



Qualification as a Determinant of Job Performance of Senior Sports Teachers as Rated by Principals in Junior Secondary Schools in Botswana

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Abstract

Repeated lack of success by school sport team participation is often blamed on poor related skills by the senior sports teacher (SST) in the school. This is often attributable to lack of necessary qualifications by the teacher. This study looked at the effectiveness of SST in junior secondary school (JSS) in Botswana from the eyes of the school principals. Using a multi-stage random sampling technique 170 of the 207 junior secondary school principals in Botswana were selected. A 30-item Likert-type questionnaire was developed to measure each of ten identified areas of sports administration. A Cronbach alpha reliability estimate of the instrument for measuring each of the ten variables ranged from .925 to .952. Data collected from the principals of JSS in Botswana using this instrument were analysed using *t*-test and one-way analysis of variance. The results showed that generally SST in Botswana junior secondary schools were significantly ineffective in carrying out their sport administration duties. In all the activities, SST with diploma in physical education who accounts for only ten percent of the SST in Botswana, were found to perform to a level beyond the expected. Those with other qualifications were seen to perform at a level below the expected. It was recommended that more senior sport teachers with diploma in physical education should be recruited as well as be trained for Botswana JSS.

Keywords: Senior sport teachers; qualification; sport administration; job performance; principals of junior secondary schools; Botswana.

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INTRODUCTION AND BACKGROUND

The immediate blame for any failure in school teams rests always with school's senior sport teacher. This teacher is oftentimes blamed for not having adequate qualification and sometimes experience to administer the team to success. According to Botswana Teaching Service Management (TSM) Directive #4 Of 1994, the responsibilities of the senior sports teacher (SST) are to organize and coordinate sporting activities in schools. This include purchasing equipment, planning of intramural sports, transportation, budgeting for school trips, budgeting for kids of different sport codes, as well as budgeting for food during trips. These duties involves activities like: planning, organizing, directing, coordinating, supervising, record keeping, inventory keeping, and budgeting and calls for a good level of ability to initiate improvement, motivate and level of job knowledge (Kamela, 2011). These are activities which any senior sports teacher should be trained to carry out effectively, in order to ensure some level of success for the school team.

Reflecting on the importance of sports, President-elect John Kennedy said that "Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong" (1960, p. 1). This is more so for learners in secondary schools who are growing cognitively, affectively and physically at a very fast rate. For them, there must be an effective sports programme headed by an efficient senior sports teacher. According to Republic of Botswana (2001), Vision 2016 recognizes that "Sport and recreation have many tangible benefits and significant impact on the other areas of life" (p. 5). These serve to show the importance of sports in the development of a growing body, be it an individual or a nation. Given such importance, teacher quality which includes qualification, experience, motivation and commitment and personal characteristics; has been generally established as the principal determinant of learners' performance (Kosgei, Mise, Odera, & Ayugi; 2013) must be assured. This is also true of students' performance in sports activities which bring together psychomotor, cognitive and affective behaviour.

Several studies, for example, Akinsolu (2010), and Ali (2009), have determined that teacher characteristics, including qualification, have significant influence on students' performance in different subject areas. Akinsolu through a survey study found a significant correlation value of .892 to represent the relationship between the qualification of 991 public secondary school teachers in Osun state of Nigeria and their students' performance. Similarly, a meta analysis study by Kuncel, Hezlett and Ones (2004) showed that general cognitive ability relates significantly to education (that is qualification) which relates significantly to job performance. In other words, qualification has a significantly impact on job performance.

A comparative analysis of the performance based on core task behaviour, citizenship behaviour, and counterproductive behaviour by Rotundo and Sackett (2002) showed that "each of these three categories of performance behaviors contributed to overall performance rating with core task performance given the highest weight, followed by counterproductive performance and citizenship performance." (Ng & Feldman, 2004, p. 91). Through a comprehensive meta-analysis of related data for more than 47, 125 teachers, Ng and Feldman found that education level is positively related ($r = .24$) to task performance. Similarly, Morakinyo and Aluko (2008), through a survey study of 960 sports managers in Nigeria, found out that managerial skill predicts significantly ($\beta = .25$, $t = 8.358$, $p < .00$) the level of sport development in Nigeria.

THEORETICAL BACKGROUND

Educational qualification is considered an indicator of the level of knowledge and skill attained by an individual in an area (Benson, Finegold, & Mohrman, 2004) and this is what is considered to sustain job performance in the area of qualification. Educational level is determined by academic credentials which an individual has obtained through formal or informal education. Teacher qualification is defined in terms of certification, for example Darling-Hammond (1998) defines well qualified teacher as one who is fully certified and held the equivalent of a major in the field being taught.

Qualification is often used as an indicator of the level to which one possesses the ability to effect an enhanced level of productivity and hence it is always taken as a prerequisite for hiring and appointment

(Benson, Finegold, & Mohrman, 2004). The expectation is therefore that the more one is qualified; the better will be his/her performance in an area related to such qualification. According to Ng and Feldman (2004), job performance includes that based on core task behaviours, and those based on citizenship and counterproductive behaviours. While core task performance refers to the basic required performance given a particular job, citizenship performance refers to those based on extra behaviours engaged in by employees over and above their core task requirements which actively promote and strengthen the organization's effectiveness and counterproductive performance refers to performance based on those personal behavior that harm the well-being of the organization.

For a senior sports teacher (SST) there are 10 indicators of job performance as defined by TSM Directive no: 4 of 1994. These are: (i) planning; (ii) supervision; (iii) directing; (iv) organizing; (v) budgeting; (vi) records keeping; (vii) keeping inventory; (viii) ability to initiate improvements in sport; (ix) level of knowledge; and (x) ability to motivate. These involve aspects of sport management, and this, according to Morakinyo and Aluko (2008) include functions like planning, organizing, staffing, leading, communicating and controlling. Each of these involves core task, citizenship and counterproductive behaviours and are subsets of management skills. Performance in the area of sport planning by senior sport teacher involves effectiveness at setting goals, developing strategies and outlining tasks and schedules to accomplish the goals, while performance at supervision involves overseeing implementation of planned activities to ensure the realization of stated goals and objectives. Performance at directing, according to Parkhouse (1991), involves exercising influence on individuals behaviour through motivation, communication, exploitation of group dynamics, leadership and discipline, as members of a group in order to maximize their contribution to the achievement of group goals and objectives.

Statement of the Problem and Purpose of the Study

The problem of this study is enveloped in the statement by Republic of Botswana (2001) National Sports and Recreation Policy for Botswana that:

The Government and people of Botswana accept the premise that participation in sport and physical recreation can significantly contribute to the quality of life and development as well as the reputation of the country. However, over the years, individuals and the Government at large have often expressed dissatisfaction regarding the development and promotion of sport as well as low level of standard of performance of the various national teams representing the country in international competitions. Several reasons have been suggested for these (p. 3)

Poor level of performance in sports by secondary schools in the country tells a lot about the quality of job performance by senior sports teacher in our secondary schools. In most secondary schools in Botswana

In an attempt to contribute a solution to this problem, the purpose of this study is to determine the level to which qualification of senior spot teachers in secondary schools in Botswana contribute to the problem of low level of performance in sporting activities in secondary schools and based on the findings of this determination, make appropriate recommendations as to how to alleviate this problem.

Research Question, Hypotheses and Variables

Given this problem, the general questions for the study are:

- To what level are SST in Botswana junior secondary schools effective?

- To what level does teacher qualification impacts on the effectiveness of SST in implementing secondary school sports activities in Botswana?

The following research hypotheses were posited to guide the research process and to be tested in an attempt to proffer solution to the problem of the study:

- Senior sport teachers in Botswana junior secondary schools are significantly effective.
- The qualification of the senior sports teacher in Botswana secondary schools has significant influence on their performance as regards:
 - (i) sport planning;
 - (ii) sport supervision;
 - (iii) sport directing
 - (iv) sport organizing;
 - (v) sport budgeting;
 - (vi) record keeping;
 - (vii) keeping inventory;
 - (viii) ability to initiate improvement in sports;
 - (ix) knowledge of sport job; as well as
 - (x) ability to motivate sporters.

For the second hypothesis the independent variable – academic qualification of senior sports teachers, had five levels. These are diploma in secondary education majoring in physical education; post graduate diploma in education; diploma in physical education; degree in physical education; and diploma in secondary education. There are therefore one independent variable with five levels and ten dependent variables (as listed above). The ten hypotheses will be tested in the null form and at .05 level of significance.

METHODOLOGY

The documentation of the level of performance by senior sports teachers in all secondary schools in Botswana calls for quantitative research method underlied by the positivist philosophy of empirical quantification for objectivity and generalization. This study is an inferential survey with junior secondary school (JSS) principals in Botswana as the population. There are 207; JSS spread over eight regions in Botswana. Though a multi-stage random sampling technique was used the researcher tried to include certain schools with strong sporting programme given the limitation posed by distance and poor infrastructure. Through this technique, six educational regions were selected out of the total of eight regions. All the schools in each of the six regions sampled were used. This resulted in a sample of 170 school heads out of which 138 returned their questionnaire correctly and completely filled out.

To design the instrument the researcher identified the tasks for a SST as stated by the Teaching Service Management (TSM) Directive no.4 of 1994. According to the TSM the responsibilities of a SST is to: (i) plan, (ii) supervise, (iii) direct, (iv) organize, (v) budget, (vi) keep records, and (vii) keep inventories. The responsibilities also include purchasing equipment and arranging transport for school trips. The researcher then used these to develop items in the form of statements as indicators of tasks to be performed by a SST. The number of items developed for each variable are as listed on Table 1. An item was also included to measure the independent variables like academic background of the SST. To elicit the extent to which each of these tasks were being carried out by the a SST, the researcher used the school heads to assess the SST on the scale of poor, fair, good, very good and excellent since it is their responsibility to supervise the SST. The instrument was face-validated by an expert in educational measurement and the corrections

suggested to each of the items were made. The reliability of the instrument determined after collecting data gave the Cronbach alpha reliability values indicated on Table 1

Table 1: Cronbach Alpha (α) Reliability Estimates for SST Performance Based on Principals' Assessment

S/N	Performance Variable	No. of Items	Cronbach Alpha for Principals' (n=138)
1.	Planning	4	.946
2.	Supervision	4	.950
3.	Directing	3	.950
4.	Organizing	4	.925
5.	Budgeting	3	.952
6.	Record Keeping	2	.932
7.	Inventory	3	.946
8.	Initiative to make improvement in sports	3	.933
9.	Job Knowledge	4	.943
10.	Motivation	3	.936

The questionnaire was hand-delivered with instructions to the respondents in the schools that were within the proximity of the researchers. For schools that were not easily accessible, the questionnaires were mailed to them with stamped-addressed envelopes for return mail. A couple of follow-up contacts were made to some of the respondents before they could return the filled questionnaire. Through this process, a high return rate of 81% was achieved.

Ethical considerations aimed at protecting the participants include items like anonymity, revelation of study's purpose, confidentiality, and non-participatory rights. (Thomas *et al.*, 2005) were ensured. With regard to non-participatory rights, the researcher made sure that no subject(s) was obliged to participate. Ethical considerations aimed at protecting the credibility of the research like falsification, plagiarism, fabrication and publication bias were also taken care of through strict academic citation and referencing.

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

The first hypothesis was tested by carrying out ten t-tests of single mean or population t-test on the results of principals' rating of the job performance of their SSTs (see Table 2). The results showed that based on their principals' rating, in none of the ten performance variables are the SST seen to be effective, in fact they are rated to be significantly ($\alpha = .05$) ineffective in seven of the ten performance measures: organizing, possession of job knowledge; directing, maintaining good inventory, ability to motivate performance, budgeting and record keeping (see Table 2).

Table 2: Principals' Rating of the Job Performance of Senior Sports Teachers in Botswana Junior Secondary Schools (n = 138)

Performance Variable	# of Items	μ	Mean	SD	Mean Diff.	t	p<
Performance at Planning	4	12.00	11.45	3.87	-0.55	-1.65	.101
Performance at supervision	4	12.00	11.38	4.10	-0.62	-1.79	.076
Performance at organizing	4	12.00	10.91	3.83	-1.09	-3.34	.001
Level of possession of job knowledge	4	12.00	11.22	4.05	-0.78	-2.25	.028
Performance at directing sport	3	9.00	8.07	3.25	-0.93	-3.32	.001
Performance at maintaining good inventory	3	9.00	7.88	3.39	-1.12	-3.89	.000
Ability to initiate improvement in sports	3	9.00	8.61	3.12	-0.39	-1.44	.152
Ability to motivate performance during sports	3	9.00	8.25	2.95	-0.75	-3.00	.003
Performance at budgeting	3	9.00	7.80	3.31	-1.20	-4.23	.000
Ability to keep good records	2	6.00	5.09	2.19	-0.91	-4.84	.000

For Hypothesis 2, the independent variable – academic qualification of senior sports teachers had five levels. These were: diploma in secondary education majoring in physical education; post graduate diploma in education; diploma in physical education; degree in physical education; and diploma in secondary education (see Table 3 – 12). There were ten dependent variables: performance at sport planning; performance at sport supervision; performance at sport directing; performance at sport organizing; performance at sport budgeting; performance at record keeping; performance at keeping inventory; performance at initiating improvement in sports; possession of knowledge of sport job and possession of ability to motivate sportsmen . To test the ten hypotheses, with academic qualification as the independent variable, one-way analysis of variance (ANOVA) was done for each of the ten performance variables (see Tables 3 – 12). The results showed that, as rated by the school principal, there is a significant qualification influence on each of the ten performance skills of the senior sports teachers.

Table 3: One-way analysis of the Influence of Academic Qualification on the Performance at Sports Planning by Senior Sports Teachers' as Rated by the Principal

Level of Qualification	Performance at Sport Planning			
	n	Mean	Std. Deviation	Std. Error
Diploma in Sec Educ. Majoring in PE	26	10.8462	3.97686	.77993
PGDE	38	10.6316	3.55969	.57746
Diploma in Physical Education	14	13.1429	3.67648	.98258
Degree in Physical Education	30	13.0000	3.70461	.67637
Diploma in Sec Education	30	10.4333	3.79367	.69263
Total	138	11.3986	3.85227	.32793

Source of Variation	Sum of Squares	df	Mean Square	F	p<
Between Groups	177.772	4	44.443	3.186	.016
Within Groups	1855.308	133	13.950		
Total	2033.080	137			

$\eta^2 = .087$

Table 4: One-way analysis of the Influence of Academic Qualification on the Performance at Sports Supervision by Senior Sports Teachers' as Rated by the Principal

Level of Qualification	Performance at Sport Supervision			
	n	Mean	Std. Deviation	Std. Error
Diploma in Sec Educ. Majoring in PE	26	10.6923	4.25929	.83532
PGDE	38	10.3947	3.61333	.58616
Diploma in Physical Education	14	13.6429	4.01166	1.07216
Degree in Physical Education	30	13.1000	3.89828	.71172
Diploma in Sec Education	31	10.3548	3.70179	.66486
Total	139	11.3525	4.02864	.34170

Source of Variation	Sum of Squares	df	Mean Square	F	p<
Between Groups	242.098	4	60.525	4.060	.004
Within Groups	1997.628	134	14.908		
Total	2239.727	138			

$\eta^2 = .108$

Eta squared (η^2) was calculated to find out the effect size of the independent variable - academic qualification on each of the dependent variables. It was found that this range. This ranged from .078 for performance of sports directing to .11 for performance at keeping inventory. This means that the type of qualification senior sports teacher has accounts for about 10 percent of their efficiency in the performance of their duties.

Table 5: One-way analysis of the Influence of Academic Qualification on the Performance at Sports Directing by Senior Sports Teachers' as Rated by the Principal

Level of Qualification	Performance at Sport Directing			
	n	Mean	Std. Deviation	Std. Error
Diploma in Sec Educ. Majoring in PE	26	8.0385	3.37616	.66212
PGDE	38	7.6053	2.62565	.42594
Diploma in Physical Education	14	9.5000	3.10706	.83040
Degree in Physical Education	29	9.1724	3.32812	.61802
Diploma in Sec Education	31	6.9355	3.40525	.61160
Total	138	8.0580	3.23703	.27555

Source of Variation	Sum of Squares	df	Mean Square	F	p<
Between Groups	111.987	4	27.997	2.813	.028
Within Groups	1323.549	133	9.951		
Total	1435.536	137			

$\eta^2 = .078$

Table 6: One-way analysis of the Influence of Academic Qualification on the Performance at Sports Organizing by Senior Sports Teachers' as Rated by the Principal

Level of Qualification	Performance at Sport Organizing			
	n	Mean	Std. Deviation	Std. Error
Diploma in Sec Educ. Majoring in PE	26	11.1923	4.47231	.87709
PGDE	38	10.0526	3.29576	.53464
Diploma in Physical Education	14	13.5000	3.34549	.89412
Degree in Physical Education	30	12.1333	3.67408	.67079
Diploma in Sec Education	31	9.4839	3.91468	.70310
Total	139	10.9353	3.92910	.33326

Source of Variation	Sum of Squares	df	Mean Square	F	p<
Between Groups	231.775	4	57.944	4.089	.004
Within Groups	1898.642	134	14.169		
Total	2130.417	138			

$\eta^2 = .109$

Table 7: One-way analysis of the Influence of Academic Qualification on the Performance at Sports Budgeting by Senior Sports Teachers' as Rated by the Principal

Level of Qualification	Performance at Sport Budgeting			
	n	Mean	Std. Deviation	Std. Error
Diploma in Sec Educ. Majoring in PE	26	8.6923	4.86431	.95397
PGDE	38	6.8684	2.77217	.44971
Diploma in Physical Education	14	9.5714	2.92770	.78246
Degree in Physical Education	30	9.1000	3.31506	.60525
Diploma in Sec Education	31	6.7097	3.42728	.61556
Total	139	7.9281	3.65275	.30982

Source of Variation	Sum of Squares	df	Mean Square	F	p<
Between Groups	182.884	4	45.721	3.694	.007
Within Groups	1658.396	134	12.376		
Total	1841.281	138			

$\eta^2 = .099$

Table 8: One-way analysis of the Influence of Academic Qualification on the Performance at Record Keeping by Senior Sports Teachers' as Rated by the Principal

Level of Qualification	Performance at Record Keeping			
	n	Mean	Std. Deviation	Std. Error
Diploma in Sec Educ. Majoring in PE	26	5.7308	3.18192	.62403
PGDE	38	4.5000	1.99662	.32389
Diploma in Physical Education	14	6.3571	1.78054	.47587
Degree in Physical Education	30	5.8667	2.19299	.40038
Diploma in Sec Education	31	4.2903	2.19383	.39402
Total	139	5.1655	2.42151	.20539

Source of Variation	Sum of Squares	df	Mean Square	F	p<
Between Groups	83.511	4	20.878	3.855	.005
Within Groups	725.683	134	5.416		
Total	809.194	138			

$\eta^2 = .103$

Table 9: One-way analysis of the Influence of Academic Qualification on the Performance at Keeping Inventory by Senior Sports Teachers' as Rated by the Principal

Level of Qualification	Performance at Keeping Inventory			
	n	Mean	Std. Deviation	Std. Error
Diploma in Sec Educ. Majoring in PE	26	8.7308	4.66954	.91577
PGDE	38	7.0526	3.05753	.49600
Diploma in Physical Education	14	10.0000	3.32820	.88950
Degree in Physical Education	30	9.1000	3.34612	.61092
Diploma in Sec Education	31	6.4839	3.36522	.60441
Total	139	7.9784	3.72120	.31563

Source of Variation	Sum of Squares	df	Mean Square	F	p<
Between Groups	211.483	4	52.871	4.169	.003
Within Groups	1699.452	134	12.682		
Total	1910.935	138			

$\eta^2 = .111$

Table 10: One-way analysis of the Influence of Academic Qualification on the Performance at Initiating Improvement in Sports by Senior Sports Teachers' as Rated by the Principal

Level of Qualification	Performance at Initiating Improvement in Sports			
	n	Mean	Std. Deviation	Std. Error
Diploma in Sec Educ. Majoring in PE	26	9.0000	3.62215	.71036
PGDE	38	7.6842	2.53735	.41161
Diploma in Physical Education	14	9.9286	2.46403	.65854
Degree in Physical Education	30	9.7667	3.20219	.58464
Diploma in Sec Education	31	8.0645	3.16160	.56784
Total	139	8.6906	3.12968	.26546

Source of Variation	Sum of Squares	df	Mean Square	F	p<
Between Groups	109.321	4	27.330	2.948	.023
Within Groups	1242.377	134	9.271		
Total	1351.698	138			

$\eta^2 = .081$

Table 11: One-way analysis of the Influence of Academic Qualification on the Possession of Knowledge of Sport Job by Senior Sports Teachers' as Rated by the Principal

Level of Qualification	Possession of Knowledge of Sport Job			
	n	Mean	Std. Deviation	Std. Error
Diploma in Sec Educ. Majoring in PE	26	11.1538	4.04665	.79361
PGDE	38	10.4211	3.21846	.52210
Diploma in Physical Education	14	13.2143	3.33233	.89060
Degree in Physical Education	30	12.5000	4.51625	.82455
Diploma in Sec Education	31	10.0323	4.11893	.73978
Total	139	11.2014	4.00214	.33946

Source of Variation	Sum of Squares	df	Mean Square	F	p<
Between Groups	172.887	4	43.222	2.843	.027
Within Groups	2037.473	134	15.205		
Total	2210.360	138			

$\eta^2 = .078$

Table 12: One-way analysis of the Influence of Academic Qualification on the Possession of Ability to Motivate Sportsmen by Senior Sports Teachers' as Rated by the Principal

Level of Qualification	Possession of Ability to Motivate Sportsmen			
	n	Mean	Std. Deviation	Std. Error
Diploma in Sec Educ. Majoring in PE	26	8.2308	3.15351	.61845
PGDE	38	7.5526	2.44615	.39682
Diploma in Physical Education	14	9.7857	2.54735	.68081
Degree in Physical Education	30	9.2667	3.06182	.55901
Diploma in Sec Education	31	7.2903	2.90050	.52095
Total	139	8.2158	2.93594	.24902

Source of Variation	Sum of Squares	df	Mean Square	F	p<
Between Groups	110.904	4	27.726	3.444	.010
Within Groups	1078.621	134	8.049		
Total	1189.525	138			

$\eta^2 = .093$

Given the significant overall F-value in each case, a post-hoc analysis using Fisher's least significant difference (LSD) was done for each of the performance skills. The results of the analyses showed that in each of the ten sport-administration related skills, senior sport teachers with diploma in physical education outperformed every other qualification group including those with degree in physical education.

DISCUSSION

Using a highly reliable instrument, the study found that, according to school principals who supervise the work of the senior sport teachers (SSTs), SSTs are significantly ineffective in their work. Their qualifications were found to make significant differences given each of the ten administrative activities under consideration. In all the activities, SST with diploma in physical education were found to perform to a level beyond the expected while those with degree in physical education were found to perform to a similar level in planning, supervision, having good job knowledge and ability to initiate improvement in sport. Those with other qualifications were seen to perform at a level below the expected. A further analysis of the performance of this group shows that they, in each of the areas of sport administration as rated by their principal, are significantly effective in executing their duties.

Exposure to an effectively managed and well equipped sporting programme in secondary schools provides the young ones with an opportunity to explore and develop potentials and skills in one area of sports or the other. The absence of such provisions deprives individuals and the society of development of relevant and lucrative human potentials. Sports management is a fast growing industry for which training of operators even for the secondary school level is becoming a necessity. According to Republic of Botswana (2001), “over the years, individuals and the Government at large have often expressed dissatisfaction regarding the development and promotion of sport as well as low level of standard of performance.” One of the eight reasons identified for this is “inadequacy of trained sport personnel” (p. 3).

Evidence supporting government concern about the poor standard of sports management in the country is borne out by the findings of this study. Junior secondary school principals in Botswana rate their senior sport teachers as significantly ineffective in planning and managing the interaction between sportspersons and sports facilities for desirable results.

Though, according to principals’ ratings, all senior sports teachers have been found to be ineffective in their job, senior sport teachers with diploma in physical education were found to outperform every other qualification group including those with degree in physical education. But though they exhibited superior sport administration skills, they accounted for only about ten percent of the randomly sampled senior sport teachers used in this study.

Recommendations

Given the evidence on the ground, more senior sport teachers with diploma in physical education should be recruited as well as trained for Botswana JSS. They currently account for only about ten percent of the SST in Botswana. Better still; teachers with this qualification should be preferred for admission into the degree programme for further training. Elaborate training on sport administration through regular school programme, in-service as well as workshops should be given to serving or would-be SST.

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