of participants cannot be guaranteed, their interest in sports becomes affected. For facilities to encourage participation, they must pose no danger to the participants.

With reference to Table 2.8, the major problems that schools in Nigeria experienced regarding sports facilities are the inadequacy, accessibility, funding, maintenance, and safety thereof. These findings concur with the problems that schools in South Africa experience regarding school sports facilities, namely that facilities are not well-maintained, not accessible, inadequate, and unsafe (Pule *et al.*, 2014:1421; Singh & Surujlal, 2010:115). New sporting activities require new facilities where that could be practiced. In South Africa for example, mountain biking is now offered as a sport at secondary schools and due to the increasing numbers of learners participating in mountain biking, schools have to build new mountain bike trials (Groenewald,

2013:39; Sharim, 2012:14). Vosloo's study conducted on school sport managers in South Africa (2014) revealed that respondents were unanimous in their opinion that schools do not have facilities, and that access to community facilities is a major problem in South Africa. The most essential need for facilities at school level seemed to be sport fields, ablution blocks, and changing rooms with showers. Added to the lack of facilities, there is a definite lack of transport, which is further compounded by the high costs of school sport (Vosloo, 2014:423).

Funds are needed to develop and maintain sports facilities for participation, but not enough attention is paid to the allocation of funding for school participation to promote sport development (Swart *et al.*, 2014:259). Schools, sport clubs and sport federations are responsible for organised sport in the country and fall under the umbrella of Sport and Recreation South Africa (SRSA). The Department of Sport and Recreation's strategic plan (SRSA, 2012) indicated that the allocation of funds for sport development at school level amounted to an annualised average of 3.15% from 2008 to 2015. The low allocation of funds for school sport is difficult to understand as schools are seen as "breeding ground" for future athletes who may participate on national and international level (Swart *et al.*, 2014:260).

2.2.4 School sport managers and continuous professional development (CPD)

One of the aims of this study is to determine the training needs in specific professional development programmes related to school sport management. Training in sport marketing, financial management, human resource management, and operational management is included in the focus of this study regarding the professional development of school sport managers.

No course of study or university degree will adequately prepare an individual to perform the duties of a secondary school sport manager; in fact, very few universities include curriculums leading to a degree related to secondary school sport management (Whitehead & Blackburn, 2013:11). Secondary schools are professional institutions where in most cases, school sport managers are mainly teachers, recognised for their professional credentials and expertise in the general subject of education and are, in addition to what happens in the classroom, also entrusted with the management of sport-related activities (Lopiano & Zotos,

2014:32). It has become necessary to help teachers update their knowledge and skills in managing school sport (Anderson, 2001:1) and can be done by means of CPD (Early & Bubb, 2004:3).

CPD can be defined as a structured approach of learning to help ensure competence to practice, acquire knowledge and skills and practical experience, and can involve any relevant learning activity, whether formal and structured or informal and self-directed (CPD Institute, 2015). An effective form of CPD is perceived to be direct teaching by means of workshops, conferences, courses, and short learning programmes (Goodall *et al.*, 2010:26). The best results are obtained if the programme is formally and systematically planned and presented with the focus on enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes (Collinson, 2000:125). By providing teachers with professional development opportunities, this will allow them to focus on their own learning, career and promotion ambitions and to consider new responsibilities within their school context that will lead to increased motivation to stay within the profession (Goodall *et al.*, 2010:23).

According to Lopiano and Zotos (2014:32), the larger the school is, the more likely it is that professional management training and experience will be required. In South Africa, the *National Skills Development Strategy III* (South Africa, 2011:4), the *Sector Skills Plan of 2014/15 – 2016/17* (Cathseta, 2014:51) and the *School Sport Capacity Development Programme* (Swimmersden, 2012:2) have all prioritised the need to develop education programmes to support and develop teachers, school sport managers, and leaders. An increasing need for trained and qualified school sport managers is the result of the worldwide professionalisation of sport, and in South Africa, the reality seems to be that sport managers are ill-equipped to navigate the greater sport landscape or are not qualified to manage sport effectively and should therefore be properly trained (Burger *et al.*, 2008:253; Vosloo, 2007:209).

Sport and Recreation South Africa (SRSA) has provided a skills programme for Sports Leaders that is accredited by SAQA. The programme of short courses helps to develop skills pertaining to sport management and leadership and is aimed at enhancing the skills of individuals involved in sport administration, coaching,

management, and officiating (Frank, 2006:36). In spite of the value of the programmes SRSA set out to help develop sport management and leadership skills, these volunteers nevertheless lack the required skills and training to manage school sport professionally (Vosloo, 2014:225). Various volunteers are trained, but because training happens on a voluntary basis, has to a large extent lead to the downfall of these skills development training programmes (Vosloo, 2014:228).

There seems to be an absence of understanding in management competencies, skills, behaviour and attitudes of school sport managers (Vosloo, 2014:284). The reason for this lack of understanding, among others, is a too theoretical and one-dimensional approach to the training of sport managers (Hollander, 2000:10), whereas progressive, occupational-directed training, well-established support programmes such as focus groups, workshops and short learning programmes, may contribute to the professional development of school sport managers (Vosloo, 2014:284). Whitehead and Blackburn (2013:12) add to the statement of Vosloo (2014) by stating that sport managers should use multiple options to accomplish professional development, including online classes, conference seminars and workshops. The training of general teachers in sport management places a balance between the theoretical and practical aspects as suggested in developing a programme to equip future school sport managers with knowledge and skills (Burger *et al.*, 2008:253; Ostroff, 1992). Skinner *et al.* (2004:182) stated that school sport managers should traverse context-specific sport management programmes for educator training that would not only contribute to the maintaining of service standards in schools, but also to increase professional development of school sport managers.

In South Africa, there seems to be a limited number of training programmes in sport management (De Villiers, 2003:51; Hollander, 2000:11). Hollander (2000) developed the South African Qualifications Authority (SAQA) guidelines for the training of sport managers, whereas De Villiers (2003) developed a sport-industry-related programme for the training of sport managers. Although these programmes add value to the training of sport managers in South Africa, the training of teachers specifically as school sport managers is still insufficient, because the contents of the training

programmes are generic and do not conform to the specific sport management training requirements of school sport managers (Vosloo, 2014:9).

Academic institutions were requested, by national and regional sport governing bodies as well as state departments, that training in sport management must occur in specialised areas, such as sport governance, facility management and event management (Vosloo, 2014:208). Hollander (2000:196) proposes scientific fields that could make a contribution to the development of a sport management training programme, as indicated in Figure 2.3.

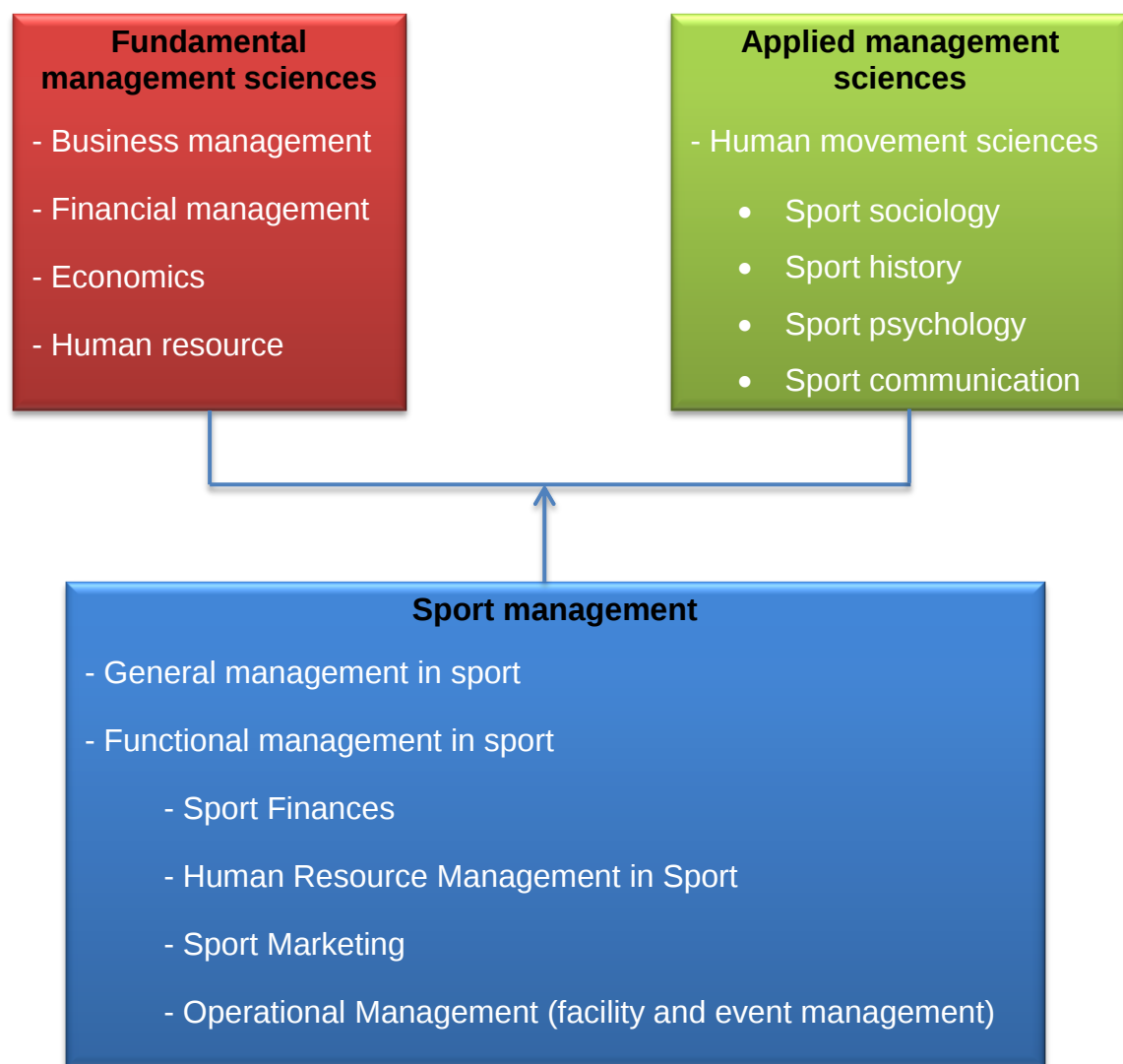


Figure 2.3 Scientific fields in sport management training (Hollander, 2000:196)

Fundamental management fields include subjects such as Business Management, Economics, Financial Management, and Human Resource Management, while applied sport management fields involve Human Movement Science subjects such as Sport Sociology, Sport History, Sport Psychology, and Sport Communication. Sport management fields consist of general and functional management in sport and involve subjects such as Sport Finances, Human Resource Management in Sport, Sport Marketing, and Operational Management. The training and professional development of school teachers with regard to the management of school sport should be a national priority in South Africa to enable school sport managers to effectively lead any sport programme at school level and achieve success and satisfaction (Vosloo, 2014:150).

2.2.5 Sport management and job satisfaction

As in the general workforce, the job satisfaction of the school sport manager is a strong predictor of why individuals stay with an organisation (Tourangeau & Cranley, 2006:505). The two-factor theory of Herzberg provides a solid theoretical grounding for understanding job satisfaction and, although considered non-traditional when it was introduced in 1959, it has become one of the most used theories to explain job satisfaction (DeShields *et al.*, 2005:131).

In order to provide a background to understanding job satisfaction, Herzberg's two-factor theory will be briefly discussed. Herzberg *et al.* (1959) stated that an employee's job satisfaction or dissatisfaction depended on and were influenced by several different working environmental factors, namely satisfiers (motivators/intrinsic factors) and dissatisfiers (hygiene/extrinsic factors). Intrinsic factors (motivators) relate to job satisfaction, where extrinsic factors (hygiene) have more to do with context or environmental surroundings of the job that lead to dissatisfaction (Chelladurai, 2006:266). Figure 2.4 provides an outline of these factors.

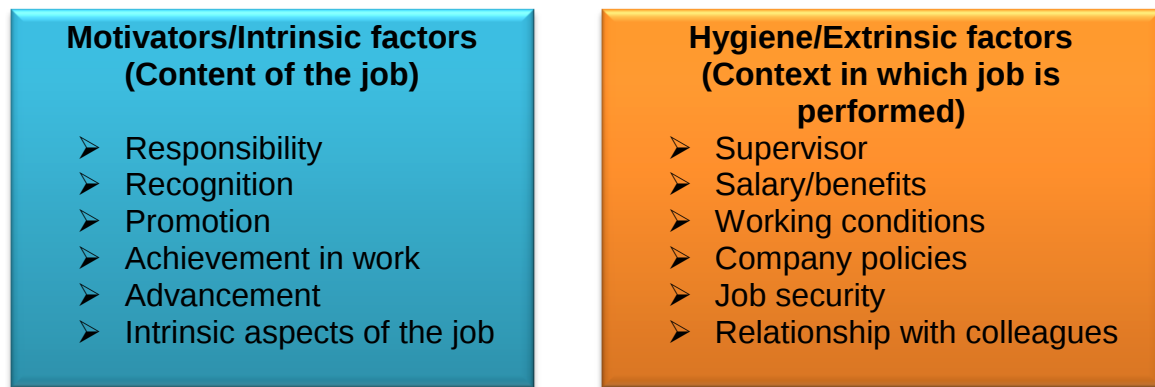


Figure 2.4 Two-factor theory of job satisfaction (Herzberg *et al.*, 1959).

Although Herzberg's theory provides a solid theoretical grounding to understand job satisfaction, the literature provides additional factors affecting the job satisfaction of sport managers. Mafini *et al.* (2013:20) identified five job satisfaction factors, namely working conditions, ability utilisation, teamwork, creativity, and autonomy. Table 2.9 provides an explanation of each factor.

Table 2.9 Job satisfaction factors and description of factors (Mafini *et al.*, 2013:20)

Factor	Description of factor
Working conditions	The condition under which an individual works, which includes amenities and physical environment. It also includes the surroundings that influence an individual.
Ability utilisation	The individual's opportunity to do something in the organisation that uses his/her abilities.
Teamwork	The way the individual cooperates and performs tasks with other individuals in the organisation.
Creativity	The individual being able to use his or her own initiative and methods in performing the task.
Autonomy	The level of freedom and discretion an individual enjoys in his or her job.

In addition to these factors, Ross *et al.* (2014:81) identified four other job satisfaction factors, namely supervisory support and interaction, working conditions, work and environment as well as resource and employee benefits. These are presented in Table 2.10.

Table 2.10 Job satisfaction factors and description of factors (Ross *et al.*, 2014:81)

Factor	Description of factor
Supervisory support and interaction	It pertains to the employee's interaction with the supervisor and vice versa. It includes dimensions such as respect and fair treatment, leadership style and supervisor support.
Working conditions	Generally involves workload and the amount of personal flex time allowed by the organisation.
Work and environment	This factor can be interpreted as the nature of the work being performed by the employee. It includes dimensions such as challenge of the work, job variety, and nature of the job.
Resources and employee benefits	This factor can be interpreted as the employee's obvious workplace needs related to resources such as salary, benefits, and professional status of their position.

Results from studies performed on sport managers showed that the majority of sport managers expressed the greatest amount of job satisfaction with regard to work itself, working conditions, supervision, utilisation and the pride associated with the job (Naidoo, 2007; Rintaugu, 2013; Singh *et al.*, 2009). Kellison and James (2011) reported that sport managers regarded good feelings about the organisation, good relationships with co-workers, and the work itself as factors that were positively associated with job satisfaction; while Koustelios and Tsigilis (2005:195) indicated

that physical education teachers who manage school sport were satisfied with work itself, supervision, and working conditions, but were dissatisfied with their salaries.

The extent to which the duties of school sport managers are carried out is contingent upon whether or not they are satisfied with their job (Onifade *et al.*, 2009:70). The premise being that satisfied workers will remain with the organisation longer and will be more productive, whereas dissatisfied workers will be more inclined to quit and less productive (Sarker *et al.*, 2003:745). Research has shown that job satisfaction is positively related to performance (Judge *et al.*, 2001; Steel & Rentsch, 1997) and greater organisational commitment (Zang *et al.*, 2004), while job dissatisfaction leads to burnout (Chelladurai & Ogasawara, 2003; Currivan, 2000; Halbesleben & Bowler, 2007). Results from studies performed on sport managers showed that the majority of sport managers expressed dissatisfaction with regard to communication, benefits, promotion, salary, opportunities for advancement, status, and recognition (Naidoo, 2007; Rintaugu, 2013:213; Singh *et al.*, 2009).

According to the literature, classroom teaching and managing sport are distinctly different professions (Côté *et al.*, 1995; Figone, 1994); however, the two occupations are often linked because of the dual roles performed by many teacher-sport managers. In Africa, Physical Education and Sports (PES) teachers generally act as sport managers, coaches, and umpires of sport activities. Because of the dual roles they pursue as classroom teachers and coordinators of sports activities, they are likely to experience stress and dissatisfaction more than the other teachers do (Rintaugu, 2013:211). With the concern over academic excellence, coupled with the management of school sport, the teachers involved in these dual roles may feel overworked and charged with the responsibility to manage school sport, whereas teachers are also expected to maintain sound results in their academic subject/s (Smith & Leng, 2003:204).

Studies further indicated that most teachers who assume dual roles as teachers and sport managers are often susceptible to certain pressures, which creates contradictory role expectations and can result in low job satisfaction (Bird, 2003; Jones *et al.*, 1999; Rintaugu, 2013:211; Wegge, 2002). The long working hours and dual roles teachers have to perform have been documented as a primary factor to

the occurrence of work-family conflict, role conflict, work stress, and work overload. The above mentioned has a negative effect on job satisfaction, which increases the tendency to leave an organisation (Bird, 2003; Mazerolle *et al.*, 2008; Pitney *et al.*, 2011; Wegge, 2002). The dual roles teachers must perform can sometimes also result in inter-role conflict and their preference for one role over another may result in an overemphasis of one at the expense of the other (Fan Wen & Gu Guanhua, 2000:77).

According to Green and Reese (2006:320), long hours working on game schedules, budget preparation, purchasing orders, just to mention a few, can be primary sources that are linked to job dissatisfaction. On the other hand, Rintaugu (2013:211) stated that the working conditions of school teachers, who are also managing school sport, are far from similar to other school-based teachers in terms of workload and other responsibilities. Their jobs usually include coaching of teams, administering sport programmes, travelling with teams, and officiating. These situations may cause high stress levels and job dissatisfaction. A study conducted by Koehler (1998) revealed that the sample group of sport managers experienced satisfaction with their overall employment, social services, and achievement, while they experienced less satisfaction with compensation, supervision, and lack of advancement opportunities. Onifade *et al.* (2009) reported that sport managers are more satisfied with job facets such as supervision, job itself, and co-workers.

Although there is a proliferation of literature on job satisfaction among sport managers in general, few studies have dealt with job satisfaction among school sport managers. From the above literature, it can therefore be summarised that sport managers experienced job satisfaction with their job itself, co-workers, supervision and working conditions, while they were dissatisfied with compensation, advancement opportunities, benefits, recognition, and the dual roles they must perform as a teacher and school sport manager.

2.3 CONCLUSION

In this chapter, literature regarding school sport management was reviewed. Through this literature review, an attempt was made to provide a theoretical framework for the competencies a school sport manager should possess to manage

school sport effectively; the management of school sports facilities; the continuous professional development of school sport managers, as well as for job satisfaction associated with school sport management.

To get a better understanding of the competencies that school sport managers should have, the environmental factors (internal and external factors) affecting school sport were studied. Hereafter the competencies associated with school sport management were discussed with reference to competencies associated with management responsibilities, management skills and management functions. School sport managers are responsible for addressing all aspects of the school sport programme, managing facilities and equipment, communication, and managing personnel, whereas the skills school sport managers should possess are technical skills, conceptual skills, and interpersonal skills. It was further indicated that the occupational management functions required of a school sport manager can be divided into core and functional competencies. The functional management areas, namely finances, marketing, human resources, operations management (facility and event management) were described to disclose the competencies fundamental to the management of school sport. Core competencies can be further divided into fundamental and general management competencies, where fundamental competencies involve planning, organising, leading, and controlling, and general management competencies relate to office administration tasks. Besides the competencies school sport managers should have to effectively manage school sport, schools should also have adequate sports facilities for sport participation.

Sports participation among young people has been positively correlated with access to convenient sports facilities and equipment. Certain problems that schools face regarding their sports facilities and equipment was pointed out as well as findings of previous studies conducted on the state of school sports facilities. Within the South African context, the lack of sports facilities, unsafe facilities, old and damaged equipment, and limited numbers of qualified school sport managers were major barriers to sport participation among learners. Although school sport management is a relatively new concept in South Africa, the importance and acceptance thereof as a profession in schools can no longer be ignored.

Progressive, occupational directed training, well-established support programmes such as short learning courses and workshops may contribute to the development of school sport managers. Training in sport marketing, financial management, human resource management, and operational management are included in the focus of this study regarding school sport management training programmes.

Low job satisfaction is the result of the dual roles teachers assume, namely the roles as teacher and sport manager and they are often susceptible to certain pressures that create contradictory role expectations. A primary factor to the occurrence of work-family conflict, role conflict, work stress and work overload is the result of the long working hours teachers must work due to the dual roles they must perform. These factors have a negative effect on job satisfaction, which increases the tendency to leave an organisation. Literature findings showed that sport managers experienced job satisfaction with their job itself, co-workers, supervision and working conditions, while they were dissatisfied with compensation, advancement opportunities, benefits, recognition, and the dual roles they had to perform as teacher and school sport manager.

Findings and results of this study regarding the physical state of school sports facilities and financial support, competencies and training programmes of school sport managers, and job satisfaction of school sport managers will be revealed in the following chapters.

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CHAPTER 3

ARTICLE 1

PHYSICAL STATE AND FINANCIAL SUPPORT OF SCHOOL SPORT IN THE NORTH WEST PROVINCE, SOUTH AFRICA

Title

Physical state and financial support of school sport in the North West Province,
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Abstract

The purpose of this study was to determine the physical state and financial support of school sport in the North West Province. The physical environment of school sport involves resources such as equipment, playing fields, pavilions, fences, parking and ablution facilities. The financial support that was investigated involves the extent of support and adequacy of budgets schools receive. Data was gathered by means of a questionnaire that was completed by 56 school sport managers from 56 different secondary schools in the North West Province. Descriptive statistics were used for the analyses of the data. Results indicate that the major barriers to present school sport are insufficient facilities, equipment and funds. The playing surfaces of the different sport codes varies from bad to very bad and other facilities such as ablution facilities, pavilions, and parking areas are regarded as between suitable and not suitable at all. The safety of the playing fields and surrounding environment vary between safe and not safe at all; reasons being uneven surfaces, surfaces not suitable for the sport, poor fencing, dilapidated facilities, and fields that are across from a busy street. It can be concluded that the physical school sport environment in the North West Province is not well maintained, not accessible, and inadequate for the majority of the schools. Regarding the financial support of the schools, the majority gets support from a small extent to no extent for certain aspects in managing school sport and their budgets are not adequate at all to manage school sport.

Key words: school sports facilities, sport equipment, sport environment, sport finances, sport budget

PHYSICAL STATE AND FINANCIAL SUPPORT OF SCHOOL SPORT IN THE NORTH WEST PROVINCE, SOUTH AFRICA

INTRODUCTION

Schools are important physical, social and normative environments in which students can practise health behaviours and positively influence levels of physical activity (Elder, Lytle, Sallis, Young, Steckler, Martin, Lohman & Pate, 2007). The importance and contribution of school sport in this regard is globally recognised by politicians, economists, experts, researchers, academics and educators (Shuttleworth & Wanka, 1998; Hollander, Hollander & Venter, 2007) and no formal sport activities can qualitatively take place without the availability of well-maintained sports facilities and equipment (Wakefield & Sloan, 1995; Fried, 2010).

The physical environment of school sport involves resources such as equipment, playing fields, pavilions, fences, parking and ablution facilities (Berrett, Slack & Whitson, 1993; Bucher & Krotee, 2002) and many schools within South Africa – especially schools in previously disadvantaged areas – do not have sufficient facilities, staff and infrastructure to present sport at school level (Hollander, 2007). Sport participation among young people has been positively correlated with access to convenient sports facilities and equipment (Sallis, Nader, Broyles, Elder, Berry, & McKenzie, 1993; Stucky-Ropp & Dileo, 1993; Zakarian, Hovell, Hofstetter, Sallis & Keating, 1994; Garcia, Norton-Broda, Frenn, Cocviak, Pender, & Ronis, 1995). Physical barriers that impede sport participation on school level are the lack of well-maintained and accessible facilities (Wechsler, Devereaux, Davis, & Collins, 2000; Mchunu & Le Roux, 2010), water availability, surfacing, seating arrangements, conveniences and safety issues (Olajide, 2004).

Sports facilities and equipment are types of expenditure that form part of a school's budget (Mosala, 2006) and school sports are often at risk when national educational outcomes prioritise school subjects such as mathematics at the cost of more formative or non-examination subjects (Bocarro, Kanters, Casper & Forrester, 2008). Secondary school sport managers face great challenges in maintaining school sports facilities because of budget cuts and the need to employ academic staff first (Whitehead, 2014). Aspects that were analysed in this study with regard to financial

support are finances for the development of players, upgrading of facilities, catering during events, incentives, transport and accommodation, and sport equipment.

MATERIALS AND METHODS

Research sample

Considering the purpose of this research a mixed method research design has been selected as an approach to collect information for the reason that the envisaged results had the potential to provide the researcher with a complete picture of the current physical state and financial support of school sport in the NWP. The research was based on an availability sample from secondary schools in the North West Province (NWP) with more than 200 learners in the school (it was assumed to be unlikely for schools with fewer than 200 learners to have a sport manager at the school). From the 89 schools that adhered to this criterion, school sport managers from 56 schools completed the questionnaire. The study focused on the five official team sports presented at schools, namely cricket, hockey, netball, rugby and soccer.

From the 56 schools participating in this study, a convenience sample of 21 schools that were within a 200 km radius from the North-West University, were selected by the researcher to visit and observe the physical state of their sport facilities. The sample represents two of the four districts in the North West Province.

Research instruments

An empirical survey (questionnaire) was chosen as research method for the quantitative section of the mixed method research design and observation as research method for the qualitative section of the mixed method research design.

Questionnaire

The main focus of the questionnaire was to determine the physical state and financial support of school sport at secondary schools in the NWP. Primary data were collected by means of a self-compiled questionnaire with closed-form scaled items. The questionnaire was compiled and then piloted to determine face and content validity. For the piloting process the questionnaire was completed by forty-three (43) final year sport management students from the North-West University who did not participate in the final study. Changes were made according to the feedback

received from these students, and a final version of the questionnaire was compiled. Section A of the questionnaire was used to elicit important demographical and biographical information, where section B consisted of questions regarding the condition of playing surfaces, safety of fields and surrounding area, and adequacy of sport budgets.

Observation

Observation was employed as a measuring instrument to yield data for the qualitative investigation. A checklist with various items to observe was compiled by the researcher. The checklist consisted of the following categories namely, sport fields, pavilions, ablution facilities, equipment, and the safety of all the facilities. The researcher had to observe each category where after, the checklist was completed and comments were written down.

Statistical analysis

With regards to the statistical analysis of the questionnaire, descriptive statistics of each variable were analysed using frequencies, valid percentages, mean scores and standard deviations. The SPSS (SPSS Inc., 2014) and SAS (SAS Institute, Inc., 2011) computer programs were used for this purpose. The qualitative data analysis was done by means of a frequency analyses on the items of the checklist.

RESULTS

The results of the study are not representative of all the schools in the North West Province, but only those schools that participated in the study. From the 89 questionnaires sent out to schools that adhered to the criterion of having more than 200 learners in the school, 56 questionnaires were received back. Table 3.1 indicates the profile of different sports presented by schools.

Table 3.1 Profile of sports presented at schools

Sport presented	%
Cricket	72
Hockey	58
Netball	96
Rugby	56
Soccer	80

The three sports presented at the majority of the schools are netball (96%) soccer (80%) and cricket (72%).

Facilities

Condition of surfaces

Participants had to indicate whether the condition of the surfaces for the five team sports investigated were a) very bad, b) bad, c) good, or d) very good (Table 3.2).

Table 3.2 Condition of surfaces

Sport	N	Very bad %	Bad %	Good %	Very good %
Cricket	32	33.3	20	30	16.7
Hockey	19	27.8	11.1	44.4	16.7
Netball	40	16.7	36.1	27.8	19.4
Rugby	29	25	4.2	33.3	37.5
Soccer	38	40	31.4	25.7	2.9

The condition of the majority of the soccer fields (40%) and cricket fields (33%) were rated as VERY BAD, while the majority of the netball surfaces (36%) were rated as BAD. With regards to the condition of the hockey fields, the majority (44%) were rated as GOOD, while the majority of the rugby field surfaces (38%) were rated as VERY GOOD. From the 21 schools visited by the researcher for observation, 17 rugby fields, 20 netball fields, 15 hockey fields, 11 soccer fields and 15 cricket fields were observed (n=78). The condition of the surfaces for each of the five sports is presented in Table 3.3.

Table 3.3 Condition of the surfaces according to observation process

	N	Very bad %	Bad %	Good %	Very good %
Rugby	17		17.6	47.1	35.3
Netball	20	5	20	40	35
Hockey	15		13.3	26.7	60
Soccer	11	9	18.3	72.7	
Cricket	15		20	46.7	33.3

According to the results in Table 3.3, the majority of the condition of the surfaces can be rated as good, except for the condition of the hockey surfaces of which the majority can be rated as very good.

Other facilities

The physical state and suitability of other facilities such as ablution facilities, pavilions and parking areas are presented in Table 3.4.

Table 3.4 Suitability of other sports facilities

Facility	N	Not suitable at all %	Suitable %	Very suitable %
Ablution facilities	56	37.5	39.3	23.2
Pavilions	56	53.6	26.8	19.6

According to Table 3.4, the pavilions (54%) are not suitable at all to present any of the indicated team sports. The ablution facilities (39%) on the other hand can be regarded as suitable. Results from the observation process are presented in Table 3.5.

Table 3.5 Suitability of other sports facilities according to observation

Facility	N	Not suitable at all %	Suitable %	Very suitable %
Ablution facilities	29	7	76	17
Pavilions	78	28	43.6	28.4

From the 78 sites observed by the researcher (17 rugby, 20 netball, 15 hockey, 11 soccer, and 15 cricket), only 29 have ablution facilities at their sport fields. The remaining 49 sites have no ablution facilities at their sport fields and participants and spectators have to use the school's ablution facilities which are not always close to the sport fields.

Safety of sports facilities

Participants further had to indicate how safe their facilities and surrounding environment are for sports participation. Table 3.6 indicates that the majority of the respondents regard their facilities as safe (soccer 50%, netball 46%, cricket 56%, hockey 56%, and rugby 52%).

Table 3.6 Safety of facilities and surrounding environment

Sports field	N	Not safe at all	Safe	Very safe
Cricket field	32	25.9	55.6	18.5
Hockey field	19	18.7	56.3	25
Netball field	40	30.3	45.5	24.2
Rugby field	29	17.4	52.2	30.4
Soccer field	38	47.2	50	2.8

Some of the reasons respondents gave for unsafe facilities and surrounding environments were uneven surfaces, surfaces not suitable for the sport (for example playing hockey on cement), poor fencing, dilapidated facilities and fields that are across from a busy street. Results from what was observed by the researcher, concur with the results in Table 3.6 being that the safety of the facilities can be regarded as safe.

Financial support

Participants had to indicate to what extent their school sport receive financial support, namely 1) no extent, 2) small extent, 3) moderate extent, or 4) large extent. A mean of 2 or less indicates financial support of between none and a small extent, while a mean of between 2 and 4 indicates financial support to a moderate and large extent. From the results in Table 3.7, it seems that very few of the schools receive financial support of any kind for the development, training, organising or coaching of school sport activities. On average, 1.4 schools get no financial support for the training of teachers to become sport managers, while between 1.5 and 1.8 schools get small financial support for the development of players, upgrading of facilities, catering during events, incentives, transport and accommodation, and sports equipment. None of the schools get moderate to large financial support.

Table 3.7 Financial support for managing school sport

Area of financial support to school sport	Extent of financial support	Mean	Std Dev
Training of teachers to become sport managers	No extent	1.4	0.60
Development of players	Small extent	1.5	0.68
Upgrading of facilities	Small extent	1.6	0.78
Catering during events	Small extent	1.7	0.86
Incentives such as medals	Small extent	1.7	0.75
Transport, accommodation and playing kit for players	Small extent	1.7	0.77
Sports equipment	Small extent	1.8	0.82

The adequacy of a budget to maintain sports facilities and equipment is presented in Table 3.8.

Table 3.8 Adequacy of maintenance budget

Adequacy of maintenance budget	%
Very adequate	3.6
Adequate	23.2
Somewhat adequate	25
Not adequate at all	17.9
No such budget	30.3

The majority of the sport managers (30.3%) reported that they do not have a budget for the maintenance of sports facilities at their schools. Only 3.6% of participants reported that their maintenance budget for their sports facilities is adequate.

DISCUSSION

This study's investigators revealed that the conditions of the playing surfaces of cricket, netball, and soccer fields were rated between bad and very bad, while on the other hand the surfaces of the hockey and rugby fields were rated between good and very good. Pavilions are regarded by the majority as not suitable at all with ablution facilities rated between suitable and not suitable at all. Most schools in disadvantaged areas do not have their own sport fields and equipment for use by learners and the grounds that are available are often subject to neglect or vandalism, as most of the schools cannot afford a security fence (Mosala, 2006; Mchunu & Le Roux, 2010).

Studies conducted in South African schools revealed that old and damaged equipment and unsafe facilities and equipment were the major barriers to sport participation among learners (Singh & Surujlal, 2010; Pule, Drotsky, Toriola & Kubayi, 2014). A barrier for sport participation among learners that the present study revealed is unsafe facilities and unsafe surrounding environments. Reasons given for unsafe facilities and surrounding areas were, uneven surfaces, surfaces not suitable for the sport (play hockey on cement), poor fencing, dilapidated facilities and fields that are across from a busy street.

Olajide (2004) stated that sports facilities in Nigerian secondary schools are provided without adhering to the standards in many aspects such as surfaces of playing fields, sitting arrangements, conveniences and water and have greatly hindered participation in school sport. The results of this study with regard to the unsafe surroundings and lack of maintenance of school sports facilities are in line with that described by Olajide (2004) for sports facilities at secondary schools in Nigeria. When facilities are poorly located and the safety of the participants cannot be guaranteed, their interest in sport becomes adversely affected (Olajide, 2004).

Other researchers also found that major limitations to sport participation are the lack of, and inadequacies of sports facilities, equipment, supplies and funds to allow all participants to be physically active (Wechsler et al., 2000; Mchunu & Le Roux, 2010). The inadequate financial support for the development of sport as indicated in this study may be linked to the insufficient government allocation of funds to schools for the development of sport or the training of educators in the sport environment (Busher, Harris & Wise, 2000). This poor financial support for sport development in the NWP schools is also supported by similar findings in Nigerian schools (Olajide, 2004).

It can be concluded that the physical school sport environment is not well maintained, not accessible, and inadequate at selected secondary schools in the NWP. These findings are indicative of a serious risk to participants who may be exposed to non-inherent risks purely because of inadequate and poorly maintained sports facilities and equipment. Budgets to maintain the physical school sport environment is non-existent in most of the schools, and for the development of elite players this issue needs to be addressed. There are many areas of facilities that jeopardise excellence in sports that require adequate attention if facilities would contribute to sport performance. It seems therefore important that attention should be given to the availability, adequacy, accessibility, funding, and safety of sports facilities for the promotion and development of school sports in the NWP.

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CHAPTER 4

ARTICLE 2

COMPETENCIES AND TRAINING NEEDS FOR SCHOOL SPORT MANAGERS IN THE NORTH WEST PROVINCE, SOUTH AFRICA

Title

Competencies and training needs for school sport managers in the North West
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Abstract

It is important to understand which competencies are needed for managerial and administrative effectiveness of school sport managers with regard to the design, delivery and direction of school sport programmes. The purpose of this study was to determine the competencies and training needs for secondary school sport managers in the North West Province (NWP). Data were gathered from 79 school sport managers in the NWP by means of a validated self-compiled questionnaire. Descriptive statistics, factor analysis and a dependent t-test were used to compare which competencies school sport managers perceive as very important with the competencies they are responsible for. Functional competencies and core competencies were both found to be important for managing school sport effectively. There were statistically significant differences between the competencies they perceive as very important and the frequency of competencies they were responsible for. Respondents attached greater importance to functional and core competencies than being responsible for them. Furthermore, results indicated the need to train teachers in managing sport finance, sports facilities and human resources, as well as presenting workshops in public relations, sport marketing and sport organisation.

Keywords: competencies, functional competencies, core competencies, school sport manager, training needs

COMPETENCIES AND TRAINING NEEDS FOR SCHOOL SPORT MANAGERS IN THE NORTH WEST PROVINCE, SOUTH AFRICA

INTRODUCTION

Management competencies are highly valued within sport, and a capable and efficient sport manager has become essential to manage and run school sport activities effectively (Hurd, 2005). Growing demands within sport has called for greater professional competencies by sport managers (Ko *et al.*, 2011). The school sport manager is the leader who regulates, facilitates, promotes or organises any sport-related activity in school (Vosloo, 2014), and requires advanced knowledge, skills and attributes in order to manage school sport effectively (Appenzeller & Lewis, 2000). Many school sport managers are appointed because they possess the essential attributes required, namely enthusiasm, energy and administrative experience; however, they sometimes find themselves ill-equipped with the actual competencies, skills, knowledge, and qualities to cope with their work (Chelladurai, 2005). To understand the role that school sport managers are expected to fulfil with regard to the design, delivery and direction of school sport programmes, it is vital to understand the competencies needed for managerial and administrative effectiveness (Barcelona, 2001). It is important to identify the competencies underlying the management of school sport to better inform the further professional development of sport teachers, as well as improve the efficiency and effectiveness of managing school sports (Buitendach & De Witte, 2005).

Management areas are universal in sport as they are performed at most sport-related sites, and should also be reflected upon to identify possible sport management competencies required by school sport managers (Pedersen *et al.*, 2011). Hollander (2000) identified general management competencies (planning, organising, leading, and control) and functional management competencies (sport finance management, human resource management, sport marketing, and operational management) as important competencies that sport managers should have. Vosloo (2014) divided competencies into functional and core competencies, with functional competencies being the same as those stated by Hollander (2000), but Vosloo added sport law and legal management, public relations and communication. Core competencies consist of *fundamental* and *general*

management competencies, where fundamental competencies involve those actions performed to achieve the organisational goals (planning, organising, leading, and control) and general management competencies relate to the basic day-to-day management competencies such as office administration tasks that the school sport manager must perform (Vosloo, 2014). According to Steyn *et al.* (2012), office administration includes aspects such as the ability to communicate effectively, managing time, managing stress, conducting meetings, managing information, operating a computer, and managing risk.

Researchers have also found that competencies expected of sport managers comprise strong communicative and social aspects with an emphasis on the importance of interpersonal communication, public relations, advertising and techniques of personal management (Horch & Schutte, 2003). A study conducted by Cuskelly and Auld (1991) revealed that public relations, financial management, programme planning and management, and interpersonal communication were perceived as the most important competencies for sport managers. Quarterman *et al.* (2005) stated that a combination of personal, human, conceptual, technical and conjoined skills is necessary when working as a sport manager, while Fielding *et al.* (1991) found that sport management academies at 38 universities in Canada and the United States of America rated management skills, communication skills, accounting skills and thinking skills as the most significant competencies for effective sport management. Identifying essential school sport management competencies and needs for the training of teachers may be meaningful for the effective provision and management of school sport activities (Vosloo, 2014).

Secondary schools are professional institutions where, in most cases, school sport managers are mainly teachers, recognised for their professional credentials and expertise in the general subject of education, and are, in addition to what happens in the classroom, also entrusted with the management of sport-related activities (Lopiano & Zotos, 2014). In South Africa, the *National Skills Development Strategy III* (South Africa, 2011), the *Sector Skills Plan of 2014/15 – 2016/17* (Cathseta, 2014) and the *School Sport Capacity Development Programme* (Swimmersden, 2012) have all prioritised the need to develop education programmes to support and develop the competencies of teachers, school sport managers and leaders. The

training of teachers in sport management therefore needs to place a balance between the theoretical and practical aspects as suggested in developing a programme to equip future school sport managers with knowledge and skills (Ostroff, 1992; Burger *et al.*, 2008). It has become necessary to help teachers update their knowledge and skills to be more competent in managing school sport and this can be done in the form of using multiple options such as online classes, conference seminars and workshops (Whitehead & Blackburn, 2013).

In South Africa, there seems to be a limited number of training programmes in sport management (Hollander, 2000; De Villiers, 2003). Hollander (2000) developed the South African Qualifications Authority (SAQA) guidelines for the training of sport managers, whereas De Villiers (2003) developed a sport industry-related programme for the training of sport managers. Sport and Recreation South Africa (SRSA) has provided a skills programme for Sports Leaders that is accredited by SAQA. The programme of short courses helps to develop skills pertaining to sport management and leadership and is aimed at enhancing the skills of individuals involved in sport administration, coaching, management, and officiating (Frank, 2006:36). In spite of the value of the programmes SRSA set out to help develop sport management and leadership skills, these volunteers nevertheless lack the required skills and training to manage school sport professionally (Vosloo, 2014:225). Various volunteers are trained, but because training happens on a voluntary basis, has to a large extent lead to the downfall of these skills development training programmes (Vosloo, 2014:228).

The scientific fields of sport management training developed by Hollander (2000) include training in sport finances, human resource management, sport marketing and operational management (facility and event management). Although these programmes add value to the training of sport managers in South Africa, the training of teachers specifically as a school sport manager is still insufficient, because the contents of the training programmes are generic and do not conform to the specific sport management training requirements of a school sport manager (Vosloo, 2014).

The school sport manager is seen as a central figure in the management of school sport and in the participant's sport experience; however, to do so, they should be

properly trained (Vosloo, 2014). The training programmes of sport managers should focus on general and specific facets of sport (Lambrecht, 1991) and should be suitable for aspirant managers to be trained in the competencies necessary to manage sport-related enterprises effectively (Hollander, 2000). The professional preparation of sport managers is questioned by Baker and Southall (2007), where they suggest that a more context-specific approach should be undertaken. According to Vosloo (2014), the contents and learning outcomes related to sport management programmes are generic and do not necessarily conform to the unique sport management training needs of school sport managers in South African schools. An increasing need for trained and qualified school sport managers is the result of the worldwide professionalisation of sport, and in South Africa, the reality seems to be that school sport managers are not qualified to manage sport effectively and should therefore be properly trained (Vosloo, 2007; Burger *et al.*, 2008). School sport managers should traverse context-specific sport management programmes for teacher training that would not only contribute to the maintaining of service standards in schools, but also to increasing the professional development of school sport managers (Skinner *et al.* 2004). Considerable attention in research has been given to the competencies of sport managers in general, but there is insufficient knowledge and empirical evidence available with regard to the training needs and competencies required for the management of school sport in a diversity of South African schools (Vosloo, 2014). These existing shortcomings in the South African literature need to be addressed. The lack of literature and empirical support therefore necessitates the aims of this study, namely to determine the competencies that school sport managers have, as well as the areas they need training in to be more competent in managing school sport.

METHODOLOGY

Research sample

Using a quantitative study approach, a questionnaire was constructed and administered to an availability sample of 123 secondary school sport managers from 89 secondary schools in the North West Province (NWP) (for schools with more than one school sport manager, each school sport manager had to complete the questionnaire). The criterion for participation in this study was that they must be responsible for managing school sport at a secondary school with more than 200

learners (it was assumed to be unlikely for schools with fewer than 200 learners to have a sport manager at the school). From the 123 questionnaires sent, 79 were received back (59 men and 20 women; age range from 20 to 56+ years).

Research instrument

Questionnaire

An empirical survey was chosen as research method to collect primary data. A self-compiled questionnaire was developed with the assistance of the three authors in conjunction with the relevant literature regarding the competencies and training of school sport managers. The questionnaire was compiled and then piloted to determine face and content validity. For the piloting process, the questionnaire was completed by forty-three (43) final-year sport management students from the North-West University who did not participate in the final study. Changes were made according to the feedback received from these students, and a final version of the questionnaire was compiled. The main focus of the questionnaire was, firstly, to determine which competencies secondary school sport managers regard as very important to manage school sport. Secondly, to determine to what extent are they responsible for these competencies when managing school sport. Finally, to determine to what extent they would like to receive training in specific sport management programmes to enhance their competence to manage school sport. Section A of the questionnaire was used to collect important demographical and biographical information, while section B consisted of questions regarding the management and competencies of school sport managers. To identify the training needs of school sport managers, a third section, section C, was implemented. Respondents had to indicate which similar programmes they have attended before as well as to what extent they would like to attend these programmes for further training.

Ethical clearance

Ethical approval for the research was obtained from the Ethics Committee of the North-West University (ethics number NWU-00063-14-A1). Permission was granted by the district executive manager in the Department of Basic Education of the NWP, the headmasters of the selected schools and the sport managers in their schools to participate in the study.

Statistical analysis

Data were analysed by means of the SPSS program (SPSS Inc., 2014) and SAS program (SAS Institute Inc., 2011). Descriptive statistics of each variable were analysed identifying the frequencies, valid percentages, mean scores, and standard deviations of various items. A principal component exploratory factor analysis with Oblimin rotation was performed to identify factors in the data. The reliability of the factors was then determined by Cronbach's alpha coefficients. A dependent t-test was applied to determine whether there were significant differences between the perceived importance of competencies according to sport managers and the frequency of competencies they were responsible for. A three-point Likert scale was used to determine the extent of importance and frequency for the responsibility of competencies, where 1 = not important/ to a small extent, 2 = important/ to some extent, and 3 = very important/ to a large extent. By using Cohen's guidelines, the effect sizes were calculated (small effect: $d=0.2$; medium effect: $d=0.5$; large effect: $d=0.8$) to determine the practical significance of these differences.

RESULTS

The following results will outline the management competencies required by school sport managers to successfully manage school sport as well as specific areas school sport managers require training in.

Profile of respondents

Of the 79 respondents, 75% were male and 25% female. The majority of the respondents (30%) are between the age of 46 and 50 years and 15% and 14% of the respondents between the age of 20 to 30 and 31 to 40 years, respectively. Furthermore, 14% of the managers are 56 years and older. The primary professions for the majority of respondents are school teachers (85%), with only 5% full-time employed as school sport managers. Results of the data on the profile of the respondents are presented in Table 4.1.

TABLE 4.1 PROFILE OF SCHOOL SPORT MANAGERS AT SECONDARY SCHOOLS IN THE NWP

Item	General information	Response	
		n	%
Gender	Male	59	75
	Female	20	25
Age	20-25 years	7	9
	26-30 years	5	6
	31-35 years	6	8
	36-40 years	5	6
	41-45 years	14	18
	46-50 years	24	30
	51-55 years	7	9
	56+ years	11	14
Profession	Teacher	67	85
	Sport manager (full time)	4	5
	Coach and sport manager	6	8
	Other	2	2

Competencies

Respondents had to indicate the importance they attach to different competencies as well as to what extent they were responsible for these competencies in managing school sport. Respondents regarded seven of the 14 competencies as very important, ranging between 70 - 83.5%, but the extent they are responsible for these competencies ranges between 39 - 62%. Managing sport finances indicated the biggest difference between competencies respondents perceive as very important (79.7%) and performed to a large extent (39.3%).

Table 4.2 presents the results of competencies ranked according to their importance as well as the respondents' extent of performing these competencies.

TABLE 4.2 IMPORTANCE OF COMPETENCIES AND THE EXTENT OF RESPONSIBILITY

Competency	Competencies perceived as very important (%)	Competencies being responsible for to a large extent (%)
Organising league-related issues	83.5	62
Managing sport finances	79.7	39.3
Scheduling training timetables	75.6	53.1
Managing office procedures	74.7	44.9
Managing use and maintenance of sports facilities	74.7	44.3
Managing equipment	74.4	48.7
Organising sporting events	71.8	50.6
Drawing-up competition roster	68.4	43
Compiling code of conduct	62	31.6
Recruiting/administering coaches	59.5	30.4
Conducting sport meetings	58.2	50
Addressing legal issues	55.7	30.8
Compiling sport constitution	51.9	27.8
Managing public relations	46.2	29.5

Functional and core competencies

Based on the results that analysed the importance of sport management competencies, two main competency factors were identified, namely functional competencies and core competencies. A mean score between 2.50 and 3.0 on the Likert scale is interpreted as a high value (important towards very important), while a mean score of less than 1.50 is interpreted as a low value (towards not important at all). With reference to Table 4.3, the statistical analysis of the functional competency factor indicated that it can be regarded as reliable (Cronbach's alpha $\alpha = 0.81$) and the average of all contributing items can consequently be used to represent this factor.

TABLE 4.3 FACTOR PATTERN MATRIX ON THE IMPORTANCE OF FUNCTIONAL SPORT MANAGEMENT COMPETENCIES

Competencies	Functional competencies factor
Managing public relations	.785
Compiling code of conduct	.721
Addressing legal issues	.691
Recruiting and administering coaches	.685
Compiling sport constitution	.664
Scheduling training timetables	.618
Managing office procedures	.506
Managing finances	.447
CRONBACH'S ALPHA	.811
MEAN	2.57
STD. DEVIATION	.342

All competencies had a factor loading higher than 0.45, which indicates that these competencies can therefore be regarded as relevant to the functional competency factor. The mean score for this functionality factor is 2.57, which means that the functionality competencies are, according to the three-point Likert scale, regarded as very important for school sport managers to perform. With reference to Table 4.4, the core competency factor is also regarded as reliable with a Cronbach's alpha $\alpha = 0.80$, thereby indicating that the average of all contributing items can be used to represent this factor.

TABLE 4.4 FACTOR PATTERN MATRIX ON THE IMPORTANCE OF CORE SPORT MANAGEMENT COMPETENCIES

Competencies	Core competencies factor
Drawing-up competition rosters	.235
Organising sporting events	.809
Managing equipment	.728
Conducting sport meetings	.662
Organising league related issues	.553
Managing use, maintenance and repairs of equipment	.552
CRONBACH'S ALPHA	.797
MEAN	2.71
STD. DEVIATION	.326

All competencies, except drawing-up competition rosters, have a loading higher than 0.55, which indicates that these competencies can therefore be regarded as relevant to the core competencies factor. With a mean score of 2.71, these core competencies can, according to the three-point Likert scale, be regarded as very important competencies for school sport managers to perform. Based on the mean, it seems that the respondents regard core competencies (mean 2.71) as more important than functional competencies (mean 2.57).

To determine whether there was a difference in the importance of competencies and being responsible for the functional and core competencies, a dependent t-test was performed. Both the importance and responsibility were measured on a three-point Likert scale. Table 4.5 provides a descriptive outline of the gap analysis and reveals that respondents regard the importance of functional competencies (mean 2.57) and core competencies (mean 2.71) as very important, but their responsibility towards functional competencies (mean 2.09) and core competencies (mean 2.36) is lower. The gap between the importance and being responsible for functional and core competencies was found to be statistically significant ($p < 0.001$) with a large practical significance (functional competencies, $d = 0.76$, core competencies $d = 0.62$).

TABLE 4.5 COMPARISON OF IMPORTANCE OF AND BEING RESPONSIBLE FOR COMPETENCIES BY SCHOOL SPORT MANAGERS AT SECONDARY SCHOOLS IN THE NWP

Competency	Mean ($\bar{x}$)	Std. dev. (σ)	P-value (p)	Effect size (d)
Functional:				
Importance	2.57	.35581	<0.001	0.76
Responsibility	2.09	.60705		
Core:				
Importance	2.71	.31560	<0.001	0.62
Responsibility	2.36	.56572		

Sport management training

For the purpose of the study, sport management training by means of presenting workshops can be regarded as a method of training for school sport managers in different sport-related areas. Results in Table 4.6 reveal that an average of only 18.2% of the respondents has attended related sport management workshops before, with sport officiating (35.4%) being the workshop most attended, and sport public relation (7.6%) being the least attended workshop. On average, 19.1% of respondents do not regard it as important to attend workshops related to sport management competencies, while the majority of respondents (80.9%) did reveal their need to attend such workshops in sport management competencies (some and large extent).

TABLE 4.6 AUDIT ON WORKSHOPS ATTENDED AND REQUIRED BY SCHOOL SPORT MANAGERS AT SECONDARY SCHOOLS IN THE NWP

Management programme	Have attended (%)	Would like to attend (%)		
		No extent	Some extent	Large extent
Sport public relations	7.6	24	21.3	54.7
Human resource management	8.9	20.3	25.7	54.1
Sport finances	11.4	21.6	28.4	50
Sport marketing	12.7	17.6	31.1	54.1
Organising sports facilities	17.7	20.5	32.9	46.6
Sport organisation	20.3	16.9	28.6	54.5
Organising risk in sport	20.3	18.9	32.4	48.6
Organising sporting events	22.8	17.3	33.3	49.3
Sport law	25.3	16	29.3	54.7
Sport officiating	35.4	20	36	44
Average	18.2	19.1	29.9	51

Table 4.6 also indicates that in six of the sport management related areas (sport public relations, human resource management, sport finances, sport marketing, sport organisation, and sport law); more than 50% of respondents would to a large extent want to attend such workshops.

DISCUSSION

The functional competencies (managing public relations, compiling a code of conduct, addressing legal issues, recruiting and administering coaches, compiling a sport constitution, and scheduling training time-tables) and core competencies (organising sporting events, managing equipment, and conducting sport meetings) indicated as very important by the sport managers in the North West schools are in line with what was reported by Cuskelly and Auld (1991), Hollander (2000) and Horch and Schutte (2003), which can contribute to more effective sport management. Cuskelly and Auld (1991) revealed that public relations, financial

management, programme planning and management and interpersonal communication were perceived as the most important competencies for sport managers, while Hollander (2000) identified functional management competencies (sport finance, human resource management, sport marketing, and operational management) as important competencies to manage sport. Horch and Schutte (2003) stated that interpersonal communication, public relations, advertising, and techniques of personal management are important competencies that sport managers should possess.

There were statistically significant differences ($p < 0.001$) between the core and functional competencies, respondents regard as very important, and the competencies they were responsible for. Possible reasons why school sport managers are not responsible for the competencies they perceive as very important were not fully explored in this study, but might include lack of time, lack of enjoyment, role overload, role expectancies, distinct and differing reward systems, differing sport experiences, unavoidable conflict situations, and role stress (Millsagle & Morley, 2004). With regard to this study, a possible reason why respondents were not responsible for the competencies they perceive as important could be because of a lack of knowledge and training on how to perform these competencies.

Not many of the respondents attended workshops before, which indicates a possible lack of knowledge in managing school sport. This concurs with Jackson and Rothmann (2006), who stated that a lack of training and development of teachers in the NWP may contribute to the fear that their skills would become redundant. Results further showed that respondents would like, to a large extent, to attend workshops in sport finance, organising sporting facilities, human resource management, sport public relations, sport marketing, and sport management. These results concur with the scientific fields Hollander (2000) identified for training in sport management, namely training in sport finances, human resource management, sport marketing, and operational management (facility and event management).

Recommendations can be made to the principals of the schools involved in this study that if the management and organisation of sport at their schools are important, the responsible teacher should be empowered to attend the relevant

workshops, which will educate and equip them with the required competencies to manage the sport at their schools effectively.

CONCLUSION

From the results of this study, it can be concluded that the participating secondary schools in the NWP in general make use of school teachers to manage school sport. School teachers already have an extensive workload in the classroom and must, additionally, manage school sport. It was indicated that these school sport managers lack the relevant competencies required to manage sport, thereby contributing to the insufficient and even non-existing management of school sport. One could further come to the conclusion that a need exists or an opportunity has been created for the development of workshops in specific school sport related topics such as sport finance, organising sporting facilities, human resource management, sport public relations, sport marketing, and sport management. The contemporary school sport manager needs to be properly prepared to demonstrate skills and competencies, regardless of the specific school in which one is employed or the type of position one holds.

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CHAPTER 5

JOB SATISFACTION OF SCHOOL SPORT MANAGERS IN THE NORTH WEST PROVINCE, SOUTH AFRICA

Title / Titel

Job satisfaction of school sport managers in the North West Province, South Africa
Werkstevredenheid van skolesportbestuurders in die Noordwes Provinsie, Suid-Afrika

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Abstract

High levels of job satisfaction among school sport managers will enable them to continue their job, remain with the organisation longer and accelerate production, while dissatisfaction is associated with inclination to quit and less production. The purpose of the study was to investigate the extent of job satisfaction and dissatisfaction among secondary school sport managers in the North West Province of South Africa. Based on a literature review, a questionnaire was constructed to gather information on various job satisfaction variables such as in-service training opportunities, the way school sport managers are treated by colleagues, the availability of resources, physical working conditions, salaries, time allocated to manage sport, and support from sport federations. The questionnaire was completed by 59 men and 20 women; ages ranging from 20 to 56 years. Descriptive statistics and exploratory factor analysis were performed to analyse the data. The job itself and working conditions were two extracted factors. Results further indicate that respondents are to some extent mostly satisfied with the way they are treated by colleagues (61%), cooperation with colleagues (58%), availability of resources (56%), and physical work conditions (55%). The main aspects the respondents are mostly dissatisfied with were insufficient in-service training opportunities (55%), salaries (50%), time allocated to manage sport (49%), and lastly support from sport federations (46%).

[Keywords: job satisfaction, school teacher, sport manager]

JOB SATISFACTION OF SCHOOL SPORT MANAGERS IN THE NORTH WEST PROVINCE, SOUTH AFRICA

INTRODUCTION

Job satisfaction is regarded as one of the most important elements related to job success and can result in increased efficiency, proficiency and individual satisfaction (Mohammadi & Dehkordi, 2013). It comprises many intrinsic and extrinsic dimensions that can be affected by a broad range of job-related and personal factors (Volkwein & Zhou, 2003). Research has demonstrated that job satisfaction is positively related to job performance (Steel & Rentsch, 1997; Judge *et al.*, 2001) and greater organisational commitment (Zhang *et al.*, 2004), while job dissatisfaction, on the other hand, leads to burnout (Currivan, 1999; Chelladurai & Ogasawara, 2003; Allen *et al.*, 2005; Halbesleben & Bowler, 2007).

Job satisfaction has been viewed in a number of different ways. Locke (1976) defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Aiyejuyo (2004) describes job satisfaction as a relationship between personal needs and organisational expectation. Job satisfaction will therefore be desirable when the expectations are consistent with the individual's personal needs (Nadiri & Tanova, 2010). For the purpose of the study, job satisfaction is regarded as the totality of an individual's social and psychological well-being relative to his or her job and job performance.

Herzberg's two-factor theory provides a solid theoretical grounding to understand job satisfaction. Herzberg *et al.* (1959) stated that employees have two sets of needs: satisfiers (motivators) or intrinsic factors related to job satisfaction, and dissatisfiers (hygiene) or extrinsic factors having more to do with the context or environmental surroundings of the job. Satisfiers that influence job satisfaction are achievement, recognition of achievement, interesting work, increased responsibility, growth, and advancement. On the other hand, company policy, administration practices, supervision, interpersonal relationships, working conditions, salary, status, and security are classified as hygiene factors that contribute to job dissatisfaction (Herzberg *et al.*, 1959).

Several factors can contribute to the job satisfaction of sport managers. Among these factors are working conditions (Oshagbemi, 1997; Mafini *et al.*, 2013; Ross *et al.*, 2014), supervisory support (Oshagbemi, 1997; Singh & Surujlal, 2006, Ross *et al.*, 2014), employee benefits (Zhang *et al.*, 2004; Ross *et al.*, 2014), the job itself (Oshagbemi, 1997; Singh & Surujlal, 2006), and employee ability (Zhang *et al.*, 2004; Mafini *et al.*, 2013). Factors that may impact negatively on a sport manager's productivity and effectiveness are role conflict, lack of effective communication and role clarity (Rogers *et al.*, 1994).

The extent to which the duties of sport managers are effectively carried out is largely contingent upon whether or not they are satisfied with their job (Onifade *et al.*, 2009). The premise is that satisfied workers will remain with the organisation longer and will be more productive, whereas dissatisfied workers will be more inclined to quit and be less productive (Sarker *et al.*, 2003). Another element of job dissatisfaction in the school environment can be related to the dual responsibility of teaching learners and the management of sport-related aspects, which may create an excessive workload for such educators who assume these dual roles (Jones *et al.*, 1999; Wegge, 2002; Bird, 2003).

Several studies have been conducted to examine the job satisfaction of individuals employed in sport-related positions (Keinde & Ayodabo, 2002; Herrera & Lim, 2003; Aiyejuyo, 2004; Onifade *et al.*, 2009), but very few research studies were found on the level of job satisfaction of secondary school sport managers – especially in South Africa. It is important to focus on job satisfaction of employees within a school sport environment as it predicts job productivity and performance (Silvestro, 2002). Therefore, this study aims to investigate which factors of job satisfaction are present among school sport managers in the North West Province (NWP) of South Africa as well as the extent to which school sport managers are satisfied with their jobs.

METHODOLOGY

Research sample

Using a quantitative study approach, a questionnaire was constructed and administered to an availability sample of 123 secondary school sport managers in the NWP. From the 123 questionnaires sent, 79 were received back (59 men and 20

women; ages ranging from 20 to 56+ years). The inclusion criterion for participation in this study was that participants must be responsible for the management of school sport at a secondary school with more than 200 learners (it was assumed to be unlikely for schools with fewer than 200 learners to have a sport manager at the school). The priority team sports involved in the study are cricket, hockey, netball, rugby and soccer.

Research instrument

Questionnaire

A self-compiled questionnaire was utilised as no existing instrument was available that fits the purpose of this study. The questionnaire was developed with the assistance of the authors and in conjunction with the relevant literature regarding job satisfaction. After the questionnaire was compiled, it was piloted and feedback was provided for the final drafting thereof. The main focus of the questionnaire was, firstly, to identify factors that are important for school sport managers, and secondly, to determine to what extent school sport managers are satisfied with job satisfaction. Variables such as in-service training opportunities, the way they are treated by colleagues, availability of resources, physical working conditions, salaries, time allocated to manage sport, and support from sport federations were included in the questionnaire. Section 1 of the questionnaire elicited the demographic and biographic details of the participants, while section 2 consisted of questions where respondents had to indicate to what extent (no extent, some extent, large extent) they are satisfied with certain aspects of managing school sport.

Ethical clearance

Ethical approval for the research was obtained from the Ethics Committee of the North-West University (ethics number NWU-00063-14-S1). Permission was granted by the district executive manager in the Department of Basic Education of the NWP, the headmasters of the selected schools and the sport managers in their schools to participate in the study.

Statistical analysis

Descriptive statistics were calculated to examine the results in the demographic section of the questionnaire. An exploratory factor analysis with Oblimin rotation was

performed on each of the constructs to determine what percentage of variance is explained by each factor (Tabachnick & Fidell, 2001). The recommended values of the Cronbach alpha coefficient, to conclude whether the proposed factors are considered as reliable, are for values above 0.7 (Nunnally & Bernstein, 1994). Data were analysed by means of the SPSS program (SPSS Inc., 2014) and SAS program (SAS Institute Inc., 2011).

RESULTS

Profile of respondents

The profile of the respondents is presented in Table 5.1.

TABLE 5.1 PROFILE OF SCHOOL SPORT MANAGERS AT SECONDARY SCHOOLS IN THE NWP

Item	General information	Response	
		n	%
Gender	Male	59	75
	Female	20	25
Age	20-25 years	7	9
	26-30 years	5	6
	31-35 years	6	8
	36-40 years	5	6
	41-45 years	14	18
	46-50 years	24	30
	51-55 years	7	9
	56+ years	11	14
Profession	Teacher	67	85
	Sport manager (full time)	4	5
	Coach and sport manager	6	8
	Other	2	2

The study comprises 75% males and 25% females. The majority of the respondents (48%) are between the ages 41 and 50 years and 15% and 14% of the respondents are between the ages 20 and 30 and 31 and 40 years, respectively. Furthermore,

14% of the managers are 56 years and older. The primary profession of the majority of respondents is school teachers (85%), with only 5% full-time employed as school sport managers. This reflects the reality that educators perform dual roles and responsibilities as teachers and sport managers.

Job satisfaction

An exploratory factor analysis was performed to examine the factors of the job satisfaction variables. The statistical analysis resulted in the extraction of two factors, which accounted for 59% of the variance in the data, which, according to Malhotra (2007), is satisfactory for factor extraction. The Kaiser-Meyer-Olkin measure of sampling (Kaiser, 1974) was .85, which is highly acceptable and the Bartlett's test of sphericity ($\text{Sig} < 0.001$) indicated that the data was suitable for factor analysis. Both factors exceeded the 0.7 levels of reliability suggested by Nunnally and Bernstein (1994).

A three-point Likert scale was used in this research to determine the extent of job satisfaction of school sport managers, where 1 = to no extent, 2 = to some extent, and 3 = to a large extent.

With reference to Table 5.2, factor 1 can be regarded as reliable (Cronbach's $\alpha = 0.856$) and pertained to the work that is performed by the school sport manager. Based on the high factor loadings, these job satisfaction variables can therefore be regarded as suitable variables for factor 1, namely the job itself. The majority of the respondents are to no extent satisfied with in-service training opportunities (54.5%), time allocated to manage sport (48.7%), and the support they get from sports federations (46.2%), and to some extent satisfied with the workload they perform (50.6%). The mean score of their satisfaction with the job itself of 1.73 on a three-point Likert scale tends towards dissatisfaction with the job.

TABLE 5.2 THE EXTENT OF JOB SATISFACTION WITH REGARD TO THE JOB ITSELF BY SCHOOL SPORT MANAGERS AT SECONDARY SCHOOLS IN THE NWP

Job satisfaction variable	Extent of satisfaction			Factor 1: Job itself
	No extent	Some extent	Large extent	Factor loading
In-service training opportunities	54.5	32.5	13.0	.957
Time allocated to manage sport	48.7	32.9	18.4	.800
Workload to perform	32.5	50.6	16.9	.757
Support from sport federations	46.2	43.6	10.3	.756
Salary	50	38.2	11.8	.589
Availability of resources	27.3	55.8	16.9	.577
Support from participant's parents	43.4	39.5	17.1	.489
Cronbach alpha				.856
Mean				1.73
Standard deviation				.53

As evidenced in Table 5.3, factor 2 can also be regarded as reliable (Cronbach's alpha = 0.876) and generally involved the conditions school sport managers are working in with regard to their competence to manage school sport, co-operation with colleagues and supervisors as well as the facilities available to perform their duties.

Six of the seven job satisfaction variables have a loading higher than 0.5, which indicates that these job satisfaction variables can be regarded as suitable variables for factor 2, i.e. working conditions. School sport managers are to some extent satisfied with their competencies to manage sport (44.9%), the way they are treated by colleagues (61%), the person they report to (47.4%), physical working conditions (55.3%), cooperation of their colleagues (57.7%), and the condition of facilities (48%). The mean score of their satisfaction with the working conditions of 2.14 on a

three-point Likert scale tends towards satisfaction to some extent with the working conditions.

TABLE 5.3 THE EXTENT OF JOB SATISFACTION WITH REGARD TO WORKING CONDITIONS BY SCHOOL SPORT MANAGERS AT SECONDARY SCHOOLS IN THE NWP

Job satisfaction variable	Extent of satisfaction			Factor 2: Working conditions
	No extent	Some extent	Large extent	Factor loading
Competencies to manage sport	11.5	44.9	43.6	.894
Way you are treated by colleagues	9.1	61.0	29.9	.690
Person you report to	13.2	47.4	39.5	.687
Physical working conditions	18.4	55.3	26.3	.626
Cooperation of your colleagues	10.3	57.7	32.1	.623
Condition of facilities	26.0	48.0	26.0	.535
Acknowledgement you get	25.6	47.5	26.9	.385
Cronbach alpha				.876
Mean				2.14
Standard deviation				.50

With a mean score of 2.14 on a three-point Likert scale, school sport managers are more satisfied with their working conditions than the job itself (mean 1.73).

DISCUSSION

Two job satisfaction factors were extracted by means of an exploratory factor analysis, namely the job itself and working conditions. The first factor, the job itself, covers issues regarding the work school sport managers perform while the second factor, working conditions, generally involve the conditions school sport managers are working in and their experience thereof. Both these factors concur with findings from Zhang *et al.* (2004), Singh and Surujlal (2006) and Ross *et al.* (2014). Zhang *et al.* (2004) identified two factors of job satisfaction – satisfaction with organisational

environment, and satisfaction with individual environment, while Singh and Surujlal (2006) identified four factors of job satisfaction in their study – the job itself, supervision, compensation and support, and administration and colleagues. Ross *et al.* (2014) conducted a study on recreational sport employees and identified four factors of job satisfaction – supervisory support and interaction, working conditions, work and environment, and resources and employee benefits. Summated means were computed for each of the factors to examine the extent of job satisfaction on the variables presented in each factor. Treatment by and cooperation with colleagues, as well as physical working conditions were positively linked to job satisfaction in this study on school sport managers in the NWP and correspond with that found by Koehler (1988) and Onifade *et al.* (2009) among sport managers. These findings also concur with other studies (Luthans, 2002; Merriman, 2004; Koustelios & Tsigilis, 2005; Naidoo, 2007), which noted that sport managers were satisfied with the work environment and relationship with co-workers. The negative feedback as indicated by the school sport managers on in-service training opportunities, time allocated to manage sport, workload to perform, and the support they get from sports federations concur with the findings stated by Sunay (2005), namely that sport employees were not satisfied with their work facilities and opportunities for improvement. Due to the dual roles that educators pursue as classroom teachers and coordinators of sports activities, they experience high workloads, which results in job dissatisfaction (Jones *et al.*, 1999; Wegge, 2002; Bird, 2003; Green & Reese, 2006; Rintaugu, 2013).

CONCLUSION

In summary, this study suggests that the job itself and working conditions are two factors that are present among school sport managers in the NWP. They derive satisfaction to some extent from the way they are treated by colleagues, cooperation with colleagues, and availability of resources, but experience satisfaction to no or to some extent with in-service training opportunities, their salaries, time allocated to organise sport, and support from sport federations. It is recommended that further research needs to be done to devise ways to reduce dissatisfying elements in the jobs of school sport managers.

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CHAPTER 6

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

- 6.1 Introduction
 - 6.2 Summary
 - 6.3 Research findings and conclusions
 - 6.4 Contribution of this study
 - 6.5 Recommendations and limitations
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6.1 INTRODUCTION

In the first chapter of this research study, a brief introduction and summary related to the problem that underlies the research questions and objectives of the study were provided, as well as the structure of the thesis. Chapter 2 provided a literature overview entitled: “*A review of school sport management*”. The purpose of this review was to circumscribe school sport management by referring to issues such as a) environmental factors affecting school sport, b) competencies associated with school sport management, c) management of school sports facilities and financial support, d) school sport managers and continuous professional development (CPD), and e) sport management and job satisfaction. Subsequently, the results of the audit conducted were tabled, analysed and interpreted in Chapters 3, 4 and 5 in the form of three research articles. In article one (Chapter 3) “*The physical state and financial support of school sport in the North West Province (NWP)*” was reported. From the results in article one it can be concluded that the physical school sport environment and financial support schools receive for sport are not well maintained, not accessible, and inadequate for the majority of the secondary schools in the North West Province. Article two (Chapter 4) revealed the “*Competencies and training needs for school sport managers in the NWP*”, while article three (Chapter 5) disclosed the extent of “*Job satisfaction of school sport managers in the NWP*”. In this chapter, Chapter 6, the research is concluded with a summary of the last-mentioned chapters. Findings are stated according to the research objectives and

conclusions are drawn. Recommendations for further research are made and the limitations of this study are discussed. In the next section, a summary of the study is provided.

6.2 SUMMARY

Sport participation among young people has been positively correlated with access to convenient and safe sports facilities and equipment. Major limitations to manage school sports include the lack of, and inadequate sports facilities, equipment, and supplies to allow all participants to participate and be physically active. Without the availability of sufficient school sport facilities and the support of funding, it is difficult for structured sport activities to be presented at schools. Many schools within South Africa – especially schools in previously disadvantaged areas – do not have sufficient facilities, staff and infrastructure to present sport at school level. Specific facilities are needed for different sporting codes, such as mountain bike courses for mountain biking, swimming pools for swimming, grass or astro fields for hockey, just to mention a few. One of the strategic objectives of the National Sport and Recreation Plan (NSRP) is to ensure that South African sport and recreation are supported by adequate and well-maintained facilities. To implement the plan, sport and recreation facility audits per province need to be conducted and verified, which include school-based facilities. For the purpose of this study, the physical state of school sport is closely linked to resources such as equipment, playing fields, pavilions, parking and ablution facilities. Physical barriers that impede sport participation at secondary school level are the lack of well-maintained and accessible facilities, safety issues, and insufficient budgets to maintain the facilities, as well as trained school sport managers who are competent enough to manage facilities effectively.

Although a variety of literature is available on the competencies of a sport manager in general, there are inadequate knowledge and empirical evidence available with regard to the competencies school sport managers should have to manage sport in South African schools. This lack of literature and empirical evidence is in accordance with one of the objectives of this research, namely to determine the extent to which school sport managers in selected secondary schools in the NWP are responsible

for the competencies they perceive as very important. The literature review in Chapter 2 indicated that the school sport management environment is exceptionally varied, diverse, politicised and complex, and therefore the school sport manager requires a wide variety of competencies to manage school sport in a diversity of schools in South Africa. In this study, the areas school sport managers should be competent in were analysed after examining the school sport environment and factors affecting school sport. Based on previous studies stated in the literature review, school sport managers should be competent in functional and core management areas. Functional management areas involve financial management, human resource management, sport law and legal management, public relations, communication, sport marketing, and operations management, whereas core management competencies can be further divided into *fundamental* and *general* management competencies. Fundamental competencies involve those actions performed to achieve the organisational goals, namely planning, organising, leading, and control; and general management competencies relate to the basic day-to-day management competencies such as office administration tasks that the school sport manager must perform.

An effective form of continuous professional development (CPD) is perceived to be direct teaching by means of workshops, conferences, courses and short learning programmes. By providing teachers with professional development opportunities, this will allow them to focus on their own learning, career and promotion ambitions and to consider new responsibilities within their school context, which will lead to increased motivation to stay within the profession. Trainers and consultants offer a variety of workshops and programmes, but the absence of workshops specifically in school sport management is evident.

In the general workforce, job satisfaction of the school sport manager is a strong predictor of why individuals stay with an organisation. The literature review in Chapter 2 stated that factors identified to have an effect on job satisfaction are working conditions, ability utilisation, teamwork, creativity, autonomy, supervisory support and interaction, working environment as well as resource and employee benefits. The working conditions of school teachers, who are also managing school sport, are far from similar to other school-based teachers in terms of workload and

other responsibilities. Their jobs usually include coaching of teams, administering sport programmes, travelling with teams and officiating. These situations may cause high stress levels and job dissatisfaction.

With the above introduction as background to the research topic, the problem statement of this research is: *What is the current state of sport management in secondary schools in the NWP with regard to sport facilities, competencies and job satisfaction of school sport managers?* Four subsidiary questions were formulated to delineate the focus of this research, namely:

- Are the physical state of the sports facilities and the extent of financial support thereof for selected secondary schools in the NWP sufficient for sport participation?
- Are school sport managers in selected secondary schools in the NWP responsible for the competencies they perceive as very important?
- Do school sport managers in selected secondary schools in the NWP have a need to attend workshops regarding sport management competencies?
- Do school sport managers in selected secondary schools in the NWP experience job satisfaction?

To find possible solutions and answers to the above-mentioned problem statement and research questions, a sport management and job satisfaction audit was conducted among selected school sport managers in the NWP in conjunction with a literature study that was used as a theoretical and conceptual framework. The objectives of the research are as follows:

- To determine the extent to which the physical state of sports facilities and financial support thereof for selected secondary schools in the NWP are sufficient for sport participation.
- To determine to what extent school sport managers in selected secondary schools in the NWP are responsible for the competencies they perceive as very important.
- To determine the nature and type of training needs of school sport managers in selected secondary schools in the NWP.

- To determine to what extent school sport managers in selected secondary schools in the NWP experience job satisfaction.

6.3 RESEARCH FINDINGS AND CONCLUSIONS

The research findings and conclusions for each research objective will be discussed in the following section.

6.3.1 Findings on research objective one: The physical state of school sport and the funding thereof in selected secondary schools in the NWP

To determine the physical state of school sport and the funding thereof in selected secondary schools in the NWP, quantitative research, in the form of a structured questionnaire, and qualitative research, in the form of observation, was performed. Findings were presented in Chapter 3 (article one) in accordance with the guidelines as set by the *African Journal for Physical, Health Education, Recreation and Dance*, titled: “Physical state and financial support of school sport in the North West Province, South Africa”. The purpose of this article was to report on the physical state and financial support of selected secondary schools in the NWP with regard to the condition of sports equipment, playing fields, pavilions, parking and ablution facilities at different schools’ sports grounds, and the funding they receive to maintain these facilities.

Findings related to research objective one revealed that the physical environment of school sport involves resources such as equipment, playing fields, pavilions, fences, parking and ablution facilities and that the majority of selected secondary schools in the NWP do not have sufficient facilities to present sport at school level. The playing surfaces of team sports such as cricket, netball and soccer were found to be in a bad to very bad condition, while that of hockey and rugby fields were reported being in a good to very good condition. The pavilions and parking areas at the sport grounds were found to be not suitable at all for spectators, with ablution facilities being suitable to not suitable at all for team and public use. Furthermore, reasons for not participating in sport among learners were because of unsafe facilities and unsafe surrounding areas, uneven playing surfaces, surfaces not suitable for the sport (playing hockey on cement), poor fencing, dilapidated facilities and fields that are

opposite very busy streets. With regard to financial support, schools receive some to no financial support for development, training, organising and coaching of school sports, while the majority of selected secondary schools in the NWP did not have any funding to maintain their sports facilities.

Conclusions based on research objective one

The following conclusions were drawn in relation to research objective one to describe and delineate the physical state of school sport facilities and the funding thereof for selected secondary schools in the NWP:

- It is possible to describe and delineate the physical state of school sport facilities and the funding thereof at the hand of observation techniques as well as a structured questionnaire that was constructed in alignment with the literature overview and the research objectives.
- Funds are needed to develop and maintain sports facilities for participation, but not enough attention is given to the allocation of funding for school participation to promote sport development.
- The condition of the playing surfaces of the majority of the school sports included in this study is bad to very bad.
- The pavilion and parking areas at the schools' sport fields are not suitable at all for use, while the ablution facilities were found to be suitable to not suitable at all.
- There is a lack of financial support for sport development as well as funds to maintain facilities.

From the preceding, the main conclusions drawn from the empirical research are that the physical state of school sport facilities in selected secondary schools in the NWP is in a poor condition and is not safe for learners to participate and compete to develop the necessary skills to perform better. Furthermore, there is a lack of financial support to uplift and maintain the sport facilities at selected secondary schools in the NWP.

6.3.2 Findings on research objective two: the extent school sport managers from selected secondary schools in the NWP are responsible for the competencies they perceive as very important

Chapter 4, article two, contains the findings of research objective two. The article was compiled in accordance with the guidelines as set by the *Journal of Physical Education and Sport Management* and titled: “Competencies and training needs for school sport managers in the North West Province, South Africa”. The purpose of the article was to determine whether school sport managers from selected secondary schools in the NWP are responsible for the competencies they perceive as very important.

The competencies school sport managers from selected secondary schools in the NWP regarded as very important were determined by means of a structured questionnaire, constructed in alignment with the literature overview and objectives of this research. From the data collected, it appears as if **core competencies** (*organising sporting events, managing equipment, conducting sport meetings, organising league related issues, managing use and maintenance of equipment*) and **functional competencies** (*managing public relations, compiling code of conduct, addressing legal issues, recruiting and administering coaches, compiling a sport constitution, scheduling training timetables, and managing office procedures*) were both regarded as very important competencies school sport managers should be responsible for in managing school sport. Another related finding was that the majority of school sport managers from selected secondary schools in the NWP were not responsible for these competencies they perceive as very important. These findings, as presented in article two, provide the rationale for the development and presentation of workshops related to core and functional competencies for school sport managers.

Conclusions of research objective two

The following conclusions were drawn in relation to research objective two.

- It is possible to empirically determine the extent that school sport managers in selected secondary schools in the NWP are responsible for the competencies they perceive as very important at the hand of a structured questionnaire that

was constructed in alignment with the literature overview and the research objectives.

- From the data collected, it seemed that the competencies required to manage school sport can, according to the literature, be divided into core and functional competencies.
- School sport managers from selected secondary schools in the NWP are not responsible for the core and functional competencies they perceive as very important.
- Possible reasons why they are not responsible for these competencies they perceive as very important were not fully explored in this study, but might be because of a lack of time, lack of satisfaction, work overload, not trained in specific competencies, lack of support and a lack of resources.
- As a result of the lack of school sport managers being responsible for core and functional competencies they perceive as very important, it would be possible to develop and present content-, context- and situation-specific workshops for school sport managers in sport finance, organising sporting facilities, human resource management, sport public relations, sport marketing and sport management.

Based on the above-mentioned findings and conclusions, it can therefore be inferred that the school sport manager should be responsible for core and functional competencies in an extremely diverse, complex and politicised school sport environment. The majority of school sport managers from selected secondary schools in the NWP are currently to no extent responsible for the competencies they perceive as very important.

6.3.3 Findings of research objective three: The nature of and types of training needs of school sport managers from selected secondary schools in the NWP

Research objective three of this study had in sight to determine the nature of and types of training needs school sport managers from selected secondary schools in the NWP had. This was done by means of a structured questionnaire, constructed in alignment with the literature. Results were disclosed in Chapter 4 (article two), and

revealed that an average of only 18.2% of the respondents have attended sport management-related workshops before, with sport officiating (35.4%) being the workshop most attended, and sport public relation (7.6%) being the least attended workshop. This poor attendance of sport management-related workshops indicated a possible lack of knowledge in managing school sport in the NWP and may contribute to the fear that skills would become redundant. Another related finding was that school sport managers from selected secondary schools in the NWP would like, to a large extent, to attend workshops in sport finance, organising sporting facilities, human resource management, sport public relations, sport marketing and sport management.

Conclusions of research objective three

The following conclusions were drawn in relation to research objective three to determine the nature and types of training needs of school sport managers in selected secondary schools in the NWP.

- It is possible to empirically determine the nature and types of training needs that school sport managers require to manage school sport at the hand of a structured questionnaire that was constructed in alignment with the literature overview and the research objectives.
- School sport managers require training in unique, distinct, content- and context-specific knowledge, skills and competencies.
- Progressive and well-established workshops may contribute to the development of the school sport manager.
- One could come to the conclusion that a need exists and an opportunity has been created for the development and presentation of workshops for school sport managers in sport finance, organising sporting facilities, human resource management, sport public relations, sport marketing and sport management to improve their knowledge on how to manage school sport effectively.

In short, it can be said that a need exists among school sport managers to attend workshops that are content- and context-specific to manage school sport. An

opportunity has been created to develop and present such workshops to satisfy this need.

6.3.4 Findings on research objective four: The extent school sport managers from selected secondary schools in the NWP experience job satisfaction

Chapter 5 consisted of the third article of the dissertation, which was compiled according to the guidelines as set for the *Journal of Sport Management* and titled: “Job satisfaction of school sport managers in the North West Province, South Africa”. The purpose of this article was to determine to what extent school sport managers from selected secondary schools in the NWP experience job satisfaction. The results revealed that the **job itself** (*in-service training opportunities, time allocated to manage sport, workload to perform, support from sport federations, salary, and availability of resources*) and **working conditions** (*competencies to manage sport, way you are treated by colleagues, person you report to, physical working conditions, cooperation of your colleagues, and condition of facilities*) are two factors of job satisfaction that are present among school sport managers. School sport managers from selected secondary schools in the NWP experience satisfaction to no extent with the job itself and satisfaction to some extent with working conditions. A possible reason for such experiences can be attributed to the dual roles they pursue as classroom teachers and coordinators of sport activities. Consistent pressure is exerted on school sport managers to perform several functions that are critical to the overall success of schools. By performing such dual roles they are likely to experience stress and dissatisfaction more than the other teachers do. Identifying the school sport manager’s concerns regarding the job itself and working conditions may be beneficial in improving these (job itself and working conditions)

Conclusions of research objective four

The following conclusions were drawn in relation to research objective four to determine the extent school sport managers from selected secondary schools in the NWP experience job satisfaction.

- By means of a structured questionnaire aligned with the literature overview and objectives of this research, it is indeed possible to determine the extent

school sport managers in selected secondary schools in the NWP experience job satisfaction.

- From the data collected, it seemed that the job itself and working conditions are two factors of job satisfaction that are present among school sport managers
- School sport managers are not satisfied, to a large extent, with in-service training opportunities, time allocated to manage sport, workload to perform, support from sport federations, salary, and availability of resources.
- School sport managers are satisfied, to some extent, with competencies to manage sport, the way they are treated by colleagues, the person they report to, their physical working conditions, cooperation of their colleagues, and conditions of facilities.
- Possible reasons why they are not satisfied with the job itself and working conditions were not fully explored in this study, but might be because of the dual roles they pursue as classroom teachers and coordinators of sport activities.
- Consistent pressure is exerted on school sport managers to be responsible for several functions and roles that are vital to the overall success of schools.

Based on the above mentioned, it can be inferred that school sport managers from selected secondary schools in the NWP experience no extent to some extent job satisfaction in managing school sport. Identifying the school sport manager's concerns regarding the job itself and working conditions may be beneficial in improving these factors.

6.4 CONTRIBUTION OF THIS STUDY

As a mean of assisting educators in their role as school sport managers to become more effective in managing their sport at school level, the researcher aspired to conduct a sport management and job satisfaction audit. This sport management and job satisfaction audit among selected school sport managers in the NWP will deliver new insights to the North West Department of Sport with regard to the physical state and financial support of school sport, competencies and training needs of school sport managers, as well as the extent of job satisfaction they experience in managing school sport. The contribution of this study is threefold. Firstly, to the

researcher's knowledge, this is the first study to investigate the physical state and financial support of selected secondary schools in the NWP. A perspective of the physical state and financial support of selected secondary schools in the NWP was provided and, as it has an effect on the participation of learners, knowledge thereof may provide the necessary information to the North West Department of Sport to improve the physical state and financial support of school sport in the NWP.

The second contribution of this study relates to the specific training needs of school sport managers from selected secondary schools in the NWP. This is also the first study, to the knowledge of the researcher, which determines the specific training needs of school sport managers from selected secondary schools in the NWP. Competencies perceived as very important to manage school sport were identified as well as the need to attend workshops in sport management competencies. By identifying the specific training needs, an opportunity is created to develop and present workshops that are content- and context specific for school sport managers.

Thirdly, to the knowledge of the researcher, no other studies have been conducted to determine the extent of job satisfaction among school sport managers from selected secondary schools in the NWP. By identifying the factors that school sport managers from selected secondary schools in the NWP are not satisfied with in managing sport at school level, structures to improve their job satisfaction could be implemented.

6.5 RECOMMENDATIONS AND LIMITATIONS

Despite the above-mentioned contributions, several recommendations based on the findings of this study and for future researchers who wish to focus on this field of study should be considered, along with the limitations of this study.

6.5.1 Recommendations based on the findings of this study

Based on the preceding, the literature review, the investigation and findings of this research, the following recommendations are offered in relation to the research findings and for future research.

- All school sport managers (current and future) should be properly trained and provided with infrastructure, support, resources (physical, financial, human

and informational) and clear guidelines that outline the skills and competencies required to manage school sport effectively.

- School sport facilities need to be used for more than one sporting activity and should become more multi-purpose in nature. For example, hockey and soccer can be played on the same surface, while cricket and rugby can share the same facility. The use of the same facility, however, creates a challenge to the school sport manager to schedule different time slots for practises and matches.
- All stakeholders and role players, namely the Department of Basic Education (DBE), Sport and Recreation South Africa (SRSA), The North West Department of Sport, and school principals should be informed of the findings of the audit regarding the physical state and funding of school sport and should develop strategic directions to the availability, adequacy, accessibility, funding and safety of sports facilities for the promotion and development of school sports in the NWP.
- By determining the training needs of school sport managers from selected secondary schools in the NWP, it is recommended that well-established workshops for school sport managers should be developed that include core and functional competencies. According to the findings of the study, it is recommended that the following workshops be developed and presented:
 - sport finance,
 - organising sporting facilities,
 - human resource management,
 - sport public relations,
 - sport marketing, and
 - sport management
- In accordance with the objective of this study, it can be recommended that facilitators of the North-West University, in conjunction with the North West Academy of Sport (NWAS) present the above-mentioned workshops to school sport managers in the NWP through the satellite campuses of the North-West University. This will limit the travelling and accommodation costs involved for school sport managers to attend these workshops.
- Continuous training in, and development of school sport managers' competencies in accordance with the training needs identified in this study,

should be taken seriously. It is recommended that school principals give permission and empower their sport managers to attend the necessary workshops to improve their competencies to manage school sport effectively.

- The DBE should ensure that properly trained school sport managers, responsible for competencies required to manage school sport, are appointed and financially rewarded. In this way, the different roles a school sport managers must adhere to and their heavy workload as educators and sport manager can lead to better job satisfaction.
- A professional body that represents specifically school sport managers and supports and promotes the training and job satisfaction of school sport managers should be established. This may be added on to current professional sport management associations or be established as a professional school sport management association on its own.

Recommendations for future research are offered in the next section.

6.5.2 Recommendations for future research

For future research, the following recommendations are proposed:

- More comprehensive research can be done to determine the competencies, roles, skills and responsibilities of school sport managers in South Africa.
- The workshops mentioned in this study that need to be developed can be analysed further to determine the specific content.
- Applied research can be undertaken to determine a correlation between job satisfaction among school sport managers and age, gender and qualifications.
- More distinctive research can be undertaken to distinguish between the competencies of school sport managers from private schools and public schools.
- Further research can be conducted to determine more comprehensive reasons why school sport managers do not experience job satisfaction.

6.5.3 Limitations of this study

The following limitations were experienced when the investigation was conducted:

- Not all schools were familiar with or understood the meaning of sport management; therefore, it could be inferred that a few respondents were not willing and prepared to get involved in this study.
- Eighty-nine secondary schools in the NWP that fit the criteria of the study (must have more than 200 learners) were approached to participate, of which only 56 responded. Therefore, the results of the study are based on selected secondary schools in the NWP and not all secondary schools in the NWP.
- The research focused on selected secondary schools in the NWP, and therefore results cannot be used to make generalisations about school sport management competencies in South Africa.

APPENDIX A

RESEARCH QUESTIONNAIRE AND CONSENT FORM

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Physical Activity, Sport and Recreation
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A SPORT MANAGEMENT AUDIT AMONG SELECTED SCHOOL SPORT MANAGERS IN THE NORTH WEST PROVINCE

CONSENT TO BE A RESEARCH PARTICIPANT

My name is Elriena Eksteen and I am a MBA student from the North-West University. My study is based on determining the state of school sport in the North West Province as well as the job satisfaction of school sport managers. This study will furthermore determine the need of specific training in sport management topics to be presented to school sport managers in the future. The following is information about the study so that you can make an informed decision.

1. PURPOSE OF THE STUDY

The purpose of this study is to determine the state of school sports in the North West Province as well as to determine if school sport organizers experience job satisfaction or dissatisfaction. You are being asked to participate in this study because your views and particular nature of practice in sport administration are very valuable to me.

2. PROCEDURE

Participation in this study is voluntarily and you have the right to withdraw at any stage without discrimination. The data that we will collect will be kept safe at the North-West University in locked file cabinets in the researcher's office which only the researcher has access to. If you agree to take part in this study you will be expected to do the following:

- Complete a consent form and send it back to the researcher;
 - Complete a questionnaire that will take no longer than 10 minutes to complete and can be filled out on a hard copy or via e-mail.
-

After the completion of the questionnaire, the researcher will randomly select schools to visit to observe certain aspects of the sports facilities. The aspects to be observed will be the number of facilities, such as playing fields, ablution facilities, equipment, and also the condition thereof.

3. RISKS/DISCOMFORTS

The study should pose no foreseeable risk to you and participation in this study is voluntary. The questionnaire will be completed anonymously and none of the participants' names will be divulged. Some participants might feel uncomfortable and defensive to disclose some information asked in the questionnaire, but your privacy will not be violated, and the ethical aspect of anonymity will be highlighted.

4. BENEFITS

The results of the study will give the researcher an indication of the needs of schools regarding their sports, and short courses will be compiled according to their needs. The participants will benefit from this study by attending these short courses to fulfil their needs and to become better school sports organizers. The benefits will outweigh the risks.

5. COSTS

There will be no cost to you as a result of your participation in this study.

6. PAYMENT

You will receive no payment for participation.

7. QUESTIONS

This study is approved by the REC of the North-West University and any questions regarding the study can be posed to them or any member of the research team.

Signature: Participant

NORTH-WEST UNIVERSITY
SCHOOL FOR BIOKINETICS, RECREATION AND SPORT SCIENCE

QUESTIONNAIRE TO THE SCHOOL SPORT MANAGER
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DEAR SPORT MANAGER

The purpose of this questionnaire is to gather information on the present stand of school sports regarding their facilities, equipment, funding, and managers. To achieve the aim of the study your cooperation is requested. Please answer the following questions completely and as objectively as possible by simply making a cross in the applicable frame.

This questionnaire will take you approximately 7 minutes to complete. Anonymity will be maintained, therefore do not identify yourself. All information is regarded as confidential and used for research purposes only.

You can send this questionnaire back by means of fax: 018-2992022 or e-mail elriena.eksteen@nwu.ac.za

Thank you very much for your time to complete this questionnaire.

Kind regards

Elriena Eksteen
Project Leader and PhD candidate

SECTION A: DEMOGRAPHIC AND BIOGRAPHIC INFORMATION

1. Name of your school: _____

2. Indicate the district in which the school is situated:

2.1	Bojanala Platinum District (Rustenburg)	1
2.2	Dr. Kenneth Kaunda District (Klerksdorp)	2
2.3	Dr Ruth Segomotsi Mompati District (Vryburg)	3
2.4	Ngaka Modiri Molema District (Mafikeng)	4

3. Total number of learners in the school

3.1	200 – 499	1
3.2	500 – 799	2
3.3	800 – 999	3
3.4	1000+	4

4. Gender

4.1	Male	1
4.2	Female	2

5. Age

5.1	20 – 25 years	1
5.2	26 – 30 year	2
5.3	31 – 35 years	3
5.4	36 – 40 years	4
5.5	41 – 45 years	5
5.6	46 – 50 years	6
5.7	51 – 55 years	7
5.8	56+	8

6. Profession (indicate the option you get a salary for)

6.1	Teacher	1
6.2	Sports organiser (full time)	2
6.3	Coach and sports organiser	3
6.4	Other	4

7. Highest level of education completed?

7.1	Grade 12	1
7.2	Certificate - short courses	2
7.3	Certificate (FET)	3
7.4	Diploma	4
7.5	University: Bachelors-degree	5
7.6	Post-graduate Degree	6

SECTION B: SPORT MANAGEMENT

8. What specific training do you have regarding sport management?

		YES	NO
8.1	Short courses in sport management	1	2
8.2	Certificate in sport management	1	2
8.3	Diploma in sport management	1	2
8.4	Degree in sport management	1	2
8.5	No specific training	1	2
8.6	Other:		

9. Which of the following team sports are presented at your school?

	Sport	YES	NO
9.1	Cricket	1	2
9.2	Hockey	1	2
9.3	Netball	1	2
9.4	Rugby	1	2
9.5	Soccer	1	2

10. For how long have you been involved in managing sport in general?

10.1	0-2 years	1
10.2	3-5 years	2
10.3	6-10 years	3
10.4	11-15 years	4
10.5	More than 15 years	5

11. Which of the following management tasks do you think are very important, important or not important at all in managing school sports? Please mark all relevant options.

	Tasks responsible for	Not important at all	Important	Very important
11.1	Managing office procedures	1	2	3
11.2	Scheduling training timetables for sports teams	1	2	3
11.3	Drawing-up competition roster	1	2	3
11.4	Organising competition-related issues such as transport, umpires, equipment, clothing etc.	1	2	3
11.5	Organising sporting events such as tournaments and day events	1	2	3
11.6	Addressing legal issues regarding the sport	1	2	3
11.7	Conducting sports meetings	1	2	3

11.8	Managing use, maintenance and repairs of the sports equipment and facilities	1	2	3
11.9	Managing equipment	1	2	3
11.10	Managing finances regarding the sport	1	2	3
11.11	Managing public relations	1	2	3
11.12	Recruiting and administering coaches for each team	1	2	3
11.13	Compiling a sports constitution	1	2	3
11.14	Compiling code of conduct for players, coaches, spectators	1	2	3

12. To what extent are you responsible for the following tasks in managing school sport?

	Tasks responsible for	No extend	Some extend	Large extend
12.1	Managing office procedures	1	2	3
12.2	Scheduling training timetables for sports teams	1	2	3
12.3	Drawing-up competition roster	1	2	3
12.4	Organizing all league-related issues such as transport, umpires, equipment, clothing etc.	1	2	3
12.5	Organising sporting events such as tournaments and day events	1	2	3
12.6	Addressing legal issues regarding the sport	1	2	3
12.7	Conducting sports meetings	1	2	3
12.8	Managing use, maintenance and repairs of the sports equipment and facilities	1	2	3
12.9	Managing stock and equipment	1	2	3
12.10	Managing finances regarding the sport	1	2	3
12.11	Managing public relations	1	2	3
12.12	Recruiting and administering coaches for each team	1	2	3
12.13	Compiling a sports constitution for the school	1	2	3
12.14	Compiling code of conduct for players, coaches, spectators and officials	1	2	3

SECTION C: SPORTS FACILITIES

- 13. In what condition do you regard the surfaces of the sporting facilities for the sports that you are involved with?**

	Sport	Very bad	Bad	Good	Very good
13.1	Cricket field/s	1	2	3	4
13.2	Hockey field/s	1	2	3	4
13.3	Netball court/s	1	2	3	4
13.4	Rugby field/s	1	2	3	4
13.5	Soccer field/s	1	2	3	4

- 14. To what extent does your school get financial support for the development, management or coaching of sport? (e.g. Lotto money)**

		No extent	Small extent	Moderate extent	Large extent
14.1	Sports equipment	1	2	3	4
14.2	Training of teachers to become sports organisers / team managers	1	2	3	4
14.3	Transport, accommodation and match clothes for players	1	2	3	4
14.4	Catering for during events	1	2	3	4
14.5	Incentives such as medals	1	2	3	4
14.6	Development of players	1	2	3	4
14.7	Upgrading of facilities	1	2	3	4

- 15. How adequate is the current maintenance budget for keeping the sport facilities at your school in a good condition?**

15.1	Very adequate	1
15.2	Adequate	2
15.3	Somewhat adequate	3
15.4	Not adequate at all	4
15.5	Do not have such a budget	5

- 16. Indicate the safety level of the sports facilities for the sports that you are involved with for daily use and give a reason why it is not safe at all.**

	Sport	Very Safe	Safe	Not safe at all	Reason for not being safe at all
16.1	Cricket field/s	1	2	3	4
16.2	Hockey field/s	1	2	3	4
16.3	Netball court/s	1	2	3	4
16.4	Rugby field/s	1	2	3	4
16.5	Soccer field/s	1	2	3	4

- 17. Regarding the team sports that you are involved with, how well are the sporting facilities equipped? E.g. soccer nets, rugby poles, hockey goal boxes etc.**

	Sport	Not good at all	Good	Very good
17.1	Cricket field/s	1	2	3
17.2	Hockey field/s	1	2	3
17.3	Netball court/s	1	2	3
17.4	Rugby field/s	1	2	3
17.5	Soccer field/s	1	2	3

- 18. Are the ablution facilities such as toilets, basins and showers suitable for participants of each sport that you are involved with?**

		YES	NO
18.1	Cricket field/s	1	2
18.2	Hockey field/s	1	2
18.3	Netball court/s	1	2
18.4	Rugby field/s	1	2
18.5	Soccer field/s	1	2

- 19. How suitable are the following at your school's sporting facilities?**

		Not suitable at all	Suitable	Very Suitable
19.1	Public toilets	1	2	3
19.2	Spectators pavilions	1	2	3
19.3	Change rooms for participants	1	2	3
19.4	Parking area	1	2	3

SECTION D: WORKSHOPS

- 20. Indicate in which of the following topics you attended a workshop in the last 5 years**

	Topic	YES	NO
20.1	Organising sporting events	1	2
20.2	Sports finances	1	2
20.3	Sports officiating	1	2
20.4	Organising sport facilities	1	2
20.5	Sports organisation	1	2
20.6	Organising risk in sport	1	2
20.7	Human resource management in sport	1	2
20.8	Sports law	1	2
20.9	Sport public relations	1	2
20.10	Sports marketing	1	2

21. To what extent would you like to attend the following workshops?

	Topic	No extend	Some extend	Large extend
21.1	Organising sporting events	1	2	3
21.2	Sports finances	1	2	3
21.3	Sports officiating	1	2	3
21.4	Organising sport facilities	1	2	3
21.5	Sports organisation	1	2	3
21.6	Organising risk in sport	1	2	3
21.7	Human resource management in sport	1	2	3
21.8	Sports law	1	2	3
21.9	Sport public relations	1	2	3
21.10	Sports marketing	1	2	3

SECTION E: JOB SATISFACTION**22. To what extent are you satisfied with the following aspects regarding managing school sport?**

		No extent	Some extent	Large extent
22.1	Your salary	1	2	3
22.2	Your physical work conditions	1	2	3
22.3	The availability of resources in my school	1	2	3
22.4	The support you get from sports federations	1	2	3
22.5	In-service training opportunities	1	2	3
22.6	The time allocated to manage sport	1	2	3
22.7	The support you get from the participant's parents	1	2	3
22.8	The person you report to	1	2	3
22.9	The workload you have to perform	1	2	3
22.10	The way you are treated by your colleagues	1	2	3
22.11	The cooperation of your colleagues	1	2	3
22.12	Your competencies to manage sport	1	2	3
22.13	The facilities at the school to perform your duties	1	2	3
22.14	The acknowledgement you get for your efforts	1	2	3

23. To what extent do these aspects influence your job satisfaction regarding managing school sport?

		No extent	Some extent	Large extent
23.1	Conflict between house and work obligation	1	2	3
23.2	Work conflicts	1	2	3
23.3	Stress in your work conditions	1	2	3
23.4	Career opportunities	1	2	3
23.5	Acknowledgement for work performance	1	2	3
23.6	Problems with undisciplined participants	1	2	3
23.7	Safety problems	1	2	3
23.8	Training facilities	1	2	3
23.9	Training equipment	1	2	3
23.10	Compensation for good performance	1	2	3
23.11	Cooperation from colleges	1	2	3
23.12	Your competencies to manage sport	1	2	3
23.13	The coaches of the teams	1	2	3
23.14	Salary	1	2	3

THANK YOU FOR YOUR INTEREST AND CONSIDERATION IN ANSWERING THIS QUESTIONNAIRE

APPENDIX B

ETHICAL APPROVAL



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

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Ethics Committee

Tel +27 18 299 4849
Email Ethics@nwu.ac.za

ETHICS APPROVAL OF PROJECT

The North-West University Research Ethics Regulatory Committee (NWU-RERC) hereby approves your project as indicated below. This implies that the NWU-RERC grants its permission that provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: A sport management and job satisfaction audit among selected school sport managers and organisers in the North West Province															
Project Leader: Dr Y Willemse															
Ethics number:	N	W	U	-	0	0	0	6	3	-	1	4	-	A	1
	Institution			Project Number					Year		Status				
	Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation														
Approval date: 2014-09-16															
Expiry date: 2015-12-31															

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-RERC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-RERC. Would there be deviations from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-RERC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-RERC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-RERC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The Ethics Committee would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the Ethics Committee for any further enquiries or requests for assistance.

Yours sincerely

Linda du Plessis

Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=NWU,
Vaal Triangle Campus, ou=Vice-
Rector: Academic,
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c=US
Date: 2015.01.14 10:13:47 +0200

Prof Linda du Plessis

Chair NWU Research Ethics Regulatory Committee (RERC)

APPENDIX C

INSTRUCTIONS FOR AUTHORS

GUIDELINES FOR AUTHORS

The African Journal for Physical, Health Education, Recreation and Dance (AJPHERD) is a peer-reviewed journal established to:

- i) provide a forum for physical educators, health educators, specialists in human movement studies and dance, as well as other sport-related professionals in Africa, the opportunity to report their research findings based on African settings and experiences, and also to exchange ideas among themselves.
- ii) afford the professionals and other interested individuals in these disciplines the opportunity to learn more about the practice of the disciplines in different parts of the continent.
- iii) create an awareness in the rest of the world about the professional practice in the disciplines in Africa.

GENERAL POLICY

AJPHERD publishes research papers that contribute to knowledge and practice, and also develops theory either as new information, reviews, confirmation of previous findings, application of new teaching/coaching techniques and research notes. Letters to the editor relating to the materials previously published in AJPHERD could be submitted within 3 months after publication of the article in question. Such letter will be referred to the corresponding author and both the letter and response will be published concurrently in a subsequent issue of the journal.

Manuscripts are considered for publication in AJPHERD based on the understanding that they have not been published or submitted for publication in any other journal. In submitting papers for publication, corresponding authors should make such declarations. Where part of a paper has been published or presented at congresses, seminars or symposia, reference to that publication should be made in the acknowledgement section of the manuscript.

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Articles can also be submitted electronically, i.e. via e-mail attachment. However, the corresponding author should ensure that such articles are virus free. AJPHERD reviewing process normally takes 4-6 weeks and authors will be advised about the decision on submitted manuscripts within 60 days. In order to ensure anonymity during the reviewing process authors are requested to avoid self-referencing or keep it to the barest minimum.

PREPARATION OF MANUSCRIPT

Manuscripts should be type written in fluent English (using 12-point Times New Roman font and 1½ line-spacing) on one side of white A4-sized paper justified fully with 3cm margin on all sides.

In preparing manuscripts, MS-Word, Office 98 or Office 2000 for Windows should be used. Length of manuscripts should not normally exceed 12 printed pages (including tables, figures, references, etc.). For articles exceeding 10 typed pages US\$ 10.0 is charged per every extra page. Longer manuscripts may be accepted for publication as supplements or special research reviews. Authors will be requested to pay a publication charge of US\$ 350.0 to defray the very high cost of publication. The pages of manuscripts must be numbered sequentially beginning with the title page. The presentation format should be consistent with the guidelines in the publication format of the American Psychological Association (APA) (4th edition).

Title page:

The title page of the manuscript should contain the following information:

Concise and informative title.

Author(s') name(s) with first and middle initials. Authors' highest qualifications and main area of research specialisation should be provided.

Author(s') institutional addresses, including telephone and fax numbers.

Corresponding author's contact details, including e-mail address.

A short running title of not more than 6 words.

Abstract

An abstract of 200-250 words is required with up to a maximum of 5 words provided below the abstract. Abstract must be typed on a separate page using single line spacing, with the purpose of the study, methods, major results and conclusions concisely presented. Abbreviations should either be defined or excluded.

Text

Text should carry the following designated headings: Introduction, materials and methods, results, discussion, acknowledgement, references and appendices (if appropriate).

Introduction

The introduction should start on a new page and in addition to comprehensively giving the background of the study should clearly state the problem and purpose of the study. Authors should cite relevant references to support the basis of the study. A concise but informative and critical literature review is required.

Materials and Methods

This section should provide sufficient and relevant information regarding study participants, instrumentation, research design, validity and reliability estimates, data collection procedures, statistical methods and data analysis techniques used. Qualitative research techniques are also acceptable.

Results

Findings should be presented precisely and clearly. Tables and figures must be presented separately or at the end of the manuscript and their appropriate locations in the text indicated. The results section should not contain materials that are appropriate for presentation under the discussion section. Formulas, units and quantities should be expressed in the *systeme*

internationale (SI) units. Colour printing of figures and tables is expensive and could be done upon request authors' expense.

Discussion

The discussion section should reflect only important aspects of the study and its major conclusions. Information presented in the results section should not be repeated under the discussion. Relevant references should be cited in order to justify the findings of the study. Overall, the discussion should be critical and tactfully written.

References

The American Psychological Association (APA) format should be used for referencing. Only references cited in the text should be alphabetically listed in the reference section at the end of the article. References should not be numbered either in the text or in the reference list.

Authors are advised to consider the following examples in referencing:

Examples of citations in body of the text:-

For one or two authors; Kruger (2003) and Travill and Lloyd (1998). These references should be cited as follows when indicated at the end of a statement: (Kruger, 2003); (Travill & Lloyd, 1998).

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In compiling the reference list at the end of the text the following examples for journal references, chapter from a book, book publication and electronic citations should be considered:

Examples of journal references:

Journal references should include the surname and initials of the author(s), year of publication, title of paper, name of the journal in which the paper has been published, volume and number of journal issue and page numbers.

For one author: McDonald, A.K. (1999). Youth sports in Africa: A review of programmes in selected countries. *International Journal of Youth Sports*, 1(4), 102-117.

For two authors: Johnson, A.G. & O'Kefee, L.M. (2003). Analysis of performance factors in provincial table tennis players. *Journal of Sport Performance*, 2(3), 12-31.

For multiple authors: Kemper, G.A., McPherson, A.B., Toledo, I. & Abdullah, I.I. (1996). Kinematic analysis of forehand smash in badminton. *Science of Racket Sports*, 24(2), 99-112.

Examples of book references:

Book references should specify the surname and initials of the author(s), year of publication of the book, title, edition, page numbers written in brackets, city where book was published and name of publishers. Chapter references should include the name(s) of the editor(s) and other specific information provided in the third example below:

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Example of electronic references:

Electronic sources should be easily accessible. Details of Internet website links should also be provided fully. Consider the following example:

Wilson, G.A. (1997). Does sport sponsorship have a direct effect on product sales? *The Cyber-Journal of Sport Marketing (online)*, October, 1(4), at <http://www.cad.gu.au/cjsm/wilson.html>. February 1997.

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The type of article should determine the manuscript structure. However, the general structure for articles should follow the [IMRAD structure](#).

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The title phrase should be brief.

List authors' full names (first-name, middle-name, and last-name).

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The abstract should be less than 300 words. Abstract may be presented either in [unstructured or structured format](#). The keywords should be less than 10.

The Introduction

The statement of the problem should be stated in the introduction in a clear and concise manner.

Materials and methods

Materials and methods should be clearly presented to allow the reproduction of the experiments.

Results and discussion

Results and discussion maybe combined into a single section. Results and discussion may also be presented separately if necessary.

Disclosure of conflict of interest

Authors should disclose all financial/relevant interest that may have influenced the study.

Acknowledgments

Acknowledgement of people, funds etc should be brief.

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Tables should be kept to a minimum.

Tables should have a short descriptive title.

The unit of measurement used in a table should be stated.

Tables should be numbered consecutively.

Tables should be organized in Microsoft Word or Excel spreadsheet.

Figures/Graphics should be prepared in GIF, TIFF, JPEG or PowerPoint.

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References should be listed in an alphabetical order at the end of the paper. DOIs, PubMed IDs and links to referenced articles should be stated wherever available.

Examples:

Baumert J, Kunter M, Blum W, Brunner M, Voss T, Jordan A, Klusmann U, Krauss S, Neubrand M, Tsai YM (2010). Teachers` mathematical knowledge, cognitive activation in the classroom, and student progress. *Am. Educ. Res. J.* 47(1):133-180.

<http://dx.doi.org/10.3102/0002831209345157>

Christopoulous DK, Tsionas EG (2004). "Finacial Development and Economic Growth: Evidence from Panel Unit Root and Cointegration Tests" *J. Dev.Econ.* pp.55-74

<http://dx.doi.org/10.1016/j.jdeveco.2003.03.002>

Goren A, Laufer J, Yativ N, Kuint J, Ben Ackon M, Rubinshtein M, Paret G, Augarten A (2001). Transillumination of the palm for venipuncture in infants. *Pediatric. Emerg. Care* 17:130-131.

<http://dx.doi.org/10.1097/00006565-200104000-00013> PMID:11334094

Mishra A, Mishra SC (2001). Cost-effective diagnostic nasal endoscopy with modified otoscope. *J. Laryngol. Otol.* 115:648-649.

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The *South African Journal for Research in Sport, Physical Education and Recreation* is published by Stellenbosch University. Contributions from the fields of Sport Science, Physical Education, Recreation/Leisure Studies, Exercise Science and Dance Studies will be considered for publication. The articles submitted will be administered by the appropriate Subject Review Editor and evaluated by two or more referees. The decision as to whether a particular article is to be published or not, rests with the Editorial Board.

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Original manuscripts may be submitted in English or Afrikaans and should be sent to:

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Department of Sport Science

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CONDITIONS

Each manuscript must be accompanied by a cover letter in which the following is declared:

(1) that the manuscript contains original research; (2) that the manuscript or parts of the manuscript has not been published elsewhere previously; (3) that the manuscript is not currently being presented elsewhere for publication; and (4) that all the authors have read and approved the manuscript. This signed declaration regarding the originality must accompany each manuscript.

Authors are also requested to name three (3) potential referees, of which one (1) **must** be an international referee (the journal is not bound to use these referees). Complete information regarding the referees (name, surname, e-mail address and telephone numbers) must be

provided in the cover letter.

We discourage the practice of parts of one study in different journals. Authors who submit a manuscript from a study of which some data has been or will be published elsewhere, must provide a strong justification in an accompanying letter to the Editor. The justification for not publishing all the data together in one paper must also be motivated in the covering letter.

Should the article be taken from a master's thesis or doctoral dissertation, academic ethic requires that the student will be the first author.

The author should also ensure that the **LANGUAGE** of the manuscript has been thoroughly edited at the time of submission (English [UK]). The name, address and telephone number of the person who has done the language editing must be provided. Any expenses incurred by the journal dealing with language editing will be added to the author's page fees.

The manuscript must have an **ETHICAL CLEARANCE NUMBER** that was supplied by authentic ethical committee of a specific institution. The process that was followed to obtain ethical clearance must be described in the manuscript under the heading **Ethical clearance**. No manuscript can be published without this declaration.

Any uncertainty regarding the **STATISTICAL PROCEDURES** that arise during the assessment of the manuscript will be referred to a local statistician. Any expenses incurred by the journal dealing with statistical procedures will be added to the author's page fees.

PREPARATION OF MANUSCRIPT

Manuscripts must be presented in a format that is compatible with *Microsoft Word for Windows* (PC). Tables, all figures (illustrations, diagrams, etc.) and graphs are also regarded as text and must be presented in a format that is compatible with *Word*. Photographs must be presented in *jpg* format.

Original manuscripts must contain the following sections in the following sequence: Title page, Abstract, Introduction, Methodology, Results, Discussion, Practical application, Conclusions, Acknowledgements and References.

Title page

The first page of each manuscript should indicate the *title* in English and Afrikaans (will be translated for foreign authors), the *names* (**title, first name in full and other initials, surname**) of the author(s), the *telephone* numbers (work & home [Mobile – for local authors]), *facsimile* number, *e-mail* address (if available) and the *field of study*. The **complete mailing address** of the first named author and the institution where the work was conducted should be provided in full. When more than one author and/or authors from various departments are involved the ¹**author(s)** must be numbered according to their ¹**department(s)**. If any of the above-mentioned information should change during the review process, please inform the subject editor. A **short title**, of not more than **45 characters** including the spaces, should be provided for use as a running head.

Abstract

Each manuscript must be accompanied by an abstract of approximately 150-200 words in *English* and should be set on a *separate page* as a **SINGLE** paragraph (one and a half

spacing). A list of three to seven **key words** in *English* is required for indexing purposes and should be typed below the abstract. Articles in Afrikaans must include an **additional** extended summary (500-1000 words) in English. This summary must start on a new page (just before the reference list) and also provide the English title of the article at the beginning.

Text

Start the text on a new page with the title of the article (centred and *without* the names of the authors). Follow the style of the most recent issue of the journal regarding the use of headings and subheadings. Use only one space after a paragraph. Only make use of **section breaks** and not **page breaks**. The text, as well as the tables and figures, may under **no circumstances** be in any other format than **normal**. Thus, no style sheets may be used.

Tables and figures

Tables and figures should be numbered in *Arabic* numerals (1, 2, etc.). Tables require the heading at the *top* while figures a legend *below* and both separate from the table/figure. **Note:** Use the decimal POINT (not the decimal comma). The site where the table or figure must be placed in the text must be indicated clearly in the manuscript. **Tables and figures are placed after the reference list with each on a separate page.**

References

In the *text* the Harvard method must be adopted by providing the author's surname and the date placed in parentheses. *For example:* Daly (1970); King and Loathes (1985); (Botha & Sonn, 2002); McGuines *et al.* (1986) or (Daly, 1970:80) when Daly is not part of the sentence. More than one reference must be arranged **chronologically** (Daly, 1970; King & Loathes, 1985). Note that *et al.* (italics) is used in the body of the text when there are **more than two authors**, but never in the list of references.

List of references

Only the references cited in the text should be listed alphabetically according to surname (last name) of authors (capitals) after the body of text under the heading, **References** (capitals) starting on a new page. In the case where the TITLE of an article, book, etc., is in any other language than English, the author must also provide an English translation of the title in parentheses.

In the case of articles published in **JOURNALS**, references listed should include the surnames and initials (capitals) of all authors, the date of the publication in parentheses, the full title of the article, the full title of the journal (italics), the volume number, the serial number in parentheses (omitted only if the said journal does not use issue numbers), followed by a colon and a space with the first and last page numbers separated by a hyphen.

Example:

VAN WYK, G.J. & AMOORE, J.N. (1995). A practical solution for calculating instantaneous values of tension in the extensor muscles of the knee joint during extension and flexion. *South African Journal for Research in Sport, Physical Education and Recreation*, 18(1): 77-97.

If the reference is a **BOOK**, the surname (last name) and initials of the author or editor (Ed.) must be given, followed by the date of publication in parentheses, the title of the book (italics) as given on the title page, the number of the edition (ed.) in parentheses, the city (and abbreviation for the state in the case of the USA OR the country [in curved parentheses]) where published, followed by a colon, a space and the name of the publisher.

Example:

JEWETT, A.E.; BAIN, L.L. & ENNIS, C.E. (1995). *The curriculum process in Physical Education* (2nded.). Madison, WI: WCB Brown & Benchmark.

For a **CHAPTER** from a book, the page numbers of the chapter cited must be provided in parentheses (not italics) after the title of the book. For further details, authors should consult the most recent publication of this Journal for other examples.

Example:

DE RIDDER, J.H. (1999). Kinanthropometry in exercise and sport. In L.O. Amusa, A.L. Toriola, I.U. Onyewadume (Eds.), *Physical Education and sport in Africa* (pp.235-263). Ibadan (Nigeria): LAP Publications.

If the reference is a THESIS (master's level) or DISSERTATION (doctoral level), italics is **not** used in the title as it is an unpublished work.

Example:

CRAVEN, D.H. (1978). The evolution of major games. Unpublished PhD-dissertation. Stellenbosch: Stellenbosch University.

For **ELECTRONIC SOURCES**, all references start with the same information that would be provided for a printed source (if available). The web page information follows the reference. It will usually contain the name of the author(s) (if known), year of publication or last revision, title of complete work in inverted commas, title of web page in italics, Uniform Resource Locator (URL) or access path in text brackets (do not end the path statement with a full stop) and date of access. See "*How to cite information from the Internet and the Worldwide Web*" at <http://www.apa.org/journals/webref.html> for specific examples. When citing a web site in the text, merely give the author and date (in this case: Ackermann, 1996).

Example of Web Page:

ACKERMANN, E. (1996). "Writing your own Web Pages." *Creating Web Pages*. Hyperlink: [<http://www.mwc.edu/ernie/writeweb/writeweb.html>]. Retrieved on 22 October 1999.

When referencing an article in a **NEWSPAPER** the key word of the newspaper is typed in capitals, as this is how **it will appear in the alphabetical references**, namely *The CAPE ARGUS* will appear under "C" or *Die BURGER* will appear under "B".

Example:

CAPE ARGUS (The) (1980). 10 January, p.4.

INTERVIEWS

Example:

POTGIETER, J.R. (2003). Personal interview with the Chairperson of the Department of Sport Science. 31 January. Stellenbosch: Stellenbosch University.

CORRESPONDENCE

Example:

POTGIETER, J.J.J. (2003). Personal correspondence of the Director of the Sport Bureau, 5 February. Stellenbosch: Stellenbosch University.

CONGRESS PROCEEDINGS

Example:

RENSON, R. (Ed.) (1976). *The history, the evolution and diffusion of sport and games in different cultures*. Proceedings of the 4th International HISPA Congress, Leuven, Belgium, 1-5 April 1975. Brussels (Belgium): B.L.O.S.O.

When referring to a paper presented in the above-mentioned proceedings, it must be presented as follows:

REES, R. (1976). Organisation of sport in nineteenth century Liverpool. In R. Renson (Ed.), *The history, the evolution and diffusion of sport and games in different cultures* (pp.237-247). Proceedings of the 4th International HISPA Congress, Leuven, Belgium, 1-5 April 1975. Brussels (Belgium): B.L.O.S.O.

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APPENDIX D

PROOF OF MANUSCRIPT SUBMISSIONS

Dear Elriena,

Thank you very much for sending your manuscript for consideration in AJPHERD. A formal feedback message will be sent to you as soon as the manuscript has been reviewed. Please allow 6-8 weeks for the feedback.
L.O.Amusa.

On Wed, 9/9/15, Elriena Eksteen <Elriena.Eksteen@nwu.ac.za> wrote:

Subject: Submission of manuscript

To: amusalbw@yahoo.com

Cc: "Yolandi Willemse" <Yolandi.Willemse@nwu.ac.za>

Date: Wednesday, September 9, 2015, 10:00 AM

Good

day Professor Amusa

Please find attached letter to Editor-In-Chief and manuscript for publication in the African Journal for Physical, Health Education, Recreation and Dance.

Regards

Elriena Eksteen
Lecturer: Sports Business
(MBA)
North-West University
Tel: [018-2992023](tel:018-2992023)
Fax: [018-2992022](tel:018-2992022)

Dear Elriena

Thank you for submitting your article for possible publication in the SAJRSPER.

I have to inform you that all the last issue for 2015 is full. Therefore, if accepted your article will only be published in 2016.

Please inform me whether I should proceed with the process.

Kind regards

Karel J. van Deventer (Editor)

From: Elriena Eksteen [Elriena.Eksteen@nwu.ac.za]

Sent: 02 October 2015 08:53 AM

To: Van Deventer, KJ, Dr <sajrsper@sun.ac.za>

Subject: Submission of manuscript

Dear Editor

Find attached the letter to editor and manuscript for submission

Regards

Elriena Eksteen

Lecturer: Sports Business (**MBA**)

North-West University

Tel: [018-2992023](tel:018-2992023)

Fax: [018-2992022](tel:018-2992022)

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APPENDIX E

PROOF OF MANUSCRIPT ACCEPTANCE

Journal of Physical Education and Sport Management

Dear Ms Eksteen Elriena

We wish to notify you that your manuscript has been published.

We encourage authors to place their articles on their institutions website, personal websites and other appropriate websites which they are affiliated and link it to www.academicjournals.org

Kindly login to our portal ms.academicjournals.me and make payment using our online payment system if you are yet to make payment

Best regards

Date	26-Nov-2015
Manuscript Number	JPESM/23.09.15/0241
Manuscript Title	Competencies and training needs for school sport managers in the North West Province, South Africa
Current Status	Published



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Physical Education and Sport Management**

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APPENDIX F

CONFIRMATION LETTER OF LANGUAGE EDITING

Cecile van Zyl

BA (PU for CHE); BA honours (NWU); MA(NWU)

Language practitioner

Cell: 072 389 3450

Email: Cecile.vanzyl@nwu.ac.za

To whom it may concern

RE: Language editing of PhD thesis in article format (A sport management and job satisfaction audit among selected school sport managers in the North West Province)

This is to certify that I language edited the above-mentioned thesis by Ms Elriena Eksteen (student number: 10730427) during October 2015.

Please feel free to contact me should there be any enquiries.

Kind regards

A handwritten signature in black ink, appearing to read 'Cecile van Zyl', with a large loop at the top and a cross-like flourish at the bottom.

Cecile van Zyl

Language practitioner

APPENDIX G

METHODOLOGY

1.1 INTRODUCTION

The aim of this section in the study is to provide a comprehensive explanation of the research design and methodology that was followed to perform the sport management and job satisfaction audit among school sport managers in the North West Province (NWP). Mixed methods research was performed in order to reach the objectives of this study.

1.2 MIXED METHODS RESEARCH

Mixed methods research is regarded as the kind of research consisting of quantitative and qualitative methods combined in a single study (Collins *et al.*, 2006:69). For the purpose of this study a mixed method research design was chosen for the reason that the envisaged results had the potential to provide the researcher with a complete picture of the current state of school sport management in the NWP.

1.3 QUANTITATIVE RESEARCH

Quantitative research entails the statistical analysis and numerical data to provide quantitative information and requires that data, which consist of numbers, are objectively evaluated (Lund, 2005:128). For the purpose of this study, an empirical survey was chosen as research method for the quantitative section of the mixed method research design for the reason that a survey is particularly suitable in quantitative research for the purpose of collecting data by means of a questionnaire (Thièrtart, 2007:173; Gall *et al.*, 2007:230; Neuman, 2011:309).

1.3.1 The study population

Permission was granted by the District Executive Manager at of the Department of Education to conduct this research study in the North West Province. This specific province was selected because of the co-operation that already exists with the Directorate of School Sport as well as the logistic location of the targeted schools that are in the same province as the North-West University. There are four districts in the North West Province, namely Bojanalo Platinum, Dr Kenneth Kaunda, Dr Ruth Segomotsi Mompati and the Ngaka Modiri Molema District. For the research design

of this study a complete survey of all the schools in all four districts complying to the following criteria, were used to compile the study population:

- The participant had to be a sport manager at a secondary school or a teacher who is responsible for managing the sport at the school;
- The school had to have more than 200 learners;
- The school had to be located in one of the four districts in the North West Province.

It is unlikely for schools with fewer than 200 learners to have sport managers or teachers that are responsible for the management of the school's sport, and therefore this study only focused on schools with more than 200 learners. The North West Department of Education provided the researcher with a database of 184 schools in the NWP that adhere to the mentioned criteria for this study. The principals of the 184 schools were contacted telephonically to ask them if they would be interested for their school to participate in the study. From the 184 schools on the database, 22 school's numbers did not exist anymore and from the remaining 162 schools, 89 school principals indicated telephonically that they will participate in the study. It was explained to each principal that each sport manager at their school will have to complete a questionnaire that will take them approximately 7-10 minutes, regarding information about their school's sports facilities, their competencies, training needs and extent of job satisfaction. The researcher ensured that the principals were informed that the participation of their staff member was voluntary and that all information would be handled confidentially and that participation was anonymous. Once the principals of the different schools gave their permission to participate in the study, the school sport managers of each school were contacted telephonically to inform them about the study. The same process that was explained to the principal was also explained to them. From the 89 participating schools, a total sample of 123 school sport managers resulted.

A complete survey, by means of a questionnaire, was conducted with the initial 123 secondary school sport managers of which only 79 school sport managers from 56 different schools responded on the questionnaire. This was considered as the study population.

1.3.2 The questionnaire as measurement instrument

For the purpose of this study, a questionnaire was used as measurement instrument. An already existing or generally accepted questionnaire that fits the objectives of this study was not available in literature and therefore a related questionnaire developed by Vosloo (2007:191) was adapted to fit the objectives of this research study. The structured questionnaire consisted of closed-form scaled items chosen for their objectivity. This questionnaire was selected for its suitability of being economical, had the same questions for all subjects and could ensure anonymity. A cover letter explaining the purpose of the research, as well as information for the completion of the questionnaire was sent with the questionnaire to all participants either by hand, fax or e-mail. A consent form, which explained the purpose, procedure in completing the questionnaire, risks and benefits involved in the study, was also distributed to all participants to complete and return to the researcher.

A three-point Likert scale was used as recording technique for the responses on the questionnaire to give more information than a Yes/No question but not take up too much time of respondents. The different sections of the questionnaire are briefly presented below:

Section A: Demographic and biographic information

- The structured closed-ended questions in this section aimed to obtain information regarding the distribution of the participants as well as their race, gender, age, highest academic qualification and profession in order to describe the study population.

Section B: Sports management

- The aim of the questions in section B was to outline the participants' involvement in school sport organisation regarding the teams they organise, years of involvement in sports organising, the resources they have available to organise the sports and the tasks they are responsible for. This was done by means of structured closed-ended questions, which correlated with the functional and core school sport management competencies.

Section C: Sports facilities

- In this section, structured closed-ended questions were used to determine the type of facilities, how many of each facility as well as the conditions of each facility the schools had available for sports participation. Furthermore this section outlined the possible funding that each school receive for the development of sporting facilities.

Section D: Workshops

- Questions in this section aimed to obtain information from the respondents on workshops they attended in the past five years and if they would like to attend any workshops if presented, to improve their skills and knowledge on how to manage school sports.

Section E: Job satisfaction

- The questions in this section were included to obtain information about the extent of satisfaction the respondents experience regarding certain aspects in organising school sport as well as the extent of influence certain aspects have on the respondents.

Validity and reliability of the questionnaire

A pilot study was performed on 43 final year sport management students from the North-West University to ensure face validity of the questionnaire. The reason why school sport managers were not selected for the pilot study was that respondents participating in the pilot study cannot be further included in the research process and because of such a limited population, the researcher decided not to include school sport managers in the pilot study, but rather use final year sport management students who had knowledge about managing sport. One section of the sport management curriculum of the students specifically focused on how to manage school sport, because one of the outcomes of the course was to educate the student to become a sport manager at school level.

The aim of the pilot study was to ensure the questionnaire's face validity. Fourty three students completed the questionnaire and had to indicate any questions that

were not clear to them, as well as any grammar and spelling errors. After receiving the questionnaires back from the students, amendments were made and during a second round of face validity, the questionnaires were handed back to the same 43 students for final clearance. From the evaluation of the various items it could be concluded that the questionnaire is content and face valid. The researcher and study leaders are experts in the field of sport management which ensured content validity.

Construct validity of relevant subsections was established with exploratory factor analyses on the data from the study population where the Kaiser Meier Olkin's measure of sampling adequacy (KMO) gave an indication of the suitability of a factor analysis and the interpretation of the pattern matrix ensured construct validity.

With regards to the reliability of the questionnaire for the study population, the Cronbach alpha is widely used as a measure of reliability to indicate how well various items are positively correlated to one another (Sekaran & Bougie, 2010:162). For the purpose of this study, Cronbach's alpha was used on the study population to measure the internal consistency of the questionnaire. A high reliability meant that if the items were strongly correlated with each other, their internal consistency was high and the alpha coefficient would be close to 1. On the other hand, if the items did not strongly correlate, the alpha coefficient would be close to 0. In general it is accepted that a Cronbach's alpha of 0.7 or higher indicates the measuring instrument is reliable. The Cronbach's alpha values of each relevant sub section of the questionnaire were calculated on data from the study population and it could be concluded that these measures were reliable. The Cronbach's alpha values are presented in the tables in articles two and three.

1.3.3 Statistical analysis

In the statistical analysis of data, the fact that data was collected on both a school level (e.g. physical state of sport facilities data) and a person level (e.g. job satisfaction data) care had to be taken into account in the analysis of the data. In reporting on the physical state of sport facilities data, where more than one person per school completed the questionnaire, data were aggregated on a school level so that the descriptive statistics of results (frequencies and percentages) for the 56 participating schools were reported, while the reporting on other data was on person

level for the 79 respondents. In the analysis of person level data (e.g. job satisfaction), the dependency of results from respondents in the same school was taken into account by using hierarchical linear models (HLM / Mixed Models) to compare results of different groups. In these HLM, the school was taken as subject so that variation within schools and between schools could be taken into account and the covariance matrix was specified as unstructured. Statistical significance on a 5% level of significance was used. Effect sizes (Cohen's d-values) were used to indicate practical significance of differences between means. IBM SPSS Version 22 was used for all data analyses.

1.4 QUALITATIVE RESEARCH

Qualitative research involves words instead of numbers (Willis, 2008:40) and is concerned with non-statistical methods and small samples (Delpont & De Vos, 2011:65). For the purpose of this study qualitative research methods, in form of observation, were used as part of the mixed methods research design.

1.4.1 Study population and sample

The study population of the qualitative phase comprised 56 schools that was part of the quantitative phase. From the 56 schools, a convenience sample of 21 schools that were within a 200 km radius from the North-West University were selected to visit and observe the physical state of their sport facilities. The sample represents two of the four districts in the North West Province.

1.4.2 Qualitative data collection: observation

Observation was employed as a measuring instrument to yield data for the qualitative investigation. The researcher compiled a checklist with various items to observe. The following categories were observed, namely sport fields/courts, pavilions, ablution facilities, equipment, and the safety of all the facilities. The researcher had to observe each category where after, the checklist was completed and comments were written down.

1.4.3 Qualitative data analysis

The aim of the qualitative data analysis of this research was to get a true version of the condition and safety of the school's sport facilities, in order to determine the

extent to which, and reasons why the physical state of sports facilities are sufficient for sport participation, according to the stated research objective one. In this study, the qualitative data analysis was done by means of a frequency analyses on the items of the checklist. Comments were analysed qualitatively.

1.5 CONCLUSION

The aim of this study was to conduct a sport management and job satisfaction audit among selected school sport managers in the NWP, in order to give feedback and recommendations to the North West Department of Education with regards to the physical state of school sport facilities and the funding thereof, the competencies school sport managers should require, their training needs, and their extent of job satisfaction.

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