THE MANAGEMENT AND IMPLEMENTATION OF SCHOOL SPORT MASS PARTICIPATION PROGRAMME (SSMPP) IN SELECTED SECONDARY SCHOOLS AT MALAMULELE EAST EDUCATION CLUSTER IN THE LIMPOPO PROVINCE

BY

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DECLARATION

I, Nkhensani Stella Mathebula, hereby declare that this dissertation is the result of My investigation and research and that this has not been submitted, in part or full, for any other University.

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MS. N.S MATHEBULA   **DATE**

DEDICATION

This Dissertation is dedicated to my late father and brother respectively, Gilbert Samuel Geissler Musa Mathebula for loving and believing in me; and my mother for the continued support. To My brothers for the support. To My son Nkhensani Ngobeni for the computer expertise and daughter Kamogelo Tebele for hanging in there during my studies.

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ABSTRACT

Recent changes in the Department of Sport and Recreation have placed new external pressures and challenges on Sport officials to change their ways of managing School Sport Mass Participation Programme in their sphere of operation. The above challenge prompted the researcher to investigate the Management and Implementation of School Sport Mass Participation Programme (SMPP) in selected secondary schools at Malamulele East Education Cluster in the Limpopo Province.

The study is concerned with the development of effective strategies that will enhance the capacity of sport officials and change their perception; and that of other stakeholders on the management and implementation of the School Sport Mass Participation Programme. This study used the context of Malamulele East cluster as its spring board in engaging in the daunting subject of the School Sport Mass Participation Programme. Surely, with all the changes that are involved in the implementation of the above programme, there is a need to review the way the School Sport Mass Participation Programme should be implemented, hence this study.

The literature review established the relationship between Sport Management and the implementation of School Sport Mass Participation Programme. In this regard, the study showed that managers who apply the principles of management, motivation, participation in decision making, management by objectives and delegation can enhance the management and implementation of School Sport Mass Participation Programme in the area of the study.

In this study, a mixed research design approach was employed to investigate the factors that promote and hinder the management and implementation of the School Sport Mass Participation Programme in Malamulele East cluster. Both questionnaires and structured interviews were employed to collect data from the respondents. The main findings of the study confirmed that there are challenges associated with the management and implementation of the School Sport Mass Participation Programme in Malamulele East cluster. Challenges such as lack of managerial skills, clear delegation of powers, lack of clarity on policy guidelines, inadequate resources, lack of cooperation

and shortage of financial resources hampered the successful implementation of the School Sport Mass Participation Programme in Malamulele. In conclusion, the study also led to suggestions of strategies and recommendations that can improve the management and implementation of School Sport Mass Participation Programme in Malamulele East Education Cluster in the Limpopo Province.

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LIST OF ABBREVIATIONS

DSAC   -   Department of Sport, Arts and Culture

ETA   -   Exercise and Training Academy

F   -   Finding

Fx   -   Total Frequency

HOD   -   Head of Department

IQMS   -   Integrated Quality Management System

LTSM   -   Learner Teacher Support Material

MBO   -   Management by Objectives

NOCSA   -   National Olympic Committee of South Africa

PMDS   -   Performance Management and Development System

PSA   -   Public Service Act

RAU   -   Rand Afrikaans Universiteit

SGB   -   School Governing Body

SMT   -   Senior Management Team

SPSS   -   Statistical Package for Social Science

STRS   -   Stratified Random Sampling

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

In South Africa, the recent social changes placed a new external pressure on secondary school sports coordinators to improve their way of doing things. One of the major challenges facing sports coordinators of secondary schools is to change from regarding sports as an extra - mural activity into intra - curricular activity in education. One of the problems that are facing these officials in Malamulele East Education Cluster is to manage and implement School Sport Mass Participation Programme (SSMPP).

1.2. Background

Before 1994 secondary schools were managed differently due to apartheid policies. The new democratic government came with new policies to narrow the inequalities between the disadvantaged and advantaged groups. The new education policy has been developed to change an education system was existing before 1994. During the time of apartheid, sport was regarded as part of extra mural activities, but not part of the core school curriculum among the disadvantaged designated groups. The new democratic government developed a programme which regards sports as part of the education system so as to enhance human development in the field of physical education. This programme helps educators to develop in coaching and technical skills; it helps learners to have a variety of sporting codes and opportunities to take sport as a career in various sport codes. In addition, this programme also empowers the nation to be united in sport and take sport as an integral part of nation building.

These processes state above are exerting a lot of pressure on sports masters and organizers to change from being spectators into educators and sport administrators. In order to alleviate the above mentioned challenges, sport organizers are required to develop strategies that will help them to manage and implement the above programme in schools, but how to do it becomes a problem to most of these officials in Malamulele East Education Cluster.

1.3. Statement of the Problem

Recent changes in the education system in schools have compelled many secondary schools sport organizers to change the way they have been operating before the new democratic government, Malamulele East Education Cluster is not excluded from this problem. One of the major challenges facing secondary schools sport organizers is to manage and implement the school sport mass participation programme. Most of these sport organizers still regard sport as an extra- mural activity in the school curriculum. One of the problems is that some of the sport codes are not offered in the schools due to lack of facilities and sport equipment.

1.4. Aim

The aim of this study is to investigate the management and implementation of School Sport Mass Participation Programme (SSMPP) in selected Secondary Schools at Malamulele East Education Cluster.

1.5. Objectives of the study

In order to achieve the above mentioned aim, the following objectives are pursued:

- ➢ To identify the challenges faced by sport masters in the management and implementation of the new programme in the area study.
- ➢ To investigate how effective management styles can influence the implementation of the new sport programme in the area of the study.
- ➢ To identify strategies that can be used by sports officials to enhance the management and implementation of the sports programme at Malamulele East Education Cluster.

1.6. Research Questions

This study will have the following research questions:

1.6.1 Main Research Question

To which extent does the lack of managerial skills affect the implementation of the School Sport Mass Participation at Malamulele East Education Cluster?

1.6.2 Sub Questions

➤ What kind of challenges faced by sport masters in the management & implementation of the School Sport Mass Participation Programme in the area of study?

➤ To what extent do the management styles influence the sport coordinators to implement the new sport programme?

➤ Which strategies can be used by government officials to enhance the management and implementation of the sports programme in the area of study?

1.7. Significance of the study

The study towards the management and implementation of the School Sport Mass Participation Programme at the Malamulele East Education Cluster will assist in the following:

➤ The study will assist sport coordinators to solve problems that they face with the management of the School Sport Mass Participation Programme in Malamulele East Education Cluster.

➤ It will also assist the sport coordinators to use the appropriate managerial style that will enhance the implementation of the new sports Programme in the area of study.

➤ It will also assist the government officials to identify appropriate strategies that would enhance the management and implementation of SSMPP at Malamulele East Education Cluster.

1.8. Definition of Terms

The researcher will use concepts to analyze and clarify the research problem stated in this proposed study. Concepts are primary instruments that a researcher will employ to understand reality and the essence of meaning in the study. The following key terms will be used to achieve the intended goal of the proposed study:

1.8.1. Sport

The term sport is used to refer to all recreational and competitive sports, exercise and fitness activities and dance Parkhouse (2001:16).

1.8.2. Management

Storey (2007:4) defines management as "the planning, organizing, leading and controlling of resources to achieve organizational goals effectively and efficiently".

1.8.3. Leadership

Leadership is described by Gouws (2001:50) as the "process by which a specific person, leader, influences a group of persons (subordinates) to such a degree that they voluntarily pursue the objective conveyed to them by the leader.

1.9. Conclusion

In this chapter, the background of the study was presented. The statement of the problem, the purpose, the significance and the plan of the study were also outlined. In the next chapter, a review of selected relevant literature on Sport Management will be discussed in full. This will be done to locate the current study within the existing body of knowledge

CHAPTER TWO

LITERATURE REVIEW ON SPORTS MANAGEMENT

2.1. Introduction

In this chapter, the literature related to the management and implementation of School Sport Mass Participation Programme at Malamulele East Education Cluster will be reviewed. The sole purpose of exploring what has already been researched is to locate the current study within the existing body of knowledge. This will help in linking the theoretical knowledge with the practice in the area of the study. The theoretical foundation has supported the researcher to resolve the research problem stated in chapter one. This chapter will be organized as follows:

➢ A brief background and rational of sports in South Africa will be given

➢ A review of the theoretical conceptual framework regarding sports

➢ The management and implementation of School Sport Mass Participation Programme will be outlined

➢ Lastly, the conclusion will be given at the end of this chapter

2.2. A brief background and rational of sports in South Africa

For the purpose of this study, the outline of the background of sport in South Africa will focus on its management. When South Africa became a union in 1910, separate sport participation was already a common practice. However, there were isolated cases of multiracial sports contact. English speaking people dominated executive positions until 1948 when Afrikaners began to dominate the management positions. It was during this time that the policy of apartheid was passed; hence racism was very rife during this period ETA (2010:13). Subsequently, there was a lot of pressure and resistance from black groups who insisted that on their right to participation in sport. Problems then started mounting for white sport bodies as the pressure mounted.

In 1956, the Minister of domestic affairs made a policy statement that blacks and whites will administer their sport separately under separate governing bodies. This meant that mixed sport activities would not be allowed in South Africa.

As a result of this policy, South was barred from international participation. A Department of Sport and Recreation was created in 1966 after the government's increasing realization of the political power of sport. Government, in 1967, declared that it will make sport ties with foreign countries.

In 1992, existing sport structures jointly established one structure called The National Olympic Committee of South Africa (NOCSA) and sport programmes that focused on the development of elite athletes; coaches and managers sport in South Africa. With the new government coming into power in 1994, the first real sports ministry was established which produced a draft white paper on sport and recreation. The white paper provided the national policy framework for sport and recreation in South Africa. The focus of the white paper was on implementing new strategies to address the discrepancies and injustices in sport provision and participation of the past ETA (2010:15).

2.3. A review of the theoretical conceptual framework regarding sports

All human beings require some form of physical activity to live a healthy lifestyle. These physical activities can be in a form of sport, exercise and recreation. In this research study, the researcher has focused on literature that deals with sport as a form of physical activity in schools.

There are a number of codes that can be played by every member of the community in the world. Some of this sport codes require highly expensive facilities, highly paid coaches, expensive and sophisticated equipment, for example: horse racing, motor sport, parachuting, golf, blood sport and other related dangerous activities. Some of these sports are prohibited in other countries, such as fox hunting and others.

For the purpose of this study, the researcher has focused on certain school sport codes. The school sport codes require one to walk, jog, run, throw, swim or row which are excellent vehicles to improved well-being. The researcher has excluded dangerous contact or hazardous sports due to the number of risks that outweigh the benefits of physical activity. The role and benefits of these sport codes have been outlined in the next section.

2.4. The role and benefits of physical activity

2.4.1. The physiological benefits

- Improved stamina

- Improved strength

- Improved flexibility

- Increased energy levels

- Enhanced physical performance

- Improved immune resilience

- Maintaining an ideal weight

- Reduced risk of illness and disease

- Longevity

- Reduced risk of physical injury

- Optimized rehabilitation from injury

2.4.2. Psychological benefits

- Promotes positive self-image and self-esteem

- Relieves tension developed from stress

- Enhances relaxation and reduces anxiety

- Feeling good

- ➢ Looking good

- ➢ Enjoying life

- ➢ Relief of tension and stress

- ➢ Managed moods

2.4.3. Social Benefits

- ➢ Fun with a group and develop friendship

- ➢ Competition and challenge

- ➢ Team work

Apart from the role played by physical activities, the researcher has also unpacked the term sport so as to relate elucidate the meaning and understanding of the term. This term has been defined and described by different authors from different perspectives.

2.5. The term 'Sport' as a physical activity

The term sport is used to refer to all recreational and competitive sports, exercise and fitness activities and dance (Parkhouse, 2001:16). According to Mawila (2010:5) sport is normally defined as "'a structured, goal-oriented, competitive, contest based and ludic activity".

To support the above definitions, Steward (2007:7) argues that, "sports are highly organized, competitive physical activities governed by rules. Rules standardize the competitive conditions so that individuals can compete fairly and achieve specified goals".

Sport may be defined as "any activity that requires a significant level of physical involvement and in which participants engage in either a structured or unstructured environment, for the purpose of declaring a winner, though not solely so; or purely for relaxation, personal satisfaction, physical health, emotional growth and development" (ETA, 2010:16) .

To support this definition, sports are institutionalized competitive activities that involve rigorous physical execution or the use of relatively complex physical skills by participants motivated by personal enjoyment and external rewards (Wuest, 2006:10). From the above definitions, it is clear that there are various functions that can be derived from the concept itself.

2.6. The role and function of sport

According to ETA (2010:18), there are four main functions of sport.

- ➢ Exercise and physical development

- ➢ Competition

- ➢ Entertainment

- ➢ Recreation

The realization and functions of sports depend on the way the physical activity is managed in a particular organization. Sport management is the concept that needs clarification and analysis, so as to be understood by anyone who wants to utilize it.

2.7. Sport Management

The term sport management has attracted many definitions from different writers as much depends on the writer's concept of the term. According to Parkhouse (2001:23), " Sports management is concerned with the coordination of material and human resources (clients, paid and volunteer workers); technologies (facilities, equipment and process and knowledge units underlying the production process); support units dealing with (facilities, events legal affairs, etcetera); and the contextual factors such as organizational type, interior - organizational networks, government regulations and community expectations."

To support this statement Gouws (2001:2), attests that management may therefore be defined as the process by which human, financial, physical and information sources are utilized in order to achieve enterprise objectives. Sports management may be regarded as the most important human activity because it is the basic task of all sports managers at all levels in all organizations and institutions to create conditions in which individuals work together to achieve specific objectives Ngobeni

(2007:8). To support the above statement, Hoye, Smith, Nicholson, Steward and Westerbreek (2008:8) the process of managing sports as the application of techniques and strategies in the business, government and nonprofit organizations.

The value of sport management can be seen though its attribution to human development. Goslin (1991: 5), further argues that the value of sport and recreation is the professional world as follows, by pointing out that it is the supplier of: " … a training ground for the development and sharpening of physical and mental skills, self-discipline, integrity and honesty. It is often said that the principle of team play are among the most important unwritten rules of business."

In short, sport management may therefore be defined as 'a process by which human, financial, physical and information sources are utilized in order to achieve enterprise objectives (Gouws, 2001:2).

From the definitions above, it is clear that sport managers are expected to perform different types of management tasks. These multi tasks can only be realized if every manager knows his role and responsibility in the organization.

2.8. The role of sport managers in the organization

- Managers work through and with other people to achieve the objectives of the enterprise

- Managers serve as a communication channel in an enterprise

- Managers balance objectives and determine priorities

- Managers think in an analyzing and conceptual manner

- Managers make complicated decisions

- Managers fulfill different roles

- Managers delegate tasks to subordinates

- Managers are accountable for the execution of their duties

- Managers act as mediators

- Managers fulfill the role of politicians

- Managers are diplomats

For the components of management to be implemented, the organization must take different levels of management structures into cognizance.

2.9. The Different levels of Management

According to Milondzo (2003: 11), there are four important levels of sport management, namely, Top Management, Senior management, Middle Management and Supervisory Management. Table 1.1 below illustrates some of the most important types of planning and activities that can be performed at various levels:

Table 2.1. Levels of management

Management Level	Type of planning	Main activities
Top Management	Strategic planning	• Determining the organization's mission and objectives • Determine strategic guidelines and policy
Senior Management	Strategic planning Business/management planning	• Inputs to strategic planning • Decisions on acquisition and optimal utilization of resources
Middle Management	Business/Management planning	• Decisions on acquisition and optimal utilization of resources • Inputs to strategic planning
Supervisory Management	Functional operational Tactical Business & Technical planning	• Development of specific action programs • Inputs for business/management and strategic planning

From the above table, it is clear that all levels of management perform important tasks in the planning process. Some of their roles and functions have been discussed by the researcher below

❖ **Top Management**

According to Nyathi (2009: 5), top management consists of the board of directors, the executive manager and a few assistants or deputy executive managers who together form the management committee.

❖ **Senior Management**

Senior management is a direct link to top management. They make inputs to strategic planning. This level of management makes decisions on acquisition and optimal utilization of resources.

❖ **Middle Management**

Middle management is responsible for the functions of the departments and all heads must ensure that the objectives of their functions or departments are achieved and that the enterprise and functional policy as laid down, is applied.

❖ **Supervisory Management**

Supervisory level management is responsible for smaller segments or subdivision in an enterprise. They implement the objectives of middle management with the aid of practicable detailed schemes and programmes, and ensure that the workers, who are accountable to them, perform their work in a satisfactory manner.

2.10. Management Cycle Process

Milondzo (2003:4) developed the management cycle process as shown in figure 1.2 below.

Figure 2.1. The management cycle process
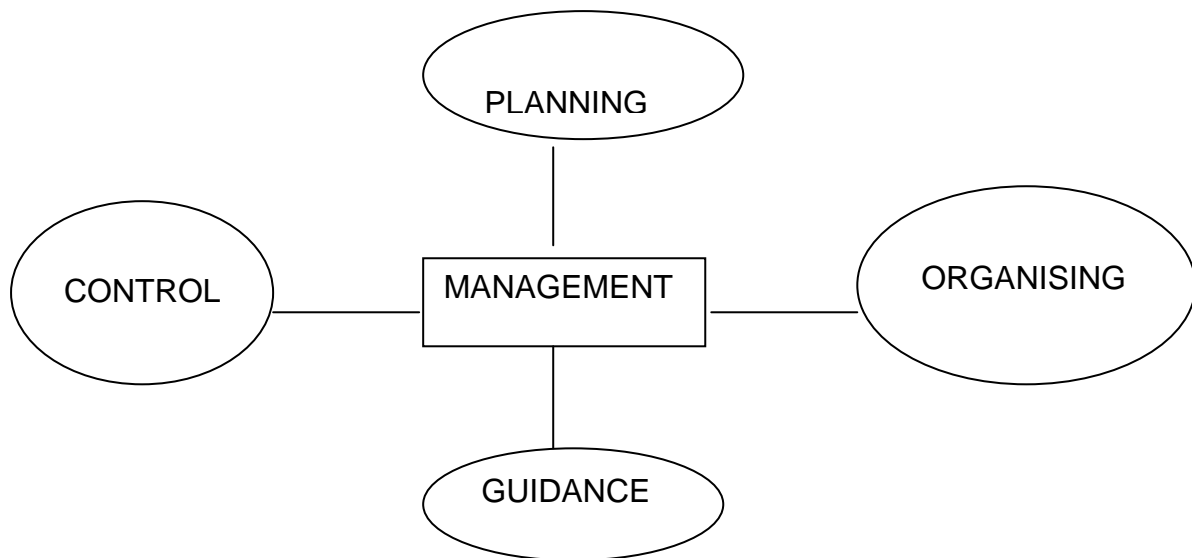
Source: Milondzo (2003:13)

The relevancy of the above management tasks to the implementation of sports programmes have been discussed in full below. Apart from the roles and duties that the sport managers are expected to perform at different levels, there are also components of management that also need to be taken into consideration, namely , planning, organizing, leading and control.

2.10.1. Planning

All the components of management that have been mentioned in the management structure are important, but planning is one of the most important components in sports management. To support this statement, Gouws (2001:20) describes planning as ' a process by which it must be decided before hand what must be done, how it must be done, when it must be done and by whom it must be done'.

Planning may be seen as the reflection, in a basic or theoretical manner, the policy rules, procedure, strategies, methods, skills and expertise by the sport manager to achieve and realize educational aims and objectives through people and resources. Planning also involves investigations to obtain information for this purpose. It includes setting out this information in an orderly fashion and the decision making process of selecting the best methods to achieve the objectives (Milondzo, 2003:112).

From the above information, it is clear that planning play an important role in sport management. This can be realized from the advantages discussed below.

❖ **The importance of planning**

➢ It leads to coordinated action – the various functional divisions are combined as an integrated whole and all activities are aimed at achieving common objectives

➢ It encourages proactive steps –the manager himself can now suggest new ideas and proposals to solve his/her problems

➢ It gives direction

➢ It anticipates the future - the managers start to look at what he has to do now to be prepared in the future for any contingencies

➢ It reduces risks

➢ It promotes cooperation – everyone can work together as a team to achieve objectives.

➢ It is the foundation of other management functions (Gouws,2001:21) - without planning, the manager cannot organize properly , he/she cannot give direction to his subordinates, control will be subjective, because there are no measurable objectives against which performance can be measured.

❖ **Reasons why Sport Managers do not want to do effective planning**

➢ Preference for action- managers usually prefer to do things rather than think over them. The preference to scramble over things creates an illusion that something is being achieved. The illusion hides the fact that activities that are being performed do not necessarily suggest that progress is being made. When working under pressure, managers usually prefer to get it done instead of planning first. Ironically, the more time spent trying to resolve crises, the less time is available to draw up plans to prevent them.

- Uncertainties about future – Managers are usually confronted with feelings of insufficiency when they try to predict the future as information is not readily available during planning. At their level, managers depend on policy pronouncements by top management which is usually delayed. It is important for managers to plan based on what they know, rather than to use the fact that they do not know everything, as an excuse not plan

- Fear of failure – Managers regards failure as a threat to their self-esteem, to the respect that others have for them and even to their job security. Setting definite objectives may leads to a risk of not realizing the set objectives. This is another reason why managers hesitate to plan.

- Lack of organizational knowledge – Lack of organizational knowledge prevents effective planning by a manager. Unless he has a sound knowledge of the enterprise's overall strategy and objectives, it will be difficult to set meaningful objectives for his own unit. Instead of determining the objectives of the organization, most managers feel it is an easy way to continue with what the organization has always done – and to concentrate on doing it right.

- Lack of knowledge of the environment – One of the biggest dangers to managers is to assume that things will continue as they are. Managers are required to have a very good insight into the competition, customers, suppliers and the general public he is dealing with. The opportunities that the organization needs to explore to achieve its objectives as well as the dangers that it has to avoid lie in the external environment. Without the knowledge of this environment and the changes taking place in it, managers can become confused as to the direction that they should take.

- Lack of trust – lack of proper planning by managers can cause mistrust among the employees in the organisation. Mistrust by subordinates can hinder the achievement of intended objectives in the school as an organization. Due to the nature of the above problems, managers are likely to cling to the familiar, rather than to risk the unknown processes.

- Conflict with management style – this may be the reason why managers are unwillingness to plan by managers. Managers prefer quick action, quick

decisions and quick feedback of the work. The common norm is to be involved in concrete problems than to dedicate time to abstract speculation.

➢ Resistance to change – planning implies change. This implies that things must be done differently, that additional things must be done or that things that have been done for a long time will no longer be done. This unavoidably leads to resistance to change amongst the people affected thereby. The more vague the plans and the bigger the change that will follow, the greater the resistance to change. Resistance to change is often the biggest problem, because virtually all people have a built in resistance to change.

The only way to overcome resistance to change is by participation and communication. The more opportunities people have to suggest ideas and to see that their ideas become part of the planning, the more they will experience a sense of "co-ownership" in what is being done, and they will therefore support. A manager must therefore avoid the urge to enforce his plans on others. By pointing out the advantages of change to subordinates, resistance will be overcome. Timing is also important. It is important for managers to discuss planned change with subordinates beforehand so that they will have sufficient time to think it over.

Few immediate results – Most managers want to see results of their actions quickly, as a result, they are not prepared for implement a total strategic plan in small steps (RAU: 2000:23).

The effectiveness of planning depends on the process in which the sports manager follows to achieve the intended objectives.

❖ **The Planning Process**

Figure 2.2.

Forecasting

⬇

Formulation of objectives

⬇

Programming

⬇

Scheduling

⬇

Budgeting

⬇

Policy and procedure
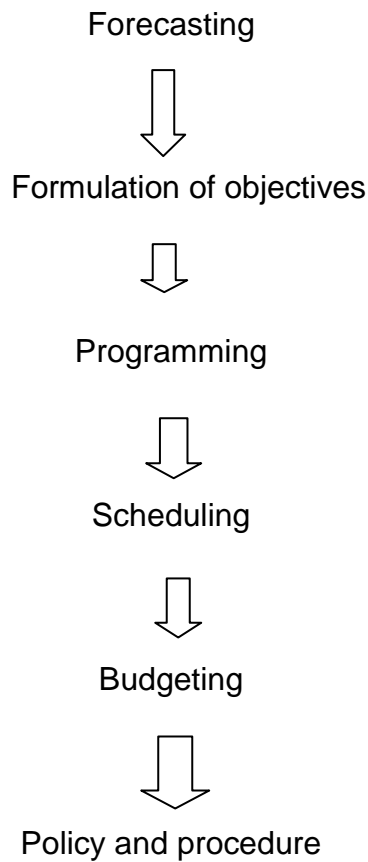
Source: Nkuna (2010:4)

2.10.2 Organizing

Organizing is the management task which is performed to initiate planning and to initiate connections with the various parts of the organization so that goals may be realized and attained effectively.

The following characteristics of organizing can be determined:

➢ It is concerned with grouping tasks, or, stated differently, the vision of work in such a way that plans are affected.

➢ It is concerned with the allocation of duties, authority, and responsibility without abdicating final responsibility.

➢ It is concerned with determining relationships between various people to

promote collaboration by means of co-ordination and job and duty descriptions.

➢ It is concerned with common effort to achieve set goals

➢ Organizing is, in essence, intellectual work or work that involves thought processes which carry out the planning processes and therefore involves desk-work (Walters, 1991:8).

Organizing is also a process which includes the following:

➢ A creative element which is present at all times

➢ Establishing the relationship between persons and groups in order to promote co-operations;

➢ Systematic execution of the work in order to ensure the achievement of objectives and goals in the most efficient manner; and

➢ The arrangement of the enterprise activities and resources (Mavuso, 2011:5).

❖ **Importance of organizing**

➢ Organizing is an essential and integrating element of the management process.

➢ Organizing leads to a comprehensive analysis of the work that must be done, and the resources required to achieve the enterprise objectives.

➢ Organizing devised the total work load into activities that can comfortably be performed by an individual or group of individuals.

➢ Organizing promotes the productive application and use of resources (Mavuso, 2011:5).

2.10.3. Guiding/Leading

The thirds management task is guiding. In the management tasks of planning and organizing, the activities of people are the focus, while in guiding, the interaction is with people. In guiding, the emphasis shifts to the interactions between sport managers and the people involved through which tasks are initiated and kept in

motion. Guiding may be regarded as the management task which gives direction to the common activity of people to ensure that they execute the tasks to achieve a set of goals.

The importance of guiding is that it is the management action that not only ensures the completion of a specific task, but also that the work is well done. However, guiding also ensures voluntary co-operation. Motivation is necessary for this and entails direct contact with sport managers.

2.10.4. Controlling

Control is the work the sport manager does to assess and regulate tasks in progress and those that are completed. Control is the sport manager does to assess and regulate tasks in progress and those that are completed. The control is the sport manager's means of monitoring. From this, it can be deduced that control is subsequent to the sport manager's other tasks. Through controlling, the plan and the execution of the plan are linked and brought together. The sport manager should plan and organize the activities as well as possible and provide guidance. It should also be ensured that each person does the right thing at the right time and place. Sport managers should ensure that their plans work (Mashele, 2011:8).

Control may be defined as "the process during which personal behavior and job performance can be observed and monitored to determine whether the behavior and job performance corresponds with the standards and objectives that have been set , so that corrective action can be taken, if necessary" (Mavuso, 2011:7).

Control is the task of every sports manager, from the senior manager down to the lowest management level. The main purpose of control is therefore to ensure that actual results correspond with set objectives as far as possible.

This can only be achieved, if the sports manager understands the importance of control in the management of sports in schools.

❖ **Types of control**

Figure 2.3. Types of control

Human, material, capital and financial resources are acquired and combined in the enterprise	→	Where planned internal activities occur	→	Leads to results obtained

Control before execution		Control during execution		Control during execution
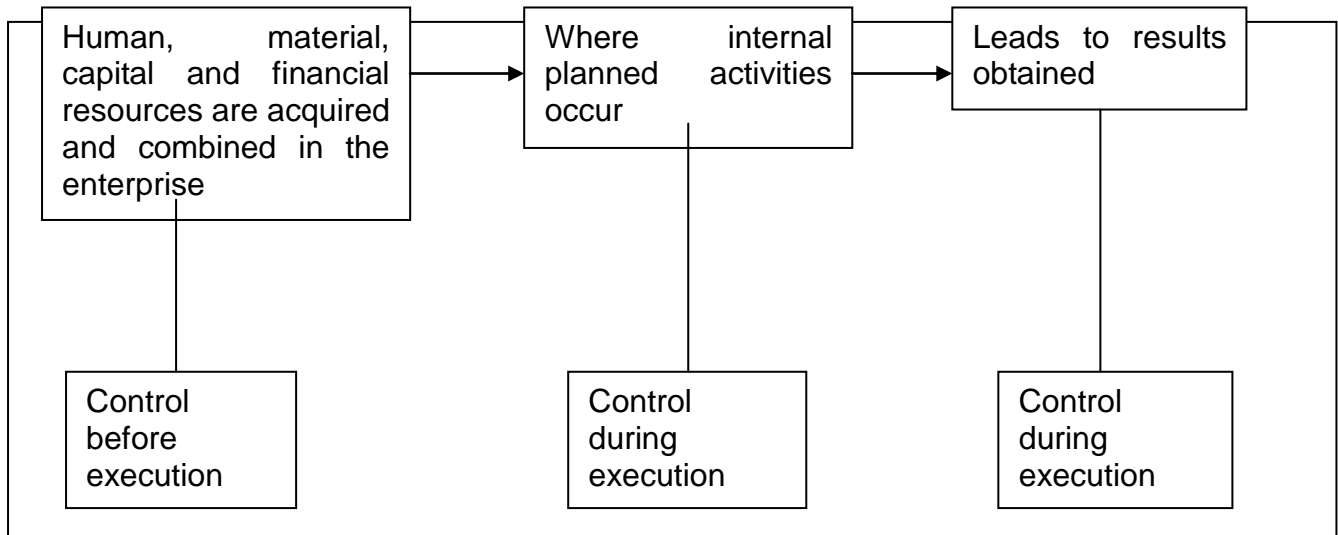
Source: Nyathi (2010: 4)

❖ **The importance of control in Sports Management**

The primary purpose of control in sports is to ensure that activities are taken in such a manner that objectives will be achieved successfully.

According to Mawila (2011:6) the importance of control can be outlined as follows:

- standardized action to increase efficiency;

- The evaluation of management efficiency in respect of planning;

- Prevention of malpractices, theft and wastage, as well as the reduction of refuse;

- Stimulation of delegation because the subordinates to whom are delegated can be controlled effectively

- Performance measurement of all workers;

- standardized quality to satisfy consumers; and

- Environmental change entails that activities cannot be performed according to

original plans and it is therefore essential to monitor and review plans continuously. From the above information it is clear that the implementation of sport programmes can only be successful if the sport managers follow the guidelines of effective control

❖ **Guidelines of effective control**

The effectiveness of every organisation depends on the systems and mechanisms that have been put in place. The managers must also delegate responsibilities to their subordinates so as to monitor and control the deviant behaviors within the organisation. This process always engage the subordinates to participate in decision making. System control is needed to shape the behaviors of both managers and employees towards the achievement of intended goals and objectives.

➢ Simplicity

➢ Participation

➢ Management by objectives

➢ Reaction to Information

➢ Correct use of control

➢ Uniqueness of every control system

➢ Self- adaptation

Control is a very important function in the sport manager's relationship with team managers, coaches, technical officials and other role players. Without this, it would hardly be possible to control and evaluate sport activities. Positive control ensures that sport managers do their preparation, players will be developed and evaluated and tasks will be carried out. Control effects the coaching, but team managers also have a supervisory role in connection with the players. Positive supervision does not merely mean to find fault and to punish. Its sole purpose is to ensure efficacy throughout the school. The supervision is to encourage progress on the part of the sport managers and players (Nyathi, 2010:5). To achieve this process, the sports manager must also take process and guidelines for effective control into consideration during the implementation of sport programmes.

2.11. Factors that Support Effective Leadership Styles In Sport/Schools

2.11.1. Motivation

Motivation is described by Grobler, Warnich, Carrel, Elbert and Hatfield (2011:273) as the force that energizes human beings to behave in a certain manner and persists to do so even in the face of one or more obstacles, with the ultimate aim of achieving organizational objectives. Motivation is therefore the driving force behind performance. Steyn van Niekerk (2005:141) add that motivation has more to do with incentives, needs, tensions, and other forces within (internal motivation) human beings that energise, channel and sustain human behavior.

2.11.1.1. Motivation Process

Figure 2.4: Motivation process
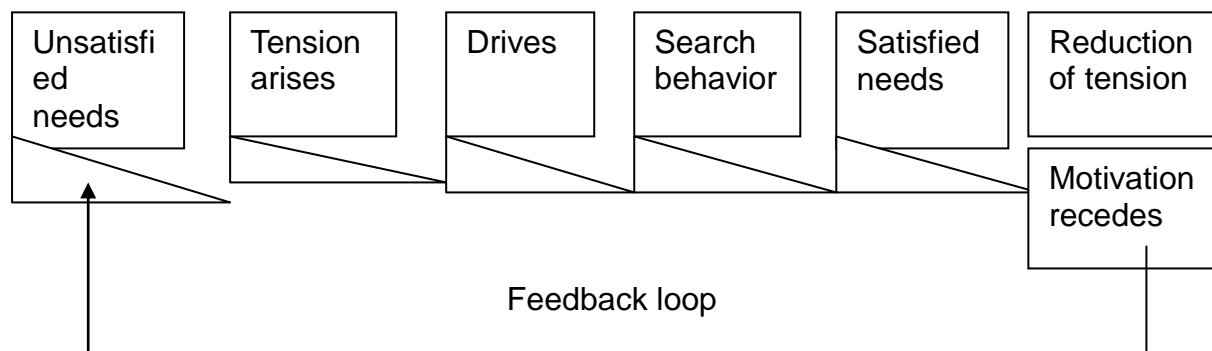
Source: Adapted from Robbins and Coulter (2013:425)

Figure 2.4. above depicts a motivation process. According to Robbins and Coulter (2013:425), the figure illustrates that what triggers motivation is the need that arises, either within or outside the individual, Tension is then created. The individual's eagerness to satisfy this need creates motivation which drives the behavior of the individual concerned to behave in a particular manner. One the need is satisfied, tension is reduced and motivation recedes. In a sport situation, this need should be related to sports objectives, so that the search for the satisfaction of it leads to the attainment of sports objectives. A feedback is created where dissatisfaction is the outcome of motivation and where another need arises from a satisfied process. For example, if a school football team attains the desired overall results of winning 60% of its games in the circuit school league, a new need arises where the school desires

where the team desires to win 80% of its games, this becomes a new need and the motivation process will re-start all over again. The role of the effective team coach is to understand what motivates his players in order to perform better.

2.11.1.2. Motivation Theories

There are two types of motivation theories, namely (viz) Content and Process theories. For the purpose of this study, the content theories will be outlined below.

❖ *Content Theories*

Content theories are described by Mullins (2011:426) as those theories that are concerned with identifying people's needs and their relative strengths, and the goals they pursue in order to satisfy the needs. According to Mullins (In Luthans, 2011:260), Content theories emphasize the nature of needs and what motivates. The examples of content theories are:

➢ Maslow's hierarchy of needs

➢ McGregor's theory

➢ Alderfer's need hierarchy

➢ Herzberg's two-factor theory , and

➢ McClelland's achievement motivation.

Maslow's hierarchy of needs model will be outlined in brief below.

❖ *Maslow's Hierarchy of needs model*

Maslow (In Steyn & Van Niekerk, 2005:144) identified a five step hierarchy of needs model as follows:

➢ Physiological needs: these included food, air, sleep, etc. as appearing on the figure below. These are necessary for the normal functioning of the body.

➢ Safety needs: these include protection from attacks, emotional harm, and other needs

➢ Love or social belonging needs: these include affection, sense of belonging,

etc.

- ➢ Esteem needs: such as self-respect and esteem for others

- ➢ Self-actualization needs: such as growth, achieving one's potential, and others

According to Maslow (In Robbins & Coulter, 2013:426) only an unsatisfied need motivates the worker, and a satisfied need does not motivate sport managers. Once the need on the lower level is satisfied, the need on the next level of hierarchy becomes dominant. Maslow (In Robbins (Coulter, 2013:427) himself did indicate that the satisfaction of needs on these levels should not follow each other in the order as they are labeled on the hierarchy, as indicated in figure 2.5.

Using Maslow's hierarchy of needs model (Amos, Ristow, and Pearse, 2008:179), sport leadership can motivate individual coaches and ensure performance by identifying those needs of individual coaches that can be satisfied at school level, for example, proper facilities, equipment, time-offs, recognition(awards), knocking off earlier than others because of extra time training sessions and recommending promotions.

This is possible pertaining to lower level needs, however, rotational allocation of coaching and technical opportunities may help to boost confidence for those who may need to equip themselves. What is of importance in this study is the fact that sport managers should acknowledge that each individual player's needs are unique, that needs change from time to time and that cultural backgrounds of players will influence the needs that drive them to behave the way they do.

Figure 2.5: Illustration of Maslow's hierarchy of needs
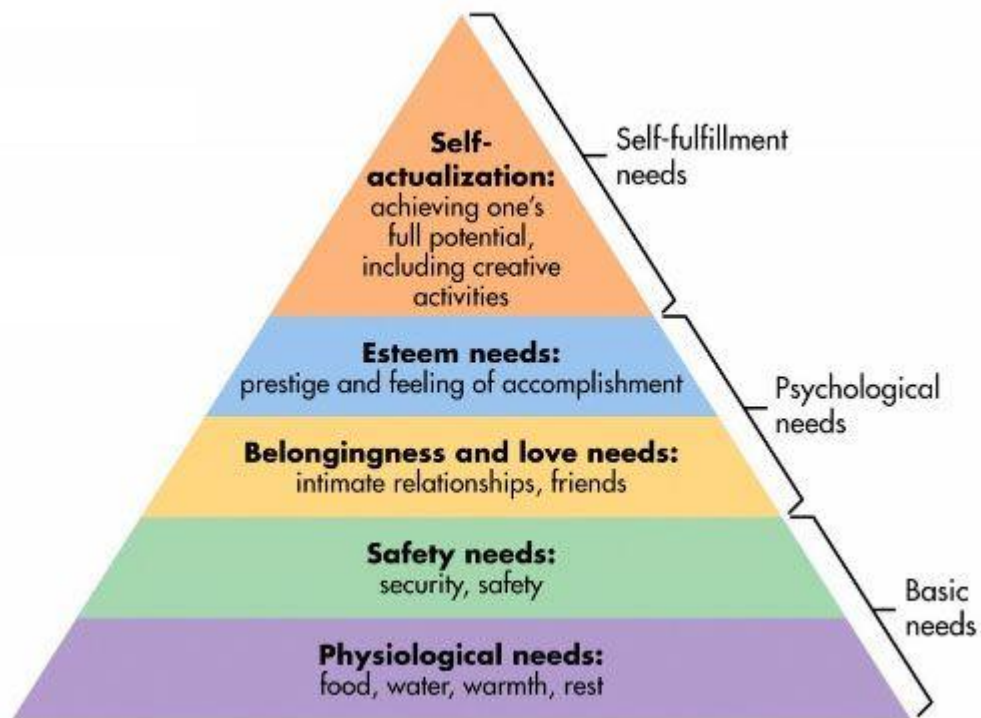
Source: McLeod (2014)

2.11.2.   Management by Objectives (MBO)

A participative approach to the managerial function of planning, organizing, leading and controlling, is a process called management by objectives (MBO). It has been introduced by Peter Drucker (In Mullins, 2011:468) in 1954 and adopted by McGregor (In-Mullins, 2011:468), as a means of goal-setting, appraisal of managerial performance and self-assessment. Robins and Cenzo (2008:77) stated that "instead of using goals to control, MBO uses them to motivate". To attain the above intended objectives, sport organizers need to be aware about the principles of Management by Objectives.

2.11.2.1. What is Management by Objectives?

Robins and Cenzo (2008:77) describe MBO as "a system in which specific performance objectives are jointly determined by subordinates and their supervisors, progress toward objectives is periodically reviewed, and rewards allocated on the basis of progress". MBO programmes are widely used in private and public organizational settings. Cassidy and Kreitner (2008:242) believe that what makes these programmes so popular, is that they lay emphasis on the objectives that are specific, measurable and that they are jointly set. Objectives are jointly set by lower-sport managers and highest sport managers, therefore the (objectives) work from bottom up as well as from top down. For Robins and Cenzo (2008:77), the assumption drawn is that since each individual within the organization has identified his or her specific contribution to make, the unit's objectives will be met. If all units' objectives are met, the organization's overall objectives will be met.

2.11.2.2. The cycle of MBO

Mullins (2011:468) was able to identify six stages that form an MBO cycle as follows:

 - ➢ **Setting objectives** – All sport objectives are written down. Objectives should be specific, clear, obtainable and measurable. The setting starts from the top management of the school derived from the National down to the Provincial and lastly to the district objectives. The process filters down, one layer at a time. All team managers in a school are involved, no sport manager is allowed to dominate the process (Cassidy & Kreitner, 2008:242). The role of the effective sport manager is to relate and clarify the objectives to team managers, who should incorporate these objectives in the annual plans and be implemented in their daily activities. It should be indicated clearly by the sport manager that the achievement of objectives by each individual team manager, is ultimately the achievement of the whole school's objectives.

 - ➢ **Developing action plans** – HOD's and senior teachers translate objectives set in the setting objectives stage into action statements participatively. The Principal and Deputy-Principals ensure that HOD's plans complement one another and that they are in line with the overall objectives of the school.

Mullins (2011:468) indicated that where objectives are more than one, prioritize and rank them in order of that priority. The role of the effective principal is to help the staff in prioritizing these objectives so that all staff members are going towards the same direction.

Figure 2.6: MBO Cycle
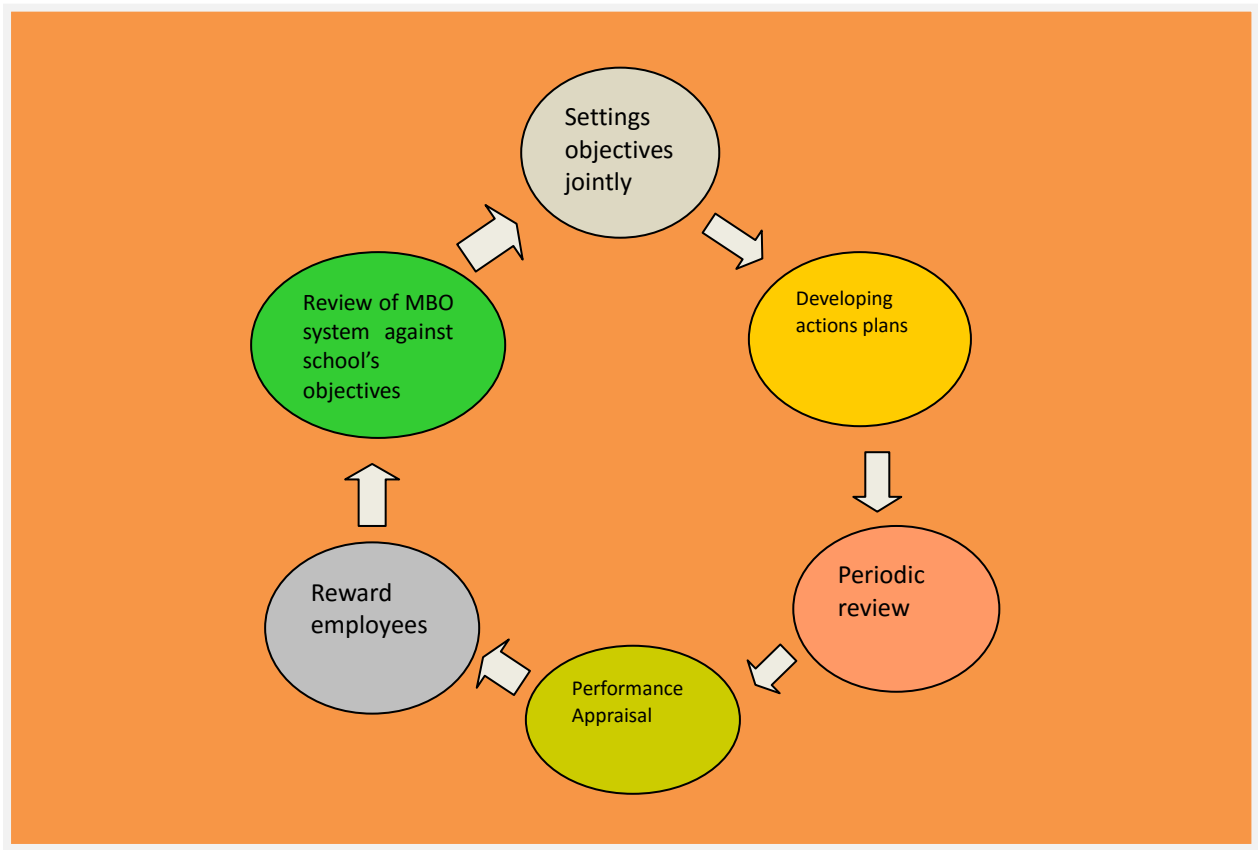
Source: Seema (2014:63)

> ➤ **Periodic Review** – When plans are put into action, performance is monitored against action statement in the developing of action plans stage. Cassidy and Kreitner (2008:243) recommended face- to- face meetings between sport managers and their team managers in the interval of three months .A shorter period may be recommended where possible. The meetings are conducted for the purpose of :

➢ Checking the validity of sets of objectives, in view of unexpected events

➢ Amending those objectives that are obsolete

➢ Checking progress toward valid objectives

➢ Affording sport managers the opportunity to give feedback.

These review meetings are important to ensure that targets are not missed, and misunderstandings are clarified. The role of the effective principal is to ensure that supervisors are briefed first before they hold review meetings with their supervisees, so that they approach individual with a common understanding of the school's objectives. At this review meetings, objectives already attained are identified by both the supervisor and supervisee, the extent of attainment indicated by supervisees, and indicated when to attain those not yet attained. Challenges hampering progress are also identified and possible solutions are devised (Milondzo: 8)

➢ **Performance appraisal** - Toward the end of a complete MBO cycle, evaluate performance against the previously agreed – upon objectives in the setting objectives stage, as expressed by Cassidy and Kreitner (2008:244). Supervisors, acting on behalf of principals, rate and score objectives according to evidence of performance. Ratings are agreed upon by both the supervisor and the supervisee. The recommendations for percentages of payments and increments of salary are openly set.

➢ **Rewarding Performance** – Pay employees according to the rating of objectives. Management should ensure that every employee is rewarded before a new cycle is commenced. If payment is not done on time, reasons should be given to employees, so that they (employees) should not regard this exercise as futile (Mullins, 2011:469).It is the role of the effective principal or the HOD's on behalf of the principal, to make follow ups to this payments, and the sport managers should also inform the principal or the HOD's, where payments are gone

➢ **Overall review** – A review of the whole MBO cycle is done to assess its fairness in rating, whether there are modifications to make, especially in rating performance. Robins and DeCenzo (2008:79) regard this stage as the control

phase of the MBO cycle. The main purpose during this phase, is to find a common cause of bettering a way of representing actual performance in terms numbers for objectives on planning. The role of the principal and the Senior Management Team (SMT) is to ensure that the whole MBO cycle is reviewed to perfect the previous one. Besides MBO cycle, there are also MBO facilitation guidelines, as indicated in table 2.2. Below

Table 2.2: Guidelines for facilitation of MBO

Guidelines	Responsibilities
1. Identify an employee's key job tasks	• Define what you want your employees to accomplish • Request each employee to describe his/her job responsibilities
2. Establish a specific and challenging goal for each task	• Identify the level of performance expected for each employee • Specify a target for each employee • Specify realistic deadlines for each goal
3. Allow the employee to participate actively	• Give employees tasks that would make them participate
4. Prioritize goals	• Rank goal in order of performance • Rate goals in numbers according to level of difficulty and importance • Mix goals, i.e. do not set easy ones only.
5. Build in feedback mechanisms to assess goal progress	• Provide self-inspection report. • Provide for supervisor-inspection report
6. Link rewards to goal achievement	• Rate and score objectives in terms of performance • Emphasize evidence of performance • Rate and score objectives objectively • Pay for performance only

Source: Adapted from Robbins and DeCenzo (2008:79)

From the above information, it is clear that the school as an organization cannot be effective unless the principal and his or her school management team set clear and achievable objectives in their sphere of operation. To fulfill this process, the principal must involve other relevant stakeholders in decision making so as to enhance the effectiveness of the school and leadership.

2.11.3. Decision Making in Sports Management

2.11.3.1. What is Decision Making?

Fred Luthans (2011:259) defined decision making as "choosing between alternatives". Cassidy and Kreitner (2008:286) describe this further as a "process of identifying and choosing among alternative causes of action in a manner appropriate to the demands of the situation". Luthans (2011:259) does not indicate whether decision making is an act or a process and does not indicate the relevance of the situation in his explanation. The following is a discussion to clarify a process and demands of the situation, according to Robbins and DeCenzo (2008:101):

Decision making is a process, not an act. It consists of steps (Owens, 2001:270; Cassidy and Kreitner (2008:298); Robbins & Coulter, 2008:135; Robbins and DeCenzo (2008:101) or phases (Luthans (2011:260) beginning with the identification of a problem, develop an alternative, and end up with the evaluation of decision effectiveness. This problem is a discrepancy between an existing and a desired state of affairs.

The demands of the situation require that the decision maker should try to isolate a solution out of a number of alternatives, to fit the demands of the situation within which the state of affairs prevails. Every problem is unique, the solution to it should be appropriate to the context within which it is made. For example, in order to accommodate multi grade sport in school X, general practice schedule was made in such a way that senior phase learners (grades 7,8 & 9) are taken as one group, and practice at the same time facilitated by one coach. This is possible because school X has a total of 4 coaches with a total number of 50 players. The solution cannot be generalized to other schools, where grade 8 alone has a total of 300 players.

2.11.3.2. Decision Making Process

Figure 2.7: Decision making process
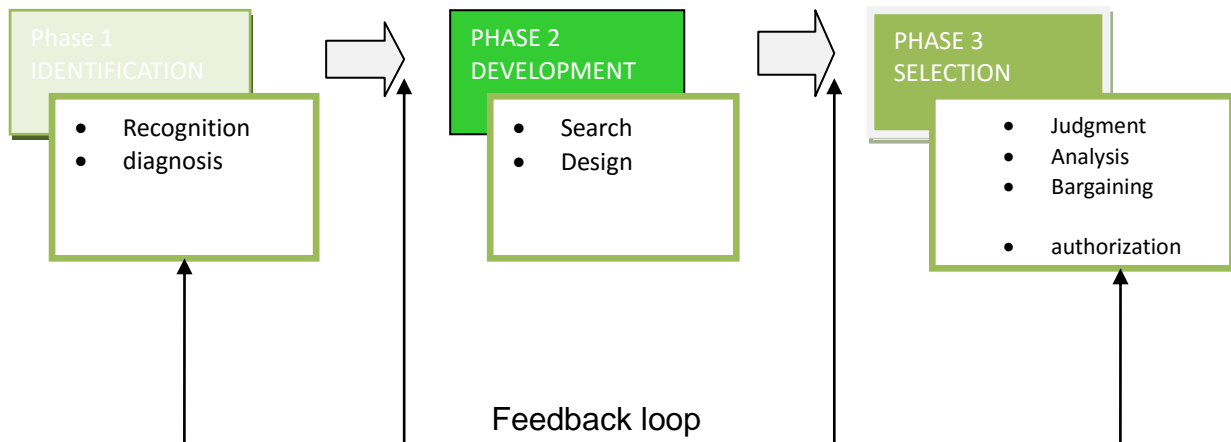
Source: Adapted from Seema (2014:66)

Figure 2.7 above illustrates a linear representation of decision making model with three phases. A feedback loop indicates that a decision making process is iterative and ongoing, whereby the results of one decision provide new information in which to base other decisions (Owens, 2001:270-271). A feedback loop is caused by timing, disagreements among School Management Team, management turnover, abrupt appearance of a new alternative, among others. To indicate that decision making process is ongoing, it is sometimes represented in cyclic models. Each block in figure 2.7 represents a phase. The following discussion is based on the phases of the decision making process, as developed by Mintzberg and his colleagues (Luthans (2011:260):

Phase 1: Identification of a problem

The decision making process starts with the identification of a problem. A problem is a discrepancy between an existing and a desired state of affairs. The following hints are important to sport managers, as observed by (Robbins & Coulter, 2008:135):

➢ *Identification of a problem is subjective.* What one sport manager may view as a problem may not be viewed as a problem by another.

➢ *A problem should not be confused with symptoms.* A drop in performance by one sport team in a school is an example of a symptom. The problem to such

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a symptom might be lack of equipment, facilities, practice time, poor coaching skills, etc.

➢ A sport manager, who *mistakenly resolves a wrong problem perfectly*, is likely to perform as poorly as the sport manager who *fails to identify the correct problem and does nothing.*

Robbins & Coulter (2013:136) have shown that the following characteristics of problems are interrelated, and sport managers should consider them in identifying a problem:

✓ *Be aware of a problem*. If things are not where they should be, a discrepancy exists, If in a school sport team, content coverage of a particular session is backward of what a pace setter prescribes, then there is a discrepancy. But that fact alone is not enough for the sport manager to act, the following characteristics should be considered also,

✓ *Be under pressure to act.* The sport manager may be empowered to act by school sport policy, the upcoming circuit games, deadline for submission of team lists, among others.

✓ *Have resources needed to take action.* If sport managers do not have authority, information, and resources to act, they may not recognize a discrepancy as a problem, instead they may regard the situation as the one in which unrealistic expectations are placed on them.

Phase 2: Development

During this phase, there is a search for existing procedure or solutions already in place or the design of a new solution. The following decisions are important for sport managers:

➢ Robbins and DeCenzo (2008:109) have indicated that where there is a standardized procedure for handling a problem, the decision is programmed. Such decisions are already stipulated in disciplinary procedures and codes, school sport policies and rules, among others

➢ There are also non programmed decisions that school managers have to

arrive at. Luthans (2011:259) has indicated that designing a new solution is challenging because the decision maker has a "vague idea of the ideal solution". Such decisions are unique to particular situations and they do not occur often.

Phase 3: Selection

There are three ways of selecting a decision during this phase, as mentioned by Luthans (2011:260), namely judgment, analysis and bargaining.

➢ Judgment is used where the decision maker relies on experience and intuition rather than logical analysis.

➢ Analysis is used where the decision maker makes an analysis of the alternatives on a logical systematic basis

➢ Bargaining is used when the selection of alternatives involves a group of decision makers. Trade unions and political groups use it to gain support. When the decision is accepted formally, authorization is made.

2.11.3.3. Decision making Styles

Robbins and DeCenzo (2008: 112-113), together with Lathans (2011:262-263) agreed that decision making styles differ along two lines, namely,

➢ The way of thinking – some sport managers are more rational and logical in the way they make decisions, i.e. they verify that information is logical, orderly and consistent before they make a decision.

➢ Others are creative and intuitive, i.e. they do not process information in a logical and orderly manner, but look at information as a whole before they make a decision.

➢ Tolerance for ambiguity – Sport managers who are creative and comfortable with uncertainty (high level of tolerance) cannot develop and evaluate alternative decisions the same way as sport managers are conservative and less likely to accept risk (low level of tolerance).

Robbins and DeCenzo (2008: 113) and Luthans (2011:263) further agreed that there are four decision making styles, namely, Analytical, Conceptual, Directive and behavioral. The following discussion is based on figure 2.8 below and will help to clarify what each of these styles entails:

Figure: 2.8: Decision making Styles

High

Analytic	Conceptual
Directive	Behavioral

Low

Rational ⟶ intuitive
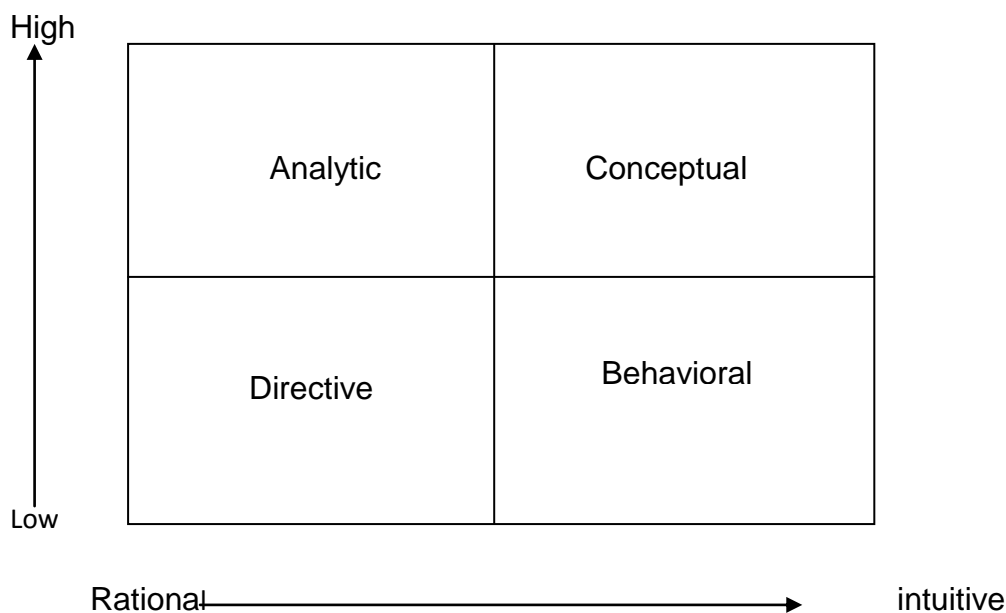
Source: Seema (2014:72)

- ✓ Directive Style – Sport managers using this style of decision making have a low tolerance to ambiguity and are rational in their way of thinking. They are also efficient, logical, fast decision makers and focus on the short run. Due to their speed in processing information, they usually take decisions with sufficient information and a few alternatives.

- ✓ Conceptual Style – Decision makers are broad in their outlook, consider many alternatives, focus on the long term decisions and are good in finding creative solutions to problems.

- ✓ Analytical Style – Decision makers have high tolerance to ambiguity, need more information and would consider more alternatives before they make decisions. They are more careful in taking decisions and can adapt and cope with unique situations.

✓ Behavioural Styles – Decision makers are working well with others, more concerned with the achievements of others, consider suggestions of others, use meetings to communicate with others and try to avoid conflict. They like to be accepted by others and try to avoid conflict. They like to be accepted by others, and they do not like to take tough decisions, especially when this will upset others.

Sport managers can use a combination of these styles in decision making, depending on the situation at hand. There are situations where the decision maker has to act with speed and little information, e.g. rushing an athlete who collapsed to the clinic, hospital or doctor; or requesting an officer to fax part of an incomplete document. The said examples need speedy attention and a Directive decision making will be most appropriate. In disciplinary proceedings, a Conceptual Style decision making is most suitable since grievance procedures had to be followed to the latter, especially where employees are faced with serious misconducts and may lead to teacher's dismissal. Sport managers some sometimes take tough decisions, without necessarily upsetting coaches affected by the decisions. Indicating to coaches how important the decision is to them and the attainment of the school's objectives, the sport manager will be supported (Behavioral Style). Involving coaches in decision making process reduces possibilities of conflict, leads to effective functioning of the school, the teacher' expertise and knowledge are made available,Source: Robbins and DECenzo(2008:113)

Apart from this styles explained above, the sport organiser should also take the following types of decisions into consideration:

➢ Adaptive decisions – The sport manager should use this type of decision when he or she use directive as a style of decision making. To accomplish this process, the sport organizer, the principal and his or his management team (SMT) can take speedy and hasty decisions due to the urgency of the matter, e.g. when the sport manager suddenly gets ill, the principal should allow coaches to be taken for medical consultation, and only fill in sick leave forms thereafter.

- Innovative decision – The sport manager takes this type of decision when he or she allows for technology to supplement the supplement the conventional way of doing things. The sport manager should allow staff to supplement the filling practice with computer system of snoring of storing information; he or she should also allow for the downloading of information from internet, to supplement the one that is readily available from the textbooks; or even getting information from internet to teach coaches when LTSM delivery is delayed.

- Routine decision- The sport organizer uses this decision when he or she is basing his or her decision on stated rules, resolutions, policies, among others. The sport organizer may not allow a coach to leave the school merely because the school has one additional coach in excess of the school established, without following a stated procedure. The effectiveness of decision making depends on how sport organizers delegate others in the implementation of the sport programme.

2.11.4.   Delegation in Sport Management

Delegation is defined by Cassidy and Kreitner (2008:186) as a "process of assigning various degrees of decision making authority to lower level employees". Mullins (2011:691) make an addition to this definition by adding that it is part of the managerial function that involves some element of risk. At a school level, this process implies that a principal distribute a portion of his or her workload to others at lower level, e.g. deputy principal (s), heads of departments (HoD's), senior teachers , teachers and even administrative officers.

By distributing these tasks to other staff members, accountability is created to the staff member to complete tasks delegated effectively, and then report progress made to the person who delegated the tasks. Cassidy and Kreitner (2008:186) warned managers that what should be delegated is authority, and not responsibility. Therefore, delegation is the sharing of authority, and it should not be confused with the abdication of responsibility. The main question pertaining to delegation is: If authority is delegated, can power, responsibility and accountability also be delegated? In order to respond to this question, differences between authority,

power, responsibility and accountability have to be drawn. The following discussion focuses on Authority, Power, Responsibility and Accountability.

- *Authority* is described by Mullins (2011:691) as the legitimate right to instruct, command, give orders, and take action against those delegated with tasks if they do not perform (actions taken include; not to recommend payments, promotions, among others). These are some of the legitimate rights of the principal at the school, while the Department of Education has the right to appoint principals and give them authority to manage the schools on their behalf. Authority therefore resides in the position, not in the person. It is the position of the principalship that gives the principal the authority. When a principal resigns or retires, authority is relinquished and given to the successor.

- *Power,* according to Daft (2012:327), refers to the ability to influence the behavior of others to do what they may not do without it. It may or may not be based on a formal position in a school. Unlike authority, power resides in a person. If a person with this ability to influence behavior of others resigns, he or she resigns with it. Some people however, have both positional authority and power. Such people are more likely to succeed on their relationship than those without personal power. Power can either be negative or positive. Thus, people who possess this ability can use it either to destroy or benefit the school as an organization. It is therefore important to channel this ability to the accomplishment of the school's objectives.

- *Responsibility* refers to the obligation and duty to perform a delegated task or function in an organization. The principal has the responsibility to manage the schools' activities and teachers have the responsibility to perform the tasks delegated to them. Therefore, the responsibility of the principal cannot be delegated to another teacher. According to Mullins (2011:691), delegation increases the principal's responsibility because there is additional responsibility for the principal to ensure that the delegated task is completed by the teacher.

- *Accountability,* for Mullins (2011:692), refers to the employees' obligation to give an account of progress to the person who delegated him or her with tasks to perform. Therefore, every employee has his scope of accountability.

The principal is accountable to School Governing Body (SGB) and Circuit Manager, the teachers are accountable to the person who delegated tasks to them, e.g. the principal or deputy principal or HOD. The principal cannot expect the teacher to account to those who delegated authority to him or her. Thus, accountability cannot be delegated to someone else, instead it is created someone delegates authority to another.

A response to a question raised above is that authority can be delegated, because it does not reside in the person, whereas power cannot be delegated, because it is a personal possession and cannot be relinquished when a possessor of it leaves the position. Accountability and responsibility cannot be delegated either. They are instead, created and increased respectively. In order to understand this process, the sport organizer should understand the stages in the delegation process.

2.11.4.1. Main Stages in the Delegation

The main stages in delegation have been listed by Mullins (2011:690) as follows:

- Clarification of objectives, policies and procedures – this is done to provide for a framework for the exercise of authority and the acceptance of responsibility.
- Agreement on terms of reference – make a decision on the outcomes to be realized, and agree with the subordinate on what should be done to achieve them.
- Give guidance, support and training, and patterns of communication – once subordinates have agreed and accepted delegation, give guidance, support and any training necessary.
- Effective monitoring and review procedures – target dates are set, expected levels of performance clarified, (where possible quantities should be expressed in terms of numbers and percentages), monitoring of performance is done, and subordinates should be clarified on how performance in each area is to be measured and evaluated.
- Freedom of action with agreed terms of reference – the subordinate is given freedom to perform within the agreed boundaries of the previous stages.
- Reward outstanding performance – link the delegation process with reward. This reward could be in a form of performance payment, enhanced

opportunities of promotions, personal development, and further delegations, among others.

The most popular delegation processes that are linked to the reward system in schools, which the principal should be aware of are; acting allowance, the Integrated Quality Management System (IQMS) for school based educators and Performance Management and Development System (PMDS) for office based educators for officials employed in terms of Public Service Act (PSA). In other cases, delegation processes are not regulated effectively.

2.11.4.2. Benefits of Delegation

Cassidy and Kreitner (2008:188) agree on the following benefits of delegation:

- Best use of time – It leaves the manager with more time to consult and improve the process of communication, if it is positively done.
- Training and Development – It provides a means training and developing a subordinate for promotion. Some school managers use this process when they are about to leave the schools, to train someone who will take over from them (succession management).
- Strength of the force – It is a form of participation and can lead to the following: improved morale of sport managers, increase levels of motivation and job satisfaction for sport managers, reduce possibilities of conflict among coaches, creates a healthy sport climate conducive for subordinates to become involved in planning and decision making processes. If Sport organizers and other stakeholders want to implement the School Sport Mass Participation Programme successfully, therefore conflict among them should be avoided. Apart from this process, stakeholders need to be aware of the various types of delegation.

2.11.4.3. Types of Delegation and Implications to School Sport Mass Participation Programme at Malamulele East in Vhembe

There are normally two ways of delegating tasks with the accompanying responsibility and authority which can be employed by Senior managers in school sport, namely:

- Linearly, in which delegating takes place according to seniority and hierarchical structure
- Linearly concentric, which means that the Senior manager delegates tasks directly to various staff members. Figure 2.9. Below exemplifies the various ways of delegating tasks.

Figure 2.9. : DSAC Organizational Structure for School Sport

```
                    ┌─────────────────────┐
                    │   Senior Manager    │
                    └──────────┬──────────┘
                               │
                    ┌──────────▼──────────┐
                    │ Manager      School │
                    │ sport               │
                    └──────────┬──────────┘
                               │
                    ┌──────────▼──────────┐
                    │ Deputy     Manager  │
                    │ School sport        │
                    └──────────┬──────────┘
```

| Sport officer Sekhukhune District | Sport officer Capricorn District | Sport officer Vhembe District | Sport officer Mopani | Sport officer Waterburg District |

| Malamulele East Cluster Co-coordinator | Thohoyandou Cluster co- coordinator |
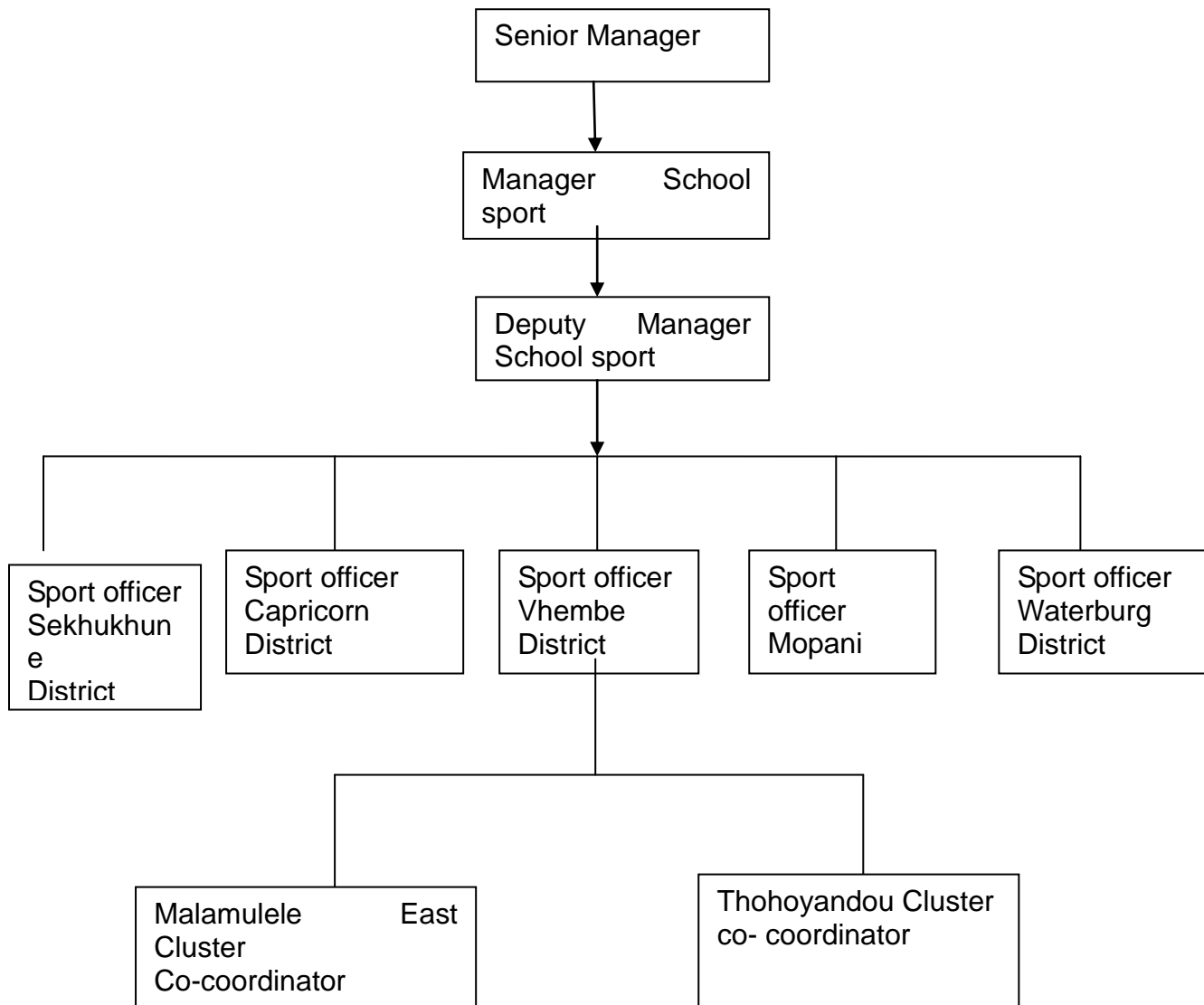
Source: DSAC (2009)

From Figure 2.9 above, it is clear that the Senior Manager can delegate tasks to the Programme manager, Deputy Managers, Sport Promotion officers as well as Cluster Coordinators.

Milondzo (2003:117) reinforces the view that every person who delegates tasks must bear the following in mind in order to be able to delegate effectively:

➢ Authority and responsibility should be delegated with specific tasks;

➢ The correct Sport manager should be selected and the delegator must have confidence in the other person's ability to execute the tasks;

➢ The task must be clearly outlined; sufficient information be given and guidance and assistance provided if necessary.

The most important value of delegating lies in the fact that Managers are freed from most routine tasks. They are able to spend their time on management tasks, which are their most important part of their functions as managers of their programmes. Every Sport Promotion officer and Cluster coordinator in the Departments should have objectives, as should every unit, every section, and so on. Furthermore, objectives should be clearly stated so that they will be of some practical values to School Sport Mass Participation Programme.

One of the key responsibilities of the Sport Promotion Officers is to help their Sport organisers to clarify their duties pertaining to the implementation of the School Sport Mass Participation Programme. In order for the School Sport Mass Participation Programme to function well, there should be a clear working relationship in all spheres of operation. To achieve the intended goal of the School Sport Mass Participation Programme, there should be a clear delegation of powers, duties of Sport Promotion officers, Cluster coordinators and Sport organizers in every cluster. Malamulele East is not excluded from the above process.

2.12. Conclusion

This chapter presented the review of relevant literature in Sport Management. This was done through an examination of Sport Management within the context of the school as an organisation. Aspects such as leadership theories, managerial tasks, levels of management, leadership styles, motivation, management by objectives, delegation and the role of senior managers in managing delegation of powers in the mass participation programme were also discussed. In the next chapter, the research philosophies, approaches, research designs, methods and techniques that were used to collect, analise and interpret data in chapter four will be discussed in full.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

In the previous chapter, the researcher has presented the review of literature. This chapter focuses on research methodology, design and research techniques that have been used to collect and analyse data in the study.

3.2. Research Methodology

Hussey and Hussey (1997:50) point out that methodology refers to the overall approach evident in the research process from theoretical foundation to the strategies that are used in the collection and analysis of data. Methods, in contrast refer to the specific means by which data is collected and analyzed. Milondzo (2003:9) argues that there is no single, perfect method of obtaining data. For this reason, he maintains that collecting data by more than one method often yields good results. In this study, the research methodology will be divided into the following sections: research designs, population and sample, data collection and data analysis.

3.3. Research Design

According to Henning, Van Rensberg and Smit (2004:30) research design is defined as "the manner in which the research is visualized and carried out, and how the findings are eventually put together." In support of the definition, Mavundza (2009:48) defines research as "a plan of procedures for data collection and analysis that is undertaken to evaluate a particular theoretical perspective." According to Hussey and Hussey (1997:117) a research design consists of the following:

- ✓ Identifying the research problem;
- ✓ Determining the purpose of the research;
- ✓ Developing the theoretical framework;
- ✓ Defining research hypothesis/questions
- ✓ Defining terms
- ✓ Identifying limitations of the study
- ✓ Deciding on methodology; and

✓ Determining expected outcome

Due to the nature of the study, the researcher employed both qualitative and quantitative designs to collect and analyze data in the area of the study.

3.3.1 Qualitative Research Design

This is a method in which procedures are not strictly formalized, while the scope is more likely to be undefined, and a more philosophical mode of operation is adopted. This can be applied to the study of the past and that of current events. When the qualitative method is applied to the past, it is referred to as historical research, when it is referred to current events it is referred to as qualitative research method, Chauke (2006: 5).

According to Partington (2003:109), qualitative method refers to the "design where data is collected in the form of words and observations as opposed to numbers and analysis is based on interpretation of data collected as opposed to statistical analysis. Qualitative method is a method of data collection in which the procedures are not strictly formalized, the scope is likely to be undefined, and a more philosophical mode of operation is adopted. This method enabled the researcher an in depth understanding of first hand information and phenomenon, and data collected that make the process of investigation definite shape during the research.

3.3.2 Quantitative Research Design

The quantitative research design provided the researcher an opportunity to make value free investigation. Aray, Jacobs and Razaviev (2002:565), define quantitative method as "enquiries that use operational definitions to generate numerical data to answer set questions of the study. Utts and Heckard (2007:71), attest that inferential statistics are "a category of statistical technique that uses sample data to make conclusions about the broader range of individuals than just those who are observed.

Qhosola (2011:45) argues that the quantitative research method places heavy emphasis on using formalized standardized questions and predetermined response options in questionnaires and surveys administered to large numbers of respondents. It may be unwise to try to draw a hard-and-fast distinction between quantitative and qualitative approaches. The appropriate approach depended upon the nature of the variables under consideration and the objectives of the research,

(Mofokeng, 2004:45). Due to the nature of the study, both two approaches were employed to collect and analyze data from the target population.

3.4. Population and Sample

Sampling involves selecting a relatively small number of elements from a larger defined group of elements and expecting that the information gathered from the small group allowed judgments to be made about the larger group (De Vos and Fouche 1998:127). The sample of the study was fifty respondents, which is fifty (50) male and fifty (50) female participants. In this proposed study the researcher will use random and stratified sampling to select participants who are familiar with the implementation of the School Sport Mass Participation Programme in the area of the study.

3.5. Data Collection

The information discussed in the literature review was applied to the area of the study. The data collected was assessed and analyzed. The accuracy of the information depended on the research instrument that was used. Data was collected from fifty (50) respondents through structured questionnaires, that is, twenty five (25) male and twenty five (25) female respondents. This was augmented by data collected from 50 sport coordinators in the area of the study. The total number of respondents was hundred (100).

3.6. Questionnaire

The proposed study used structured questionnaires to collect data from fifty (50) respondents. A questionnaire is a set of questions and scales designed to generate enough primary raw data for a completion of the information required that underline the research objectives (Hair, Bush and Ortinau, 2000:440). Hussey and Hussey (1997:162) hold that "the advantage of using a questionnaire is that questionnaires can be used for closed and open-ended questions. It is also cheaper and less time-consuming than conducting interviews and very large samples can be taken. In this proposed study the researcher will employ questionnaire to collect large scale of information that helped the researcher to understand and evaluate the management and implementation of School Sport Mass Participation Programme in Malamulele East Education Cluster.

To augment the above research technique the researcher also used structured interviews to collect and assess data in the area of the study. Both the members of School Management Team (SMT) and sport coordinators were interviewed so as to get clarity on the management and implementation of the programme in the area of the study.

3.7.   Data Analysis

Data analysis refers to the process of unpacking' object, phenomenon, entity, process or event that the researcher will be investigating (Saunders, Mark, Lewis, Phillip and Thornhill, 2003:234). In this regard the objective of the study is to investigate the management and implementation of School Sport Mass Participation in Malamulele East Education Cluster. A selected sample of participants were involved in generating data that assisted the researcher in the identification of the problems, factors, and issues related to the management and implementation of the programme in Malamulele East Education Cluster.

To get the reliability and validity of information desired from the data collected, the researcher used the technological device to process and analyze the data obtained from the respondents in the area of study. Data collected through interviews was classified according to themes. Coding, translation and interpretation of responses was also done by the researcher

3.8.   Ethical Considerations

The information that will be provided by the respondents will be treated confidentially. Therefore, the names of the respondents and that of the schools will not appear on the questionnaires. Professional code of ethics of the educators and that of the profession will always be observed and adhered to. The privacy of the respondents will be taken into consideration by the researcher. The information that will be given will only be used for the research project that the researcher is involved with the University of Limpopo.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1. Introduction

This chapter deals with empirical investigation methods and techniques employed in the collection of data related to the management and implementation SSMPP in Malamulele Education Cluster. Due to the number of school sport coordinators in Malamulele Cluster, the decision was taken to use stratified random sampling (STRS) method to select coordinators that would be investigated in the selected secondary schools. These secondary schools were divided into sub groups (strata) drawn randomly by the researcher from various circuits, augmented and clarified.

The objectives of the analysis were to identify and examine the factors that might hamper school sport coordinators on the management and implementation of the SSMPP. The factors that enhance the performance of the sport coordinators towards the management and implementation of SSMPP have also been analyzed in this chapter. Data analysis and discussion of the results enabled the researcher to arrive at the suitable conclusions and recommendations that answers the researcher questions stated in chapter 1. One hundred sport coordinators were identified to participate in this study. There was a 100% response rate from the target population.

4.2. Data Analysis and Discussion of Results

In this section, data obtained through self-administered questionnaires from 50 participants, comprised of 25 male and 25 female sport coordinators in the area of the study. The responses from the participants have been analyzed and tabulated thus giving the researcher a clear picture about the situation and factors affecting the management and implementation of SSMPP in Malamulele Education Cluster. The researcher has used a computer Programme namely Statistical Package for Social Science (SPSS) for data analysis and interpretations. The following analysis could be made from the tables in this section.

4.3 Data Obtained through Questionnaires

The analysis of data was done by means of the Finding (F), Percentage (%) and Total Frequency (FX) reflects the total number of respondents in the table. These items are included in the following tables below:

Table 4.3.1 School Sport Mass Participation Programme (SSMPP) and gender

ITEM	FREQUENCY (FX)	PERCENTAGE (%)
Q1- what is your gender		
1. female	25	50
2. male	25	50
Total Frequency (FX)	FX= 50	100%

Question 1 illustrates that there were 25 male and 25 female respondents who participated in this study.

The equal distribution of the respondents was done in order to avoid gender bias in the study. This was done in line with gender equity and equality policy in South Africa.

Table 4.3.2 The School Sport Mass Participation Programme (SSMPP) and challenges

ITEMS		
Q2 there are challenges that hamper the management and implementation of SSMPP in the area of the study		
Agree	20	40
Strongly agree	24	48
Disagree	1	2
Strongly disagree	3	6
Uncertain	2	4
Total	FX=50	100

Question 2 reveals that 44 (88%) of the respondents agreed with the statement. Whereas 4 (8%) of the respondent disagreed with the statement, while 2 (4%) of the respondents were recorded uncertain.

From the above analysis, it is evident that there are challenges faced by sport coordinators in the area of the study. The challenges faced by sport coordinators hinder the management and implementation of SSMPP at Malamulele East Education Cluster.

Table 4.3.3 SSMPP and Managerial Skills

ITEMS		
Q3-sport coordinators do not have relevant managerial skills to enhance the management and implementation of SSMPP in the area of the study		
Agree	30	60
Strongly agree	15	30
Disagree	1	2
Strongly disagree	3	6
Uncertain	1	2
total	FX=50	100

Question 3 reveals that 45 (90%) of the respondents agreed with the statement. Whereas 4 (8%) of the respondents disagreed with the statement, while 1 (2%) of the respondents was recorded uncertain.

From the above data, it is evident that most sport coordinators do not have the relevant sport managerial skills to enhance management and implementation of SSMPP in the area of the study. These results call for policy makers to develop management programmes that can improve the managerial skills of the sport coordinators in the area of the study. These will turn to assist them to manage and implement SSMPP in the Malamulele East Education Cluster.

Table 4.3.4. SSMPP, Training and Development

ITEMS		
Q4-do sport coordinators receive adequate training towards the management and implementation of SSMPP in Malamulele East Education Cluster.		
Agree	3	6
Strongly agree	4	8
Disagree	20	40
Strongly disagree	21	42
Uncertain	2	4
total	FX=50	100

Question 4 revealed that 41 (82%) of the respondents disagreed with the statement. Whereas 7 (14%) of the respondents agreed with the statement while 2 (2%) were recorded uncertain.

From the above data, it shows clearly that sport coordinators received minimal training to manage and implement the SSMPP in the area of the study. These results call for government officials to provide more training Programmes for sport coordinators in the area of the study.

Table 4.3.5. SSMPP and Motivation

ITEMS		
Q5-does motivation from government officials boosts the morale of the sport coordinators in the area of the study?		
Agree	10	20
Strongly agree	30	60
Disagree	3	6
Strongly disagree	4	8
Uncertain	3	6
Total	FX=50	100

Question 5 indicates that 40 (80%) of the respondents agreed with the statement. Whereas 7 (14%) of the respondents disagreed with the statement, while three (6%) of the respondents was recorded uncertain.

From the above findings, it is clear that motivation from the government officials can boost the morale of sport coordinators in the area of study. These results suggest that the application of motivation can always enhance the management and implementation of SSMPP by sport coordinators in the area of the study.

Table 4.3.6. SSMPP and Partnerships

ITEMS		
Q6-can partnerships with stakeholders improve the management and implementation of SSMPP in the area of the study.		
Agree	20	40
Strongly agree	23	46
Disagree	2	4
Strongly disagree	3	6
Uncertain	2	4
Total	FX=50	100

Question 6 reveals that 43 (86%) of the respondents agreed with the statement. Whereas 5 (10%) of the respondents disagreed with the statement, while two (4%) of the respondents was recorded uncertain.

From the above information, it is clear that partnerships with stakeholders can improve the management and implementation of SSMPP in the area of the study. This statement shows clearly that partnerships in sport can always improve the management and implementation of programmes.

Figure 4.1 SSMPP, Monitoring and Evaluation
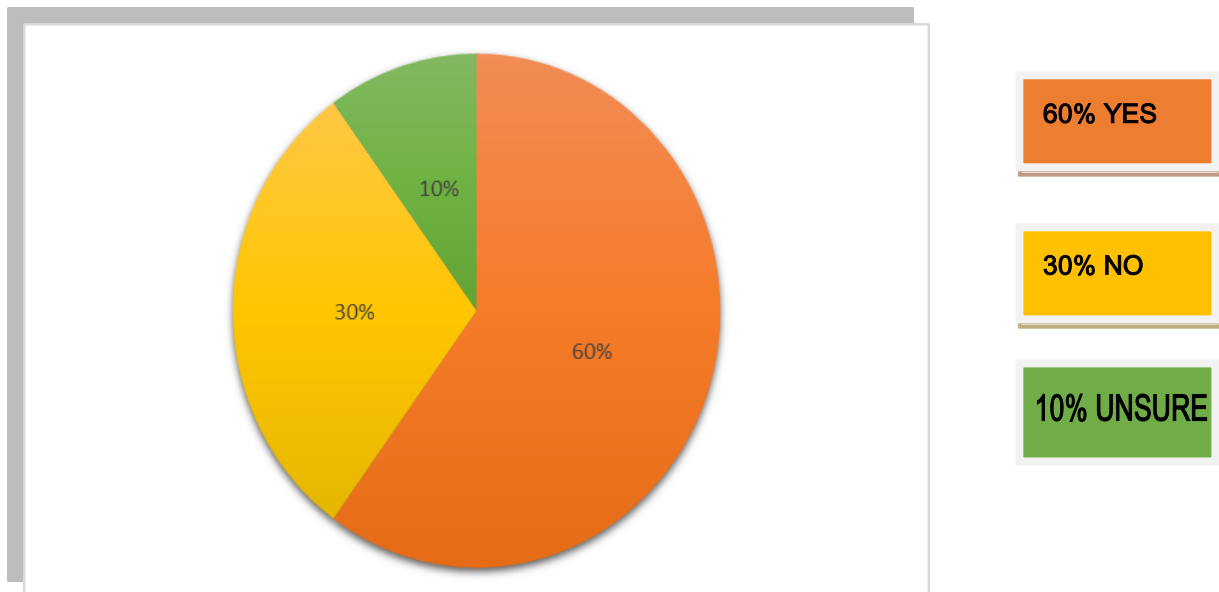
Question 7 reveals that 30 (60%) of the respondents agreed with the statement. Whereas 15 (30%) of the respondent disagreed with the statement while five (10%) were recorded uncertain.

From the above findings, it is evident that lack of monitoring and evaluation can negatively affect the management and implementation of SSMPP in the area of study. These results suggest that monitoring and evaluation can enhance the management and implementation of SSMPP in the area of the study.

4.3.7. SSMPP and Delegation

ITEMS		
Q8-does lack of delegation impact negatively on the management and implementation of SSMPP in the area of the study		
Agree	10	20
Strongly	30	60
Disagree	3	6
Strongly disagree	4	8
Uncertain	3	6
Total	FX=50	100

Question 8 reveals that 40 (80%) of the respondents agreed with the statement. Whereas 7 (14%) of the respondents disagreed with the statement, while 3 (6%) of the respondents was recorded uncertain.

From the above findings, it is evident that lack of delegation can negatively affect the management and implementation of SSMPP in the area of study. This results shows that the absence of delegation can always hamper the management and implementation of SSMPP in the area of the study.

4.3.8. SSMPP and Participation

ITEMS		
Q9- does lack of participation enhance the management and implementation of SSMPP in Malamulele East Education Cluster		
Agree	4	8
Strongly agree	2	4
Disagree	20	40
Strongly disagree	22	44
Uncertain	2	4
Total	FX=50	100

Question 9 reveals that 44 (84%) of the respondents disagreed with the statement. Whereas 6 (12%) of the respondents agreed with the statement while 2 (4%) of the respondents were recorded uncertain.

From the above findings, it is evident that lack of participation does not enhance the management and implementation of SSMPP in the area of study. These results suggest that lack of participation can hamper the management and implementation of SSMPP in Malamulele East Cluster.

Figure 4. 2. SSMPP and Policies

BAR GRAPH
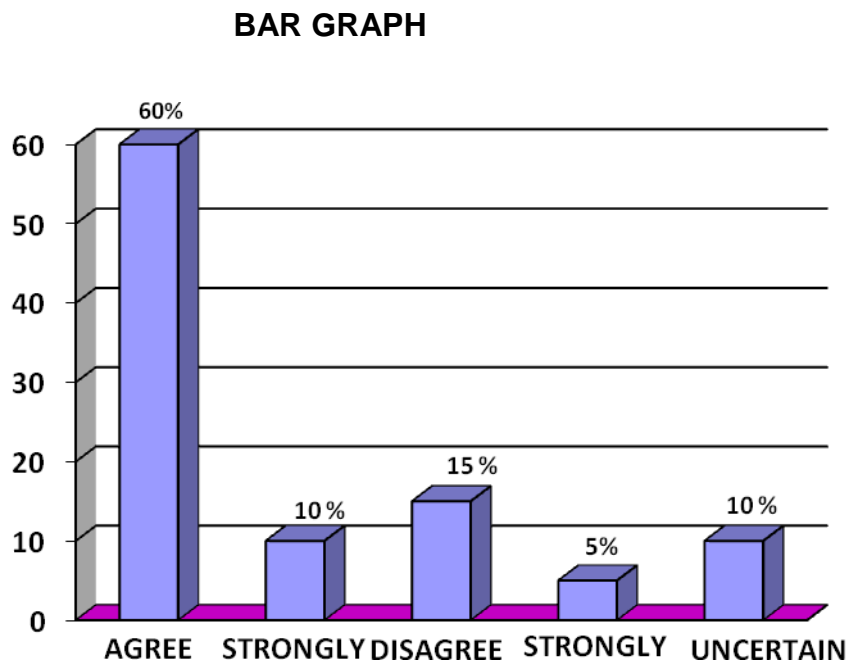
60% - Agree

10% Strongly Agree

15% Disagree

5% Strongly Disagree

10% Uncertain

Question 9- were sport coordinators exposed to policies related to SSMPP in the area of the study?

Question 9 revealed that 35 (70%) of the respondent agreed with the statement. Whereas 10 (20%) of the respondents disagreed with the statement. Only 5 (10%) of the respondents were recorded uncertain.

From the above analysis, it is clear that sport coordinators were exposed to the policies related to SSMPP in the area of the study. These results suggest that clarity of policies were needed to support the management and implementation of SSMPP in the area of the study.

4.4. Data obtained through Interview

Data obtained through interviews with sport coordinators is presented. The responses from the above participants have given the researcher a clear picture about the situation and the challenges that prohibit the management and implementation of SSMPP in Malamulele East Education Cluster.

The following challenges were identified by the researcher as the main factors that impact negatively on the performance of sport coordinators towards the management and implementation of SSMPP in Malamulele East Education Cluster.

4.4.1. Lack of relevant sport facilities in schools

Of the fifty (50) respondents that were interviewed by the researcher, 42 of them confirmed that lack of relevant sport facilities in schools hamper the management and implementation of SSMPP in the area of the study.

4.4.2. Lack of clinical supervision

Out of fifty interviewees, forty of them revealed that lack of clinical supervision impact negatively on the management and implementation of SSMPP in the area of the study.

4.4.3. Inappropriate managerial skills

Out of fifty respondents, forty four of them confirmed that the acquiring of appropriate sport managerial skills could assist the sport coordinators to manage and implement the SSMPP in the area of the study.

4.4.4. Monitoring and evaluation

Out of fifty interviewees, forty five of them agreed that enforced monitoring and evaluation in secondary schools can enhance the management and implementation of SSMPP in Malamulele East Education Cluster.

4.5. Conclusion

The management and the implementation of SSMPP in Malamulele East Cluster depend on the relevance, availability of facilities and the effectiveness of the sport coordinators in the area of the study. The chapter reveals the challenges that hamper the management and implementation of the SSMPP in the area of the study. These challenges calls for government and interested stakeholders to provide sport facilities develop relevant management and development programmes and other related sport development programmes that would accelerate the management and implementation of SSMPP in Malamulele East Education Cluster. Data collected was presented, analyzed and discussed in full in this chapter. In the next chapter, an overview of the study, findings, recommendations and conclusion will be presented.

CHAPTER 5

OVERVIEW, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1. Introduction

This chapter includes an overview of the study, findings from literature review, primary research, structured interviews, recommendations and conclusions.

The discussion in this chapter will further deliberate on the following: an overview of all the chapters written in the study, the findings and recommendations in the study will be presented, and the recommendation of further research and the limitations of the study will also be deliberated

5.2. Overview

Current transformation in the Provincial Department of Education compels sport coordinators to implement the School Sport Mass Participation Programme. Malamulele East Education Cluster Sport Coordinators are not excluded from the above challenges. They are required to manage and implement the above mentioned programme so as to improve the whole development of learners in schools. This process requires the Sport Coordinators in Malamulele East Education Cluster to have sport management skills and strategies that would assist them to implement the sport programme stated in chapter 1.

A review of relevant literature on sport management was also discussed in chapter 2. The research design and methodology that helped the researcher to collect and analyze data was discussed in chapter 3 and 4. The findings and recommendations outlined in this chapter are discussed against the problem stated in chapter 1.

5.3. Findings from the Study

The findings from literature review, primary study and structured interviews have revealed some important ideas and strategies that can be employed by the sport coordinators in the management and implementation of School Sport Mass Participation Programme in Malamulele East Education Cluster in Limpopo Province.

5.3.1. Findings from the Literature Review

- The concepts of sport management and mass participation are not static but dynamic. These concepts can be defined and interpreted by different authors from various perspectives.

- The above concepts need clarification and analysis, so as to assist the sport coordinators to manage and; implement the said programme stated above in a capable manner and professional way.

- Sport management involves planning, leading, organizing, controlling, delegation, decision making, managerial styles, consultation, participation, monitoring, evaluation and other related managerial concepts.

5.3.2. Findings from Empirical Research

- **Challenges**

88% of the respondents confirmed that there are challenges faced by sport coordinators in Malamulele East Education Cluster.

- **Managerial skills**

90 % of the respondents agreed that the most of the sport coordinators do not have the relevant sport managerial skills to enhance the implementation and management of School Sport Mass Participation Programme in the area of the study.

- **Training and Development**

82% of the respondents claimed that port coordinators have received minimal training on the management and implementation of School Sport Mass Participation Programme in the area of the study.

- **Motivation**

80% of the respondents confirmed that motivation from government officials can boost the morale of sport coordinators in the area of the study.

- **Partnership**

86% of the respondents agreed that partnerships with stakeholders can also improve the management and implementation of the School Sport Mass Participation Programme in the area of the study.

- **Delegation**

80% of the respondents agreed that lack of delegation impacts negatively on the management and implementation of the School Sport Mass Participation Programme in the area of the study.

- **Participation**

84% of the respondents disagreed that lack of participation by stakeholders can enhance the management and implementation of the School Sport Mass Participation Programme in the area of the study.

- **Policies**

60% of the respondents confirmed that they were exposed to policies related to the management and implementation of the School Sport Mass Participation Programme in the area of the study.

- **Monitoring and Evaluation**

66% of the respondents confirmed that lack of monitoring and evaluation negatively affects the management and implementation of the School Sport Mass Participation Programme in the area of the study.

- **Alternative Strategy**

76% of the respondents confirmed that lack of alternative strategy always affect the management and implementation of the School Sport Mass Participation Programme in the Malamulele East Education Cluster.

5.3.3. Findings from the Structured Interviews

The interviews that were conducted amongst the sport coordinators were to get the general feeling and the factors that hamper the management and implementation of the School Sport Mass Participation Programme in the area of the study. The following findings were derived from the interviewees' responses in the area of the study.

5.3.4. The need for relevant sport facilities in schools

The findings of this research revealed that there are no relevant sport facilities for some sport codes in the area of the study. The absence of these facilities hampers the management and implementation of the School Sport Mass Participation Programme in the area of the study.

5.3.5. Need for clinical supervision

The Lack of clinical supervision impacts negatively on the management and implementation of the School Sport Mass Participation Programme in the area of the study. The researcher recommends that clinical supervision should replace the traditional way of managing sport in schools.

5.4. Recommendations

On the basis of the findings from the primary data, the following motivated recommendations are made:

➢ Senior Managers should be encouraged to minimize challenges faced by coordinators management and implementation of School Sport Mass Participation Programme (SSMPP) in Malamulele East Education Cluster.

➢ The sport coordinators should be encouraged to attend workshops related to sport management, so to acquire relevant skills in the field of the study.

➢ Senior Managers should be encouraged to organize more training that will empower sport coordinators in the area of the study.

- Government officials should be encouraged to organize programmes that will motivate sport coordinators, so as to boost their morale in the area of the study.

- Senior Managers should be encouraged to enter into partnerships with other stakeholders to improve the management and implementation of the SSMPP in the area of the study.

- Senior Managers should be encouraged to delegate their responsibilities to their subordinates so as to improve the management and implementation of the SSMPP in the area of the study.

- Sport coordinators should be encouraged to involve stakeholders in the management and implementation of the SSMPP in the area of the study.

- Policy makers should expose coordinators to policies related to the management and implementation of sport programmes.

- The Department of Sport, Arts and Culture should provide relevant sport facilities so as to rekindle the love of different sport codes in the area of the study.

- Sport coordinators should be encouraged to provide proper clinical supervision so as to enhance the management and implementation of SSMPP in the area of the study.

- Senior management should be encouraged to monitor and evaluate the SSMPP so as to enhance its implementation in the area of the study.

- Senior management should be encouraged to develop an alternative strategy that can accelerate the management and implementation of SSMPP in Malamulele East Education Cluster.

5.5. Recommendations for further Research

All research studies are intended to suggest further research as no research is complete in itself. The following topics are suggested for further research:

- Exploring the factors affecting the implementation of sport development programmes in public schools.

- The role of financial resources towards school sport management in Limpopo.

- The impact of motivation on traditional white sport codes in Limpopo.

- The relationship between sport management qualification and performance of coordinators.

- The role of the partnership between the Department of Basic Education and Department of Sport, Arts and Culture in Limpopo.

5.6.   Limitations

This study cannot claim to have revealed all the challenges experienced by sport coordinators towards the implementation and management of SSMPP in Malamulele East Education Cluster. This will be unreasonable since problems are not static but dynamic. The researcher focused on one cluster in Vhembe District due to the vastness of the area and financial constraints. The researcher had employed random and stratified sampling to reach the intended target participants in the area of the study

5.7. Conclusion

The purpose of this study was to investigate the management and implementation of School Sport Mass Participation Programme in Malamulele East Education Cluster in the selected secondary schools. The factors that hinder the management and implementation of SSMPP in the area of the study were discussed in chapter 4. The suggestions for solutions of the problem in chapter 1 have been briefly outlined in this chapter.

This study was meant to be an eye opener for policy makers, managers and sport coordinators. It is now their responsibility to consider the recommendations of the study as possible ways to improve the management and implementations of the School Sport Mass Participation Programme in Malamulele East Education Cluster.

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