

# An Investigation of Management of Football: A Case of Selected Schools in Livingstone District

Caphers Mizinga

*PhD. Educational Management and Administration, David Livingstone College of Education*

**Abstract:** This study is an investigation into management of football in Zambian secondary schools; a case of selected Secondary Schools in Livingstone District. The objectives of this study is: to find out how LDSA Executive members get into management positions and to find out how secondary school education managers and administrators can work to improve management practices in the management of football in Livingstone District. The purpose of the study was to investigate factors that affect management of football in selected secondary schools in Livingstone District and to provide educational management and administrators in secondary schools with strategies that lead to finding solutions to mismanagement practices of football in Livingstone District. A mixed methods approach, of both qualitative and quantitative paradigms, was employed, although the qualitative paradigm was dominant. The sample of the study was 128 people, composed of five Livingstone District Sports Association Executive members, 1 Senior Education Standard Officer, 1 Education Standard Officer, 1 District Head Teachers representative, 20 Secondary School Sports Coordinators; 20 Secondary School Sports Teachers(coaches), 40 pupils (football players) and 40 spectators from the community. Purposive sampling was employed in this study. The study revealed that LDSA Executive members got into management positions through elections. The study concluded that the various problems could be overcome by serious involvement and unity of purpose by all stakeholders. The study recommended that LDSA executive be selected based on their qualification in sports management and once selected they must use the fourteen principles and five functions of management.

## I. INTRODUCTION

The recognised governing body of football in secondary schools of Livingstone District is the Livingstone District Sports Association (LDSA). The LDSA is an affiliate of the Zambia Secondary Schools Sports Association (ZASSA). Previously sports masters appointed by the body of school administrators presided over strategic matters of the association. These sports masters had a rich football management background and were able to manage football according to the prescription of management principles.

The LDSA constitution required the LDSA executive to appoint committees, under its supervision. Each of these committees had a constitution approved by the LDSA executive. The LDSA further required that each committee prepare and keep a proper record of its work, from which it could use to control and monitor its purpose. LDSA was funded from the subscriptions, partial sponsorships, merchandising, business ventures and donations. From this

funding, LDSA was able to effectively run all the football teams. These included the under 10, under 13 and 17 district football teams. The role of LDSA in the development and management of football in secondary schools is to promote and organise all teams in the district and to link them to the province. It superintends on all the football activities and ensures compliance with the provisions of the statutes, rules, and regulations.

## Objectives

- i To find out how LDSA Executive Members get into management positions.
- ii To find out how secondary school educational managers and administrators can work to improve management practices in the management of football in Livingstone District.

## II. MATERIAL AND METHODS

This study adopted a descriptive survey design. According to Walliman (2009:272), a survey seeks to answer questions: who, what, where, how many and how much. Mhlanga and Ncube (2003:55) stated that a survey is appropriate for describing the opinions, feelings, and perceptions of a distinct group. Additionally, a survey seeks to describe the condition and to expose the opinions of the members of a particular group, and this was what the study sought to do. A survey was suitable for a study that sought to describe the condition in LDSA and to get the opinions of SESO Expressive Arts, DESO, District Head Representative, Coaches and Secondary School Sports Coordinators on the management of football in Livingstone District. Data was collected on the extent to which the LDSA executive was ushered into management positions and to what extent LDSA could work towards improving its management problems.

This study used the Mixed Methods approach. This was accomplished using both quantitative and qualitative methods of data grouping leading to the triangulation of methods. Byrnes and Humble (2007:3) said that a mixed methods research combinations techniques from qualitative and quantitative methods to answer research questions. Methodological triangulation in this study was achieved using both quantitative and qualitative methods of data collection in a single study.

This study adopted a sample 128, composed of 5 LDSA executive members, 1 Senior Education Standard Officer

(SESO, Expressive Arts), 1 Education Standard office, 1 district head teachers’ representative, 20 secondary school sports coordinators; 20 secondary school sports teachers, 40 pupils and 40 spectators.

This study employed questionnaires, focus group discussion and an observation guide was used to collect qualitative data. The quantitative data were presented in frequency tables, by use of Microsoft Excel (for tables), Description and interpretation were done immediately after the data presentations. The data obtained by open-ended questions were presented in narrative form in a separate section. The narration was a description of the opinions and suggestions by the various respondents and participants. The observation notes were also presented in narrative form, as the qualitative data collected through the open-ended questions of the questionnaire. Data collected through FGDs was presented through verbatim. Data analysis and discussion consisted of examining, categorizing and recombining evidence to answer research questions.

### III. RESULTS

LDSA executive members were requested to state their highest qualification. The results are tabulated in table 1.

Table 1: Qualifications of the LDSA executive

Qualification	Frequency	Percentage
Master’s Degree	0	0%
Bachelor’s Degree	5	25%
Diploma Certificate	15	75%
	0	0%
Total	20	100%

Source: Generated by Author, 2019

Table 1 shows that 75% of LDSA executive members possessed diplomas and 25% with a bachelor’s degree.

The aim was to determine whether the LDSA used the scientific management principles in selecting people for various positions. The assumption was that the use of scientific management principles in selecting people to various positions ensures putting the right people in their rightful positions and hence cut on compromising the standard of managing football. The questionnaire required respondents to indicate how LDSA executive members, sports coordinators and coaches ascended to their executive positions. Twenty respondents answered this segment. Their responses are tabulated in table 2, 3 and 4

Table 2: LDSA executive ascending to power

Ways of getting positions in LDSA Executive	Frequency	Percentage
Elections	19	95%
Appointment	01	5%

Qualification	0	0%
Total	20	100%

Source: Generated by Author, 2020

Table 2 shows that 95% of the respondents revealed that executive members ascend to their positions through elections, 5% said they got to their executive positions through the appointment.

Table 3 Secondary School Sports Coordinators ascending to power

Ways of getting positions in Secondary School Coordinators	Frequency	Percentage
Elections	0	0%
Appointment	20	100%
Qualification	0	0%
Total	20	100%

Source: Generated by Author, 2019

Table 3 shows that 100% of the respondents revealed that secondary school sports coordinators ascend to their positions through appointment.

The questionnaire required that respondents indicate how the coaches acquired their positions. The researcher restricted the respondents to three options; through elections, through the appointment, and coaching qualifications. Twenty people responded to this question and the results are tabulated.

Table 4: Coaches ascendance to a coaching position

Ways of ascending into position	Frequency	Percentage
Elections	0	0%
Qualifications	0	0%
Appointments by Head- Teachers	20	100%
Total	20	100%

Source: Generated by Author, 2019

Table 4 shows that 100% of the secondary schools in Livingstone district were appointed by LDSA, 0% were appointed through coaching qualification and 0% through election

#### *Suggested Solutions to improving management practices in the management of football in secondary schools of Livingstone District*

The researcher wanted to establish the respondents’ opinions on whether the problems that were encountered in the management of football in secondary schools in the Livingstone District could be overcome. He wanted to see if there was any hope of alleviating management problems arising from poor management. Table 5 presents the respondents’ opinions on whether the problems encountered in secondary school could be resolved or not

Table 5: Footballers' Opinions on whether the problems could be Resolved or not

Opinion of Footballers	Frequency	Percentage
Can be overcome	57	95%
Cannot be overcome	3	5%
Total	60	100%

Source: Generated by Author, 2020

Table 5 shows that 95% of the respondents indicated that the problems could be resolved, while 5% said the problems cited above could not be overcome. It appeared the majority of the respondents contended that the problems that were encountered in the management of secondary school games were not impossible.

The researcher went on to seek suggestions on how executive members, sports coordinators and coaches in the LDSA could be ushered into management positions. The objective was to determine whether the competency levels are significant in upholding efficiency in the management of football in Livingstone District, bearing in mind the effectiveness of the scientific management principles' guidelines on the selection of people in specific positions. Respondents were required to indicate suggestions on what they felt would be the best mode of accessing LDSA executive members, sports coordinators and coaches. The researcher restricted the respondent to three categories; possession of a management qualification, being a PES teacher and through elections. The responses are presented in table 6.

Table 6: Suggestions on the mode of ascendance into LDSA executive positions

Opinions for qualifications	Frequency	Percentage
Qualification in Management	14	70%
Physical Education and Sport Teachers	2	10%
Elections	4	20%
Total	20	100%

Source: Generated by Author, 2020

Table 6 shows 70% of the respondents said that executive members should ascend through qualification in management, 20% said through elections and 10% said by being PES teachers.

The questionnaire required officers from the Livingstone District Board office to suggest ways of improving management practices in the management of football in secondary schools. Officers gave responses. One of the officers suggested that:

*The managers and administrators at the LDSA should use the fourteen principles and the five functions of administrative management theory in their management operations. They*

*should be working towards the achievement of excellence in the management of football in Livingstone District.*

Other suggestions from LDSA executive members, sports coordinators and footballers are recorded in table 7.

Table 7: Suggested Solution towards improvement of Management Practices by LDSA managers, Secondary School Sports Coordinators and Secondary School Footballers

Suggested Solution	LDSA Managers	Footballers	Coaches	Percentage
Government (MoGE) should increase & allocate funds to sports in secondary schools.	3	12	10	55.556%
LDSA Executive Members should hire on the basis of possession of sports management qualification	0	3	2	11.110%
Managers at LDSA should be given basic trainings in Sports Management.	1	2	1	8.889%
Government (MoGE) should unite with the corporate world in the sponsorship of sports.	1	2	7	22.220%
LDSA managers should incorporate modern approaches of management when managing football.	0	1	0	2.220%
Total	5	20	20	100%

Source: Generated by Author, 2020

Table 7 shows suggested solutions working towards improvement of management practices in the management of football in Livingstone District. According to table 7, 56% of the respondents said government should increase funding in secondary school, 22% said government should unite with the corporate world, 11% said LDSA executive should be hired basing on sports management qualifications 9% said LDSA should be given basic training in sports management and 2% said LDSA managers should incorporate modern approaches of management in managing football

#### IV. DISCUSSION

The researcher wanted to establish how the LDSA executive members, sports coordinators and coaches ascended to management positions. The aim was to determine whether the LDSA used the scientific management principles in selecting people for various positions. The assumption was that the use of scientific management principles in selecting people to various positions ensures that the right people are put in their rightful positions and hence improving the standard of

managing football. Findings in this study indicate that LDSA Executive members got into management positions through elections; the sports coordinators and coaches were appointed by their school managers. The information indicates that LDSA Executive members were democratically voted them into their management positions while school authorities in their respective secondary schools handpicked the sports coordinators and coaches.

Having an election is a very most democratic way of ushering people into positions because the will of the people is secured. Meaning, leaders in those particular positions were not imposed on the people. However, findings in this study indicated that leaders elected into management positions at LDSA had a narrow understanding of sports management. The lack of understanding of sports management could have been a recipe for inefficiency in the organisation. Taylor (1911:36) argued that scientifically selected people, who are progressively trained, taught and developed, achieve maximum levels of efficiency and prosperity in their jobs are required. He assumed that everyone was first class at something. The assertion which was in line with Plato's view of leadership and education, when he stated, "human ability and personal ability are distinct yet each and every human being was good at something at a personal level." This therefore means that there should always be a person that best suits a position. Thus following the ideas of Taylor in managing organisations in as far as hiring the right people to a position and training them to develop their skills was profitable for the organisation (Mckinnon, 2010).

Within the viewpoint of leadership, the specific and complete knowledge of leaders was central; because education and leadership are connate and related activities, meaning all people have the potential to become intellectual and leaders. Since education and leadership were related activities, and that all people were educable, education must have been open to all. Plato, in the literature done by Phillippoussls (2012), however, argued that there seemed to be a degree and limits of educability; not all individuals were educable at least all the way through to the final level of education; just as not all individuals had the ability to lead and govern because leadership was not always a common property. Therefore, any person seeking a management position in an organisation must have fulfilled the learning and apprenticing conditions as mental cultivation and knowledge before being considered a true leader.

To consider everyone as educated in Plato's view was an illusion. For him, there was a limit of educability set for each individual. Surely, by human nature, all humans are educable but by personal nature, not all humans are educable. Concisely, human ability and personal ability were divergent yet each human being was good at something; human integrity and dignity. Plato in Phillippoussle's (2012) literature recounted that the notion that all individuals can succeed to the final level of education was a clear deception since bluntly some people had the ability to learn while others did not.

Since leadership was related to education, the same notion could be applied to leadership; not all individuals can succeed to lead and govern people.

Plato contended that it was imperative that democratic institute and fruitful policy demands self-conscious and responsible people who are well informed; otherwise, true democracy could have not worked. Plato described an educable person as someone who is able to have and manifest his desire to study, the motivation to learn at the beginning as a novice. Secondly, an educated person was one who could reach the level of consciousness of ignorance and the pursuit of further research and ends his studies as an expert. This was what society call wisdom and is very important for a leader.

According to Plato, the product of education is the wisdom of knowing oneself and the realisation of limitations. In Plato's world, a person instructed and informed was not educated because he/she was limited only to technical skills and habitual mechanical competences of pragmatic and practical rhetorical victories. However, an educated person was cultivated and informed in responsive attitudes and creative aptitudes to the internal metaphysical demands. In simple terms, Plato explains that people with limited education possess responsive attitudes and reactive aptitudes that only allow them to react to external simulative demands. Such people do not make good leaders. He further argues that educated people possess responsive attitudes and creative aptitudes and reacts to internal metaphysical demands that allow them to be self-examined and cross-examined, interrogative researchers and in Plato's view, they make good leaders.

In reference to education and leadership, cultured leaders acquire and retain a specific knowledge, which must be noticed and seriously taken into account. Today's society follows at least the skeletal formalities of Plato's quadruplicate system in leadership, although it may have dismissed the essence of his theory. In this sense, not only is his system the same quadruplicate one, which is in fact present and accepted today but also his curriculum is distributed exactly. In addition to primary and secondary levels, Plato's system proposed also the tertiary and the postgraduate levels, which are still in place twenty-five centuries ago. Primary education; which is more concerned with reading and writing is available to all the community and it is only necessary for the basic functioning of a democratic society. Secondary school education; which is concerned with letters and words, although equally expected to be available to all who desire to pursue it, is intended to prepare technocrats and the bureaucratic civil functionaries. The tertiary level; is concerned with logic and science is available to all who desire to study, and is intended to prepare higher administrators and managers (Phillippoussle, 2012) It must be mentioned that even tertiary education is not adequate for a true manager- a person who is on the wheel of managing an organisation.



The mastery of Arts and science is necessary for that level of management, though also not sufficient. It still needs the highest education; the second in navigation and becomes the requirement for a true manager of an organisation. This qualification becomes the requirement for top management of an organisation because such a qualification allows the manager to realise and reach the level of consciousness of ignorance and consequently begins to research. This level of education meant not only the consciousness of its mystery, nor the desire to search for what has not yet been known but also the desire to search over what is already known and established so far as true. The findings of this study, however, revealed that the qualifications levels of the managers of LDSA executives were rated average, meaning the majority were at the level of a diploma (see table 1 ). In Plato's management system, all the executive members managing sports in Livingstone District belonged to the third class of leadership; that which only prepares technocratic and bureaucratic functionaries and not sufficient for their job. In the view of the researcher, managers of sports in secondary schools contributed to the falling standards of management of football because they were operating in the lower knowledge level; the level Plato said was limited only to technical skills and habitual mechanical competences of pragmatic and practical rhetorical victories (Phillippoussle, 2012)

In Plato's world, LDSA Executive should have been ushered into their position based on their professional qualifications; the highest position in management; that of the Livingstone District Sports Chairperson, the District Sports Vice Chairperson, the General Secretaries, and the Treasurers should have been holders of the Master of Arts and Sciences. According to Plato, this level of education allows a manager to realise and reach the level of consciousness of ignorance and consequently begins to research. In this context, managers could have had time to examine and cross-examine those previous sports executive's activities, discard what was not helpful to the development of the management of football in secondary schools and maintain all those elements, which promoted management of football in secondary schools.

Taylor's scientific management theory is also in line with Plato's line of thought, although he concentrated on the other angle. Taylor (1911) specifically preferred selecting managers based on the suitability of an individual for a particular job. Considering Taylor's scientific management theory, LDSA Executive's ascendance to their management positions did not meet the scientific selection standard because they were ushered into their management positions based on elections. The notion of job suitability was not observed thereby putting people into positions not suitable for their job hence the level of inefficiency. The suggestions revealed in the findings of this research indicated that they were in line with both Taylor's and Plato's theories. The respondent suggested that executive members be ushered into management positions basing on management qualifications, which in Plato's theory was the prerequisite for leadership

position, while in Taylor's world refers to job suitability an aspect that was neglected in the Livingstone District Sports Association (Locke, 1982; Rollinson, 2005; Taylor, 1911).

The questionnaire required the managers to suggest ways of improving management practices in the management of football in secondary schools. Officers from the Livingstone District Board office gave responses. One of the officers suggested that:

*The managers and administrators at the LDSA should use the fourteen principles and the five functions of administrative management theory in their management operations. They should be working towards the achievement of excellence in the management of football in Livingstone District.*

Indeed the use of the fourteen principles and the five functions of administrative management would allow managers in various managerial positions of the association to adopt a scientific approach of hiring personnel. The aspect of elections would be avoided, as popularity does not translate into efficient and effective delivery.

## V. CONCLUSION

The notion of a contemporary work environment that shows deeply rooted traditional and structural barriers for organisation efficiency is generally rejected in this study, though there are some discussed limitations that may affect the validity, trustworthiness, or generalisability of the results. The identified topics that need closer examination include, hiring of managers to managerial positions in sports associations is still evident today. Selection strategy for managers mirror organisation efficiency. One exemption is the stress on, and the discrepancy of, descriptors placed on elections, suggesting that elections are still a barrier for organisation progression today. If qualification, practice and experience of managers in management of football is vital to the LDSA as a district, where only a smaller percentage of managers work towards improving their profession qualification then society still has work to do to help build and retain effective management practices. There is no data in this study or others that recommends that sports associations have consistent policies, cultures, and values for the individual. If the LDSA is not consistently generating an environment where managers are trained in management and administration throughout their career journeys, and laws are not equipping them to balance both knowledge and experience, then there is still work to do to improve management of sports and develop football in Livingstone District. The study recommended that the LDSA Executive should use the fourteen principles and five function of management, considering selection of managers and administrators basing on management qualification, practicing and experience in sports management. Additionally LDSA Executive should work towards achieving excellence in management of football in order to attain a high-level corporate image and attract the corporate world for sponsorship

## REFERENCES

- [1] Byrnes, J and Humble, A (2007) An Introduction to Mixed Method Research: Atlantic Research Centre: Mount Vincent University
- [2] Locke, E. A. (1982). The ideas of Frederick W. Taylor: an evaluation. *Academy of Management Review*, 7(1), 14-24.
- [3] Mc Burn D.II (2010). *Research Methods* (8th ed) United States of America: Wadsworth Thom
- [4] McKinnon, A. (2003). *The Impact of Scientific Management on Contemporary New Zealand Business*. (Unpublished). Retrieved on 20<sup>th</sup> July, 2020 from <http://homepages.inspire.net.net.nz/~jamckinnon/business>.
- [5] Mhlanga, E and Ncube, J.E (2003) *Research Methods and Statistics: Module DEA60*: Harare:ZOU.
- [6] Rollinson, D. (2005). *Organisational behaviour and analysis: An integrated approach*. Essex, UK:Pearson Education
- [7] Taylor, F. W. (1911). *The principles of scientific management*. New York: Harper andBrothers.
- [8] Walliman, N (2009) *Your Research Project* (2nd Ed) London: Sage.