

THE MANAGERIAL ROLES AND
RESPONSIBILITIES OF SENIOR TEACHERS OF
SPORT:
A CASE STUDY IN (SELECTED) GABORONE
SECONDARY SCHOOLS
IN BOTSWANA

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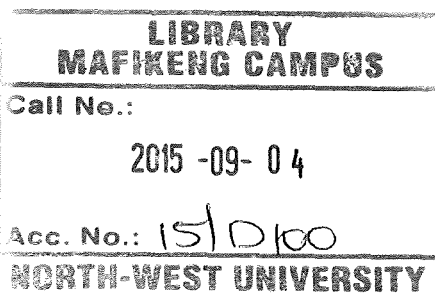
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**A mini dissertation submitted in partial fulfilment of the
requirements for the Masters Degree in Education at the
Mafikeng campus of the North West University
(South Africa)**

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DECLARATION

I Matshediso Nthokana declare that to the best of my knowledge the information contained in this study: An investigation of the managerial roles and responsibilities of senior teachers of sport in (selected) Gaborone secondary schools in Botswana, is my own work and has never been presented in any institution of higher learning. Where reference has been made is the work of others and it has been acknowledged.



Matshediso Nthokana

STATEMENT BY SUPERVISOR

This dissertation is submitted with my approval

Prof. C. van Wyk

DEDICATION

With sincere gratitude, I dedicate this work to those who have worked tirelessly to ensure that I come up with this study especially my lecturers, caring and loving family members (Kobamelo, Mmopi, Moreri & Malebo) and participants as well as authors of books and research papers that I have used as inspiring examples in the production of this work.

Thank you.

ABSTRACT

AN INVESTIGATION OF THE MANAGERIAL ROLES AND RESPONSIBILITIES OF SENIOR TEACHERS OF SPORT: A CASE STUDY IN (SELECTED) GABORONE SECONDARY SCHOOLS IN BOTSWANA.

The purpose of this study was to investigate the managerial roles and responsibilities of senior teachers sport in selected secondary schools in the Gaborone area in Botswana. The research design was interpretive paradigm and therefore qualitative. To identify the managerial roles of senior teachers sport, questionnaires, participant observation and document analysis were the pivotal techniques which were used.

It was found out from the literature, that senior teachers sport play significant managerial roles among which include; planning, organising, staffing, leading and controlling.

The study made recommendations which included but not limited to; Full-time Physical Education teachers should be provided for every secondary school, taking into consideration gender for mixed classes, proper facilities and equipment should be available to ensure the safety and health of the participants, provision of protective equipment, basic equipment to all Secondary Schools including (balls, skipping ropes, cones, hoops, bean bags, bats, etc), showers and change rooms should be installed at every secondary school, allocating enough financial support to sport activities by the ministry of education & skills development or students should pay a fee for sport development in their respective schools, Physical Education teachers should be trained and qualified. Training for secondary school teachers should be offered at more colleges, and should be compulsory in the first year, uniforms including shoes allowance should be provided for sport teachers, coaches should be made available to schools to assist with the preparation of teams for training and student-participants who represent their school or the country at sporting activities should not be at a disadvantage in terms of their academic work; therefore arrangements should be made to provide special tuition for such students.

ACKNOWLEDGEMENT

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- My fellow students for their support
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CHAPTER ONE: ORIENTATION OF THE STUDY

1.1 INTRODUCTION AND BACKGROUND

In Botswana the senior teachers of sport report directly to the deputy head-teacher, and indirectly to the head-teacher or to the principal education officer 11(inspection and in-service). The main purpose of the senior teacher of sport is to coordinate and promote sport, he / she supervises the trainers and coaches in sport and also teaches a class, Head-teachers manual (2000:20).The curriculum of Botswana secondary schools includes not just the planned academic programme but also all co-curricular events of which includes sport. In-order to be able to achieve curriculum objectives, Thatayamodimo (2006:4) says that, future workshops should be extended to classroom teachers or those with extended responsibilities such as heads of sport. The workshops should be practical and tailored to their specific needs of promoting sport in secondary schools.

Sport in Botswana had previously been neglected in the school system. Schools traditionally developed pupils intellectual capacity and “less emphasis was placed on sport development”,Toriola, Adetoro, Toriola &Igbokwe(2000:16). However, with much research on sport in the education system, Botswana’s education system started giving much attention to the role of sport in schools and its management. Sporting activities were further developed and improved to nurture students and help them to benefit from such sporting activities. Dunning (2008:2) adds that, “the importance of sport in the life of a young student is invaluable and goes much further than the basic answer that it keeps kids off the streets. It does in fact keep kids off the streets but it also instils lessons that are essential in the life of a student athlete. Sport plays a

pivotal role in the makeup of a young athlete especially in the middle to high school years where students athletes are much more mature and mentally developed.”

The appointment of senior teachers of sport in schools makes it evident that even the management of sporting activities has received so much attention in the school system. However, the system has been problematic considering that management in sport within schools is relatively a new phenomenon. According to Monyatsi (2005:356), “schools in Botswana were to some extent still [managed] organized along the authoritarian-bureaucratic model that predominantly is found in commercial and industrial organizations.” This system rests the decision making power in those in senior management of the school in a top down approach. However, this in a school context is and has not been effective because the school organization from its roots is managed by the integration of the school (teachers, head-teacher, parents and the students). This study therefore, wants to establish the responsibilities of senior teachers of sport, particularly their managerial roles in Gaborone, Botswana.

The majority of schools in Botswana are government sponsored therefore; the government controls activities of schools mainly through the Ministry of Education & Skills Development which has implemented the National curriculum and is implemented in schools under the direction of the head teacher who manages the school. Within the school framework, head teachers supervise activities of the school; which is curriculum based and after school activities, which are not necessarily curriculum based among which sport is included. Sport in schools has been confused with Physical Education (PE). The researcher is aware that sport and PE are different, however, for the purpose of this paper; PE will be used as the foundation of sport in

schools. In Botswana PE has been neglected for many years. According to Toriola et al. (2000:63), physical PE was not part of the secondary school curriculum in Botswana for many years, but was taught at the Teachers' Colleges level as a minor subject. The establishment of the Department of Physical Education at the University of Botswana in 1993 was a milestone in the history of PE in the country. The department then offered one-year certificate, two-year diploma and three-year bachelor's degree programmes in Physical Education. These academic programmes are aimed at producing sports coaches, and Physical Education teachers for primary and secondary schools. The department has made a significant impact in contributing to the organisation of sport.

Toriola et al. (2000:16), states that Physical Education in schools is developing. Therefore, its supervision is yet to improve since teachers have been educated on the subject and further diversion to sport has emerged. However, it does not specifically focus on sport as an entity, which compromises its benefit to the teacher/facilitator and the students (beneficiaries). The senior teachers of sport perform their roles as teachers [national curriculum] and further perform their roles coordinating sporting activities. Physical Education was the paramount in providing physical fitness and/or activities in schools. With the emergence and further developments of PE, advances to sport developed.

In Botswana, education is based on the 7-3-2-3-tier system, with the first seven years assigned to primary schooling while the other years are reserved for junior, senior secondary and tertiary education, respectively. Although there are several private primary and secondary institutions in the country, education is largely the responsibility of government and is guided by the 1994

Revised National Policy (Mokgwathi, 1999) cited in Toriola et al. (2000:60). It is important to note that currently the tertiary level now takes 4 years of study making the system 7-3-2-4. In Botswana the education programme begins as early as infant stages. Children can start school as early as 3 years of age; however, at this point it is often in private institutions. Government schools begin in primary education which admits children from the age of 6 years. The primary stage continues for seven years. Sports and Physical Education is provided in primary schools and children compete even against other schools. Sport participation which is part of PE is compulsory, however, there are sporting activities provided in schools apart from those covered by the curriculum under the PE department and these activities are voluntary.

Junior secondary education starts after completion of primary school, often when the child is about 13 years of age while senior secondary continues after junior school. Both in junior and senior secondary schools participation in sport is highly voluntary. However; choices are much broader in secondary schools than in primary schools because sport facilitators are available. Often, athletics and related activities are performed during summer while ball sports are performed during the winter season and competitions are arranged at regional (locally), national and international levels. Considering that, “youth spend much of their time in schools, these settings provide unique opportunities to encourage and facilitate physical activity for children in the school system” Johnston, Delva, Patrick & O’Malley, (2007:195).

Within the schools, there is management hierarchy starting with the head teacher who manages the school, deputy head, heads of departments, then senior teachers (who are assigned with specific roles within the school) and lastly other teachers and administrative/support staff. The focus of this paper will be on the managerial roles and responsibilities of senior teachers of sport

in junior and senior secondary schools found in Gaborone in relation to Physical Education and sport within the school.

Head teachers in Botswana do not possess much power in comparison to managers in the corporate world. Similar to the educational system in China, head teachers do not select the textbooks, they do not select their own teachers, they do not determine teachers' salaries and this leaves the power of the head teacher pre-dominantly on teaching affairs (Lewin1994) cited in Bush, Coleman & Xiaohong, (1998:184). When considering hierarchies in school settings, it is important to note potential conflicts caused by over pronunciation of seniority. "The differentiation among teachers points to hierarchical relations: between ordinary teachers and heads of departments, class directors, model and special rank teachers" Paine, (1993: 693). This in the case of sport management could adversely affect the education which the students acquire. If there is a conflict of interest or position in the hierarchy of school management team, information distribution may be limited and implementation of ideas/programmes initiated by those in the higher top of the hierarchy may not be as effective. Therefore management teams in schools especially senior teachers of sport could supervise relations within the structures that they work within. This may make the role of senior teachers of sport critical not only in running sporting affairs in school, it is also critical because it may affect the delivery of sporting services to the students.

The benefits of the National Development Plan 9 as cited in Bennell and Molwane, (2008:18), in 2003 and 2004 included developing and training teachers in secondary schools including those who teach sport. Physical Education has been found to be one of the most important subjects in the school by the Ministry of Education and Skills Development. It is therefore important to

implement strategies and management personnel that can improve the delivery of sport. The ministry has identified that teacher training makes them (teachers) aware of their roles and it also help them improve their performance in deliverance of their services.

The publication of the Senior Secondary Syllabus by the ministry was an addition to the “10 years basic education programme which was implemented in 1996 in Botswana” Pheko, (2008: 71), which further directed the roles of senior teachers of sport and the importance of Physical Education.

In Botswana senior teachers of sport are the prominent facilitators/coordinators of sporting activities in schools. Often they are physical education teachers. This, in many cases translates in them experiencing a double burden of responsibility rested up on them. Previously, sport and physical education was supervised and facilitated by ill-prepared and unwilling teachers Mokgwathi, (1998:35). In addition, the role of senior teachers of sport has recently experienced questioning in relation to the duties or roles which they should perform and to what extend are they responsible for such. This on its own expose that the nature of work as unclear, which consequently will affect the conduct and delivery of the duties of the facilitator. It also makes it problematic to monitor the performance level of senior teachers of sport in schools.

This further implies that beneficiaries of sport in the school system do not benefit as adequately from sport as they probably would if management of sport was adequate and effective. Management by senior teachers of sport has also been noticed to be inadequate, since in most cases they acquire managerial position based on experience. It is therefore necessary that senior teachers of sport undergo management course in order to equip them with skills and knowledge

of a manager more especially within the school system. Monyatsi, (2005:362), states that “improvement of management skills of the school heads and other senior staff in the schools, as well as to promote staff development at school level is essential for development of schools and activities within schools.” It is therefore important for this study to establish the responsibilities of senior teachers of sport and to establish their management roles.

1.2 PROBLEM STATEMENT AND RESEARCH QUESTIONS

In Botswana, senior teachers of sport are the main people who coordinate and administer sporting activities at secondary schools. That is, they would typically double responsibilities as teachers and also managers for their schools. Although they are considered to be sport managers for their respective schools, little or no empirical information has been collected about their managerial roles and specific responsibilities as sport managers. It is likely that they have no clear job profiles. Also sports policy makers and other relevant stakeholders may find it difficult to devise better strategies aimed at improving sports at the schools.

This study aims to establish the managerial roles and responsibilities of senior teachers of sport in Botswana secondary schools. To find out how senior teachers of sport manage the sporting activities (including competitions) within the school and with other schools.

In view of the above statement, the following research questions are formulated to guide the study:

- What is the importance of senior teachers of sport as teachers in sport?
- Which managerial roles and responsibilities do senior teachers of sport perform as middle managers?

- What are the hindrances towards the effective management of sport by senior teachers of sport?
- Which possible strategies can be used to improve the management of sport in schools?

1.3 PURPOSE AND OBJECTIVES OF THE STUDY

This study investigated the managerial roles and responsibilities of senior teachers of sport in Gaborone secondary schools in Botswana. In order to archive this, the following objectives have to be realised with a literature study.

- To determine the importance of senior teachers of sport as teachers in sport in secondary schools in Botswana
- To find out the managerial roles and responsibilities performed by senior teachers of sport as middle managers in Botswana secondary schools.
- To investigate the hindrances towards the effective management of sport by senior teachers of sport in Botswana secondary schools.
- To identify the possible strategies that can be used to improve the management of sport in secondary schools in Botswana.

1.4 SIGNIFICANCE OF THE STUDY

To the knowledge of the researcher, research on the roles of senior teachers of sport in the context of Botswana does not exist. It is therefore important to undertake this study since it will inform relevant stakeholders (Ministry of Education& Skills Development, senior teachers of sport, the society especially parents as well as students who attend school) about the roles of

senior teachers of sport. Depending on the results obtained, the study will make recommendations to inform both the senior teachers of sport and their close associate (head-teacher, coaches and parents) on what is happening in the field in comparison to what should be happening. The study would establish the gaps in the roles of senior teachers of sport within schools. It will also be a foundation to motivate further empirical research in this area of work and also be a reference to other researcher(s).

1.5 DELIMITATIONS

The research was conducted in 9 secondary schools in the urban area of Gaborone in Botswana. A stratified random sampling was used to select the schools, 45 respondents (9 senior teachers of sport, 9 head teachers and 27 coaches) from the selected schools were the potential sample size of this study. The responses from the respondents assisted the researcher to make better scientific conclusions and generalised the findings to represent a picture of the roles in general, because urban schools are more involved in sporting activities than rural schools. Therefore from the study findings better scientific conclusions were made.

1.6 RESEARCH DESIGN AND METHODS

A research design is a basic plan which guides the data collection and analysis phases of the project Lokesh (2007:26). That is, it is a framework which specifies the type of information to be collected and the resources of data collection procedure. In an attempt to establish the managerial roles and responsibilities of senior teachers of sport in secondary schools in Botswana, In an

attempt to establish the managerial roles and responsibilities of senior teachers of sport in secondary schools in Botswana, the research design of this study used a basic interpretive research design. The study is a case study of Gaborone secondary schools. The researcher found it reasonable to use schools in this locality because they are advantageous in terms of implementation of new reforms and changes in the educational sector. Policies that are developed are often implemented in Gaborone first as a capital city. Qualitative research approach was the focus of the study. The researcher has chosen the method because of its originality and naturalistic display. According to Cresswell (2007:40), qualitative research is based on the ontological assumption that the nature of reality is diverse and that reality has multiple facets. The researcher's choice of using the approach was also influenced by Cresswell, (2007:40), as he stated that research:

- Needs a complex, detailed understanding of the issue(referring to the topic under investigation) and talking directly to people, going to their homes or places of work, and
- Wants to understand the contexts or settings in which participants in a study address problems or issues.

1.6.1 Literature Review

An intensive review of literature related to the topic was done. According to Mouton (2001:86), a literature review is the phase of the empirical investigation and consists of a systematically and critical analysis of the information obtained from the primary and secondary sources. The latter includes books, policies from the Ministry of Sport and Recreation, Ministry of Education and Skills Development, professional journals, dissertations, websites, and educational sports

magazines. These sources were used to gather information regarding the management of sport in secondary schools. Through the use of all the mentioned, a thorough literature review was undertaken to collect sufficient information and views of different authors related to the topic under study.

1.6.2 Empirical investigation

Three main methods were used to collect primary data in this study:

1.6.2.1 Questionnaire

According to Maree (2010:158), a questionnaire is an important part of the research process since this is where the data is gathered. The researcher used a questionnaire as the instrument of data collection. A semi structured questionnaire with open ended questions was served to the head-teacher and to the senior teacher of sport for the selected schools. The questionnaire captured summarised information that was used to draw conclusions from the responses.

1.6.2.2 Interviews

Ary, Jacobs, Razavieh, & Sorensen (2006:480), define an interview as a direct method of collecting information in a one to one situation as well as interchanging of views between two or more people on a topic of mutual interest. The interchange is between an experienced participant and the researcher who has to obtain insight in order to provide findings to a research question. An interview is a flexible tool for data collection as it allows the interviewer to make adjustments as the situation requires. It enables the interviewer and the interviewees to discuss their

interpretations of the worldview and how they regard the situation from their respective point of view.

The researcher used a face to face interview to sport coaches of the selected schools to collect data and evaluate it bearing on the research questions. Maree (2010:158), indicates that the advantages of face to face interviews are that it has high response rate and long questions can be used also the interviewer can assist with issues that are not clear to the respondent.

According to Cohen, Manion & Morrison (2007:351) the purposes of interview in the wider context are many, but three main purposes can be identified:

- to gather and evaluate data information that has direct bearing on the research objectives,
- to test for hypothesis or suggest new ones; and
- to use information in collaboration with other methods to collect data.

In relation to the study, the researcher used interviews to gather and evaluate data that has direct bearing on the research question. A well designed interview guide was designed and used to cover thematic areas pertaining to the research problem. This guided the interviewer during interview sessions with the respondents. The guide also helped the researcher to solicit simultaneous responses about subject areas that may not have been outlined in the questionnaires.

1.6.2.3 Participant observation

In order to get the complete feel of the roles of senior teachers of sport, the researcher was observant of the non verbal expressions during the interviews of the selected respondents. The noteworthy peculiarities and details were discretely recorded to re-enforce the written responses. According to McMillian and Schumacher (2001:40-41), observation is an interactive technique of participating to some degree in a naturally occurring situation over extended time and 'writing' extensive field notes to describe what occurs. The researcher did not collect data to answer a specific hypothesis; but rather to explain responses inductively as derived from the field notes. Furthermore, Cohen, et al.(2007:396), add that, observation enables the researcher to gather information on :

- the physical setting (e.g. the physical environment and organisation);
- human setting (e.g. the organisation of the people, the characteristics of the group or individual being observed); and
- programme setting (e.g. the resources and their organisation).

The study was conducted in schools as the physical setting, individual teachers were observed as human setting and the resources as the programme setting.

1.6.2.4 Data analysis procedure

Analysing of data according to Briggs & Coleman (2007:28), is a form of qualitative research that requires the researcher to locate, collect, interpret and analyse empirical data, and draw conclusions that either; describe, interpret or explain what has occurred. According to Burns

&Grove (2009:164), data analysis is the process used by the researcher to reduce, organise and give meaning to the data collected. This is done to make the results or findings easier for the reader to grasp, and also provides away of enabling the research question to be answered in the light of the study findings. The data collected for this study was in two forms, summary data in filled questionnaires and written reports form responses from the interviews conducted. The qualitative data was analysed in the context of the question and the response given. The researcher looked for the key words that the respondent mentioned or used and analysed it against what other respondents said. Qualitative data was used to cross tabulate responses and to establish significant relations between responses.

1.7TRUSTWORTHINESS

According to Maree (2010:113), trustworthiness is of the utmost importance in qualitative research. Assessing trustworthiness is the acid test of your data analysis, findings and conclusions. Maree (2010:113) argues that, it is generally accepted to use multiple strategies of data collection in qualitative research. Therefore, the interviews should lead to trustworthiness. The latter will be achieved by ensuring that the validity and reliability of data through mechanical recorded data, triangulations strategies and participant reviews. Trustworthiness will be fully discussed at chapter three.

1.8 DEFINITION OF TERMS

1.8.1 Sport manager

According to ([http://educationportal.com/articles/Sports Manager Job Description Duties and Requirements.html](http://educationportal.com/articles/Sports%20Manager%20Job%20Description%20Duties%20and%20Requirements.html)), “A sport manager can be considered to be someone that is hired by either a team or an individual athlete to ensure that everything that happens off the field goes smoothly.

1.8.2 Leadership

The meaning of leading according to Megginson & Mosley (2002:127) is that, “one is able to get others to do what needs to be done.” According to Mondy & Premeaux (2010:168), leading is providing a path and the motivation to get things done.

1.8.3 Organization

Andrius (2011:73) states that, the organising role would involve the coordinators of sport to make arrangements and develop an orderly structure, which will unify all sport elements into a coherent and functioning whole. It is through the organizing tasks of developing and modifying structures and routines, orienting participants, assigning tasks, coordinating and sustaining contributions, that senior teachers of sport arrange both classroom and field space, time, resources and coordinate the efforts of individuals towards the achievement of the educational objective of the class, and the broader goals of the school.

1.8.4 Mentorship

Andrius (2011:71) stated that, motivation is a vital factor in the management of learning and behaviour in and outside the classroom. Motivation signifies the causes or 'why' of behaviour; it is concerned with questions of the energising of behaviour and the direction given to behaviour.

In the classroom, motivation is observed as students show interest and enthusiasm, and give attention and concentration to learning tasks.

1.8.5 Sport

Bailey (2006:397), “refers sport to a range of activities, processes social relationships, and presumed physical, psychological, and sociological outcomes.” Arnold, (2001:145) argues that, “sport, when seen as a valued human practice, is a form of Moral Education...Physical education and sport are closely linked.”

1.9 CHAPTER DIVISION

The research project is structured as follows:

Chapter 1

Covers and contains a historical background of the study, the research problem, research aim and objectives, research design, significance and justification and limitations, chapter division and the summary of the chapter.

Chapter 2

This chapter covers the literature review related to the importance of sport, management of sport, middle managers and the importance of teachers in sport.

Chapter 3

Covers and contains the context, research method, research design, ethical considerations, validity and reliability of the study and the summary of the chapter.

Chapter 4

Covers and presents analysis of discussions of the collected data. The findings will be stated as part of the chapter summary.

Chapter 5

Covers and contains conclusions, recommendations and summary of the study.

1.10 SUMMARY

Chapter one presented a basic rationale for the study through an overview of the background, the purpose for an investigation of the managerial roles and responsibilities of senior teachers of sport in selected Gaborone secondary schools in Botswana. The chapter also emphasised the significance of the study in relation to the roles and responsibilities of senior teachers of sport on what is happening in the field in comparison to what should be happening, received from the schools under scrutiny.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter provided the orientation of the study. This chapter presents a summative review of literature related to the managerial roles and responsibilities of senior teachers of sport. The chapter covers the following subtopics: the nature of and rationale for the study, concepts used in school sports, the importance of sport in learners' lives, the management in sport, the roles of senior teachers of sport as middle managers, the senior teachers of sport as teachers in sport, the importance of senior teachers of sport, the key tasks of the senior teachers of sport, the hindrances towards the effective management of sport, the possible strategies that could be used to improve the management of sport in schools.

2.2 SPORTS CONCEPTS

2.2.1 Sport manager

According to ([http://educationportal.com/articles/Sports Manager Job Description Duties and Requirements.html](http://educationportal.com/articles/Sports%20Manager%20Job%20Description%20Duties%20and%20Requirements.html)), "A sport manager can be considered to be someone that is hired by either a team or an individual athlete to ensure that everything that happens off the field goes smoothly. They have numerous responsibilities that revolve around making it easier for their clients to focus on winning without worrying about the business or organisation side of sport." This definition of a sport manager implies that the main role of senior teachers of sports is to make

sure that all the sporting activities in their schools are run as smoothly and as much as possible. Sharland, (2010:97) says that, “as an agent of the school management and in turn the extension of the implementing arm of the national sports curriculum, the teachers who manage school sporting activities should perform the following managerial roles; lead, implement, organize all sporting activities for their schools and also mentor student-athletes.” For this study, the researcher adheres closely to the following definitions of leadership, implementation, organization and mentorship.

2.2.2 Leadership in sports

The meaning of leading according to Megginson & Mosley (2002:127) is that, “one is able to get others to do what needs to be done.” According to Mondy & Premeaux (2010:168), leading is providing a path and the motivation to get things done. Therefore as sport leaders in their respective schools, senior teachers of sport should be able to get learners and other sport teachers to do what needs to be done to achieve a common objective. They may also delegate some general work to other staff members in an effort to reduce their workload if they are overwhelmed.

2.2.3 Implementation of sport.

Sport teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on the national standards, Fitzpatrick (2005:68). Note that sport teachers in this context are more or less equivalent to senior teachers of sport in Botswana. According to the Botswana head teacher’s manual (2000:20), senior teachers of sport should keep a proper and up to date records of pupils’ performances in performing arts, compile and submit comprehensive reports to the deputy head teacher. Under

their planning portfolios, the senior teachers of sport prepare and submit budget for sport, social and cultural activities to the deputy head teachers. They also lead in requisitioning for materials and equipment for sport, social and cultural activities.

2.2.4 Organization of sports.

According to Mondy & Premeaux, (2010:170), sport teachers play a significant role as organizers. It is their primary duty to organize sporting activities such as athletics competitions, and ensure that travelling arrangements are effective as laid down by the curriculum, Botswana head teachers' manual (2000:20). Andrius (2011:73) states that, the organising role would involve the coordinators of sport to make arrangements and develop an orderly structure, which will unify all sport elements into a coherent and functioning whole. It is through the organizing tasks of developing and modifying structures and routines, orienting participants, assigning tasks, coordinating and sustaining contributions, that senior teachers of sport arrange both classroom and field space, time, resources and coordinate the efforts of individuals towards the achievement of the educational objective of the class, and the broader goals of the school.

2.2.5 Mentorship in sports

Mentoring is a term generally used to describe a relationship between a less experienced individual, called a mentee or protégé, and a more experienced individual known as a mentor. Traditionally, mentoring is viewed as a dyadic, face-to-face, long-term relationship between a supervisory adult and a novice student that fosters the mentee's professional, academic, or personal development (Donaldson, Ensher, & Grant-Vallone, 2000).

Andrius (2011:71) stated that, motivation is a vital factor in the management of learning and behaviour in and outside the classroom. Motivation signifies the causes or 'why' of behaviour; it is concerned with questions of the energising of behaviour and the direction given to behaviour.

In the classroom, motivation is observed as students show interest and enthusiasm, and give attention and concentration to learning tasks. Conversely, low levels of motivation are observed in student apathy and misbehaviour. The motivating role of teachers encompasses attempts to create conditions within and outside classroom which will energise, direct and sustain students' performance. This role is important for promoting morale and climate in sport, and involves the sustaining of enthusiasm together with positive attitudes towards school goals and learning tasks, both those assigned and those self-generated by the students. They can also motivate children by giving words of praise to those who excel in sports and organizing gifts for the best performers both in class and outside class Ericsson, Prietula & Cokely (2007:215).

Mentorship in sport entails senior teachers of sport performing supervisory and advisory roles to their mentees. They oversee the mentees' development of skill sets needed to accomplish tasks at hand and those that will be needed in the near future. That is, they attempt to ensure that the mentees' development in this regard progresses efficiently and effectively and without undue stress or harm. They are responsible for making the mentees aware of rules and regulations that govern the performance of sport.

2.2.6 Sport

Bailey (2006:397), "refers sport to a range of activities, processes social relationships, and presumed physical, psychological, and sociological outcomes." Arnold, (2001:145) argues that, "sport, when seen as a valued human practice, is a form of Moral Education...Physical education and sport are closely linked." "Sport is a significant part of culture. It is formalised physical activity involving challenge or competition against oneself, others, or the environment. It begins

in play, develops through games, and culminates as a structured competitive activity,” Grannt & Poope (2010:252). It embeds within its principles of life which an individual can learn and utilize throughout their life span. Sport however, is different from Physical Education slightly especially considering the time (units) which measures them. “Sport Education is often two to three times longer than typical Physical Education units”, Siedentop, (1998:18).

2.3 THE IMPORTANCE OF SPORT IN THE LIVES OF LEARNERS.

Sport is very important in the lives of young children as it instils lessons that are essential to the life of a student. The researcher has found it necessary to work on the literature review of the importance of sport in the lives of learners, as to establish the importance of having senior teachers of sport in schools or not.

Sport in junior and senior secondary school is important since it provides participants or students with a platform which they can learn about fitness and principles which they can further use in the society to give them a sense of belonging and identity. Seefeldt (1987) cited in Gray(2004:359) argue that, “through participation in sport pupils can;(a) develop physical skills that can contribute to a life time of physical involvement,(b) improve fitness, (c) learn social and emotional skills, (d) develop moral values, (e) acquire a better sense of self esteem through increased perceived competencies, self-esteem and self-confidence.”

Sport is not only important in the school. Some studies found that sporting activities at the grassroots level have the potential to motivate, inspire, and forge a community spirit in face of social ills, (Cairnduff, 2001) cited in Skinner, Zakus & Cowell, (2006:10). Cale (2000:71) argues that, the education sector is having a key role to play in promoting physical activity. Bailey, (2006:398) clarified that, for many children, school is the main environment for being physically active, through either Physical Education and Sport (PES) programs or after-school activities. The availability of Physical Education and sport in schools is the only means of assuring that all children will experience physical activity and more specifically, physical activity experiences appropriate to their developmental and learning needs, Bailey (2006:398).

The National Curriculum (1990a) of the United States of America, cited in Cale (2000:71) states that, “the statutory responsibilities of schools have to provide a broad and balanced curriculum which promotes the spiritual, cultural, mental and physical development of pupils.” Coakley (2011:306) similarly argues that, sport participation reforms children and it contributes to development. According to Woods, Tannehill, Quinlan, Moyna & Walsh (Report 1, 2010:7), participation in regular health enhancing physical activity has also been found to reduce rule-breaking behaviour, and to improve attention span and classroom behaviour. It has positive effects on academic performance, including achievement in Maths tests and reading, academic grades and perceptual skills. Involvement in sport and Physical Education can play a significant role in the enrichment of a child’s social life and the development of social interaction skill.

It is notable that sport is very important in the lives of children. Sports participation helps guide and direct/ structures lives of participants in accordance with the mainstream values and goals,

“removes them from the streets” and keeping them busy (from being deviant) and “consigns them to adult-controlled environment, teaches them self-control, obedience to authority, and conformity to rules and provides them with positive adult role models (the teacher or coach)”, Woods et al. (2010:308). Similarly, Coakley and Dunning (2000:335) state that, the importance of sport in the life of a young person is invaluable and goes much further than the basic answer that “keeps kids off the streets”.

Penny (www.activate.vic.edu.au), in the review of literature in relation to physical activities and quality of sport noted that as well as children advances in physical and academic respects, their attitude and behavioural intentions continued to improve. It further instils lessons that are essential in the life of sports-person. Sport plays a pivotal role in the makeup of young people, especially in the middle school and high school years where they are becoming adolescents and beginning to experience new challenges of growing up. Sport particularly athletics, according to Hartmann (2008:10), also boost the academic success of pupils. Miller, Melnick, Barnes, Farrell & Sabo (2005:179) summarised that, the protective effects of sport with respect to academic outcomes are neither universal nor indisputably casual in nature. Nonetheless, sport continues to form a major part of both public and private school co-curricular activities.

According to Siedentop, Hastie & Van der Mars (2004:2), over the past few decades, sport programmes have evolved to a place of prominence in both public primary and public secondary schools in Africa. Therefore, one can safely claim that indeed sport activities are still considered as one of the most important factor in the wellbeing and upbringing of young students. Further, Siedentop et al. (2004:3) say that, when sporting activities are properly designed, managed and

well implemented, they can raise the individual and the group, transcend the ordinary and mould one in life and teach them valuable lessons of perseverance, teamwork and loyalty.

A research conducted by Bailey (2006:399) identified Physical Education to be understood in five domains that relates to the development of a child, namely physical, lifestyle, affective, social and cognitive development. Bailey (2006:399) further states that, there is lack of adequate research to back up the believe that “healthy body leads to a healthy mind;” nonetheless, he pointed out that “positive relationship between intellectual functioning and regular physical activity exist both for adults and children”. World Health Organization, (2003 cited in Levermore (2008:298) states that, the importance of sport is to “improve physical and psychological health” which relates to what Bailey (2006:399) and Coakley (2011:308) has mentioned. Corlett (1986:28) “also emphasised the importance of Physical Education (PE) in the physical mental and emotional development of children.”

According to Corneliën & Pfeifer, (2007:4), sport as other authors have mentioned, can also “help to form the character of young people because it teaches behavioural habits like motivation, discipline, tenacity, competitive spirit, responsibility, perseverance, confidence, and self-esteem, which cannot always be acquired in classroom.” It further develops their skills like taking orders, leadership, teamwork, performing in a regulated system, and socialisation. Cornelißen & Pfeifer, (2007:4). Like some of the above mentioned literature, ‘Let kids play’ document advocates that sport provides pleasure for children and gives them the opportunity to meet new people and make new friendships, breaking the isolated mould many low income and underprivileged youth fall under. The document also states that the child develop skills which are

similar to those mentioned by Cornélien and Pfeifer (2007:14). Further, the 'Let Kids Play' document shows that;

Sport offer children a positive alternative to idleness, which, if a child is consistently left without constructive activity, can often lead to violence. A lack of activity and idleness can lead to a lack of understanding between different ethnic groups. Sport helps to eliminate these racial and cultural barriers by removing the separation between such groups through healthy competition and the realization of shared goals.

Sport does not only benefit pupils' health wise, physically and academically. Sporting activities can also be a motivational factor for secondary school students especially in cases where scholarship and bursaries can be awarded; it can also benefit students as a career in the future. Vail (2007:573) argues that, from a socioeconomic perspective, it has been shown that sport participation benefits the economy by reducing health costs. In relation to community development, (Pedlar) cited in (Vail, 2007:573), argue that sporting activities and competitions at community level help "enabling and empowering giving individuals and groups the capacity to determine means and ends." In addition, sport activities could be used to promote advance health promotions.

As stated by Bailey (2006:399), the appropriate structures need to be adopted and activities ought to be presented in a manner which will enable participants to follow. These "activities can make a contribution to the development of pro-social behaviour and can even combat antisocial and criminal behaviours in youth." Although sport has previously been associated with negative connotations of making children fail at school by crowding out time devoted to schooling, empirical investigations find a rather positive correlation between sport and educational

attainment. Sport helps a child develop in different dimensions of life, Cornelien & Pfeifer, (2007:4). Athletics' activities in particular, have been found to reduce bad habits and or activities allowing a student to have more time for school; therefore, sport can have an indirect positive effect on educational productivity Cornelien & Pfeifer, (2007:3).

Sport education helps participants become competent, literate, and enthusiastic sport persons. A sport participant, who is competent, has developed skills and understanding of a particular sport and can participate as a knowledgeable game player Siedentop, (1998:18). A literate sport person is one who "understands and values the rules, rituals, and traditions of sport, has learned to distinguish between good and bad sport practices" Siedentop, (1998:18).

In Botswana, sporting activities are made compulsory in public schools (from primary to secondary schools) curriculum because of the paramount role that sport plays in the development of children both academically and in physical health. Hence, there is a need for these activities or programs to be well implemented along with the curriculum. In order for the strategic delivery of sport programmes to be successful in schools, sport managers or senior teachers of sport ought to be available and have relevant skills, qualifications and good characteristics of a leader or facilitator, Carr (1991:25).

In the educational system of Botswana, senior teachers of sport perform administrative work for the school in relation to sport activities. Apart from teaching she or he coordinates, plans, implements, assesses and promotes sport activities in a given school; which can either be recreational or competitive. The senior teachers of sport work closely with students, other

teachers or facilitators and with other organisations including the Botswana Institute Sport Association (BISA) and the Botswana National Sport Council (BNSC).

To summarise, the focus of this section was to explore the importance of sport in schools and the extent at which senior teachers of sport are important. The following were noted;

- sport is very important in the lives of children as it: removes kids off streets, keep children busy, provides learners with a platform to learn about fitness, provides a sense of belonging and identity, improves attention span and classroom behaviour, has positive effects on academic performance including achievement in Maths tests and reading academic grades and perceptual skills.
- sport is also seen as a reforming agent to young people as it can teach behavioural habits like: motivation, discipline, tenacity, competitive spirit, responsibility, perseverance, confidence and self esteem, which cannot always be acquired in the classroom. It is also indicated that sport can benefit students as a career in future.

In Botswana sport is part of the curriculum from primary to secondary schools and the sporting activities are compulsory. Sport plays a pivotal role in the lives of children academically and in physical health. In order for the strategic delivery of sport programs to be successful in schools, senior teachers of sport ought to be available and have relevant skills and qualifications.

2.4 THE IMPORTANCE OF SENIOR TEACHERS OF SPORT AS MANAGERS IN SPORT

This section concentrated much on the importance of senior teachers of sport and the roles they perform as managers. It focuses on: the management in sport and the senior teachers of sport as middle managers.

2.4.1 The management in sport

Management is of utmost importance in today's sport. In modern days of keen competition success depends upon management skills of high grades. Senior teachers of sport are considered to be the sport managers of their respective schools.

Managers ought to manage, lead, coordinate and decide, Zec (2011:331). According to Day, Whitaker and Johnston (1990:259), "management should be judged on the outcome of their work, not on their plan or policies." In Botswana, management approaches that does not consider plan or policy could be problematic since moral principles, government policies and protocol ought to be followed accordingly in school setting where bureaucratic systems and evaluations exists. Further, the efficiency of the management team as well as their means is often analysed based on standards which are set by the ministry of education and further against the national curriculum. Similarly, some schools of management argue management to concern itself with "achieving defined objectives rather than with the generation of goals and values," Head-teachers Manual (2000:25).

Bennett (1995:5) critic management thinking implemented in a school setting because he argues that, “ it turns the business of running schools from a practical into a technical activity, thus making us think about the means of achieving some known end/purpose, instead of considering what to do when faced with competing and possibly conflicting moral ideas.” The idea of not considering the means in achieving the goals set forward could be damaging to the (morals and principles) education system as a whole. Literature developed in Western countries, especially in the UK and the USA, indicates that in order for head teachers to carry out their tasks effectively they need “basic training in school leadership and management to ensure that the aims of education are achieved” (Dean, 1993 cited in Pheko, (2008:72), more so in the field of sport and its management and leadership.

For the purpose of this study, management will be defined in accordance to Bennett (1995:6) definition which states that management is “simply a set of techniques to be applied in the correct way in a given setting and acknowledging management as value-driven.” In the chapter, it is stated that managing teachers in school setting is vital since “teachers require assistance in creating the stability for them to do their job effectively” (p. 20). Cale (2000:90) also argues that management is the main task of which to produce good practice guidelines for teachers.

Kirk, (2005:240) has established that “there are a number of structural problems in the ways Physical Education and youth sport are made available to young people”. It is therefore the purpose of this study to investigate the role of senior teachers of sport to understand the managerial roles that they perform in schools and their significance. Management in school

could get some ideas from management of sport in organization. "Management of sport involves the study of disordered and proven knowledge of how a sport organization achieves its goals, procuring, distributing and the use of limited human, material, information and financial sources of its success" Zec, (2011:331). "Management in sport organizations provide sport development, general planning activities in the field of sport, organizes all relevant resources, processes and functions, exercised a policy of human resources development, organized sport and business functions, provide communication and coordination, deciding on the implementation of most appropriate solutions, processes and controls eliminate destructive conflict" Zec, (2011:329). Education systems could incorporate these concepts to develop effective management of sport in schools.

There are diverse managerial roles that can unfold in an organization or institution such as a school. Management can be divided and specialised. For example, management can be done in marketing, production, finance and human resource to mention the few. However, in the context of this paper, management focused on sport management. Richard (2010:10) states that, in sport management certain elements have to be considered. Amongst them governance, which deals with "decision making powers within an organization," are made, distributed and how such decisions are implemented after having being made.

In addition, governance guides and "provides the system by which the elements of organization are controlled and directed," Richard (2010:10). The other element under governance relates to "policy and direction for the enhancement of organizational performance, rather than day to day operational management decision making" (p.10). Performance supervision in sport management

is one of the key elements. The managers have to make sure that the school is competitive and improves in its performance as a school and against other schools around. The manager of sport also has to do evaluations of programmes provided in the school, in terms of strengths and weakness and if they are effective in reaching their objectives.

“In 1999, the government of Botswana took a decision to implement a performance management system (PMS), across the entire public service including schools” Bulawa, (2012: 321). The syllabus and the performance management systems have not been implemented until very recently; therefore, their effectiveness has not been researched adequately. In order to fill this gap, it is this study’s interest to identify the importance of senior teachers of sport and the managerial roles which they play.

In so doing, the researcher will try to establish if the role of the senior teachers of sport correspond with the syllabus and how does performance management system boost or hinder their development or advances. Even after the implementation of this system, Chappell (2004:5) argue that, there is still lack of suitable organizational structure of sport in Botswana in secondary schools. However, good leadership/managers are associated with skilled leaders who have the interest of their schools, students and teachers ‘at heart’; ensuring that their schools achieve their intended goals Pheko, (2008:72). It is also important to call for “more planned and formalized decision” makers in managerial roles Gillentine, (2012:215).

This section concentrated much on the management in sport. It is indicated that, it is simply a set of techniques that need to be applied in the correct way in a given setting. Managers ought to

manage, lead, coordinate and decide. Management in sport involves knowledge. Managers of sport should be knowledgeable and have relevant skills in order to achieve the organisational goals, should be able to use limited resources for its success, also the managers should produce guidelines for teachers of sport.

2.4.2 Senior teachers of sport as middle managers

Middle managers according to Hakim & Hassans (2011:86) are “managers occupying positions that fall within a range of two levels below the head of the organization and one level above supervisory staff or professional workers” . Middle managers perform coordinating task and synthesise roles between top management and those occupying roles that do not extend beyond normal teaching, Richards (2004:12). Richards, (2004:13) also states that, the modern role of middle managers has become a source of knowledge and leaders of knowledge in the work environment. According to Pont(2006:4), middle managers mediate, negotiate and interpret the organisational connections with other stakeholders or parties for example, in the school setting, the middle manager as a senior teacher of sport, transmit information between the school and the parents and or learners.

Lindquist, (1989:405) argues that, variation of management in schools as a concept seems to be confusing and conflicting. School leadership often overlooks the critical role that middle managers play in leading teams of teachers to ensure that curricula are developed, delivered and assessed, programmes are evaluated and teachers are appraised”, Fitzgerald (2012:146). Similarly, Leader (2004:69) states that, “middle managers communicate the senior management team strategic message downwards to team members, while on the other hand, teaching colleagues and support staff expect practical issues of delivering the curriculum and

responsibility for the learner experience to take priority”. Basically they have an administrative role in the schools. However, just who these middle managers were and what their role and responsibilities are have, to a large extent, been ignored by the literature on school leadership, Fitzgerald (2012:139).

In his study on middle managers in New Zealand secondary schools Fitzgerald found that the role of middle managers is not clear. According to Fitzgerald (2012:137), the following are some of the activities and roles which middle managers are tasked with in school settings:

- Classroom-teaching
- Curriculum planning;
- co-coordinating assessment activities;
- co-coordinating the work of a team of people;
- participating in open evenings/days activities
- monitoring student achievement
- involvement with subject association
- communicating with staff and senior management
- evaluating programmes and plans
- delegating tasks to team members
- resolving conflicts within the team
- coaching and mentoring staff
- informing the team on the new curriculum assessment of policies and procedures
- giving feedback and representing the views of the team
- overseeing the work of beginning teachers
- appraising and developing staff
- staff appointments
- running team meetings

- contributing to school wide initiatives

It is therefore important for senior teachers of sport to evaluate their current role and establish what it is that they are doing and what they may need to do to progress further. Although senior teachers of sport would not do much of the administrative work for all the members of staff, such work will be done for staff members whom they supervise. Wohlstetter (1994) and Mohrman (1993), cited in Abdullah, Huq & Ismail, (2008:64) argued that, “principals within school based management need to balance a variety of roles evolving from direct instructional leadership to a broader role of orchestrating decision-making; which are often through teams of teachers and interacting with a wider range of individuals, including community members and other stakeholders.” Middle managers are therefore referred to in this case as teams of teachers. Their role in this context delegates decision making in the school between top management and other parties. Leader, (2004:69) argues that, middle managers require autonomy to be able to judge those decisions they are sanctioned to make and those that need referring to a higher authority”. They are often known to hold organizational values and embrace them in their work/practice.

According to Clegg & McAuley, (2005:22), middle managers do not only act as an intermediary between the two positions. Middle managers predominantly act as agents of the top/executive management within school parameters Clegg and McAuley, (2005:22). In a study by Abdullah, et al.(2008:65) in Bangladesh, middle managers within schools incorporate parents, community members and the school authorities as well, often which “consists of 11 members, where 4 guardians’ and 2 teachers’ representatives are elected through government supervised electoral system”. These people help in acquisition of knowledge and skills and other relevant information

that can help in the development and advancement of school environment. (McAuley, 2003) cited in Clegg & McAuley (2005:22) states that, middle managers are “understood to be a repository of organisational knowledge who exercises essentially control through personal but organisationally located wisdom”. Middle managers therefore, become an agent of organisational control in the school organisation Clegg & McAuley, (2005:22). In addition, Clegg & McAuley, (2005:22) states that, middle managers are transmitters of core strategic values through the enactment of the role as mentor, coach and guide. Hence often holds positions which are task specific; for example, head of department, head of science, senior teacher of sport just to mention a few.

Briggs (2001:233) states that, for effective middle management to effect, communication of data and information should be available and easily accessible for decision-making. Briggs (2001:233) argues that, it brings support for the managerial role. Further, Briggs (2001:233) states that, opportunities for peer support from within and outside the institution will help boost the advancement of middle managers hence support for the ‘professional’ role. In addition, “authority and respect accorded to subject expertise: acknowledgement of academic leadership and opportunities to delegate responsibilities: dispersing leadership further down the line” (p. 233).

In his study, Briggs (2001:234) noted that, most of the middle managers in the United Kingdom were all aware of the demands their roles encapsulated. However, the majority spoke about the stresses of their roles, and the ways in which they affect their lives. Briggs, (2001: 234) noted that, the size and complexity of their role as well as a lack of role definition was problematic for them.

To summarise the above, middle managers perform coordinating tasks between top management and those occupying the roles that do not extend beyond normal teaching. The modern role of middle managers is a source of knowledge and leaders of knowledge in the work environment. They mediate, negotiate and interpret the organisational connections with other stakeholders in the school setting and transmit the information between the school and the parent or learners. Senior teachers of sport are therefore regarded as middle managers as they are expected to perform the above, as it is stated as their job description on Head-teachers Manual (2000:20-27).

2.5 THE IMPORTANCE OF SENIOR TEACHERS OF SPORT AS TEACHERS IN SPORT

According to Arnold (2001:145), it is the responsibility of the teacher in a school setting to explain the rules that govern and characterize the sport, and she or he should pave the way in which the sporting activity will be conducted. In addition, Arnold, (2001:147) states that, it is the role of the teacher to teach participants (pupils) the principles that are embedded in the sport. That is, fairness, respect for others including the competitor's team and its staff personnel. The teacher is responsible for sensitizing pupils to the ethical ethos of sport; that is, what are acceptable manners, issues of cheating and dangerous play, Arnold (2001:147). Further, in Arnold's (2001:145) study, it is the duty of the teacher to "act as a guardian, guide and mentor in these respects". Similarly, (Meakin, 1981:246) in Arnold, (2001:146) advocates the role of the teacher within the teaching process to aim at "sensitizing the developing child to the moral presuppositions of competitive sport and bring home to him that he has some degree of choice whether to abide (by them) or not". This is critical because "knowledge that physical activity

patterns like other health behaviours may be established in childhood and persist into adult life (Puhl et al. 1990) cited in Cale (2000:71).

The teacher's behaviour and other variables including his body appearance which is "expected to be slim, physically fit, and to embody the lean, muscular ideal body shape" contribute to his or her impact on the life's of the student since she or he models behaviour for those pupils, Yager & O'dea (2005:269). In addition, (Warnock, 1977) cited in Arnold, (2001:146) states that, the teachers should therefore act as a moral agent to effect the moral development of others. The teachers "must show that she or he has views, principles, attitudes- even passion" for the sporting activity. The teacher of sport now becomes a motivational agent for the pupils participating in the sporting activity. To reinforce the principles and morals of sport effectively, the teacher should show a commitment to such values him or herself, Arnold (2001:150).

Rink, Hall and Williams (2010:50) put it that, the allotted class time for sports, it is recommended that children be moderately or vigorously active for at least half of the class period. It is the work of the sport teacher to; effectively organise space, equipment, and students, provide adequate equipment that allows all children to be active at the same time (e.g., one ball per child), limit teacher talk or instruction time, plan practice opportunities that are structured for maximum participation (e.g., individual, partner, and small-group activities; no elimination activities; activities that require no wait time), structure the class so that learning occurs while students are being physically active. With maximum and quality activity time, children become more skilled, knowledgeable, and physically fit.

As part of teaching and assessing, sport teachers have a responsibility of setting sport examinations and tests. This enables them to establish as to whether the skills and theory that is

imparted into the students is getting understood. Like any other curriculum subject, they give home activities as suggested by Rink, Hall and Williams (2010:51) that, while homework is often not a pleasant part of a child's evening, physical activity homework or home fun can be. Home fun may be practicing jump rope tricks with or without a jump rope; participating in simple exercises when commercials come on television; playing outside; walking the dog; talking a walk with a parent or guardian; participating in electronic games that specifically promote physical activity; or practicing manipulative skills such as throwing, kicking, and striking. Physical education homework or home fun can be checked through an honour system by asking for a show of hands with young children and documenting on a physical activity calendar for older children. Sending a physical activity calendar home when children go on holiday or summer vacation is another way to encourage physically active lifestyles. Physical education teachers could ask the classroom teachers to send a physical activity calendar home with the summer reading list.

Rink, Hall, and Williams (2010:52) put it that sport teacher is the physical activity expert in the building and should take on the role of sport director for the school. As a leader, he is an active member of the school wellness committee and therefore helps in the evaluation and planning process of the school sport activities, serves as a resource person and informs the class teachers about the importance of sport in the school, plans before- and after-school clubs for activities such as jump rope, walking, kicking, dance, gymnastics, and intramural sport and also liaises the students with communities that promote physical activity, such as organized recreational sport, dance classes, gymnastics programs, and martial arts. He motivates children by giving words of praise to those who excel in sport and organizing gifts for the best performers both in class and outside class.

From the above literature it is notable that senior teacher of sport are very important in the sense that they as teachers should be good leaders, having good quality interpersonal relations and further have good teaching abilities with the capacity of being role models to learners who are

interested in sport and Physical Education. This will facilitate such pupils with model behavior. Senior teachers of sport ought to be able to facilitate sporting activities in a motivating and interesting manner to students.

2.6 THE SENIOR TEACHERS OF SPORT AS TEACHERS IN SPORT

The senior teachers of sport are having a double burden responsibility of being managers and teachers. The researcher therefore finds it important to find out their roles as managers and also as teachers. This section therefore, brings into perspective the general roles of a teacher in a school, the roles of senior teachers of sport as; teachers in sport, facilitators, mentors as assessors and as managers followed by the summary.

2.6.1 The general roles of a teacher in a school

Schools are one of the first places where children's behaviour and future educational success is shaped, Andrea, Lunsford & Ruskiewic (2007:98). Teachers are carriers of either positive or negative behavior towards students. The reason why the years of school are so critical is because children learn the base of their educational life. Teachers who love their careers pass on the enthusiasm, to the students. A real teacher becomes through many years of training and experiences in the field. The same way, mothers are not born being great mothers but as their experiences with their child expand they become experts on the field.

Teachers have roles right from pre-school. A preschool teacher is an individual who has a very important role in regard to their job duties. They are the men and women who are responsible for caring for young children while teaching them various things along the way. These individuals

are the first teachers to provide instruction to the children and they have many different general responsibilities and specific duties in their daily teaching role Grant & Poope (2010:272). Most importantly, one of the outstanding roles of a preschool teacher is that he/she must prepare outdoor activities and games for the students. This will help them improve their coordination and motor skills. With that said, the preschool teacher must ensure a safe play environment for the children to engage in activities within. This development can help the children at primary school, secondary school and tertiary or even help them acquire a career when they grow up Grant & Poope (2010:275).

2.6.2 The roles of teachers in sport

A good teacher to Carr's (1991:258) perspective, is not just the technically efficient deliverer of certain curricular goods, she or he is the kind of person who is looked up to by virtue of possessing certain admirable qualities of characters up on which it is appropriate to model our lives. This therefore means that senior teachers of sport facilitate and supervise activities which are predominantly physical in nature and further model the behavior of the sport person playing that particular sport. In Botswana, it is evidenced by Corlett & Mokgwathi,(1987:112) that, children have low fitness levels and therefore intervention should be provided to help these children keep fit and health for their general wellbeing. According to the Senior Secondary Physical Education Programme (p. ii), after completion of the two year programme, learners should have:

- developed pre-vocational knowledge and skills such as manipulative, loco-motor, non-loco-motor, stability, emotional, inquiry and problem solving, interpersonal and sport to enable them to be productive, adaptive and survive in a changing world.

- developed an appreciation of the benefits of participating in physical education, health related activities, sports and recreation.
- developed the knowledge, skills and attitudes necessary to lead an active healthy life style.
- developed co-operative and motor skills to create and evaluate physical activities.
- developed ability to plan, perform, analyse and improve physical activities.

This centralises the importance of sport to the learner or participant. However, if the delivery of the service or education is not adequate and not managed appropriately, the student learner could not fully develop and acquire the above mentioned benefits. It is for this reason that we should understand the role of senior teachers of sport as teachers and their management role in sport within the school context.

In secondary schools Physical Education, is centred on the main areas of sport, health, fitness, leisure and recreation, (Senior Secondary Physical Education Programme, p, i). In relation to the pillars of Botswana Vision 2016, learners should be encouraged to reflect the concept of “Botho, Self-reliance, Unity, Democracy and Social Harmony” as basic principles that ought to guide their life’s Bennell & Molwane, (2008:20).

2.6.3 The roles of a teacher as a facilitator

Learning is a complex process and there are many interacting variables that influence learning. Learning is not an isolated human activity and for internal school students’ learning occurs within the context of a classroom, the school, a broader community and a particular society. The teacher, who is a variable in the classroom context, is charged with the function of acting as an

intermediary between the variables outside the classroom and the students to assist the students in their learning, Tylee (2003:9). The function of being an intermediary means that the teacher has the role of facilitating student learning, as well as being a part of the school and community. Fulfilling the functions of a teacher means that the teacher is also actively engaged in learning. Learning about themselves, the changes in their field, the expectations of the community and society and most importantly learning about their students and ways of enabling their students to grow and develop. The role of the teacher has many facets but that of facilitating student learning is very important.

According to Lekalakala-Mokgele (2006:1), changes in education involve the move from traditional teaching approaches that are teacher-centred to facilitation, a student centred approach. The student-centred approach is based on a philosophy of teaching and learning that puts the learner on centre-stage. Although it is viable for a teacher to act as a facilitator, facilitators in South Africa as shown by Lekalakala-Mokgele(2006:1), indicated different experiences and emotions when they first had to facilitate learning. All of them indicated that it was difficult to facilitate at the beginning as they were trained to lecture and that no format for facilitation was available. However they indicated that facilitation had many benefits for them and for the students. Amongst the ones mentioned were personal and professional growths. Challenges mentioned were the fear that they waste time and that they do not cover the content. It is therefore important that facilitation be included in the training of teachers and teaching of learners.

In a study made in the USA by Hindle, Marshall, Higgins & Tait-McCutchen (2007:19), teacher as a facilitator can be seen from the management's perspective. It was important that teacher as facilitator gets along with others and not only was able to get along with others, but also had an orientation towards improving their own practice in their work with colleagues (Hindle et al, 2007:19)

Teachers were concerned that an in-school facilitator did not pass judgment and were patient while teachers were opening up their practice to others in the process of improving it.

As well as being an approachable person, in-school facilitators specifically considered a belief in themselves as an essential quality and the ability to inspire others as important. A key aspect of having confidence in yourself was the ability to maintain relationships with colleagues while undertaking complex work in shifting teachers' core beliefs about students, Hindle et al, (2007:20).

In a nut shell, facilitation is seen to be important as it encourages one to have self confidence, both educators and learners can benefit from it. In a field of sport, coaches, senior teachers of sport and athletes' can benefit from one another through facilitation as more skills can be shared and acquired.

2.6.4 The roles of a teacher as a mentor.

All teachers are mentors of their students and they are required to exhibit behavior and standards that inspire their students to follow their example. However, special teachers with specific responsibilities in the school are also perceived as mentors of the students and fellow staff in the schools. For example a senior teacher is supposed to be an example to fellow junior teachers as well as he or she is an example to the students. The following were identified as essential qualities of mentor teachers: Mondy & Premeaux (2010:290),

- a range of interpersonal skills to fit a variety of professional encounters and situations.
- good working knowledge of a repertoire of teaching methods, alternative modalities of learning, and styles of teaching and learning that affect student achievement.
- ability to use coaching processes that foster increased self-direction and self-responsibility of the beginning teacher.
- effective communication skills that facilitate the growth of the new employee and accommodate the employee's emotional, social and cognitive needs.
- understanding the stages of teacher development within the context of how adults learn Mondy & Premeaux (2010:291).

The North Carolina mentors programme (retrieved 17th October 2010 Online) says mentors should have a demonstrated record of success on the North Carolina Teacher Evaluation and the support of school leadership and their peers. Mentors willing to serve need to work in an environment that facilitates their success, including close proximity and scheduling that allows time to plan and collaborate with beginning teachers. Not only teachers act as mentors to students but also to beginning teachers for example, they mentors support beginning teachers to demonstrate leadership, mentors support beginning teachers to establish a respectful environment for a diverse population of students, mentors support beginning teachers to know the content they teach, mentors support beginning teachers to facilitate learning for their students.

Underlying the mentor standards are the personal and professional habits and dispositions of a mentor that allow him or her to serve effectively in the role. As school leaders consider who should serve as a mentor, it is encouraged to select mentors who demonstrate the attributes like: A sense of optimism for teaching; ability to listen well; capacity to engage in reflective dialogue that nurtures the independent ability of a beginning teacher to assess and enhance his or her practice; commitment to continuous professional development; desire to serve all students equitably regardless of socio-economic status, first language, exceptionality or race; facility to adapt instructional methods to the individual needs of students; commitment to collaboration; and ability to utilize multiple types of assessment of student work and adapt instruction from the analysis of assessment data, Mondy & Premeaux (2010: 279)

According to Bauer, Brancazio & Brancazio (2001:5) in their science research, the role of a mentor is to provide teachers and classes with science and/or engineering expertise. Class time participation of the mentor ranges roughly from 5 to 20 hours. If the mentor has a very flexible work schedule, he or she may be able to spend even more time with the class. It is also common for mentors and teachers to have frequent telephone contact. In addition to providing instruction and expertise for the students, mentors share their professional experiences with the class. This may or may not include tours of their lab or workplace. According to Bauer, et al, (2001:5),

mentors have different levels of comfort with classroom teaching. Some may enjoy teaching class, while others may prefer to remain on the sidelines and answer questions. It is particularly useful for the mentor to come in to help the students evaluate one another's design, if a class period is set aside for this purpose. In this type of session, a design review, the mentor can ask and answer questions of the students and make suggestions for design enhancements.

According to Coakley (2011:131), a teacher as a mentor can perform supervisory and advisory roles. As a supervisor, the mentor oversees the mentee's development of skill sets needed to accomplish tasks at hand and those that will be needed in the near future. These include teaching and presentation skills. The mentor-supervisor attempts to ensure that the mentee's development in this regard progresses efficiently and effectively and without undue stress or harm. To this end, the mentor-supervisor is responsible for making the mentee aware of rules and regulations that govern the performance of laboratory and or clinical research endeavors. As an advisor, the mentor oversees the mentee's development of skill sets needed to accomplish tasks at hand and those that will be needed in the near future, Andrius (2011:82). These include laboratory or clinical research skills, experimental design, data management, grant and manuscript writing, and teaching and presentation skills. The mentor-supervisor attempts to ensure that the mentee's development in this regard progresses efficiently and effectively and without undue stress or harm. To this end, the mentor-supervisor is responsible for making the mentee aware of rules and regulations that govern the performance of laboratory and/or clinical research endeavors, Andrius (2011:82).

In addition to being a supervisor and adviser, Coakley (2011:131) says the mentor must act in such a way as to instill trust and encourage open communication with the mentee, encouraging an environment of inquisitiveness, talking, and listening, and exhibiting the art of giving and taking constructive criticism. In addition, the mentor should transmit optimism, enthusiasm, determination, perseverance, and high moral and ethical standards to the mentee. Furthermore, the mentor should be sensitive to and respectful of the mentee's needs, being aware of the differences in personalities and cultural backgrounds.

Senior teachers of sport and coaches should be mentors of beginning teachers and learners in order to have team spirit and team work. They should support learners at the sport fields so as to perform well in different sporting activities to make strong sport teams and skilled sport personnel for future use.

2.6.5 The roles of a teacher as an assessor

On top of teaching and training, teachers perform an assessment role in schools that helps students in choosing their career path. The Sport teacher or trainer can deliberately encourage a student to become good at a given sport trade through encouraging assessment remarks. Assessment and testing have a strong effect on the lives and careers of young people. Decisions taken within and by schools influence the prospects and opportunities of their students and of even greater importance are their results of national tests and examinations. When the results of tests and examinations are used to pass judgments on teachers and schools, they also affect the ways in which pupils are taught. Given their importance, it is essential that results of summative assessment should reflect and influence school learning in the best possible way (www.assessment-reform-group.org)

According to Andrius (2010:97), teachers should be able to instil greater understanding of the course that is being taught and to afford students greater enjoyment and satisfaction. At the beginning of the cycle is the assessment. The teacher's role in this case is that of an assessor and a reviewer. Assessment entails finding out the students' preparedness in terms of; any learning disabilities, their existing knowledge, their literacy and numeracy level, their preferred learning style and also learning disabilities. Irrespective of prior assessment, teachers should do a proper assessment when they meet with their students and continue throughout the teaching cycle, Andrius (2010:98). During the assessment process teachers may find a whole host of needs that need to be catered for, or barriers to learning. They could range from physical needs such as

disability or dyslexia, to social needs deriving from the inability of interacting with the student community or intellectual stemming from the lack of previous academic experience or from the length of time required to process information, and include cultural needs too, expressed in terms of beliefs and values. (Review Your Own Role And Responsibilities And Boundaries As a Teacher: Online. Retrieved 17th October 2011).

Under his or her role as an assessor, the sport teacher evaluates the students' performance to show the students their success or shortcomings. The aim is to show the students how well they are performing or they have performed. During the presentation stage the teacher should and can correct the errors in order to show the students what has gone wrong and he should help the students put it right with a lot of practice. In this role as an assessor the teacher provides 'feedback' (the knowledge) that the students have in order to see the extent of his success or shortcoming.

2.6.6 The role of a teacher as a manager

A teacher is a manager in the classes he or she handles and plays a leadership role to those under his or her supervision. They should plan lessons in line with national objectives to ensure that pupils learn. They also encourage, monitor and record progress of their pupils, Sharland, (2010:2). As an agent of the school management and in turn the extension of the implementing arm of the national curriculum, the teacher;

- support, observe and record progress, also plan lessons in with national objectives with aim of ensuring a healthy culture of living.
- should liaise and network with other professionals, parents and cover information both formally and informally.
- should participate in and organise extracurricular activities such as outings, social activities and sporting events, Sharland (2010:3)

According to Andrius (2011:1), the teacher as a manager has other roles to play; he urges that among them include planning. Whether it is the start of the school year, the commencement of a new term or the start of a new position within a school, effective teaching, learning and classroom management depend on effective planning. A great deal of this planning takes place outside the confines of the classroom prior to classroom interaction. However, the relationship between planning and implementation is a dynamic one, and planning for immediate future activities may well take place in the classroom virtually as implementation occurs. An example is as the lesson is implemented the teacher receives feedback concerning the efficacy of the decisions that were made during the planning process, and modifies and adjusts those decisions as required.

While planning for effective classroom management tends to focus on teaching and learning activities, it also includes planning related to the organisation and management of students, resources, time and space. Planning decisions by teachers reflect their beliefs and perceptions. Planning is a value-based activity, thus it is important for teachers to be aware how their own values may inform their decision making, Andrius (2011:2).

Under the manager's umbrella, teachers also play an organising role, Andrius (2011:2), the organizing role involves teachers in making arrangements and developing an orderly structure, which will unify all elements in the classroom into a coherent and functioning whole. It is through the organizing tasks of developing and modifying structures and routines, orienting participants, assigning tasks, coordinating and sustaining contributions, that teachers arrange classroom space, time and resources and coordinate the efforts of individuals towards the achievement of the educational objective of the class, and the broader goals of the school. Sound organizing is closely linked with systematic planning. Whereas planning is concerned with the identification of appropriate activities, organizing is concerned with making arrangements and structuring the classroom to implement planned activities, Andrius (2011:3). In fact the organizing role of the teacher links planning with all the other roles of communicating,

motivating and controlling. Each person in a classroom affects every other person, and some, most frequently 'leaders' and 'deviants'; influence the behaviour of members of the group more than others. In most cases a number of sub-groups and cliques are found, and it is an important task for the teacher to organize the classroom to overcome differences and problems, and to develop a feeling of group cohesion among all individuals and groups, Andrius (2011:3).

Andrius (2011:3) gives another management role of a teacher as motivating. He says motivation is a vital factor in the teacher's management of learning and behaviour in the classroom. Motivation signifies the causes or 'why' of behaviour; it is concerned with questions of the energising of behaviour and the direction given to behaviour. In the classroom, motivation is observed as students show interest and enthusiasm, and give attention and concentration to learning tasks. Conversely, low levels of motivation are observed in student apathy and misbehaviour. The motivating role of teachers encompasses attempts to create conditions within a classroom which will energise, direct and sustain students' performance.

To summarise, the role of motivation being a manager in the field of sport is noted to be important for promoting morale and climate in the field of sport, and involves the sustaining of enthusiasm and positive attitudes towards individual goals and learning tasks, both those assigned and those self-generated by the students.

2.7 KEY TASKS OF THE SENIOR TEACHERS OF SPORT

The senior teacher sport has very important roles he or she plays in the school management especially in the area of sport. He or she acts as the leader in the area of sport in the school as quoted; "People who develop and encourage sport at grass roots level, helping coaches and teams, are also sport leaders in their own right" Head-teachers manual (2000:35). According to Head-teachers manual (2000:19), good sports leaders inspire and encourage the team at vital

moments in a game and provide a good role model. As an effective sport leader, it is part of your role to develop the performance of each individual in the group. It is also important to encourage cohesion, so that your group of individuals works well as a team. Thus the senior teacher of sport together with the coaches play motivational roles by building the winning spirit in the school teams of different sport and arts disciplines.

The teachers also have other moral obligations related to their in-service dealings with children. These obligations are incumbent upon them as cultural leaders and sports role models but also by the mere fact that they are teachers. The teachers must ensure equality of the students, participation, protection of minorities, safety of the students especially those with special health problems, protection of confidential information among other ethical considerations, Andrius (2011:18). Head-teachers manual (2000:22) stresses that, the teachers need to ensure gender equality and other forms of equality of their students. All performers are different and each has a variety of needs. However, whatever differences that performers come with they should have the same opportunities to develop and improve in sport. Therefore sports leaders should be working in clubs without prejudice and to eliminate discrimination.

If the senior teacher is successful in achieving equal participation and success in sports, the teacher can play another underlying role of fostering self esteem especially among girls. These are the most affected in terms of low self esteem due to historical social practices in Botswana that once put the male gender ahead of the female gender. (www.sportanddev.org) suggests that, girls and women who participate in sport and physical activity in both developed and developing countries demonstrate higher self-esteem as well as improved self-perception, self-worth, self-efficacy and so on. These improvements are associated with enhanced feelings of accomplishment, perceptions of improved physical appearance and commitment to exercise. Evidence from developing countries shows that involvement in organised sport activities helped to enhance girls' sense of agency, self-empowerment and personal freedom.

The Botswana Head teachers' Manual (2000:20-21) spells out the specific key result areas of the senior teacher of sport, these roles can be classified into five major sub categories.

2.7.1 Planning, implementing and assessing teaching of sport

Under this umbrella of roles, the senior teachers of sport are entrusted with the responsibility of teaching a class, drawing a timetable, preparing daily lesson plans, making teaching aids, marking pupil's books, and evaluating lessons. He or she keeps proper and up to date records of pupils' performances in performing Arts, compiles and submits comprehensive reports to the deputy Head teacher. Under his planning portfolio, the senior teacher of sport prepares and submits budget for sport to the deputy head teacher. He or she also leads in requisitioning for materials and equipment for sport in liaison with HOD-Infant, Head teacher's manual (2000:20).

Based on gathered information the senior teacher of sport makes suggestions and recommendations to school authorities concerning improvement of sporting activities. Advises class teachers in the planning and implementation of sports program, Head teachers' manual (2000:20).

2.7.2 Coordination roles

Under this category of roles, the senior teacher coordinates sport activities within and outside the school. He or she also works as the ambassador of the school in sport field. He or she coordinates development, implementation and evaluation of sport programs in the school. He or she arranges for appropriate internal and external training and competitions for sport activities. Co-ordinates and presides over meetings for trainers and coaches. He or she attends to sport and meetings outside the school. Arranges for trips for children to sporting activities in consultation with HOD responsible for trips, Head teachers' Manual, (2000:20). In short this study reflected that senior teachers of sport are facing double burden responsibilities of management and teaching.

2.8 THE HINDRANCES TOWARDS THE EFFECTIVE MANAGEMENT OF SPORT IN SCHOOLS

The senior teachers of sport face challenges in executing the designated duties and in reaching an end to the desired results of their efforts. These challenges are both internal to the school and external as well. Sport is shaped by factual changes that have transformed our society today. The technological advancements, social transformation, the problem of HIV/AIDS have changed the social mix of society and thus redefined the challenges facing the teachers charged with ensuring adherence to sport.

There is no major sport path for the senior teachers of sport to pursue because now Botswana is exposed to a world of limitless possibilities and people (students) now have several cultural options to pursue. Botswana finds itself in a period of history when social attitudes and values around the world are changing at an unprecedented rate. The actual challenge therefore is moulding the generation of tomorrow to adopt new cultures without abandoning the positive in the current traditional cultures. Mazonde (1998:88) stressed that people of Botswana must adapt to the challenges of global society while retaining the positive aspects of sport values that distinguish them from other nations. Development is becoming more and more complex. It can no longer be seen as a single, uniform, linear path, for this would inevitably eliminate cultural diversity and limit mankind's creative capacities in the face of a treasured past and an unpredictable future.

Furthermore, there is shortage of sport books and resources in Botswana schools. Monyatsi (2005:27) stated that, empathically the conditions for learning to read and for sustaining literacy skills, good teachers and good schools, plentiful books which are relevant and up to date, and access to computers. However it could be painful if there is a chronic shortage of relevant books and learning materials on sport as a subject. In another report by UNESCO (2004) cited in



Monyatsi (2005:39), it was stated that, “ in Botswana schools, they are trying to meet the needs of the government and curriculum towards teaching sport but there is an acute lack of textbooks, let alone supplementary materials. It is common for one text book to be shared between six or more students, and often there are no text books at all”. This puts more pressure on the senior teacher of sport and hinders them from executing their roles.

Another hindrance is of poor reading habits of learners. The term “reading habit” refers to the behaviour which expresses the likeliness of reading of individual types of reading and tastes of reading, Sangkaeo (2009:2). The ability to read is at the heart of self-education and lifelong learning. Yet, reading culture in Botswana is not encouraging. This greatly hinders the efforts of senior teachers of sport in their teaching roles as learners are not ready to take it beyond the classroom. Based on this, Sangkaeo (2009:2) clearly states that, Botswana is not a reading society, but rather a chatting society, the background of learning through cultural habit of people...Prefer to listen and chat than to read.

In this section the hindrances towards the effective management of sport were discussed and the following outcomes were reached; internal and external factors. The issue of HIV/AIDS pandemic in Botswana, this contributes a lot as most people in the country are infected both learners and teachers, it is a challenge because sport is a challenging event whereby injuries are accumulated now and then and for this reason there is a high risk of infection and senior teachers of sport are not doing their roles to the best. There is a lot of absenteeism as a result of poor health and frequent medical checkups for both teachers and learners and sport suffers. There is also a challenge of resource materials as there are no reference books for sport in Botswana secondary schools. Learners also are not eager to research and have information on their own they just rely on teachers to provide information for them. So, sport theory suffers a lot senior teachers of sport are just relying on practical side only. The mentioned few are seen to be the hindrances towards the effective management of sport in Botswana secondary schools.

2.9 THE POSSIBLE STRATEGIES THAT COULD BE USED TO IMPROVE THE MANAGEMENT OF SPORT IN SCHOOLS

The reviewed literature revealed that the following measures can be employed to improve management of sport in schools; reinforcement of sport teachers through training, resources and financial assistance, facilities or equipment, instructional loads and staffing, class size and media coverage.

2.9.1 Reinforcement of sport teachers through training

It has long been recognized that the qualifications and qualities of a good teacher and coach are synonymous. Personnel recruitment, selection and training are very important. In selecting and hiring, the most qualified personnel should be recruited. They include consideration of the special qualifications for teaching and coaching, the general qualifications of sport teachers and the unique qualifications needed. On job or in service training can also be emphasised, Boyer (2007:48). The on-the-job trainings need to be given to the sport teachers while they are conducting their regular works in and outside the classrooms. In this way the sport teachers would not lose time while they are training or learning, Tawana (2009:4). A time table should be established with periodic evaluations to inform sport teachers about their progress. The on-the-job training techniques for sport teachers would include orientations, job instruction training apprenticeships, internships, assistantships, job rotation and coaching, Tawana (2009:4).

2.9.2 Resources or Financial Assistance

It is a fact that competitive sport programs have a great educational value. They are curricula in nature, they represent an integral part of the educational programme, and as such deserve to be treated the same. This means that they contribute to the welfare of students like any other subject in the curriculum. On this basis, therefore, more finances necessary to support such a program should come from the Ministry, CARICOM Secretariat (2011:2).

2.9.3 Facilities and Equipment

According to Monyatsi (2005:29), the provision of adequate physical resources including facilities, equipment and maintenance could help in influencing attitudes and facilitating programme success. The Physical Education and sport programme's learning environment suggests that facilities should be available to participants (sport teachers and children) engaged in large-muscle activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching, and those also engaged in fundamental motor-skills activities and others in low organization games, various cooperative; team activities and competition.

2.9.4 Instructional Loads and Staffing

The instructional load of sport should be of prime concern to management. To maintain a high level of enthusiasm, vigour and morale, it is important that the load be fair and equitable. Further still, for sport education and teaching to be meaningful or to be of value, it must be offered with regularity. The importance of daily periods should be recognised and achieved wherever possible, CARICOM Secretariat (2011:3). Staffing of sport teachers should be adequate as it is the case with other subjects taught in Botswana schools, CARICOM Secretariat (2011:4).

2.9.5 Class Size

Classes in sport should be approximately the same size as classes in other subjects offered in school. This is as essential for effective teaching, individualized instruction, and optimal performance in sport activities as it is in other content subjects. Sport under Physical Education contributes to educational objectives in an equal basis with other subjects in the Curriculum. Class size should be comparable so that its educational objectives can be attained, CARICOM Secretariat(2011:3)

2.9.6 Media coverage

There should be national coverage of school sport. Newspaper, print and electronic media should be used to provide appropriate space and publicity for the program and its activity.

According to the CARICOM Secretariat (2011:3), technology is really important to the coverage of sport in the media. Not only does it allow all of these forms of media to be possible, but it also allows features like photo finishes, instant replays, split times et cetera. Media coverage has good effects for example;

- media companies pay for the rights to show a sporting event. Also, sport shown on the TV generate more sponsorship
- people learn the rules of the sport from watching it on television
- seeing good sport people on television and in newspapers makes them a role model for people to look up to.
- media brings sport to students who may not normally get to experience it otherwise. This can encourage people to get involved, Tawana (2009:9).

2.10 SUMMARY

In this study the literature was reviewed concerning the role of senior teachers of sport globally. From the study, the researcher established the definitions of terms used in the study, what is sport, how is it important in secondary schools; in addition, looked in to who should facilitate sporting activities. This therefore, led the study to; the importance of sport in learners' lives, the management in sport, the importance of senior teachers of sport as middle managers, and what are their roles as managers of sporting activities in secondary schools; more particularly on what their role as middle managers is in secondary schools, the roles of senior teachers of sport as teachers in sport, what are the hindrances towards the effective management of sport and what are the possible strategies that could be used to improve the management of sport in schools. The literature study served as a database to which the researcher compared the findings from the

study with. The literature study enabled the researcher to compare the results from the study which is in the context of Botswana to other countries across the world.

CHAPTER THREE: EMPIRICAL INVESTIGATIONS

3.1 INTRODUCTION

Chapter two focused on a literature review on the managerial roles and responsibilities of senior teachers of sport in schools. The main focus of this chapter is to explain the rationale for the research design and methodology. In assisting to explain the research design and method, the chapter will clarify the approach to the study. The study can be conducted either through qualitative, quantitative or mixed research designs. The research strategy to be employed will be specified. The research methods such as the instruments used to collect data, population and sampling, data collection procedures and data analysis procedures will be discussed and explained. Ethical issues as well as the trustworthiness aspects such as validity and reliability will also be discussed.

3.2 THE RESEARCH DESIGN

A research design is a basic plan which guides the data collection and analysis phases of the project, Lokesh (2007:26). That is, it is a framework which specifies the type of information to be collected and the resources of data collection procedure. Bodgan & Biklen (2007:54), refer to the research design as the researcher's plan on how to proceed with the study to gain an

understanding of some group or some phenomenon in its natural setting. According to McMillan & Schummacher (2001:30), a research design describes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained...A research design is a plan that describes the condition and procedure for collecting and analysing data to be used to answer the research question (2001:599). Mouton (2001:55) refers to the research design as a plan or blue print on how you intend conducting the research. Saunders, Lewis & Thornhill (2000:89) add that, a research design is a complete and accurate configuration of a research and also it describes the kind of evidence to be collected by the researcher, where the evidence will be collected from and how such evidence will be interpreted in order to present good answers to the pre-determined research questions... Indicate that, it is important that the researcher outlines a clear strategy on how he / she will answer the research question or questions (2000:92). A research design therefore, is concerned with making the problem or the research question researchable by setting up the study in such a way that it will be able to yield answers to the research question. Though there are a number of explanations of research design as provided by different authors, they have one thing in common which is the plan or procedure on how to conduct the study.

In an attempt to establish the managerial roles and responsibilities of senior teachers of sport in secondary schools in Botswana, the research design of this study is basic interpretive. Ary et al. (2006:463), state that an interpretive study uses qualitative data collected through a variety of techniques, involving questionnaires, interviews, observations and review of documents. The interpretive study also provides rich descriptive accounts targeted to understand a phenomenon, process or a particular point of view from the prescriptive of those involved.

The central purpose of basic interpretive study is to understand the world or an experience of another. In chapter one the reasons for selecting qualitative research approach were outlined. The qualitative approach provided a detailed, close-up lens into the participant's workplace and point of view. It also allowed the researcher to observe people in their own territory and interact with them by employing data collection techniques such as participant observation and interviews.

According to Leedy & Ormrod (2001:147), qualitative research encompasses several approaches to research that are in some respect quite different from one another. Yet, all qualitative approaches have two things in common: Firstly, they focus on phenomena that occur in natural settings, that is, in the real world. Secondly, they involve studying phenomena in their complexity. Although many authors differ in the definition of qualitative research, they agree on the purpose of qualitative research. Babbie & Mouton (2004:278) state that, qualitative research focuses on studying human action in its natural context and through the perspective of the stakeholders themselves.

Leedy & Ormrod (2001:147) further say that, qualitative research requires considerable preparation and training, observation techniques, interview strategies and other data collection methods are likely to be necessary to answer the research problem. Furthermore, Babbie & Mouton (2004:271) mention two aspects related to qualitative research as: to describe and understand human attitudes, behaviour and culture. To achieve what is mentioned, the research need to be set in a so called, "natural setting" instead of an artificial setting as applied by quantitative researchers. The inquiry holds certain principles and aims to contribute to a theory as carefully and accurately as possible to develop knowledge for and of society. Qualitative

inquiry believes that human behaviour is best observed in its occurrence and it is done for the purpose of comprehending the social phenomena, social being used in a wide sense, Wiersma & Jurs (2005:14). For this study, the ultimate goal is to discover the managerial role that senior teachers of sport can use to: facilitate, organise and coordinate sporting activities in schools.

3.3 RESEARCH STRATEGY

According to Hussey & Hussey (2002:65), a case study is an extensive examination of a single instance of phenomena of interest and is an example of a phenomenological methodology. With a case study, the researcher simply wants to know what is going on and thus, no hypothesis is tested. The researcher wants to ascertain the variables for a particular area of study. The purpose of a case study is to gather information and then to describe the method to be used. Maree (2010:75) indicates that, the term 'case study' has multiple meanings. It can be used to describe a unit of analysis (e.g. a case study of a particular organisation) or to describe a research method. According to Bromley cited in Maree (2010:75), case study research is a 'systematic inquiry into an event or asset of related events which aims to describe and explain the phenomena of interest'. Yin in Maree (2010:75) defines a case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used. From an interpretive perspective, the typical characteristic of case studies is that they strive towards a comprehensive (holistic) understanding of how participants relate and interact with each other in a specific situation and how they make meaning of a phenomenon under study.

Case studies according to Maree (2010:75), offer a multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two participants in a situation, but also the views of other relevant groups of actors and the interaction between them. The study intends to explore the managerial role of senior teachers of sport and its intended results would be matched with what is taking place at schools. Senior teachers of sport and people who work closely with them being, head teachers and coaches become units of analysis to study and understand the roles of senior teachers of sport as their interaction in school is fundamental. Through a case study method, the researcher will make use of multiple sources and techniques such as observations, interviews and document reviews if need arises.

3.4 RESEARCH METHODOLOGY

The above said information will be applied as follows in the rest of this chapter: Population and sampling process that was followed will be outlined and the methods of data collection and analysis will be explained.

3.4.1 Population and sampling

According to Mertens and Laughlin (2004:290), population is all the members of a group, especially human beings. This is supported by Edwards and Fogelman (2004:161) by saying that, “population means all the members of a real group or hypothetical set of people, events or objects to which we wish to generate the results of our research”. The first thing in the research design is to select the population that would participate in the study. Brink (2006:206) says that,

the number of participants from whom you obtain the required information is called the sample size. According to Mertens and Laughlin (2004:290), sampling is the method used to select a given number of people or things, from a population. It is the set of source materials from which the sample is selected.

The definition also encompasses the purpose of sampling frames, which is to provide a means for choosing the particular members of the target population that are to be interviewed in the survey, Turner (2003:2). According to Ary et al. (2009:350), factors such as expenses, time, size and accessibility must be taken into consideration when determining the population for the study. McMillan & Schummacher (2001:169), regard population as a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to which researchers intend to generalise the results of the research. Even if it was possible, it is not necessary to collect data from everyone in a population in order to get valid findings.

The population for the study is selected secondary schools in Gaborone. The researcher found it reasonable to use schools in this locality because they are advantageous in terms of implementation of new reforms and changes in the educational sector. Policies that are developed are often implemented in Gaborone first. The schools are easy to reach with no difficulty in transportation and they are also not far apart from each other. Gaborone is a capital city of Botswana, found in the southern part of the country.

In qualitative research, sampling is based on non-probability sampling methods rather than on probability sampling methods, Struwig & Stead (2001:146). Maree (2010:176) indicated that, non-probability sampling methods do not make use of a random selection of population elements and it would therefore be dangerous to draw important conclusions about the population. In special situations, however, non-probability samples have their advantages. The researcher used convenience sampling to select nine secondary schools in Gaborone City. The method was chosen basing on the fact that the population is easily and conveniently available. According to Maree (2010:177), convenient sampling method refers to situations when population elements are selected based on the fact that they are easily and conveniently available. It is usually quick and cheap. It is useful in exploratory research where the researcher is interested in getting an inexpensive, quick approximation of the truth and in pilot studies where a few respondents are necessary to test the questionnaire. The researcher used convenient sampling to choose three (3) coaches from each of the nine (9) schools, the head-teacher and the senior teacher of sport in the selected schools to provide information for the research. In total forty-five (45) respondents was the sample size of the study.

3.4.2 Instrumentation of data collection

Creswell (2002:400), defines instrumentation as the formation about the instruments to be used in data collection, which is an essential component of survey method plan. The researcher understands instrumentation to mean data gathering techniques. Supported by Johnson & Christensen (2008:201) as they indicate that, data collection methods refer to the techniques for physically obtaining data to be analysed in a research study. According to Maree (2010:81), the most commonly used data gathering techniques in qualitative research are: documentation, observation, interviews and focus groups. According to Struwig & Stead (2001:36), three data

gathering techniques dominate in qualitative inquiry: Participant observation, interviewing and document collection. Ideally, the qualitative researcher draws a combination of techniques to collect research data rather than a single technique since more sources tapped for understanding, the more reliable the findings. For the purpose of this study, participant observation, interviewing and documents review were therefore used as data collection methods.

3.4.2.1 Participant observation

According to Mouton (2001:148), participant observation studies are usually qualitative in nature because they aim to provide an in-depth description of a group of people or community. Such descriptions are embedded in the life-worlds of the participants being studied and produce deeper perspectives of the stakeholders and their practices. McMillan & Schumacher (2001:137), view participant observation as a combination of particular data collection strategies: limited participation, field observation, and artefact collection. Limited participation according to McMillan & Schumacher (2001:437) is necessary to obtain acceptance of the researcher's presence even though she or he is unobtrusive while field observation is the researcher's technique of directly observing and recording without interaction.

In participation observation, it is the aim of the researcher to observe events while causing little disruption as possible in the social situation. According to Maree (2010:85), there are four types of observation used in qualitative research. Complete observer, Observer as participant, Participant as observer and Complete participant. The researcher used a complete observer type, where she was a non participant but observing the events at a distance as coaches and senior teachers of sport were at the grounds during practices. The researcher was recording what she

observed as according to Maree (2010:85), the most important part of observation is recording of the data. Anecdotal records which are short descriptions of basic actions observed capturing key phrases or words, should be objective with no self-reflective notes. Structured observation, researchers identify predetermined categories of behaviour that they would like to observe. These categories are often distilled from the literature and are developed into checklists or rating systems to record and score predetermined actions or behaviours.

The researcher visited the sampled schools at different days of their sport practices and observed the above mentioned. Recording was done basing on the two prescribed: Anecdotal and structured. The researcher wrote some short descriptions of what she observed and recorded some behaviour that she also wanted to observe from the literature review. For example: senior teachers of sport as middle managers, as teachers in sport and their importance in sport. Coaches were also observed as they carried out some duties of their different sporting codes. The participant observation was also carried out on all the senior teachers sport who were purposively selected because they actively take part in sport. This helped the researcher to answer some research questions including; finding out the managerial roles and responsibilities performed by senior teachers of sport as middle managers in Botswana secondary schools and also determining the importance of senior teachers of sport as teachers in sport in secondary schools in Botswana.

3.4.2.2 Pilot interviews

Pilot interviews were conducted prior to the actual individual interview sessions to evaluate the questions in the interview guide. Evaluation of the questions for the interviews was based on the suggestions made by Pole & Lampard (2002:135-136) as follows:

- are questions asked clearly, specified and unambiguous?
- are questions asked in a linear and incremental manner so that questions follow a logical order?
- do the questions asked provide latitude for a range of different views?
- does the interview come to a conclusion by allowing any loose ends to be tied up?
- how effective and unobtrusive is the recording process?
- how much time is required to answer questions with sufficient room for conversation?

Based on the comments and suggestions provided by the interviewees in the pilot interviews, some of the questions on the interview schedule were rephrased.

3.4.2.3 Interviews

According to Shaffer (2005:242) interviews are the most commonly used qualitative data collection method on the subject's opinions, beliefs and feelings about the situation. Shaffer (2003:243) explains interviews as a question-and-answer method of collecting information in a one-on-one situation and an interchange of views between two or more people on a topic of

mutual interest. The interchange is between the experienced participants in order to provide findings to a research question.

Briggs & Coleman (2007:208), view an interview as a preferred tactic to explore people's views and report findings as reasonable in their own words. McMillan & Schumacher (2001:443), view the qualitative in-depth interview as an open-response question to obtain data of participants, how individual conceive their world and how they explain or make sense of the important events in their lives. Interviews may be the primary data collection strategy or a natural outgrowth of observation strategies. Interviews provide information that cannot be obtained through observation, or can be used to verify the observation.

According to Maree (2010:87), an interview is a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about ideas, beliefs, views' opinions' and behaviour of participants. The aim of qualitative interviews is to see the world through the eyes of the participant, and they can be valuable source of information, provided they are used correctly. The aim is always to obtain rich descriptive data that will help you to understand the participant's construction of knowledge and social reality. Saunders et al. (2003:246) state that, there are three forms of interviews: Structured, semi-structured, and unstructured.

According to Saunders et al. (2003:246), structured interviews use questionnaires based on predetermined and standardised or identical set of questions. The researcher reads out each

question and then records the response on a standardised schedule while there is social interaction between the researcher and the respondent. Unstructured interviews are more informal and therefore there are no predetermined questions to work through in this situation. In semi-structured interviews, the researcher will have a list of themes and questions to be covered, although these may vary from interview to interview. This means that the interviewer may omit some questions in particular interviews, given the specific organisational context that is encountered in relation to the topic.

The researcher has to know and select the appropriate method for addressing the needs of the research question. Then, the researcher has to make a decision and choose the right method for that study. Data collection has its complexities and demands, therefore, it is the role of the researcher to ask questions which ought to elicit valid response from respondents, O'Leary (2004:162). According to Hoyle, Harris & Judd (2002:144), interviews have "dual goals of motivating the respondent to give full and precise replies while avoiding biases stemming from social desirability, conformity or other constructs of disinterest".

Semi-structured interviews are more flexible than structured interviews because the interviewer asks certain major questions to all participants, but each time the sequence can be altered in order to anticipate questions. Semi-structured interviews were selected for this study and conducted with stakeholders responsible for sport in schools (head-teachers, senior teachers of sport & coaches). The participants were interviewed during and after school hours depending on the appointments. Each interview lasted for 30 minutes and was hand recorded for analysis. The

participants were encouraged to talk about their own experiences of how they relate to each other in the field of sport in school. Occasional questions were asked for clarity. After the participants raised issues of concern, questions from the interview schedule were asked. The interviewed participants included all the coaches from the selected schools, the nine head teachers and the nine senior teachers. This was done on different days as the researcher was given permission to reach the participants any time they were ready for her, of course after consulting with them.

3.4.2.4 Document analysis

Briggs & Coleman (2007:281), define document analysis as a form of qualitative research that requires the researcher to locate, collect, collate, interpret, analyse empirical data and draw conclusions that either describes, interpret or explain what has occurred. In terms of data collection, this involves transferring significant quotations from documents to a field notebook. The term 'documents' according to Ary et al. (2009:482), refer to a wide range of written, physical and visual material, including what other authors may term artefacts. According to McMillan & Schumacher (2001:451), artefacts are tangible manifestations that describe people's experiences, knowledge, actions and values in the form of personal documents (such as diaries and letters), official documents (such as memos, minutes, working documents and proposals) and objects (such as symbols and values). Documentary analysis allows for sufficient data to be collected for researchers to be able to:

- identify the significant features of a particular event;
- establish a plausible interpretation and explanations of data;
- test for the credibility and validity of these interpretations; and

- construct an argument based on these interpretations.

For the purpose of this study, the following school sports documents were reviewed during the interview visits.

- reports generated by the head-teacher, deputy head-teacher and senior teachers of sport in observing other teachers on issues concerning sports and Physical Education at classroom level.
- minutes of staff & sport executive committee meetings that the senior teachers of sport held with them. These minutes represented the whole staff and will assist the researcher to gain information on whether decisions are made collectively or whether the head-teacher and those concerned in sport impose decisions instead of democratic meetings.
- sport reports from different sporting codes coaches reporting to the senior teacher of sport about the yearly performance regarding competitions, with challenges, way-forward and recommendations. This assisted the researcher to find out the working relationship between coaches and the senior teachers of sport and also indicated the importance of senior teachers of sport in schools.
- action plans of sport, newsletters and invitations from school to international level.
- field notes kept by the researcher of her observations of the participants' during the interviews. The field notes kept on the participants' reactions and body language gave an indication of the participant's true feelings and supported the data collected during the interview.

3.4.3. Data Analysis Procedure

According to Maree (2010:100), when analysing qualitative data, your goal is to summarise what you have seen or heard in terms of common words, phrases, themes or patterns that would aid your understanding and interpretation of that which is emerging. Always keep in mind that your qualitative data consists of words and observations and not numbers or statistics. Smit (2002:66) says that, data in qualitative research is ongoing, emerging and interactive or non-linear process. Data analysis means a process of systematically searching and aiming the interview transcripts, field notes and other materials that the researcher accumulated to present the findings. The significant task in data analysis involves the process of analysing words, sentences and paragraphs into manageable units, coding and searching for patterns. This is done to interpret and theorise such data in terms of the participants' definition of the situation, by noting patterns, themes, categories and regularities. In short qualitative research analysis, according to Smit (2002:66), is guided by the following aspects:

- the researcher will reflect continuously on impressions, relationships and connections while collecting the data. The search for similarities, differences, categories, themes, concepts and ideas form part of the continuous process;
- an analysis commences with reading all the data and then dividing the data into smaller more meaningful units;
- data segments or units are organised into a system that is predominantly derived from the data, which implies that the analysis is inductive;
- the researcher uses comparisons to build and refine categories, to define conceptual similarities, and how to discover patterns;
- categories are flexible and may be modified during the analysis;

- most importantly, the analysis should truly reflect the respondents' perceptions; and
- the result of an analysis is a kind of high-order synthesis in the form of a descriptive picture, patterns or themes, or emerging or substantive theory.

3.4.3.1 Summarising data

The researcher is investigating the managerial roles and responsibilities of senior teachers of sport in secondary schools: She then coded the data into categories of research questions as follows:

- What is the importance of senior teachers of sport as teachers in sport?
- Which managerial roles do senior teachers of sport perform as middle managers?
- How do they perform the following managerial roles as middle managers, planning, organising, staffing, leading and controlling?
- What challenges do senior teachers of sport face in managing sport?
- How can sport management be improved in schools?

3.4.4 Ethical issues

According to Mouton (2001:238, 239), the ethics of science concerns what is right or wrong in the conduct of research and in the search for truth, the researcher's conduct must conform to generally accepted norms and values. Maree (2010:41) says that, it is important to highlight the ethical considerations in regard to research. An essential ethical aspect is the issue of the confidentiality of the results and findings of the study and of the protection of the participants' identities. This could include obtaining letters of consent, obtaining permission to be

interviewed, undertaking to destroy audiotapes, and so on. It is also important for you to familiarise yourself with the ethics policy of the relevant institution. As this study is conducted in one of the spheres of human life, the study embraced anonymity, where by names of schools nor names of individual respondents were not mentioned in any manner that will reveal their identity.

Leedy & Ormrod (2001:107) say that, within certain disciplines, for example, education, the use of human subjects in research is quite common. Whenever humans are the focus investigation, the researcher must look closely at the ethical implications of the proposal. Thus, most ethical issues in research fall into the following categories:

- informed consent

Qualitative research necessitates obtaining the consent and the cooperation of the subjects who are to assist in the investigation providing that there are proficient research facilities, Cohen et al. (2007:52). Informed consent according to McMillan & Schummacher (2001:421) is regarded as dialogue and procedure in which individuals choose whether to participate after being informed of the purpose of the study and facts that would influence their decisions. Leedy & Ormrod (2001:107) argue that, research participants should be told the nature of the study to be conducted and to be given the choice of either participating or not. Informed consent is a means to encourage free choice of participation. Furthermore, research participants should be told that, if they agree to participate, they have the right to withdraw from the study at any time. Any participation in a study should be strictly voluntary.

Permission has been granted by the regional director's office to visit the participants at their workplaces (See Appendix B). In this regard there were no problems encountered as there was minimum disruption within the institutions under study. The researcher introduced herself to the participants during each interview and further tried to create a friendly atmosphere during the introductions between the two parties, (interviewer and interviewee).

- Right to privacy

During data collection, qualitative researchers came into contact with participants who share information and their knowledge of the subject for study. Helgeland (2005:258) argues that, during this period the researcher learns intimate knowledge that the participant or participants give in confidentiality. Helgeland (2005:258) further argues that, the researcher has a moral obligation towards the participants with regard to information given. Interviewees were assured of confidentiality and anonymity of information. The principal means of anonymity is by not recording names of the participants or any other personal means of identification. The information they supplied was used for the sole purpose of the study and no one else not associated with this study had access to the raw data as supplied by the informants.

In this study, the researcher gave the stakeholders who participated in this study the assurance of confidentiality and anonymity. No personal identifiable information such as gender, race and location of the participants was divulged or specific schools identified by name.

- Honesty with professional colleagues

The researcher has the ethical responsibility of ensuring that the whole research project unfolds in an ethically correct manner. The researcher therefore ensured that the analysis of data and the results of the study were reported correctly. Therefore, a high level of competency and skills were considered in undertaking this study. The researcher had to involve professional responsible, mature and skilled participants in the research. Leedy & Ormrod (2001:108) indicate that, researchers must report their findings in a complete and honest fashion, without interpreting what they have done or intentionally misleading others as to the nature of their findings. Under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly 'noble' that conclusion may be.

The researcher is by profession, an educator who has successfully passed her Masters Degree in Education Management course work modules with the North West University. It is on the basis of the above that the researcher will at all times uphold the principles of honesty and professional relationship when conducting the study.

- Trustworthiness and validity

Trustworthiness is described by Muchinsky (2006:21), as the credibility of the research findings. It includes the research design, carrying out and reporting in order to make the results credible. Validity on the other hand, questions how research questions correlate with reality. In qualitative research, credibility involves establishing credibility of the results from the perspective of the participants in the research. This qualifies the purpose of qualitative research through the eyes of the participants, Muchinsky (2006:21). Two aspects of trustworthiness are dealt with in the study, namely: validity and reliability.

According to McMillan & Schummacher (2001:407), the validity of qualitative research rests primarily within the honesty, depth, richness and scope of data collection and data analysis techniques. It means, if the above processes are adhered to from the beginning of the study, validity will be enhanced. They further, mention the strategies to enhance the validity qualitative research as; participant review, mechanically recorded data, persistent field work, participant verbatim language, multiple researchers, member checking, low-inference descriptors and triangulation.

For this study, the researcher used the following strategies to enhance validity: in terms of mechanically recorded data, the researcher used hand written recording to record the data to enhance the validity of the information by providing accurate and relatively complete records. The main interview and other scenes were also recorded. In terms of low-inference descriptors, concrete, precise descriptions from field notes and interview elaborations were used as hallmarks of this study to identify patterns in data. It means that during the interviews, descriptions will be literal and important terms are those used and understood by participants. This ensured accuracy between the meanings of the interviewees and the researchers perceptions of the meanings. For participant review, the researcher asked the participants to review and verify what was said, heard and seen during the interviews, observations and analysis of documents. The participants were further requested to modify some of the information or interpretation of the transcripts. Then, the data collected from each school was analysed for a comprehensive integration of the findings. Lastly, triangulation which according to Babbie & Mouton (2004:275), involves using more than one research method or data collection technique such as writing notes, member checking, peer review, and audit trial in-order to reach a more complete, holistic and contextual understanding of the phenomenon.

For this study, verbal clarifications were triangulated by written references and data collection methods (interviewing, participant observation and analysis of documents) were used. This reliance on collaboration amongst different methods served to enhance the validity of this study.

The second aspect of trustworthiness discussed is reliability. According to Mynhardt (2002:63), the achievement of reliability involves ascertaining whether the results are consistent with the data and that the same results be obtained should the study be replicated. Reliability in qualitative research is regarded as a fit between what researchers' record as data and what actually occurs in the natural setting that is being researched, i.e. a degree of accuracy and comprehensiveness of the coverage of the investigation process. Reliability in qualitative research requires and embraces the truth and neutrality of the setting been observed. Reliability was insured in the study by conducting the same interview with the participants. The researcher also made use of multiple data collection and data analyses methods to record the actual, natural and comprehensive meaning of settings and eliminate any researcher bias thereby assuring that the findings are more accurate and reliable.

3.5 SUMMARY

The chapter focuses on the empirical investigation. The chapter presented a detailed description of the research design and methodology which includes and states the context of the study as follows:

- In terms of a research plan, the researcher opted for qualitative research approach because of its practicality and flexibility on the research site;
- as for the research strategy, a case study was chosen because the researcher does not investigate a hypothesis but rather, the general understanding of what is happening in a particular case, that is, in secondary schools in which senior teachers of sport are performing some of the managerial roles and responsibilities in sport;
- with regard to the method of conducting the study, the population was identified as secondary schools in Gaborone area and convenience sampling was chosen basing on the fact that, the population was easily and conveniently available; and
- measures to account and ensure reliability and validity, ethical aspects in which permission was sought from the South East Education Regional Office and from the schools participating, data collection procedures (interviews, observations and documents review), data analyses procedures which is interpretative in nature, were taken into account.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

The study was conducted as prescribed in Section 1.8 of this report. The methodology involved the use of 3 research tools that are interviews, document review and participant observation. In this chapter, data that was obtained from the above tools were presented and analysed, with the emphasis on establishing meanings as constructed according to the given description of phenomenological research, Mynhardt (2002:45). This section provided the researcher with the information obtained from the senior teachers of sport and those who work closely with as head-teachers, and coaches. The intention of this study is to find out the roles of senior teachers of sport in secondary schools in Botswana. A total of five interview questions were served to nine head-teachers and twenty seven coaches in the selected schools. In supplementation of this, the same interviews were conducted with nine senior teachers of sport and the participants were observed during the interviews and at the pitches during practices, recordings were made and the documents were reviewed in some of the schools.

The findings of the study are here below presented according to the four research questions that are;

- What is the importance of senior teachers of sport as teachers in sport?
- Which managerial roles and responsibilities do senior teachers of sport perform as middle managers?
- What are the hindrances towards the effective management of sport by senior teachers of sport?
- Which possible strategies can be used to improve the management of sport in schools?

4.2 ANALYSIS OF DATA

Analysing qualitative data was discussed at length in chapter three, paragraph 3.3 which included the analyses of sections by categorising and coding its segments, and relating the codes or categories to one another. Data analyses were conducted at the same time with data collection, data interpretation and the narrative report. It was mentioned in chapter three that the participants qualified to be included in the study for the purpose that they work closely with senior teachers of sport. The intention was to select experienced participants in the field of sport. The sample size was limited to the selected secondary schools of Gaborone. The participants consisted of head-teachers, senior teachers of sport and sport coaches. In total forty five (45) participants were selected. They are referred to as head-teachers, senior teachers and coaches because of the reasons provided in paragraph 3.4.4 under subheading 'Right to privacy'. In Appendix A, the interview schedule is provided and the researcher therefore minimised data collected through interviews and analysed documents to patterns and categories in line with the research questions.

4.3 RESEARCH FINDINGS

The researcher went through the responses and summarised the findings per group of participants interviewed. The groups included categories and subcategories of the participants who are experienced in sport.

4.3.1 The importance of senior teachers of sport as teachers in sport

According to the interviews, the senior teachers of sport revealed that they felt in a position of influence to shape the performance of their respective schools in the area of sport and Physical Education. The senior teachers of sport generally understood their general purpose in the school and knew about their reporting line that is directly to the deputy head-teacher and indirectly to the head-teacher. They also understood their span of control.

Through observation, it was concluded that the senior teachers of sport exercised their power while at school demonstrating control over their subordinates, especially at three of the schools where the researcher was lucky to find the senior teachers of sport having a meeting with their subordinates about upcoming sport events. The senior teachers of sport demonstrated visible leadership over their subordinates, often quoted their experience and gave expert advice where decisions were seemingly indirect.

Through summarising the results of the interviews, the following were deduced about the following enumerated roles of the senior teachers of sport in surveyed schools of Gaborone;

Teaching a class, drawing a timetable, preparing daily lesson plans, making teaching aids, marking pupil's books and evaluating lessons; most of the interviewed senior teachers of sport regarded this group of roles as a burdensome task because it interfered with the other managerial roles they played at schools. The senior teachers disliked the fact that on top of their overall responsibility for the schools' sporting activities, being teachers they still have to go to class and teach. *"This eats into our time and leaves us with a lot of work to mark yet we have to strategise for sport in the school"* a senior teacher of sport said. The other few who did not show discomfort for performing this class of roles generally thought that it is only fair for them as teachers to as well participate in the actual teaching without leaving all the work to the teachers they supervised. Many head-teachers indicated that senior teachers of sport are important as they are role models to the students they teach. One of them said that, *"the students even name themselves as their teachers at the soccer field"*.

4.3.2 The managerial roles and responsibilities of senior teachers of sport as middle managers.

- Arranging for appropriate internal and external training and sport competitions.

- All the participants mentioned the above as a role played by senior teachers of sport as middle managers. Some of the head-teachers said that, “*senior teachers of sport are bosses at the grounds, we dance to their tune, no one can exercise the powers vested on them*”.

The senior teachers of sport said that their role as middle level managers in the school is limited, as they have to request for time from the head-teacher to attend to sport trainings as they are not part of the regular school schedule. Then the head-teachers would rule on whether to go ahead with the initiative or not. However, two head-teachers indicated that they have empowered the senior teachers of sport in their schools to make such decisions as long as they were within a known budget of the school and that such activities did not significantly interfere with learning of the students partaking these activities.

Proper, up to date record keeping of learner’s performance in Physical Education and sport.

Many coaches reported that the senior teachers of sport keep track of all records of the sport related activities. It was even evidenced during document review as in most schools proper records were given to the researcher by both the head-teacher and the senior teacher of sport. Up to date records were available in most of the schools, only in few schools a problem of up to date records was evidenced but, there was provision of information.

Arrange trips for the sporting activities in consultation with head of department responsible for trips. All the participants indicated that the senior teachers of sport in their respectful schools arrange sport trips as scheduled upon requirement of the program that the school has chosen to participate in or upon satisfactory requisition by the responsible coach or trainer.

Participating in the procurement of sport attire.

It is important to note that in four of the sampled schools, respondents revealed the fact that the senior teachers of sport significantly contributed to the technical specification, choice and timing the procurements for sport attire. This was so because being experienced, senior teachers of sport were well respected in terms of making sport related decisions including what and when to procure.

Many head-teachers and senior teachers of sport mentioned that, senior teachers of sport are mentors to both newly recruited staff members and to learners. *“They perform duties of inducting new staff members about sport in the school and allocate them with sport duties”*. One of the head-teachers said that.

Represents the school in sport organisations.

The head-teachers said that they can't be everywhere. That in cases where local or national sport bodies require representation from the school, the senior teacher of sport is often the person sent. However, some coaches said that they represent the schools in different forums but with due permission of the head-teacher, deputy head-teacher or senior teacher of sport. As middle level managers, the senior teachers of sport represent their schools and lobby for favourable resolutions that put their school at an advantage to win or participate in organised events with minimum inconvenience. This representation of the other's interests is a key management quality of the senior teacher of sport.

Delegation by the head-teacher

Survey findings unearthed varying extents of both upward and downward delegation in the schools surveyed. In cases of absence of any senior teachers and senior teacher advisor grade 1, senior teacher sport came in handy to assume the managerial duties otherwise relegated to other senior teachers. In one unique case where an apparent good working relationship had built up, the head-teacher said that, *“I often call upon the senior teacher of sport to represent me in*

meetings where I or the deputy head teacher cannot attend more especially the ones that concerns sport, and he will report to us at his arrival we work together in good faith”.

Compiling and submitting comprehensive reports to the deputy head-teacher and head-teacher.

As a middle manager responsible for sporting activities, all of the surveyed head-teachers expected and admitted receiving activity reports from the senior teachers of sport. Few of them revealed that the reports were not always formal but at least some form of update is furnished by the senior teacher of sport. The senior teachers of sport also contended with this finding and one was quoted saying that, *“good activity reports put me in good terms with my supervisor whereby I can lobby for more benefits for myself and the coaches if our teams do better in sport”*. This was evidenced during documents review, in most schools comprehensive sport reports were available. The reports represented the different sport codes, the activities performed and way forward.

Co-ordinating and presides over meetings for trainers and coaches.

In Gaborone, the schools have a number of coaches and trainers who are directly under the senior teacher of sport. As middle level managers the senior teachers of sport admitted to hold both scheduled and emergency meetings whenever there is a need. They said that most meetings are held to strategise before major sporting events, crisis management in cases where the school management is not happy with the sport units or just motivation of the sport team. It was further learnt that in such meetings, the senior teacher’s of sport often presides over the proceedings and is often the convener of the meetings this was evidenced by document review in some schools where the researcher had an opportunity to review documents such as minute book and sport file, and during observation done during practices at the grounds in most of the schools observed, the senior teachers of sport were coordinating the role of coaching in most cases.

Preparing and submitting a budget for sport activities to the deputy head teacher.

The senior teacher sport narrated during the interviews conducted that once in preparation for a forthcoming financial year, they use a participatory approach to estimate the required budgets for the forthcoming year. They achieve this through consultation with the coaches and trainers as well as past records.

4.3.3 Awareness of managerial roles of the senior teachers of sport

This section presents findings from the responses to questions that were directed at establishing the extent to which head-teachers, coaches and the senior teachers sport themselves appreciated the management roles that the senior teacher of sport performed.

Managerial function	Head teachers' response	Coaches responses	Senior Teacher sport's response
Planning	<ul style="list-style-type: none"> The senior teacher of sport plans the sport activities guided by the national and the school calendar. 	<ul style="list-style-type: none"> They help in making plans for sport and Physical Education. Some are occupied by activities and forget to do advance planning. They do not properly consult us. 	<ul style="list-style-type: none"> Scheduling sport activities. Some head teachers and deputies use up our planning roles leaving us as implements.
Organising	<ul style="list-style-type: none"> They often work within a prescribed framework. The structures are mainly set for them but they are often able to maintain order. 	<ul style="list-style-type: none"> When the activities are many, the senior teachers of sport seem overwhelmed leading to last minute provisions. 	<ul style="list-style-type: none"> Holding meetings Team selection Assigning roles to coaches

Staffing	<ul style="list-style-type: none"> • They can request for extra staff subject to availability of opportunity and justification of such requests. 	<ul style="list-style-type: none"> • They have issues relating with us well but we can always complain to the heads of department or the deputy. 	<ul style="list-style-type: none"> • We do not choose our staff we work with those given to us by the head-teachers.
Leading	<ul style="list-style-type: none"> • They lead their teams and we do not interfere. 	<ul style="list-style-type: none"> Some lead well but others have issues. They do not act professionally because they are not well trained to manage people. 	<ul style="list-style-type: none"> • We guide and inspire the subordinates. • We make decisions on behalf of the school regarding sports in consultation with the head teacher.
Controlling	<ul style="list-style-type: none"> • Head teachers help them on this but the senior teacher sports do a bit of controlling at their own level. 	<ul style="list-style-type: none"> • They are strict and do not allow things to pass without their sanction. 	<ul style="list-style-type: none"> • We ensure that the team stick to the set rules, achieve the best possible and we utilize resources properly

Table 4.1: Awareness of the managerial roles of senior teachers sport.

4.3.4 The hindrances towards the effective management of sport by senior teachers of sport

The responses obtained from the three categories of respondents regarding the challenges widely differed. There were similarities between the responses from head-teachers and the senior teachers of sport yet the coaches widely differed.

The coaches expressed views that showed that the faults were borne by the administration of the schools themselves (the senior teacher sports inclusive), contrastingly, the head-teachers and the senior teachers of sport pointed to external causative factors. The following charts show the

responses obtained from the various respondents; the head-teachers indicated that there is lack of resource materials in their schools, but the government is reluctant to supply. They were supported by the senior teachers of sport as most of them indicated that they even use their resources as balls to train the learners. Coaches are of a different opinion as they indicated that the school management team with the senior teacher of sport inclusive are not serious with sport, *“they do not consider it important because it is non academic”*, one of the respondent commented.

Many coaches talked about lack of skills and knowledge by senior teachers of sport. They even felt that they are doing the work on their behalf as coaches because most of them are young and skilful. They felt that senior teachers of sport need further training in-order to equip them with skills as we live in the world of changes. One of the coaches said, *“these people are paid for nothing, we spend our precious time doing the work for them, we are now tired of this, and we are overworking ourselves for no pay”*.

4.3.5 How can sport management be improved in schools?

The following remedies were proposed by the interviewed respondents;

Clearing the ambiguity:

According to the challenges identified and the responses received, there were voices that indicated that ambiguity existed in terms of the roles of the senior teachers of sport. The same ambiguity existed concerning Physical Education and sport. Many respondents recommended that Physical Education must be seen as different and distinct from sport and so should the roles of those who manage these two disciplines.

Most of the senior teachers said that they should be exempted from teaching so that they can perform their managerial roles without looking back at the class. They indicated that sport is a very wide area to manage, so one needs to concentrate much on its management than on academic results oriented. The head-teachers responded on the issue by seeking financial

assistance in- order to effectively manage sport. They said that, before the government offer a voucher for sport in schools the management of sport will not improve as everything done in sport need cash. One of the respondent said that, *“there is no money to run the sporting events, there is no transport for learners, no overtime payments for teachers as they attend to practices after work, so we are facing a problem of managing sport effectively and before the government considers this, sport is going to be a failure in Botswana schools and also outside school because we are producing sport persons here, from the grass roots”*.

4.4 CONCLUSION

This chapter outlined the findings of the empirical investigation conducted to determine the managerial roles and responsibilities of senior teachers of sport in Gaborone secondary schools in Botswana. The analyses were done in terms of the following themes that were designed in accordance with the four research questions.

- finding out the importance of senior teachers of sport as teachers in sport,
- identifying the managerial roles that are performed by senior teachers of sport as middle managers,
- explaining how they perform the roles of planning, organising, leading and controlling as middle managers,
- identifying the challenges faced by senior teachers of sport in managing sport, and lastly;
- stating the strategies that can be used to improve the management of sport in schools.

CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS AND SUMMARY OF THE STUDY

5.1 INTRODUCTION

The previous chapter presented and discussed research data from qualitative research in line with the research questions. This chapter, through its integrated findings in relation to research questions, will offer insight into the managerial roles and responsibilities of senior teachers of sport in secondary schools in Gaborone, Botswana. The chapter will also present recommendations to interested parties, in particular sport people in schools. The recommendations will be based on conclusions and be made with views from the literature review, as well as viewpoints of participants and the researcher.

5.2 CONCLUSIONS

This study indicates the managerial roles of senior teachers of sport in schools. As no research has been done locally about the topic, the study provides valuable insight into the field of sport and to the stakeholders as well as guidelines for improving the management of sport in schools.

5.2.1 Conclusions from the literature

The literature review has shown that;

- sport is very important in the lives of children as it: removes kids off streets, keep children busy, provides learners with a platform to learn about fitness, provides a sense of belonging and identity, improves attention span and classroom behaviour, has positive effects on academic performance including achievement in Maths tests and reading academic grades and perceptual skills.

- sport is also seen as a reforming agent to young people as it can teach behavioural habits like: motivation, discipline, tenacity, competitive spirit, responsibility, perseverance, confidence and self esteem, which cannot always be acquired in the classroom. It is also indicated that sport can benefit students as a career in future.
- The reviewed literature revealed that the following measures can be employed to improve the management of sport in schools; reinforcement of sport teachers through training, resources and financial assistance, facilities or equipment, instructional loads and staffing, class size and media coverage
- The reviewed literature indicated that middle managers perform coordinating tasks between top management and those occupying the roles that do not extent beyond normal teaching. The modern role of middle managers is a source of knowledge and leaders of knowledge in the work environment. They mediate, negotiate and interpret the organisational connections with other stake holders in the school setting and transmit the information between the school and the parent or learners.
- The literature review also indicated that the senior teachers of sport face challenges in executing the designated duties and in reaching an end to the desired results of their efforts. These challenges are both internal to the school and external as well. Sport is shaped by factual changes that have transformed our society today. The technological advancements, social transformation, the problem of HIV/AIDS have changed the social mix of society and thus redefined the challenges facing the teachers charged with ensuring adherence to sport.

5.2.2 Conclusions from the empirical investigations

5.2.2.1 What is the importance of senior teachers of sport as teachers in sport?

The findings of this research question indicate that, senior teachers of sport dislike the fact that on top of their overall responsibility of coordinating sport activities in the school they have to teach a class which adds a workload of marking (section 4.3.1).

5.2.2.2 Which managerial roles and responsibilities do senior teachers of sport perform as middle managers?

With regard to the managerial role of senior teachers of sport which they perform as middle managers, the participants ensure that they arrange for internal and external sport competitions, they keep up to date proper sport records, they arrange sport trips in consultation with the relevant Head of Department and they are mentors. Regardless of the above, the senior teachers of sport feel that their role as middle managers is limited (section 4.3.2).

5.2.2.3 What are the hindrances towards the effective management of sport by senior teachers of sport?

The participants indicate that there are hindrances towards the effective management of sport and these hindrances are external and internal as; lack of resources, financial constraints, lack of skills and knowledge by senior teachers of sport (section 4.3.4).

5.2.2.4 Which possible strategies can be used to improve the management of sport in schools?

The findings in section 4.3.5 reveal that, indeed there is a challenge of ambiguity in the way sport and Physical Education are viewed. The participants recommend that the mist should be cleared so that those who manage sport can be aware of their roles. The participants also recommend that sport should be financially assisted and the availability of sport resources to be considered.

5.3 RECOMMENDATIONS

The findings of this study suggest that the stakeholders should take into consideration the importance of managing sport in schools. Based on the findings above, this study proposes the following recommendations;

- Full-time Physical Education teachers should be provided for every secondary school, taking into consideration gender for mixed classes.
- Proper facilities and equipment should be available to ensure the safety and health of the participants. Provision of protective equipment, basic equipment to all Secondary Schools including: balls, skipping ropes, cones, hoops, bean bags, bats, etc. Showers and change rooms should be installed at every secondary school.
- Enough financial allocation should be made for sport activities by the ministry of education & skills development or students should pay a fee for sport development in their respective schools.

- Physical Education teachers should be trained and qualified. Training for secondary school teachers should be offered at more colleges, and should be compulsory in the first year. In-service training should be offered as well
- Uniforms including shoes allowance should be provided for sport teachers. This can act as a motivational tool towards the management of sport.
- Coaches should be made available to schools to assist with the preparation of teams for training.
- Student-participants who represent their school or the country at sporting activities should not be at a disadvantage in terms of their academic work; therefore arrangements should be made to provide special tuition for such students.

5.4 LIMITATIONS OF THE STUDY

There are three noteworthy limitations of this study: the first limitation concerns the cross-disciplinary nature of this research project. The managerial role phenomenon is studied within the context of managing sport in schools. There is an apparent danger involved whenever concepts are borrowed from related disciplines, for example, from the fields of sport management systems, and then applied in the present context.

Secondly, time and budget limitations make it impractical to assess the qualitative information based on ordinal judgement of the different participants since a lot of time and long-term thinking is required over multiple periods.

Lastly, the generalisation of these research findings might be limited because they are to be generated in an exploratory qualitative inquiry.

5.5 SUMMARY

Chapter one focused and set out the background for this study. It clarified the main research problem and purpose of the study. It further explained the research objectives, research questions, significance of the study, delimitations and limitations.

The orientation covered the introduction and background to the study (section 1.1), rationale for the study (section 1.2), problem statement and research questions (Section 1.3), purpose and objectives of the study (Section 1.4), significance of the study (Section 1.5), delimitations of the study (Section 1.6), research design and methods (Section 1.7), trustworthiness (section 1.8), chapter division (Section 1.9) and summary (1.10).

Chapter two presented a review of related literature of other authors or researchers who have done work on the subject of study. The chapter presented the definitive representation of indiscipline and further broke down thematically the entire problem of indiscipline.

The section on literature review presented the review of relevant literature grouped into major themes. This section highlighted literature on definitions of terms in section 2.2.1. The key terms defined included sport manager, Leadership, Implementation, Organisation, Mentorship and Sport. Section 2.3 presented literature on; the importance of sport in learners' lives, the importance of senior teachers of sport as managers in sport section 2.4, the importance of senior teachers of sport as teachers in sport section 2.5, the senior teachers of sport as teachers in sport section 2,6 key tasks of the senior teachers of sport 2,7 the hindrances towards the effective management of sport in schools section 2.8 the possible strategies that could be used to improve the management of sport in schools 2.9 and lastly the summary 2.10.

This section elucidated the research design in section 3.2, research strategy (section 3.3), research methodology (section 3.4) and summary (section 3.5).

Chapter four of this report was structured according to the research questions grouping the findings relating to each question together. The first research question was covered in section 4.3.1 i.e. the importance of senior teachers of sport as teachers in sport, section 4.3.2 covered the managerial roles and responsibilities of senior teachers of sport as middle managers, section 4.3.3 covered awareness of managerial roles of the senior teacher sport, section 4.3.4 covered the hindrances towards the effective management of sport by senior teachers of sport and section 4.3.5 covered the possible strategies to be used to improve the management of sport in schools.

Chapter five presented conclusions (section, 5.2) and recommendations based on the research findings, (section 5.3), limitations of the study, (section 5.4). The last section of this chapter provides a summary of the research,(section 5.5).

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APPENDIX A: INTERVIEW SCHEDULE

SECTION A: The importance of senior teachers of sport as teachers in sport

1. What are the teaching roles of the senior teachers of sport in sports management in schools.
2. How do senior teachers of sport

SECTION B: The managerial roles and responsibilities of the senior teachers of sport as middle managers

3. Investigate how they perform the 5 functions of a manager i.e.
 - Planning
 - Organizing
 - Staffing
 - Leading
 - Controlling

SECTION C: Hindrances towards the effective management of sport by senior teachers of sport

4. What challenges do the senior teachers of sport face in managing sport?
5. How do the functions of being a teacher as well as a manager for sport relate to each other (any conflicts)

SECTION D: Possible strategies to improve the management of sport in schools

6. How can sports management be improved in schools?
7. Please give any other recommendations you may have regarding this subject.
8. Please give any other recommendations you may have regarding this subject.

APPENDIX B: LETTERS TO REQUEST PERMISSION TO CONDUCT THE INTERVIEW

SAVINGRAM

FROM: Acting Director, Regional Operations
South East Region



A. Molatlhegi
For/Acting Director

TEL: 3625000

FAX: 3975899

TO: School Heads
Secondary schools
South East Region

REF: SER 1/15/2

8 November 2013

PERMISSION TO CONDUCT RESEARCH
- M. NTHOKANA - ID NO: 332 520 006

Permission is hereby granted to Ms M. Nthokana, a masters (Med) student studying Education Management at the University of North West, Mafikeng campus.

The purpose of the research is to find out the managerial roles and responsibilities of senior teachers of sport in secondary schools in South East region.

Attached please find self-explanatory letter from North West University for the ease of reference.

You are urged to give her the necessary support.

Thank you.

P O Box M679

Kanye

8th November 2013

The Director, Regional Operations

South East Region

Private Bag 00343

Gaborone

Dear Sir/Madam

**REQUEST FOR PERMISSION TO CARRY OUT A RESEARCH IN SECONDARY SCHOOLS WITHIN GABORONE
AREA**

This serves to inform you that I am studying for a Masters Degree in Educational Management at North West University (Mafikeng Campus). I therefore request that I be granted permission to conduct interviews with the stakeholders within schools including, School Heads, Senior Teachers of Sport and Sport Coaches in regard to the following topic:

THE MANAGERIAL ROLES AND RESPONSIBILITIES OF SENIOR TEACHERS OF SPORT; A case study in Gaborone secondary schools in Botswana.

I hope my request will receive your favorable consideration.

Yours Faithfully



Matshediso Nthokana

Mmabatho, 2735



NORTH-WEST UNIVERSITY
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25 October 2013

TO WHOM IT MAY CONCERN

This is to confirm that **Ms M.Nthokana (Student No :(21976678)** a Masters (MEd) student studying Education Management at the North West University, Mafikeng Campus.

She is collecting data for her research. **TOPIC: The Managerial Roles and Responsibilities of Senior Teachers of Sport'**. We request that she be allowed to collect data from the Principals, Senior Teachers, Sports and Coaches in Gaborone Secondary Schools.

Any assistance given to her will be appreciated.

A handwritten signature in black ink, appearing to be 'JR Debeila', written over a dashed line.

Prof JR Debeila
Director: School for Educational Leadership Development
Mafikeng Campus

