

MANAGING SPORT IN EDUCATIONAL INSTITUTES FOR NATIONAL SPORT DEVELOPMENT*

Amphorn Sriyaphai¹, Assoc. Prof. Dr. Supitr Samahito², and Dr. Pongsak Swatdikiat³

Abstract

This research aimed to study and to analyze the structures and strategies as well as propose management guidelines in educational institutes for national sports development. The sample groups comprised the executive members of educational institutions, administrators from sport organizations, professors who are experts in the sport and management field from China, Korea, Japan, Chinese Taipei and USA, members of the FISU/EduC Commission, and top athletes who are now studying in educational institutes. A total of 91 samples were selected using the purposive sampling technique.

The results found that the structure of institutions were aligned with the national standard determined by the Ministry of Education. The educational institutes must have strong and serious management of sport in 5 functions of management: planning, organizing, staffing, leading, and evaluating. The government should set national sport development as a “National Agenda” in order to embed the concept of being good citizens in all students. In educational institutions where there are talented athletes,

¹Amphorn Sriyabhaya is a Ph.D. candidate of Sport Management, Faculty of Sport Science, Kasetsart University. She obtained her M.S. in Sport Science from Kasetsart University and holds a B.Sc. from Rungsit University. Presently, she is a director of Sports Science Research and Development Center, Sport Office, and also a lecturer in sport medicines and health management area at the Faculty of Sport Science, Kasetsart University.

²Assoc. Prof. Dr. Supitr Samahito is currently Vice President of National Olympic Committee of Thailand, Director of Thailand Olympic Academy and also the Director of Doctoral Degree Program in Sport Management, Kasetsart University. She earned a Ph.D. in Measurement and Research Methodology along with Sports Psychology as an interested area from Oregon State University. She has been serving as an executive committee in several international sport organizations such as, Committee for the Executive Member of Olympic Council of Asia (OCA), Commission for the Education Service (EduC); International University Sport Federation (FISU), Honorary Vice President for Asian Association of Sport Management and Sport Management Association of Thailand.

³Dr. Pongsak Swatdikiat is experienced personnel in marketing field for both national and international markets. He is consultant for several companies in Thailand. His educational background is B.Sc. (Physical Education) and M.B.A. from Kasetsart University and Ph.D. in management from American University of Human Science. 33 years working experiences for both marketing and management aspects. He also has 21 years teaching experiences as scholar at faculty of sport science, Kasetsart University and also lecturer in marketing, management at the faculty of economics, Business Administration, Engineering of Kasetsart University and many other universities in Thailand

*This research was supported in a part by a grant from the International Affairs Division, Kasetsart University.

this agenda should foster, support and develop them to achieve their maximum potential both in academics and sport, that is to have excellent careers and become professionals in sport. From this point of view, Thailand needs to establish a “National Sport University” as a strong foundation of national sports development. This type of specialized university would be able to produce sport personal in every aspect of sport and to support and develop athletes to achieve their maximum potential both in academics and sport to promote excellence in their future careers and to help them achieve the professional level in sport.

Keywords: educational institutions, managing sport, sport management guidelines

INTRODUCTION

The activities of sport and exercise are accessible to all people regardless of gender, age, nationality, or religion. Multifarious organizations have turned to focus on sports extensively as sports is a fundamental factor to help promote the development of body, mind, emotion, sociability, and intellect. The value of sports is not only in its ability to improve the quality of life and healthiness of those who participate, but it also provides many lessons learned through the experiences of defeat, victory, and forgiveness. Sports also advance virtue, morality, discipline, and sportsmanship (Bailey, 2006; Samahito, 2009). These ideas correspond to Gallien’s (2007) contention that development by means of sports is sustainable as it brings about the obvious uplift in virtue and morality to the society. Therefore, educational institutes are a good place to start with the adoption of sports for the development of their personnel. Based on the previously mentioned reason, in terms of educational management, sports should be continuously offered as a part of varied educational programs offered for

different levels to create graduates who will serve society. Sports can be applied for the enhancement of students in terms of self-appreciation, self-control, and self-respect, by embedding the concepts of spirit, sportsmanship, and teamwork. After graduation, these graduates would be able to promote peace and happiness in the society. During the educational period, especially in the undergraduate level, youths reach the highest physical development in university level, while the educational institutes are academic sources playing a role in creating specialized personnel, study, research, tool, and innovation. If these elements are combined in real practice for student athletes based on the balance of academic approaches and real practices, educational institutes could definitely be places to build up elite athletes (Soler, 2010). The educational institutes also receive added value as well. Thus, sport is an educational tool for sustainable development of humans and quality of living from all perspectives, i.e. body, health, mind, virtue, morality, career, economy, and politics. In addition, sports can develop the potential of athletes into excellence, leading to an immediate

reputation for the individual athlete as well as the nation. Sports can be an extremely well-paid career which is a way to boost up the national economy and build up numerous related businesses and activities such as sports equipment, sports clothes, stadiums, sports training centers, fitness centers, sports marketing, sports competition arrangements, athlete trading, using sports as the focus of direct media campaigns to target groups of businesses and tourists. A number of occupations for the development of athletes have emerged, including those which require academic experts, e.g. coach, referee, sports manager, sports medicine physician, sports therapist, and sports scientist. Many cities have offered themselves to be hosts of big sports games such as the SEA Games, the Asian Games, and the Olympic Games because of the enormous incidental benefits these sporting events have in terms of public relations, reputation, income, economy, and politics. The entire range of benefits available has increasingly drawn the attention of all sectors of society to the world of sports.

National sports can be developed effectively and sustainably with cooperation from educational institutes which play significant roles as sources of gathering proficient personnel both in terms of academic approaches as well as the practice of sports. These institutes are able to provide people such as sport scientists, physical education teachers, coaches, referees, and particularly athletes. The capacity for sports is implanted in athletes by educational institutes starting from elementary school, continuing through secondary school, and up to the university

level. During the literature review, it was found that most student athletes who are in the age of education or studying in a university have all faced serious problems, especially elite athletes. That is, if elite athletes intensely focus on sports training, their academic performance drops due to absenteeism for trainings and attending tournaments which causes them to not be able to catch up on their lessons. Some of them have a delay in graduation, while some drop out of school completely. This is a difficult situation where the athletes must choose between sports and education as their top priority. On one hand, partial athletes abandon education for sports because if they are successful in sports, they will rapidly gain reputation and income. On the other hand, some athletes stop playing sports and pay attention to education for their future and their potential in sports is lost meaning their previous efforts in sports were in vein. The balance of sports training and academic education has become a dilemma for athlete in all levels (Boudreaux, 2004; Holm, 2009). Consequently, if sports are developed continuously and systematically in terms of the areas presented in this paper, namely, management, course management, constant lessons, research for sports development, creation of sports tool and equipment with modern technology by concretely adopting sports science principles, putting a serious focus on the development of ways to systematize sports and make them more professionally oriented in order to provide careers to elite athletes after their graduation, and thoroughly develop related human resources in educational institutes, it would lead to sports development which

can be extended to provide professions in line with the National Sports Development Plan, as a means of applying sports for sustainable development in terms of both the quality of life and the national economy.

Purpose

This research aimed to study and to analyze the sports development structures and strategies as well as proposing management guidelines to be applied in educational institutions in order to develop sport as a whole in Thailand

METHODOLOGY

The researcher studied two dimensions of sports management, namely organizational management and activity arrangement in relation to education and sports, in basic education and higher education. The basic educational level consists of general schools. The higher education level is universities in Thailand, Korea, China, and Japan with the following details.

Sample Group

The sample group was made up of a total of 91 persons who are stakeholders and were selected by purposive sampling technique which can be classified as follows:

1. One executive member from each of 8 elementary schools and high schools nationwide which obviously support sports (Vajiravudh College, King's College, Bodindecha (Sing Singhaseni) School,

Debsirin School, Assumption College, Yupparaj Wittayalai School, Sriyapai School, and Banphai School).

2. One executive member from each of 15 universities nationwide who are in charge of sports. The sample was composed of 5 public universities (Chulalongkorn University, Kasetsart University, Khon Kean University, Mahidol University, and Chiang Mai University), 5 private universities (Assumption University of Thailand, Bangkok University, Bangkokthonburi University, Rattana Bundit University, and Sripatum University), and 5 Rajabhat universities (ChiangMai Rajabhat University, Suan Dusit Rajabhat University, Nakhon Pathom Rajabhat University, Nakhon Sawan Rajabhat University, and Phuket Rajabhat University).

3. Two executives from the Ministry of Tourism and Sports, one from the Department of Physical Education, and another one from the Sports Authority of Thailand.

4. Three committee members of the 5th National Sports Development Plan and 33 members in relation to the drive for the 5th National Sports Development Plan.

5. Five executive members and coaches from five organizations within the Sport Associations of Thailand. (Thai Amateur Weightlifting Association, Thai Cycling Association, Taekwondo Association of Thailand, Football Association of Thailand, and Lawn Tennis Association of Thailand).

6. Foreign executive experts from educational institutions where they play prominent roles in educational management and sports development. Two experts from

each of the following countries: People's Republic of China, Republic of Korea, and Japan, and Sport Management experts from the United States of America and Chinese Taipei.

8. Five executive members from the Educational Commission of International University Sport Federation (FISU/EduC).

9. Ten top athletes from national teams who are now studying in educational institutes.

Research Instruments

Four structure interview questionnaires comprising questions about planning, organizing, staffing, leading, and evaluating were developed by adopting the management principles of Fayol (Pryor and Taneja, 2010) and sport management principles initiated by Chelladurai (2009). All of the instruments were verified by an Index of Item Objective Congruence: IOC for the content validity ($>.05$) (Rovinelli & Hambliton, 1977). For the reliability, the information was tested using the triangulation technique while the information analysis was conducted on the basis of descriptive analysis.

Data Collection

Step 1 Document Study

Studying and reviewing documents related to sports management in educational institutes from basic education and higher education level in terms of management structure and activity arrangements concerning sports development both at the national and international levels. The information obtained was used for content

analysis and for constructing the research instruments.

Step 2 Data Survey and Field Visit

1. Gathering information from documents, textbooks, statistics, and sports achievements from the educational institutes which were selected as part of the sample group in relation to their arrangement of sports and teaching activities.

2. Interviewing stakeholders, i.e. student athletes, teachers, lecturers, coaches, and other related persons from selected educational institutes.

3. Site visits to observe the arrangement of sports and teaching activities in educational institutes selected as part of the sample group, aiming at preparing initial data for considering the selection of sample group and in-depth interview of executives.

Step 3 In-Dept Interviews

The in-depth interviews were conducted with two sample groups individually. The first group is Thais consisting of executives from educational institutes, executives of national sports organizations who are in charge of determining policies, athletes, and talented athletes who are studying in educational institutes. The second group was foreigners who are experts in educational management and sports arrangement in the university and sport private sectors.

Step 4 Focus Group

The focus group was conducted among persons related to driving the Fifth National Sports Development Plan which covers 6

sport and exercise strategy plans as follows: (1) sports and basic exercise, (2) sports and exercise for the masses, (3) sports for excellence, (4) sports for professional purposes, (5) sports science and technology, and (6) sports and exercise management strategy. These 6 areas were used to brainstorm and to seek directions for applying the strategies as a framework.

This should lead to sustainable and concrete development of sports nationwide.

RESULTS AND DISCUSSION

The data analysis is carried out based on studying documents, in-depth interviews, and focus groups using the descriptive

Table 1 The operation of educational institutions in the Asia region whose direct mission is related to the development of sports.

Country	Elements of Sport Management in Educational Institutes for National Sports Development		
	Basic Education Level	Higher Education Level	National Level
Thailand	<ul style="list-style-type: none"> Establishing 11 sports schools under the Ministry of Tourism and Sports (since 1990) and 7 municipality schools under the Ministry of Interior were upgraded to municipality sports schools (fully operated in 2002). Setting up sports academies operated by private sector. 	<ul style="list-style-type: none"> Establishing the Institute of Physical Educations (IPE) on 17 campuses nationwide. 	<ul style="list-style-type: none"> Making a National Sports Development Plan. Main national state agencies responsible for sports development consist of the following: <ul style="list-style-type: none"> - The Ministry of Tourism and Sports is responsible for sports and recreation. - The Ministry of Education is responsible for educational management. - The Ministry of Interior promotes and supports sports and recreation at the regional level.
Republic of Korea	<ul style="list-style-type: none"> Founding sports schools under Korea National Sport University whose education is connected to the university level. 	<ul style="list-style-type: none"> Establishing Korea National Sport University. 	<ul style="list-style-type: none"> Enacting educational laws in 1949. Main national state agencies holding direct responsibility are: <ul style="list-style-type: none"> - Ministry of Culture, Sports, and Tourism of Korea responsible for sports and recreation. - Establishing Korea Institute of Sport Science (KISS).

People's Republic of China	<ul style="list-style-type: none"> • Establishing sports schools beginning in 1956. Currently there are more than 3,000 schools. • Founding sports schools in every precinct. 	<ul style="list-style-type: none"> • Forming a sports university in every precinct, e.g. Capital University of Physical Education and Sport, Beijing Sport University, Chengdu Sport University, and Shanghai University of Sport. 	<ul style="list-style-type: none"> • Setting up the Ministry of Sports in 1952. • Formulating the National Sports Development Plan determining 7 strategies for sport development. • Founding 36 sports science institutes at the provincial level. • Establishing 19 centers of state agency of sports science in several fields countrywide. • Creating National Sport Training Center for each kind of sport.
Japan	<ul style="list-style-type: none"> • Establishing sports schools. • Founding sports academies operated by the private sector. 	<ul style="list-style-type: none"> • Setting up Nippon Sports Science University in the big cities of the country. 	<ul style="list-style-type: none"> • Formulating "The Basic Act on Sport Plan" consisting of 4 main strategies which cover sports development for all levels and ages. • Writing "The Strategy for Sport Nation" to support the sports industry. • The main state agency at the national level which has direct responsibilities in sports development is the Ministry of Education, Culture, Sport, Science and Technology (MEXT). • Establishing the Japan Institute of Sport Science (JISS)

analysis method. Its aims are to acquire data concerning the structure and management strategies of educational institutes for national sports development and to outline the direction of sports management in the educational institutes from basic education and higher education commissions for the purpose of fostering national sports development. The findings are shown in Table 1.

According to the analysis of relevant information, the overall summary in Thailand, the Republic of Korea, the People's Republic of China, and Japan is

that they all have a similar development system for education and sports. That is, they have national sports development plans and at least one ministry to provide direct support for education and sports. However, they have differences in details, movement mechanisms, and practices. The People's Republic of China which is globally accepted as a great nation in the arena of sports has a systematic management which produces concrete results, followed by the Republic of Korea and Japan which have systematic management as well. Although Thailand

receives government support in terms of promoting and all-level competition sports arranged countrywide, formulating clear national policy, and establishment of state agencies in charge of sports at the national level, it was found that the number of hours to be spent by students for physical education and sports activity has decreased. Some schools have almost no time spent studying physical education. The lack of exercise among Thai students has resulted in the rise of obese children which has become a national problem. At the university level, it was found that a great number of athletes in the White Elephant Project changed their universities and quit playing sports. This reflects the failure of sports management in Thailand. The management of sports in educational institutes which can play its part in the national sports development rests on the elements of the structure of sports organizations, the management process, and the arrangement of academic and sports activities in the educational institutes which is discussed in the following paragraphs.

for sports in childhood in order to seriously promote the significance of exercise and sports to children and youths. The educational institutes would be the main organizations playing the role of providing courses relevant to sports and physical education, development of children and youths, research, and creating sport-related tools and innovations under the support of national sports organizations, i.e. the Department of Physical Education, Sports Authority of Thailand, and other relevant organizations. To achieve the systematic and efficient development of sports management in educational institutes, the institutes should employ a management strategy which runs academic and sports activities in parallel. The executives need to apply an operational process which uses the management functions defined by Fayol (Pryor and Taneja, 2010), the sports management of Chelladurai (2009), and other management principles comprising 5 dimensions of management, namely, planning, organizing, staffing, leading, and evaluating.

National sports development should commence with building up a correct basis

Management Functions			
Fayol Management Functions (Pryor & Taneja, 2010)	Management Functions of Gulilck (1937) (Shafritz & Ott, 1992)	Functions of Sport Management (Chelladurai, 2009)	Cliffs Notes Function of Managers (Houghton Mifflin Harcourt, 2014)
Planning	Planning	Planning	Planning
Organizing	Organizing	Organizing	Organizing
Commanding	Staffing	Leading	Staffing
Coordinating	Directing	Evaluating	Leading
Controlling	Co-ordinating		Controlling
	Reporting		
	Budgeting		



Management functions apply for sport organization
 Planning Organizing Staffing Leading Evaluating

I. Planning

The significant things that proceed during planning are reliance upon policies, service receivers, and facts, and the analysis of related conditions. In terms of planning for sports management in educational institutes to promote national sports development, all levels of educational institutes should adopt the framework of the Fifth National Sports Development Plan as a guideline for formulating their sports development plans. The plans of educational institutes need to correspond with policies and operational plans of national and international sports organizations. These development plans for sports excellence must go together with academic success by integrating personnel, venues and equipment, budgets, and the management process together. The main operational plans for sports should comprise at least three sub-plans, which are a management plan, a financial plan, and a master plan for procurement of equipment and support factors (Kriemadis, 2011). The educational institutes where are ready and already have a clear target of sports development should formulate marketing plans and risk management plans (Green and Collins, 2008). Brainstorming from all related parties, especially the community is required in order to be able to truly derive benefits from sports, which would lead to other dimensions of development.

II. Organizing

The educational institutes are required to align their structures with national sports

organizations which are focused on professionalism, international standards, or a centralized system (Slack and Hinings, 1992). These structures can be adjusted to correspond with national culture and the objectives of various sports organizations, enabling quick command and facilitating operational convenience. These structures should follow a simple management structure or a specific structure owing to principles initiated by Mintzberg which provide freedom, power of pressure, and support work units which hold negotiation power with top management (Rail, 1988; Green and Collins, 2008). The sports work should not be mixed with other tasks, but should be under the direct command of top executives. The top executives with authority should perform the management by themselves for rapid sports development and more apparent results. In this regard, the organizational structure of sports in educational institutes should be split into three parts as a minimum.

1) The academic function is related to teaching and research so as to develop relevant sports knowledge. Its job functions are intensively different owing to multiple levels of education. In the school level, the work is directly under the academic unit and director. While in the university level, the work is directly under the faculty, major subject, and department. A separate unit for monitoring the academic progress of athletes needs to be established.

2) The function of sport for health covers work which is unrelated to teaching, but extra activities which can help develop the students based on their age. The main person in charge should be a graduate in the fields of physical education, sports,

sports science, or similar fields. Sport clubs should be implemented in the educational institutes by involving the senior students in management activities to support and take care of younger students, under the supervision of teachers who are advisors to the club.

3) The function of sports development for excellence should have an independent committee which is directly under the top executive by engaging all relevant parties including third parties who are sports experts. The establishment of a sports skill development unit is required by assigning the task to experts based on their sports profession as determined by the educational institutes without redundancy or overlap of function. The teachers from major subject/ Department/Faculty of Physical Education or Faculty of Sports Science should hold the main responsibilities. This task can be operated in cooperation with external experts to increase experience in conjunction with learning by doing at the same time. A sports training center and sports science center for excellence should be set up, under the supervision of a group of advisors who are experts at the international and national levels from external sports agencies and companies, which display obvious support for sports.

III. Staffing

Good staffing will improve organizational efficiency. Staffing is related to the process of recruitment, development, motivation, and retention. The significant objective of staffing is increasing operational efficiency of the staff. The management of staff in sports is not different

from that of other fields. However, the process of development carries different practices (Chelladurai, 2006). The staff, in relation to tasks of sports in educational institutes, consists of the following three main groups:

The sports executives hold authority in decision making due to their level of importance (chancellor, dean, director, head of department, head of subjects, head of divisions, etc). The qualifications of good executives in sports require possessing wide knowledge and vision in management and sports, adoration and understanding in sports, the ability to network, flexibility, ability to provide justice, and access to staff in job functions as well as athletes. The executives should give opportunities to staff in all functions to participate in sports development.

In basic education and higher education, the operational staff comprises teachers in academic fields, coaches, and sports team managers. They need to possess expertise and gain experience in sports directly both at the national and international levels. They must be able to actually fulfill their tasks and be role models for the athletes. It is necessary for the educational institutes to employ permanent sports personnel who hold degrees in sports science and physical education to be directly in charge of sports. If the permanent staff is inadequate, the organizations need to seek third parties who actually have knowledge to provide support as needed. Additionally, the organizations must take care of, give morale support to, and encourage their staffs.

The athletes are both the core constituents and the core products of sports development by the educational institutes

(schools and universities) which are the main organizations that are required to have awareness of and be intentional about creating athletes. Therefore, educational institutes must manage the students' time to allow them to study academic subjects and practice sports side by side. In sports development, three consecutive processes (Green, 2005) must be included, namely, recruitment, retention, and transition because the final outcome which can fulfill the task of sports development is all of those students who are able to apply sports for excellence and professional careers.

IV. Leading

Leading is one of management strategies in order to enable the related staff to achieve the targets of the organization. The executives must use strategies to command, control, persuade, and motivate individuals and groups to achieve operations as planned. In relation to sports management in schools and universities, the completeness of the academic dimension must be maintained while supporting excellence in sports to keep both academic and sport values. These two sides should be in balance. The sports should be a part of developing the quality of life of students in terms of health, intelligence, and morality with the ultimate goal of sport becoming their income and profession in the future. Holm (2009) and Padis (2009) mentioned that educational institutes need to popularize of the idea of playing sports first and then they can build a highly competitive team. Additionally, schools and universities need to create an environment that is a sports community. This will

undoubtedly require clear support from state agencies. The number of hours for students to practice sports must be increased. Standard competitions or activities need to be held by starting from sports for the masses, sports for excellence, and sports for professional purposes, respectively. These rely on cooperation from all parties in all sectors to establish systematic management which has connections to all levels of education, sport associations, as well as the Sports Authority of Thailand and the National Olympic Committee of Thailand.

The processes which need to be focused on and applied for the development in ability of athletes are sport scientific training and sport socialization (Nakornkhet, 2012). Such a concept is in line with that of Samahito (2013) who contends that holistic knowledge has been adopted by numerous countries as a basis for sport development. Holistic knowledge covers the three dimensions of high performance athletes, boosting general healthiness by mass sports/recreation sports, and the development of the sport industry. These also include sport business management and sport technology development for the full development of athletes. The knowledge of sports science plays its important roles in developing the capacity of athletes as they move to excellence and become professionals, through the operations carried out by the National Sport Science Institute, which gathers experts in several fields from educational institutes to be its committee members.

The educational institutes should train the students about how to play sports and

their rules in parallel with promoting sports for health. Then, it should be further developed into sports for excellence and as a profession by focusing on four dimensions, i.e. 1) teaching sports and related subjects to support athletes, 2) arranging systematic trainings and support factors for sports development, 3) holding special sports activities for students in school and university, and 4) creating networks for sports cooperation with other organizations to exchange knowledge and keep updated.

V. Evaluating

Operational evaluation must be on the grounds of same system and standard, and must hold efficient criteria in practice for fairness. The principles of operational evaluations in accordance with the modern concept of Permchat (2005) contain at least three components, i.e. operational outcomes, organizational targets and objectives, and participation of staff and executives in determining their goals. Also, they have to focus on 360^o feedback which engages stakeholders. The evaluation of educational institutes would be under the supervision and control of the Office for National Education Standards and Quality Assessment (ONESQA) which would do the overall assessment of the educational institutes. There is no clear format of evaluation in sports operations in Thailand's educational institutes. The researcher agreed with Goff (2000) that one of the indices of sport success in schools and universities is the quality of athletes as measured by the two dimensions of sportsmanship and graduation based on the

curriculum. The evaluation must be conducted in terms of performance and three operational procedures comprising data collection, assessment, and applying its results for task improvement.

Guidelines for Managing Sport in Educational Institutes for National Sports Development

1. Providing a basic sports education level for elementary and secondary schools with the direction of management as follows;

a) Providing an activity of physical education at a minimum of one activity per one semester to all students in all levels;

b) All of elementary and secondary schools need to provide extra activities for the students to exercise and play sports. The schools need to procure sport equipment, prepare venues, and arrange the environment in the educational institutes so that it fosters playing sports and exercising;

c) In studying physical education, playing sports, and exercising, the teachers or related parties need to help students adopt sport values such as sportsmanship, discipline, and fair play;

d) A special project should be implementing to support and promote elite athletes and special programs should be started to increase the efficiency of athletes becoming elite and playing for the national teams;

e) Well-prepare schools should receive support from the Ministry of Education or Ministry of Interior to found a "Sports Center for Excellence" in schools. Experts in sports need to be in charge of this project;

f) Schools should cooperate with provincial sports associations or the Sports Authority of Thailand based on the kind of sport to acquire support in terms of professional coaches, both Thai and foreign; and

g) The schools which offer special classrooms for elite athletes should cooperate with instructors of subjects to formulate study plans for this group of athletes to avoid a problem of inadequate classroom attendance.

2. The management at the higher education level for universities should include the following.

a) The university must offer general programs for students to attend physical education activities at least twice throughout their entire programs. Apart from providing opportunities for students to play sports and exercise, the instructors must insert lessons on morality as part of the content for the students in classroom;

b) The education must be linked to the secondary schools. The university must focus on sports, exercise, and sports excellence, but the amount of focus may be less than those in a sports university or the Institute of Physical Education;

c) Extra activities in the form of sport clubs whose management must be based on principles needed to be provided for truly qualified graduates for the labor market;

d) The executives of universities should establish a project to develop students who are skillful in sports in the educational institute so as to promote the national sport development, by collaborating with the University Sports Board of Thailand and the Sports Authority of Thailand; and

e) Universities should set up a project to follow up and assess the academic performance of athletes over time, so as to build up confidence in athletes and avoid the idea of abruptly quitting sports which causes the loss of many athletes.

In order to drive true benefits from the findings regarding the support of national sport development, educational institutions, especially at the university level education in fields of physical education, sport science and health science should be provided, and it is strongly advised that serious adoption of the management principles of planning, organizing, staffing, leading, and evaluating should be incorporated into their management processes.

SUGGESTIONS

One of the key factors for success in sports development in educational institutions for the national sports development is supervising the operations so that they proceed as planned. The mechanism which drives the operations is personnel consisting of two sides. The first is producer side which covers executives, teachers, lecturers, coaches, and sport scientists, etc. And the second is products side covering student athletes. These two parts must be mixed in suitable proportions. That is, the organizations must recruit genuinely skillful personnel to train athletes who are ready in terms of capacities and skills. In this way, the institutes would definitely achieve success. A sports team requires teamwork with frequent assessments both of themselves and the

athletes. The personnel need to be open-minded, realistic, flexible, and willing to change for the better. The budget, an important support factor, must be adequately allocated and suitable for carrying out the plans. One way to ensure an adequate budget is implementing the “1 School, 1 University, 1 Sports Association, 1 State-Enterprise” Project, and finally, the establishment of a “National Sport University” is a strong foundation for national sports development, including speciality universities in order to produce the sport personnel in every aspect of sport.

In educational institutions where there are the talented athletes, they should be given very strong support to foster their development to achieve their maximum potential both in academics and sport so that they can go on to excellence in their career and become a professional in sport.

REFERENCES

- Bailey, R. (2006). Physical education and sport in school: A review of benefits and outcome. *Journal of School Health*, Oct., 76 (8): 367-401.
- Boudreaux, M. A. (2004). *Development of a Predictive Model for Student-Athlete Retention and Graduation at Louisiana State University*. Doctor of Philosophy Dissertation in Human Resource Education, Louisiana State University.
- Chelladurai, P. (2006). *Human Resource Management in Sport and Recreation*. 2nd edition. United State of America, Champaign: Human Kinetics.
- (2009). *Managing Organizations for Sport and Physical Activity*. 3rd edition. Arizona: Holcomb Hathaway Publishers Inc.
- Gallien, C. L. (2007). Health, Truth, Freedom and Beauty Sport Creates Man...Man Develops the Nationhood. *Proceedings of Universiade Bangkok 2007 FISU Conference*. Bangkok, Thailand.
- Goff, B. (2000). Effects of University Athletics on the University: A Review and Extension of Empirical Assessment. *Journal of Sport Management*, 14: 85 - 104.
- Green, B. C. (2005). Building sport programs to optimize athlete recruitment, retention, and transition: Toward a normative theory of sport development. *Journal of Sport Management*, 19: 233-253.
- Green, M. and Collins, S. (2008). Policy, Politics and Part Dependency: Sport Development in Australia and Finland. *Sport Management Review*, 11, 225 - 251.
- Holm, D. (2009). *Athletics and Educational Integrity: Schools, Sports and Society*. Master of Arts Thesis in Liberal Study, Georgetown University. Washington.
- Houghton Mifflin Harcourt. (2014). *Cliffs Notes; Function of Managers*. <http://www.cliffsnotes.com/more-subjects/principles-of-management/the-nature-of-management/functions-of-managers>, March 12, 2014. (Online)
- Kriemadis, T. (2011). Strategic planning in University Athletic Department in the

- United Kingdom. *The Sport Journal*, Volume 14.
- Nakornkhet, K. (2012). Elite Athletes: Not only Scientific Training but also Socialization. *Journal of Health Physical Education and Recreation*, Vol. 38 No.1 January-June.
- Padis, P. J. (2009). *After-School Sports Programs' Effect on At-Risk Youth*. School Guidance Counseling. Prescott College.
- Permchart, N. (2005). *Evaluation of Performance*. Faculty of Management, Muban Chom Bueng Rajabhat University. Ratchaburi, Thailand.
- Pryor, M. G. and Taneja, S. (2010). Henri Fayol, Practitioner and Theoretician – Revered and reviled. *Journal of Management History*, Vol. 16 No. 4, 2010: 489 - 503.
- Rail, G. (1988). A Theoretical Framework for the Study of Complex Sport Organizations. *Journal of Sport Management*, 2: 40 - 52.
- Rovinelli, R. and R. K. Hambliton, (1977). On the Use of Content Specialist in the Assessment of Criteria Referred Test Item Validity. *Dutch Journal of Education Research*, 2, 49-60.
- Samahito, S. (2009). University Olympic Education and Youth Development in Thailand. *The Proceedings of 2009 Winter Universiade Sport Science Conference*. Harbin Engineering University Press, China.
- _____. 2013. Annual Report 2013: Sport and Recreation Division. National Economic and Social Advisory Council. Bangkok, Thailand.
- Shafritz, J. M. and Ott, J.S. (1992). *Classics of Organization Theory*. 3rd edition. Pacific Grove, California: Brooks/Cole.
- Slack, T. and Hinings, B. (1992). Understanding Change in National Sport Organizations: An Integration of Theoretical Perspectives. *Journal of Sport Management*, 6: 114 - 132.
- Soler, A. (2010). Integrated Sport and Physical Activity Pan: Plan A+S the Sports Environment at the University. *10th FISU Forum, University Sport: A Platform for Change*. International University Sports Federation, Brussels, Belgium.