

**SPORTS MANAGEMENT AS A MEANS OF INFLUENCING  
PARTICIPATION IN PHYSICAL ACTIVITIES  
AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KATSINA  
STATE  
NIGERIA.**

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**BY**

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## **CHAPTER ONE**

### **Introduction**

#### **1.1 Background of the Study:**

Sports management is a broad and wide discipline that deals with all the technical and strategies that help to encourage active participation in physical exercise, provision of adequate and relevant facilities & equipment, proper utilization and maintenance of such provisions and smooth organization and running of sporting programmes.

Desenri, Kelly, Blanton, and Berted (1990) defined Sports management as any combination of skills related to planning, organizing, directing, controlling, budgeting leading and evaluation within the context of an organization or department whose primary service or product is related to sports and physical activities. Sports management covers every activity which involved its contents, resources needed for running the programme, personnel, working environment and the beneficiaries who may be regarded as the clients (Abeku and Abdullahi, 2009).

Akintunde (2008) stated that school sports have been simply referred to as the intra and inter school basic sports programme. In any standard school, it is expected that sports should be organized reasonably and regularly.

The inclusion of sports as both curricular and extracurricular activities in schools is justified as Adedeji (1978), and Okuntar (1998) opined that it has the capacity to contribute to the overall development of the school child.

Considering the fact that sporting activities are meant for all round human development, therefore, the good habit, attitude and practice towards sports should be inculcated in the mind of young people at all levels of their school age, where they are monitored and controlled through school designed schedules in the time table, for academic and extra-curricular activities which sports is part of it. In our schools today, the zeal and confidence among the secondary school students to participate in physical activities is either demoralized or killed and there is no clear evidence that such abandoned programmes would be reinvigorated.

We must have an official sports policy that permanently links education to sports. Nigeria as a nation cannot run away from the time-proven axiom of producing young men and women with sound minds in sound bodies who will become better citizens and builders of a strong and progressive nation. As they say, we have to catch them young, which means, we must start from the primary schools. Every primary school must have a playing ground. Instead of mere physical education exercises, the pupils must be taught the rudiments of a few selected sports. And instead of non-specialist Games masters there should be specialist sports masters.

Then there must be regular primary school competitions in the various sports at local government, state and national levels. A reward scheme of prizes and scholarships will encourage better performances and dedication, (Akraka, 2004).

Sports is education. It is a useful learning process in the upbringing of children and young people. In sports you learn the basics of life. You learn early in life that there are no short-cuts, that you must train to win, that there is no gain without pain, that you cannot fake it or disguise your form, that you must play by the rules and be law-abiding, that you must not cheat, use illegal performance-enhancing substances, and the overriding spirit of sportsmanship and fair-play, (Akraka, 2004).

When these guidelines and principles of sports are adhered to with commitment, young sportsmen and women usually grow to become useful and responsible members of the community and nation. Sports make a man and a woman. Sports make good human beings. To live a fuller and richer life young sportsmen and women need to be further educated too, in many other fields and in sports too. Every young man and woman in Nigeria should have a right to both sports and education. (Akraka, 2004).

Generally human beings have different feelings and expectations particularly on the physical activities they do. Some are hard working while some are slow and lazy in doing things. For school to motivate the slow and lazy ones and invariably to

encourage the hard working ones there should be a certain level of motivation (Oribabor, 2004).

Students in secondary schools are at their adolescent period where they expect to be considered and be given recognition; Teachers and Coaches should try as much as possible handle them rightly. They have significantly higher expectations, which create difficult challenges for sports personnel. Invariably, participation in physical activities is expected of all students of any nation, irrespective of tribe or religion even if one has a mental or physical deformity.

Therefore, this dissertation will limit its scope within Sports management as a means of influencing participation in physical activities among senior secondary school students in Katsina state. Sports management strategies, if properly given as required, will no doubt encourage great percentage of participants in physical activities. Nevertheless, the following sports management indices such as fringe benefits, provision of sports facilities and equipment, provision of adequate and professional sports personnel, and establishment of good rapport with the students would enhance participation in physical activities.

## **1.2 Statement of the Problem.**

According to Adeyanju (2002), management implies the accomplishment of goals and objectives through the efforts of other people and added that effective management involves strategy and innovation, which brings about change, creative problem solving, and decision making. Thus, for any sports programme to be effective there must be certain appreciable level of sports management. In researchers opinion, sports in most of the secondary schools in Katsina state, is managed by non professionals as such do not have the managerial efficiency and personal skills of being open and friendly with students within their respective schools. Managerial efficiency is the act and ability of a manager to employ all the skills directed toward maintaining organizational goals. In sports, it is the application of management ideas to sports structures and processes so that targeted objectives could be achieved by adequately manipulating inputs for increased outputs (Bucher and Krotee, 2002).

At the secondary school level there will be more sports and more specialization and of course more and better-trained coaches. It is at the high school level of education that the future superstars in the various sports are spotted. Their careers are then clearly mapped-out. They are late exposed to and given specialized training and grooming in the university system. Our high schools should really be our breeding

grounds and the universities the finishing schools if we are to continue to produce generations of first-class international sports men and women non-stop, in a spectrum of about twenty different sports, ,(Akraka, 2004).

The major problem is the Nigerian economy, which is now very weak. The weak economy has impacted negatively on both education and sports. Proper funding of our Higher educational system is still a big problem and under these circumstances it is virtually impossible for these institutions to run comprehensive sports programmes or even afford to give scholarships to young sportsmen and women. Of course the federal ministry of sports or the state governments cannot themselves offer scholarships to young sportsmen and women to study in higher institutions in Nigeria or overseas in the U.S.A. and Europe, ,(Akraka, 2004).

Shortage of funds has meant that there are no modern sports infrastructure in many of these educational institutions and the newly-created states. As an example many young athletes have never seen hurdles. Lack of equipment and few competitions have not helped matters. The multinationals and companies have continued to help by sponsoring competitions in the various sports, but they could do a whole lot more. They in turn, argue that the quality of sports administration and transparency in the spending of sponsorship money must improve if they are to spend more on sports sponsorship in Nigeria, ,(Akraka, 2004).

It is therefore, expected that appointment of sports personnel and other important stake holders by the Government in sports is aimed at achieving greatness through sports. In the Nigerian context however, the attainment of this aim in most times is impossible due to problems associated with nepotism and selfish interests of which most at times those appointed lack general management skills or knowledge and encounter problems of governmental interference .

Today, Secondary School Management and Ministry were seen to be underfunded and thus no adequate provision of functional facilities and equipment, no proper and regular organization of local/zonal competitive sporting activities within the Senior Secondary Schools. As such they do not possess professional management skills which invariably contribute to poor administration of sports within the senior secondary schools.

To buttress the above assertion, Coakley (1978), Asagba (1992), Morakinyo (2000) and Bwai & Pam (2006) identified many problems associated with school sports such as:- Inadequate funds to conduct sports programmes successfully in the schools, Incompetent and inept sports leadership, Inadequate and substandard facilities and equipment, Absence of incentives that can spur on student-athletes, and host of others. It is against this backdrop, the researcher wants to investigate the “influence of sports management on sports participation among Senior Secondary School Students in Katsina State of Nigeria”



### **1.3 Purpose of the Study:**

The purpose of this study is to examine the influence of sports management on participation in physical activities among senior secondary school students in Katsina State, Nigeria. Specifically, this study will determine whether:-

- i. payment of fringe benefits influences Sports participation among senior secondary school students.
- ii. To determine whether provision of facilities influences sports participation among senior secondary school students.
- iii. To determine whether provision of equipment influences sports participation among senior secondary school students.
- iv. To determine whether provision of sports personnel influences sports participation among senior secondary school students.
- v. To determine whether good rapport influences sports participation among senior secondary school students.

### **1.4 Significance of the Study**

This investigation would be justified on the following basis.

It is a long-term out-come that some capacity building strategies may affect while others may not. Therefore, for any school sports to be successful, it must consider the motivation level of its students in order to encourage high and mass students' participation in sporting activities within Katsina state.

As the main purpose of this study would be to find out the influence of sports management on sports participation among senior secondary school students of Katsina state, this would contribute in achieving the goals of sports development already set. Secondly, the study would reveal the extent to which variables under sports management would encourage ministry of Education, school management and students to perform better. Thirdly, the finding would also help school sports managers to improve upon their management skills and strategies in handling their students.

Fourthly, the finding would add in the field of knowledge in sports management, in the area of school sports, and finally would form a basis for further research in related area within other sectors.

### **1.5 Research Question:**

1. Do payment of fringe benefits influence sports participation among senior secondary school students in Katsina State, Nigeria?
2. Do provision of facilities influence sports participation among senior secondary school students in Katsina state, Nigeria?
3. Do provision of equipment influence sports participation among senior secondary school students in Katsina state, Nigeria?
4. Do presence of sports personnel influence student's sports participation in senior secondary schools of Katsina state, Nigeria?

5. Does good rapport of sports personnel influence student's participation in sports among senior secondary school students in Katsina state, Nigeria?

### **1.6 Hypotheses**

For the purpose of this study, the following hypotheses are formulated:

#### **Sub- Hypothesis 1.**

There is no significant influence of prompt payment of fringe benefits and sports participation among senior secondary school students in Katsina State, Nigeria.

#### **Sub- Hypothesis 11.**

Provisions of sports facilities have no significant influence on sports participation among senior secondary school students in Katsina State, Nigeria.

#### **Sub- Hypothesis 111.**

Supplier of sports equipment has no significant influence on sports participation among senior secondary school students in Katsina State, Nigeria.

#### **Sub- Hypothesis IV.**

Sports personnel do not significantly influence sports participation among senior secondary school students in Katsina State, Nigeria.

#### **Sub- Hypothesis V.**

Good rapport of sports personnel with students do not significantly influence sports participation among senior secondary school students of Katsina State, Nigeria.

## **1.7 Delimitation**

The study was delimited to influence of sports management on sports participation among senior secondary school students of Katsina state in Nigeria. For the purpose of this study, sports management was delimited to variables as the prompt payment of fringe benefits, provision of facilities and equipment, provision of sports personnel and good rapport with students. Furthermore, this study would be delimited to Katsina state of Nigeria.

## **1.8 Limitation**

This investigation was limited in the following respects:

1. Despite the fact that the researcher assured confidentiality and questionnaire was developed in clear and simple language, it was difficult to ensure that the respondents have correctly ticked their true feelings while filling the questionnaire.
2. Although research assistants were employed, but the researcher was not sure whether adequate instructions before filling the questionnaire was given.
3. The level of students understanding may lead to filling the questionnaire anyhow without minding whether it is true or otherwise.

**1.9 Research Method:** Descriptive Survey Method.

**1.10 Tools of the Study:** Questionnaire.

**1.11 Statistical Technique:** Statistical Package for the Social Sciences (SPSS).

## **CHAPTER TWO**

### **Review of the Related Literature**

#### **2.1. Introduction**

This chapter contains the review of related literature on Sports Management and Participation in Physical Activities. Thus, related literature references in available Journals, Theses/Dissertations, Text books and Internet were reviewed and broken down into the following subheadings for easy discussion of the chapter:

- i. Conceptual Background of the Study
- ii. Concepts of Sports
- iii. Concepts of Management
- iv. Concepts of Sports Management
- v. Theoretical Frame Work of the Study
- vi. Prompt Payment of Fringe Benefits
- vii. Facilities
- viii. Equipment
- ix. Sports Personnel
- x. Relationship (Rapport) between Sports Personnel and Students
- xi. Concepts of Physical Education and Physical Activities
- xii. Concepts Physical Education

- xiii. Concepts of Physical Activities
- xiv. School-Based Physical Activity and Academic Performance
- xv. History of Physical Education in Nigeria
- xvi. Physical Education in Primary Schools
- xvii. Physical Education in Senior Secondary Schools
- xviii. Physical Education in Colleges and Universities
- xix. Behaviours of Secondary School Students
- xx. Benefits of Participation in Physical Activities
- xxi. Physical Health Benefits
- xxii. Mental Health Benefits
- xxiii. Social Health Benefits
- xxiv. History of Nigeria
- xxv. History of Sports in Nigeria
- xxvi. Major Empires in Nigeria
- xxvii. Nigeria 6 Geopolitical Zones
- xxviii. History of Katsina State

## **2.2. Conceptual Background of the Study:**

**2.2.1. Concepts of Sports:** Sports is a general term used to cover all forms of activities that requires competition between two or more people. Sports transcend the purview of the early Greek Philosopher who focused only on having a sound mind in a sound body (Ogedengbe, 2009).

Sports are not just a viable public relations tool but also a multimillion dollars spinning machine, Sports have also been found as an instrument of patriotism. Individuals in a multinational country, like Nigeria could be easily integrated using sports as cohesive agent (Awosika, 2000).

Sports are a highly organized game, with institutionalized physical activities in which rules are fixed externally and beforehand. Sports provide insight into the culture and the way of life of people and society at large. It is a veritable tool for economic, political, social and industrial development of a nation. Sport promotes peace and unites people, society and nations. Through sport, individuals develop and exhibit moral training qualities such as cooperation, honesty, friendliness, cohesiveness, self discipline which can be carried into other spheres of life, (Eleso and adegbamigbe, 2007).

Sports is an acceptable terms, which comprises all arms of activities, which require competition between two or more people. Ekpo (2013) Quoted Alla (2002) opined that sports have been used by nations of low recognition to improve their global recognition. It is, therefore, a fact that the place of sports in nation building or image protection cannot be over-emphasized. Sports have tried to penetrate and dominate virtually every social institution and form a significant part of most civilizations. Glueck and Jack (1984) defined strategy as a unified comprehensive and integrated plan to achieve the basically, a set of decision– making rules for guidance of organizational behavior. They further stated that, strategy joins all the parts of an organization together as long as they are compatible with each other. Ekpo (2013) quoted Thompson and Stricklend (1987), saw strategy as “a blueprint of all the important managerial, competitive and functional areas of action that are to be taken in pursuing organizational objectives and positioning the organization for sustained success”. To them, strategy is a means to an end where objectives are the end” while strategy is the “means” of achieving them.

Institutions, such as Universities, Polytechnics and Colleges of Education, have usually served as the avenue for ensuring that the people’s talent in all sphere of life, including sports are nurtured properly through primary, secondary, tertiary education and any other tags seen as appropriate, (Ekpo, 2013).



School or institution performs its sports program within the policies, plans, facilities and standards laid out by the Federal, State and Local Governments and in many cases with consideration to the activities of its school sports program. The school location, environment and facilities will influence the choice of sporting activities learning as well as its outcome. One of the most important roles of the school is to collaborate with the various agencies for youth sports and recreation in the development of adequate sports programs for students. (Ekpo, 2013 and Nwankwo, 2002).

Prospect in sports are the basic benefits expected to be attained through mass participation of students in various type of sports and games available within the schools set-up. A clearly notable contribution of sports to the achievement and enrichment of life is its socializing effects. Moreover, it has been understood that the attitudinal and behavioural values may be derived from participation in sports. In fact, physical, mental, emotional and social functions of sports contribute to good environmental living condition of students in schools and also accorded a pride of place as a way of achieving less crisis atmosphere in our schools. Active participation in sports by students has positive role to play in the maintenance of their physical well-being, health and academic excellence, (Ogedengbe, 2009).

Sports is a social phenomenon that has grown from its humble beginning of being an entertainment and recreation past time to becoming a viable and prominent business phenomenon that could no more be ignored in the social, political and economic environment of any nation (Morakinyo, 2000).

Sports is all forms of physical activity which through casual or organized participation, aims at expressing or improving physical activity, fitness and mental well-being, forming social relationships or obtaining results in competition at all levels(Watt, 2004).

Sports is described as a human activity that involves administrative organization and a historical background and rules which define the objective and limit of the pattern of human behavior; it involves competition and challenges and a definite outcome primarily determined by physical skills (Singer, 1976). Sports refer to an institutionalized physical activity in which the rules are fixed externally and beforehand (Bucher, 1985). Sports have been described as institutionalized competitive activity that involves vigorous physical skills by individuals whose participation is motivated by combination of intrinsic and extrinsic factors (Abone, 2002).

Sports is a 'human activity that involves specific administration, organization and an historical background of rules which define the object and limit the pattern of

human behaviour; it involves competition or challenge and a definite outcome primarily determined by physical skill' (Singer, 1976).

Abone (2002) refers to sports as a dynamic social force, an institutionalized physical activity, usually requiring the demonstration of physical process, and involving competition between individual or groups, who play to win, under certain predetermined rules, with specialized facilities and equipment within definite boundaries.

Theoretically, because of its insistence upon rules and equality (disregarding the prejudice that can exist within the framework of sport), sport 'provides an egalitarian utopia in which rich and poor, black and white, can subject themselves to a symbolic test unhampered by the accumulation of wealth or poverty, looks or skin colour'). It involves: set rules, area and time; set positions for team players; complex physical activity which are applied throughout the set time; training and preparation; and competition between individuals or teams, (Singer, 1976).

To buttress the above assertion, Cailois in Ajiduah (2002), described sport as a type of play which requires among other things, skill, sustained training to master the skill, qualities of discipline, memory, intelligence, strength, power, speed, agility, coordination, balance, technique, tactics and flexibility. It also requires rules and regulation as well as arbiters (referees, umpires, judges etc.) Winners are determined

not by chance but by the arbiters based on the stated required qualities, rules and regulations.

Sports is a 'human activity that involves specific administration, organization and an historical background of rules which define the object and limit the pattern of human behaviour; it involves competition or challenge and a definite outcome primarily determined by physical skill' (Singer, 1976).

Therefore, sports can be summarized to mean any organized physical activity guided by set rules and regulations for competitive, recreational or school game, for the purpose of developing the participants physically, mentally, socially and emotionally.

**2.2.2. Concepts of Management:** Management is the act of leading a group of people toward the attainment of objectives in an organization over the years. Management therefore, is the process of making decision and issuing commands on behalf of an organization's membership groups, taking into consideration the complexity objectives, limitations and standard underlying the production and distribution of value required to satisfy membership's needs. The task of management is to make cooperative efforts of man and prosper. Management is associated with high human performance and is of great significance and impact

associated with the management functions of decision making and command (Ladani, 2007).

Management is referred to as the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading, and controlling organizational resources (Daft and Marcic, 1998). Management is the coordinated and integrated process (human, financial, physical, information/technological, technical) to achieve specific objective through the functions of planning, organizing, leading, controlling and staffing (Dubris, Ireland and Williams, 1989).

Any organization dedicated to achieving or accomplishing specific goals needs to a set of management concepts. That organization may be a large business corporation, or it may be something committed to another sphere of activity entirely different, such as the NASA Space Administration, Sports Administration etc. Whatever type of organizational structure is involved, management concepts facilitate strategic and/or tactical objectives. Generally very large sums of money, personnel, and resources are at stake, and thus it is critical to have specific management concepts to most effectisvely utilize, control, and organize those resources, ( Lallan and Gulshan,2015)

Professionalization of sports administration and management will not be tenable without the existence of an organization responsible for professional sport in the

society. Sports management involves policy making for the sports organization in a society. Policies are guides to action, and reflect procedures that will fulfill the best interests of the sports organization and the purposes for which it exists. Traditionally, administration exists in order to carry out the policies that had been developed by the duly constituted policy-forming group-like Sports Management Board. Moreover, administration is concerned with that group of individuals, who are responsible for directing, guiding, coordinating and inspiring the associated efforts of individual member, so that the goals of the organization may be accomplished in the most effective and efficient manner possible. (Abone, 2002).

Osakunih, Eboh and Inomiesa (2002) in Butcher's definition says that the administrative process is the way an organization, through working with people, make decisions and initiates action to achieve its purpose and goals. This modern view of administration is unlike the traditional one which revolved around the idea that administration existed in order to carry out the policies that had been developed by the duly constituted policy forming group. Modern administration not only implements policies but also plays an important role in the development of policies, utilizing the knowledge and expertise that come from training and experience. In this situation, strong administrative leadership, based on knowledge, training and experience, is a requirement that technical and expert judgements can be made to

help the organization to achieve its objectives more effectively. (Osakunih et al, 2002).

Management refers to the development of bureaucracy that derives its importance from the need for strategic planning, co-ordination, directing and controlling of large and complex decision-making process. Essentially, therefore, management entails the acquisition of managerial competence, and effectiveness in the following key areas: problem solving, administration, human resource management, and organizational leadership, (Yasin, 2004).

Management implies the preparation, arrangement and administration of the people, the resources and the programmes (in this case for physical education/sports) in order to achieve the desired goals and objectives (Nwankwo, 1996).

The scope of organization and management includes:

- (a) Planning and policy making: Laying out, scheduling and describing the programmes of activities aimed at achieving the set objectives, policies, ideologies or philosophies.
- (b) Organizing: Provision, maintenance and arranging the different resources-facilities, equipment, and programmes. So as to achieve maximum efficiency in the execution of effective sports programmes and objectives.

- (c) Staffing: This entails recruitment of the right staff/personnel, training, developing and maintaining the different types of staff (Lecturers, coaches, referees etc.)
- (d) Directing
- (e) Co-coordinating
- (f) Budgeting
- (g) Controlling

The ability and capacity to cover the scope of sports management (POSDCOB) to achieve maximum efficiency is a function of the manager's experiential background, initiative, adroitness in research and openness to continuous education (Nwankwo,1996).

Management in businesses and organizations is the function that coordinates the efforts of people to accomplish goals and objectives using available resources efficiently and effectively. Management includes planning, organizing, staffing, leading or directing and controlling an organization to accomplish the goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources. Management is also an academic discipline, a social science whose objective is to study social organization, (Business Dictionary, 2012).



Management involves identifying the mission, objective, procedures, rules and the manipulation of the human capital of an enterprise to contribute to the success of the enterprise. This implies effective communication: an enterprise environment (as opposed to a physical or mechanical mechanism), implies human motivation and implies some sort of successful progress or system outcome. As such, management is not the manipulation of a mechanism (machine or automated program), not the herding of animals, and can occur in both a legal as well as illegal enterprise and environment. Management does not need to be seen from enterprise point of view alone, because management is an essential function to improve one's life and relationships. Management is therefore everywhere and it has a wider range of application. Based on this, management must have humans, communication, and a positive enterprise endeavor. Plans, measurements, motivational psychological tools, goals, and economic measures (profit, etc.) may or may not be necessary components for there to be management. At first, one views management functionally, such as measuring quantity, adjusting plans, meeting goals, (Lallan and Gulshan, 2015).

This applies even in situations where planning does not take place. From this perspective, Lallan and Gulshan,( 2015). Quoted Henri Fayol (1841–1925), considers management to consist of six functions:

1. Forecasting
2. Planning
3. Organizing
4. Commanding
5. Coordinating
6. Controlling

Although every organization or association is different, there must be some sort of plan implemented to achieve specified goals and objectives. Strategic planning can be the overarching management concept that sets the direction the “ship of business” will take. Planning will involve all the various factors that may affect business or organization operations. Internal and external strengths, weaknesses, opportunities, and even threats are all factored into the planning process and procedures. There are many different areas of planning, such as financial, general assets available, employee pool and selection process, and so on. The management concept of planning should be practical and efficient, (kleiman, 2010).

Once the overall goals, objectives, and operational strategy have been set forth, the next function of management is to organize all the resources to implement the organizational plan. It is true that any business is a series of relationships between groups and departments, employees, outside entities that interact with the

organization, etc. Rather than having the management concept of business as a war and battlefield, there should instead be one of harmonization between various components of the business model. Task allocation and information expenditure are some examples of organizing a business venture, undertaking or outfit, (Lallan and Gulshan, 2015 Quoted Henri Fayol 1841–1925).

Any organization is comprised of people, and this staff needs direction, a third management concept. There must be communication between department heads, plus motivation is required to get the various teams headed in the right staff. A good manager understands the communication process, and thus knows how to solve problem and build direction as set out in the planning stages. Prizes, incentives, commissions, bonuses, even vacation packages and positive interpersonal relationships can all be motivational tools utilized by managers to effectively direct their employees within the organization. Any effective organization, whether operating on business model or some other function, is really only as good as its workers, staff, technicians, administrators and managers, (Lallan and Gulshan,2015).

A final management concept is that of control. All the staff and workers of a company, at whatever level of job-function, need to have a clear understanding of the performance standards required of them. Obviously there will be higher

standards required for those staff in positions entailing higher levels of responsibility; the mail room delivery person will not have the same job functions as the organization's systems analyst! Whichever the case, management concepts are almost always an ongoing and continuous operation, with the function of maximizing company objectives and goals. The company is truly a series of relationships, and ensuring smooth flow of those relationships can be challenging at best! Efficient and successful implementation of these management concepts would guarantee company success, (Lallan and Gulshan, 2015).

**2.2.3. Concepts of Sports Management:** Many of the concepts come from a field of study known as 'organisation theory' which is increasingly being used in research on the management of sport. Some of the concepts are much broader than those found in organisation theory, such as the disciplinary areas of marketing/sponsorship, funding/finance, and sports law. We have set out to produce a book of key concepts which relates to the management of sport and is aimed primarily at students and academics. The key concepts in the field of sport management are, as have been said above, primarily derived from organisation. According to Drayer et al, (2012), this is done for several reasons. First, there has been a growing amount of research conducted using organisation theory to understand the management of sport and so any person interested in studying sport

management should be aware of this current knowledge base. Second, the area of organisation theory covers a significant range of concepts and theoretical perspectives, which have been influential in developing current knowledge of the management of sport. Third, it is organisation theory which is our area of interest and expertise and thus we feel able to provide the reader with a thorough introduction to the numerous interesting concepts which have emerged in this area of study. Finally, organisation theory and behavior offer key insights into the management of sport from cultural and interpersonal perspective.

Sports management is an industrious field concerning the business aspects of sports and recreation. Some examples of sport managers include the front office system in professional sports, college sports managers, recreational sports managers, sports marketing, event management, facility management, sports economics, sports finance, and sports information (Drayer et al 2012).

Desensi et al (2003), refers to sports management as things that involves any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or services is related to sport or physical activity. They further states that Sport managers carry out these skills in a variety of organizational settings, for example: college sports; professional sports; amateur

sports, including the Olympics; sport marketing and management firms; corporate sponsorship and advertising firms; sporting goods firms, arenas stadium, and civic centers, among others.

Sport management is a field of education concerning the business aspects of sports and recreation. Some examples of sport managers include the front office system in professional sports, college sports managers, recreational sport managers, sports marketing, event management, facility management, sports economics, sport finance, and sports information.

### **2.3. Theoretical Frame Work:**

Considering the rate of registered over weight and obese students at early age, campaign for students' participation in physical activity is of paramount importance. However, it has to consider what motivate one to participate in a particular activity or otherwise.

Theoretical studies contribute to the understanding of the mechanisms of children's motivation, and may also take into account the environmental and social parameters that influence sport participation or withdrawal (Biddle, Sallis, & Cavill, 1998; Kremer, Trew, & Ogle, 1997; Weiss, 1993; Weiss & Petlichkloff, 1989). Combining descriptive and theoretical approaches might satisfy the dual demands of

understanding deeper motives and mechanisms of motivation, yet providing practical suggestions,(Panagiotis and Stuart, 2000).

It has been argued that describing the reasons young people give for being physically active through sport and PE - 'participation motives' - is a useful starting point for understanding their motivation (Biddle, 1997). Research has found that a number of motives exist, including fun, social aspects, and skill development (Biddle, 1998).

Indeed, Gill, Gross and Huddleston (1983) assessed the major participation motives through the Participation Motivation Questionnaire (PMQ). The PMQ is a 30-item questionnaire describing the possible reasons for sport participation. Factor analytic results of the PMQ have revealed factors of achievement/status, team atmosphere, fitness, energy release, skill development, friendship and fun as basic motives for involvement. Simple description of motives, however, will not necessarily provide information about how young people view the sport experience, hence further exploration of motivation is required using a theoretical approach, (Panagiotis and Stuart, 2000).

Cognitive evaluation theory states that intrinsic motivation is driven by an innate need for competence and self –determination in dealing with one’s surroundings. The intrinsic reward for the behaviors motivated by this need are satisfying feelings

of competence and autonomy, positive emotions such as enjoyment and excitement, and possibly the sensation of flow (complete absorption in the activity). These feelings, in turn, serve to maintain or increase person's intrinsic motivation for the particular behavior, (James, 2014).

Achievement motivation theorists (e.g. Nicholls, 1989) claim that individuals differ in the way they define success. Participants in sport, PE or similar achievement-related contexts will define success in task and/or ego-oriented terms (Duda, 1993; Nicholls, 1989). Those predominantly task-oriented define success in terms of mastering skills, self-improvement, and working hard. Those more ego-oriented define success in terms of surpassing or outperforming others, preferably with low effort. They are 'other-person referenced' whereas task oriented youth will be 'self-referenced', (Panagiotis and Stuart, 2000).

Achievement goal theory implies that dispositional achievement goal orientations influence sport motivation (Duda, 1993). Specifically, youth with a dispositional ego-orientation are also likely to report being motivated by recognition and status. Conversely, a dispositional task-oriented sport participant who is more concerned with learning and personally mastering a task is likely to adopt more intrinsic motivational patterns such as skill development and enjoyment (Papaioannou & Theodorakis, 1994).



White and Duda (1994) found that ego-oriented individuals were more likely to report motives associated with competition and recognition/status, whereas task-oriented participants stressed skill development, fitness and, to a lesser extent, affiliation, team membership, and competition as reasons for their sport involvement. Although this may appear tautologies, it is argued that goal orientations theory (Nicholls, 1989) offers a comprehensive theoretical perspective over and above that offered by descriptive approaches, such a participation motives. In addition, further research linking the two sets of constructs will provide support for the validity of achievement goal orientations. The present study is justified for several reasons. First, there is a lack of research, (Panagiotis and Stuart, 2000).

Consistent findings with both experts and non-experts on learned capacities and abilities provide support for the relationship between training and expertise. Researchers examining the accumulated effects of prolonged practice and the rate of learning have indicated a robust positive relationship between practice and performance. The relationship between practice and performance is so strong that some researchers (e.g., Ericsson *et al.*, 1993) support the notion that an adequate amount of high quality training is the only necessary ingredient for elite level achievement.

Ericsson and colleagues (Ericsson *et al.*, 1993; Ericsson, 1996; Ericsson & Lehmann, 1996) advocate that increases in performance in any domain are the result

of adaptation to task constraints through training or practice, (Joseph and Sean 2004).

The '10-year rule' presented by Simon and Chase (1973) stipulates that a 10-year commitment to high levels of training is the minimum requirement to reach the expert level. This 'rule' has been applied successfully in many domains including music (Hayes, 1981; Sosniak, 1985; Ericsson *et al.*, 1993), mathematics (Gustin, 1985), swimming (Kalinowski, 1985), distance running (Wallingford, 1975) and tennis (Monsaas, 1985). The theory of deliberate practice (Ericsson *et al.*, 1993) extends the work of Simon and Chase by suggesting it was not simply training of any type, but the engagement in 'deliberate practice', that is necessary for the attainment of expertise. According to Ericsson *et al.*, deliberate practice activities are not intrinsically motivating, require effort and attention and do not lead to immediate social or financial rewards. In a review of studies on skill acquisition and learning, Ericsson (1996) concluded that, with few exceptions, level of performance was determined by the amount of time spent performing a 'well defined task with an appropriate difficulty level for the particular individual, informative feedback, and opportunities for repetition and corrections of errors'. By continually modifying the level of task difficulty, future experts can prevent learning plateaus and perpetuate adaptation to higher amounts of training stress, (Joseph and Sean 2004).

Although the theory of deliberate practice was developed through research with musicians, Ericsson and colleagues indicated that the theory also applies to expertise in sport (Ericsson *et al.*, 1993; Ericsson, 1996). To date, researchers examining the application of the theory of deliberate practice to the domain of sport have investigated figure skating (Starkes *et al.*, 1996), karate (Hodge & Deakin, 1998), wrestling (Hodges & Starkes, 1996), soccer (Helsen *et al.*, 1998), middle distance running (Young & Salmela, 2002), field hockey (Helsen *et al.*, 1998; Baker, Côté & Abernethy, 2003a), triathlon (Baker *et al.*, in press) basketball and netball (Baker, *et al.*, 2003). Typically, the relationship between hours spent in sport-specific practice and level of attainment is consistent with the tenets of deliberate practice theory, (Joseph and Sean 2004).

Expert athletes accumulated more hours of training than non-experts (Starkes *et al.*, 1996; Helsen *et al.*, 1998; Hodge & Deakin, 1998). Moreover, not only do experts spend more time in practice they also devote more time to specific activities most relevant to developing the essential component skills for expert performance (Baker, Côté, & Abernethy, 2003; Deakin & Copley, 2003). For example, Baker *et al.* (2003) found that expert athletes from basketball, netball, and field hockey accumulated significantly more hours in video training, competition, organized team practices and one-on-one coach instruction than non-expert athletes. Similarly, Deakin and Copley (2003) reported that elite figure skaters spent more time practicing the

technical aspects of performance such as jumps and spins than competitive or test skaters. Differences between experts and non-experts on both quantity and quality of training are strongly supported in sport and other domains (e.g., chess; Charness *et al.*, 1996).

The deliberate practice paradigm, however, is not without its problems. Researchers examining the acquisition of expert sport performance have necessarily been limited to using retrospective techniques. While these investigations have been quite useful in identifying the quantity and quality of training required for expertise, they do not provide evidence of a causal relationship due to the absence of control groups (Sternberg, 1996; Abernethy *et al.*, 2003). The addition of systematic, experimental evidence would add considerable support for training-specific approaches to expertise development. However, the logistical and financial difficulties associated with this type of long-term research make this an unattractive option for most researchers, (Joseph and Sean 2004).

#### **2.4.1. Prompt Payment of Fringe Benefit:**

Fringe benefit is considered one of the influencing factors to attract Students of Secondary School, to participate in physical activities during the adolescent period, which may eventually lead to life-long interest in participation in organized sporting events. In business term, it is called incentive. So any added benefit to the participants in physical activities, whether it is called fringe benefit or incentive or

award, the main focus is to ginger and attract others to participate in physical activities within the school setting.

The value of Sports Awards and honour is sometimes questioned. However, when the program is properly managed and kept in perspective, awards are a meaningful part of school. Certificates, plaques, and medals should be modest and meaningful, (Caricom, 2011).

Any monetary awards that are made to a school should be used for the development of the sport; either to purchase equipment, and gear or development of facilities as well as for training. With competitive sport being an integral part of the educational process, the Ministry should assist students in gaining admission to higher Institutions of learning where they can further both their academic and sports excellence. Bursaries should be awarded to students who qualify for national representation (example Windward Island School Games), (Caricom, 2011).

Research conducted in Maldives on the “impact of compensation package on job attrition”, the researchers used questionnaire to collect data and hierarchical multiple regression analysis for the analysis of the data. The finding has revealed invaluable information about the compensations systems of the schools and its impact on teacher motivation. In this manner, one of the important information that was found in the research is that teachers are happy about the compensation systems in general,

but the intrinsic compensation of the school is crucial for teachers' job retention. Further, the promotion and supervision are found to be the major influences on the growing concern of the teachers' attrition in many schools in the province, (Kazi , Mosa, Pradip, Chin and Ghazali, 2013 ).

In conclusion, both direct extrinsic and intrinsic compensations have a positive but insignificant impact on teachers intended attrition whereas, the impact of intrinsic compensation is considerably significant on teachers intended attrition. Promotion and supervision have been found the most influential compensation factors on teachers intended attrition. The major influences on teachers intended attrition have been found to be supervision and promotion. In addition to this, changing the focus of the instructional supervision from a summative and judgmental process to a formative and a developmental process is important to facilitate the teachers to overcome the problems and challenges faced in teaching and in the classroom management to reduce attrition, (Kazi et al, 2013).

According to Rebore (2009) the compensation system is the total reward system of the school that is based on the intrinsic and extrinsic compensations. The intrinsic compensation system is based on the intrinsic motivation factors, and hence it contains the working environment, training and development, professional growth, supervision, communication pattern of the school, participation in decision making, the responsibility, accountability, autonomy and core-workers. It is normally

believed that these rewards influence the intrinsic motivation and the teachers get these rewards from doing the job (Rebore, 2009, ; Dessler, 2011).

In addition to the fulfillment of intrinsic needs of the teachers, the accomplishments of the extrinsic needs are also important for teachers' motivation. Extrinsic needs are of two types-direct and indirect. Thus direct extrinsic needs of the compensation system contains the direct financial benefits such as wages, salaries and allowances that are crucial for teachers extrinsic motivation (Rebore, 2009 ; Dessler, 2011). Another important part of teachers' extrinsic motivational needs is the nonmonetary benefit that is provided as indirect extrinsic compensations. This includes the indirect financial benefits such as the medical insurance, housing, transport, life insurance, leaves with pay and retirement benefits (Rebore, 2009). In this way, the extrinsic compensation system that is practiced in all the public schools of the Maldives are same and the present compensation package of Maldives is a package that was revised in the year 2009 and it comprises basic salary, service allowance, bonus and overtime pay , (Kazi et al, 2013).

Beside these, special allowances for the teacher working away from the home island are paid for food and housing which is same to every teacher irrespective of experience, qualification and the living expenses of the island in which the teacher is working, (Kazi et al, 2013).

There is evidence from literature in the USA (Marlow et al. 1996; Coates, 2009), Philippines (Kukano, 2011), Pakistan (Iqbal & Khan, 2011) and Uganda (Allen, 2005; Harriet, 2008) that found working conditions, emotional aspects, interpersonal relationship, financial incentives such as higher salary, demographic characteristics, pay influence, training, personal and professional growth and fringe benefits are highly correlated with teachers attrition, (Kazi et al, 2013).

Another research carried out in Nigeria, shows that major source of teacher dissatisfaction in Nigeria arises from disparities between the teaching profession and other professions, such as nursing, with respect to the time and mode of payment of salaries, fringe benefits, promotion prospects and working conditions,(Adelabu,2005).

However, no consensus exists on the extent to which financial inducements are the really critical motivators. Research has shown that monetary reward in itself has not improved teachers' low esteem and their productivity. Although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching, (Adelabu, 2005).

Depending on their grade, civil servants in Nigeria are entitled to various fringe benefits, most notably car and housing loans, free medical services, and early payment of pension and gratuity. From grade 7 and above, civil servants can receive a car loan and, below this grade, a motorcycle and bicycle loan. All other workers



receive vehicle basic allowances. All respondents agreed that the car loan is the most sought-after and visible fringe benefit in the civil service. With regard to housing loans, various state governments in Nigeria have instituted a policy of granting a revolving loan for teachers in order to assist them build their own houses. The reality, however, is that the majority of teachers do not receive these allowances, (Adelabu,2005).

Considering the importance of fringe benefits, the city of Appleton made a policy. It is the policy of the City of Appleton to make available fringe benefits as outlined in this policy. It is also the policy of the City of Appleton to provide incentives, recognize significant levels of responsibilities, and to attract and retain qualified employees by offering comparable benefits. This policy provides the current fringe benefits available. These benefits are subject to change with approval of the Common Council. (City of Appleton Policy, 2012).

In order to encourage participation in Physical activities, Physical Fitness Salary Incentive was included in the policy, one is eligible to benefit if he pass the test:

Annual Testing: Participating employees receiving a score of “excellent” will be paid a physical fitness salary incentive of 2% of base pay and those receiving a score of “good” will be paid a physical fitness salary incentive of 1% of their base pay until the next testing date. Such payment shall be in a lump sum payable within thirty (30) days of the finalization of the testing results and shall be calculated on the

basis of 2% or 1% of the employee's annual base pay, calculated on the rate of pay at the time of the test. Employees receiving a score of "adequate" or "poor" will not be eligible for a physical fitness salary incentive.

Bi-Annual Testing: Participating employees receiving a score of "excellent" will be paid a physical fitness salary incentive of 2% of base pay and those receiving a score of "good" will be paid a premium of 1% of their base pay until the next testing date. Such payment shall be in a lump sum payable within thirty (30) days of the finalization of the testing results and shall be calculated on the basis of 2% or 1% of one half of the employee's annual base pay, calculated on the rate of pay at the time of the test. Employees receiving a score of "adequate" or "poor" will not be eligible for a physical fitness salary incentive. (City of Appleton Policy, 2012).

However, apart from Physical fitness salary, there is also a Physical Fitness Bonus Incentive, and is paid based on the following eligibility score test:

Annual Testing: Participating employees shall be eligible for eight (8) hours of physical fitness bonus pay for each testing period that the employee receives a score of "excellent" and four (4) hours of physical fitness bonus pay for each testing period that the employee receives a score of "good". Employees who score as "adequate" or "poor" will not be eligible for a physical fitness bonus incentive.

Bi-Annual Testing: Participating employees shall be eligible for four (4) hours of physical fitness bonus pay for each testing period that the employee receives a score

of “excellent” and two (2) hours of physical fitness bonus pay for each testing period that the employee receives a score of “good”. Employees who score as “adequate or “poor” will not be eligible for a physical fitness bonus incentive, (City of Appleton Policy, 2012).

Fringe benefits implies welfare of the athletes, it is imperative that sports personnel take care of their athletes’ health and welfare. It has been observed that many a time, the interest of sports personnel, with regards to the welfare of athletes leaves much to be desired. Their welfare is sacrificed on the altar of winning. This is exemplified when an unfit athlete or an injured athlete is persuaded to engage in an activity “because he is indispensable”. Quick treatment to alleviate immediate pain is given to enable the athlete return into the activity, thus aggravating the injury. This is highly unethical as such practice could prolong healing time. It could also jeopardize the possibility of the athlete concern from ever participating in the sport again. Be mindful of the welfare of an athlete rest and treat his injury even when he shows the enthusiasm to continue, (Udoh, 2002).

The question of welfare of athletes is that of payment of allowances. It is frequently the case that allowances meant for athletes are either not promptly paid as it should, or not fully paid as agreed. Trust between sports personnel and their athletes are vital for maximum output of the athletes as well as for the success of sports personnel, (Udoh, 2002).

### **2.4.2. Facilities:**

Learning facilities and equipment are vital resources required by schools teachers and learners in enhancing the academic and performance and quality of instructions in schools. No effective or meaningful learning can take place where there are no adequate, relevant and effective learning facilities and equipment in schools. A research conducted by Bature and Murja (2016), where they used Descriptive survey research design, Questionnaire as their instrument for data collection and used percentage to analyse the data. The results revealed that the teaching and learning facilities are grossly inadequate, (Bature and Murja, 2016).

Learning facilities forms the “heart” of effective teaching of learners in schools. This is because; these facilities are the basic rudiments required for effective instruction and help to enhance the academic performance of students. It simplifies teaching processes for the teachers and ultimately guarantees successful transition of learning to other level of schooling and education. He added that secondary school would regain lost glory, when effective teaching and learning facilities are provided in schools, quality teachers are employed, better management are established, co-ordination, supervision, monitoring and evaluation are uploaded and mentioned and mentioned by the appropriate educational agencies in the society, (Balarabe, 2012).

Learning facilities are vital components of the schools which must be provided to enhance teaching and learning. Without learning facilities in public secondary

schools, there will be no effective teaching and learning processes. This is because; they are fundamental tools for effective teaching and learning, (Bature and Murja, 2016).

Schools are expected to be the main source where Facilities and Equipment can be accessed and utilized easily by the students for participation in Physical Activities programme, unfortunately, things have changed over time. Facilities and Equipment play a vital role in the attraction of student's interest to participate in physical activities within the school premises. Umeasiegbu (2002), states that Sports equipment and facilities occupy a strategic position in the making and performance of an athlete. There have been numerous studies whose results portray the influence of good and appropriate equipment and facilities on participation and performance in sports. Research evidences have shown the influence of facilities and equipment in encouraging students' participation in physical activities. Good sports programmes can function at full effectiveness only when they are supported with sufficient equipment in good condition, (Umeasiegbu, 2002).

A research carried out by Amaefuna P.O and Achugbu P.E (2009), titled A survey of the factors affecting students participation in recreational activities. The researchers used questionnaire as the only instrument for data collection, simple percentage and chi-square statistic were used for the analysis. The results showed

that availability of facilities and equipment is an important factor to encourage participation in recreational activities.

Research conducted by Adebayo (2015), where he used Descriptive survey, Questionnaire as his instrument, purposive sampling and used linear regression to analyses the data. The result revealed that facilities and equipment was a barrier for teaching physical education among the secondary schools in Ekiti State, Nigeria. Secondary schools are griddle to sports in every society, it is secondary schools that the aim of the slogan “Catch them young”! Will be achieved. It was discovered that the available facilities and equipment at every schools visited were not significantly used by the teachers for effective teaching of physical education.

Efficient performance of physical education and sports programs in secondary schools encompass the determination, allocation and development of funds for the achievement of the school sports programs. Sport program requires a stable finance from time to time, simply because facilities such as courts and pitches are constructed and maintained for the use of the students. Equipment such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs, (Adebayo, 2015).

Bucher and Krotee (2002) opined that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use within a very short time. Most facilities constructed in our secondary schools are

very difficult to expand or exchange. Igbanugo (2004) ascertained that athletes have been known to dropout of skip training because things (facilities and equipment) are either non-exist or inadequate, (Adebayo, 2015).

Other studies showed that it would be impossible to achieve satisfactory results from athletes whose training facilities are inadequate or substandard. Standard facilities and equipment are essential pre-requisites to good and impressive performance, (Ajisafe,1974, Anyanwu, 1979 and Onyilogwu,1975).

The provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and facilitating program success. The Physical Education and Sports Program's learning environment suggests that facilities should be available to children engaged in large-muscle activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching, and those also engaged in fundamental motor-skills activities and others in low organization games, various cooperative; team activities and competition, (Caricom,2011).

Unfortunately, the level and standards of sports facilities and equipment provisions in Nigeria is very low. According to Awosika 1996 in Umeasiegbu (2002), maintained that a cursory look at our facilities and equipment at various levels (including secondary schools) of our sports programmes suggest that they are

substandard. He further observed that the few available ones suffer from lack of maintenance over the years.

The problem we have in Nigeria with regards to procurement and maintenance of the structures we spend millions of Naira to build/buy permeates into our sporting equipment and facilities. Sporting structures and equipment are costly yet our maintenance culture is poor. It is no gain –saying that due to lack of sporting structures and equipment, most of our youths migrate overseas where there are abundance of these. That is why for a long time we will continue to depend on foreign based athletes for realization of our sports performance expectations, (Umeasiegbu, 2002).

Shortage of funds has meant that there are no modern sports infrastructure in many of these educational institutions and the newly-created states. As an example many young athletes have never seen hurdles. Lack of equipment and few competitions have not helped matters. The multinationals and companies have continued to help by sponsoring competitions in the various sports, but they could do a whole lot more. They in turn, argue that the quality of sports administration and transparency in the spending of sponsorship money must improve if they are to spend more on sports sponsorship in Nigeria, (Akraka, 2004).



**2.4.3. Equipment:** These refer to those items that are not considered expendable, but are used for a period of years. Such as parallel bars, volleyball standards, strength training equipment, soccer goals, cones, mats, and video tape recorder (Bucher and Krotee, (2002).

Suppliers and equipment are aids or tools to facilitate and enhance participation in Sports and even serves as an attraction to Sports lovers. Quality suppliers and well maintained equipment are essential to good coaching, equipment and suppliers represent the tools which the teacher or the coach must have to facilitate learning in the gymnasium, laboratory, or on the field, (Junaid H.G, Apagu K. and Abubakar A, 2009).

According to Adesanya (1992), equipment for the physical education programme consists of all durable materials such as flying rings, badminton nets and standard used in various activities of the programmed. Suppliers are those items such as tennis ball and table tennis bats, which are expendable and need to be replaced more frequently.

Because so much money is spent on supplies and equipment and because such materials are vital to the health and safety of participants, to good playing conditions, and to values derived from the programmes, it is important that the management aspect related to supplies and equipment are well planned, carefully developed, and effectively and appropriately implemented, (Adesanya, 1992).

Bucher and Krotee (2002), advanced ten guides for selecting supplies and equipment to ensure quality and these are:

- Selection should be based on local needs and demands: supplies and equipment should be specified and selected because they are needed in a particular situation and by a particular user group. Items shall be selected that represent materials and equipment needed to effectively and efficiently carry out both programmatic and organizational goals and objectives.
- Election shall be based on quality: This remains a top priority and in the long run, the item of good quality would be the least expensive and safest. Bargain goods too often consist of emperor materials that were out much earlier and perhaps do not supply the protection needed for safe participation.
- Selection should consider whether the product is both budget and maintenance friendly: when planning for everything from uniforms to artificial surface, management must consider not only the initial capital outlay for an item (e.g. shoulder pads, ice hockey breezes, pool lane delimiters, golf mats) but also the maintenance, shelf life, and up keep.
- Selection should be made by professional personnel: The person selecting the supplies and equipment needed in physical education and sport

programmes should be knowledgeable and competent. Performing this responsibility efficiently means examining many types and brands of product; conducting comparative experiment to determine economy, durability and safety; listing and weighting the advantage and disadvantage of different item, and knowing how each item is going to be used.

- Selection should be continues: a product that rank at the best available this year may not necessarily the best next year. Manufacturers are constantly conducting research to develop and produce a safer and improved product. There is keen competition in the market place; management, therefore, cannot be complacent, thinking that because certain products have served well in the past, it remains the best buy for the feature. This search for the best product available must be continuous process.
- Selection should consider service and replacement needs: Supply and equipment may be difficult to obtain in volume. On receipt of merchandize size of uniform may be wrong and colours may be mix up. Additional materials may be needed on short notice. (JIT or just-in-time ordering). Therefore, one should select items that will be available in volume, if needed, and deal with reliable business firms that will service and replace

materials with manufacturers approved parts and take care of emergencies without delay or controversy.

- Selection should consider whether all equipments can be reconditioned successfully or whether new equipment should be purchased: management should make these decisions based on factors such as safety, cost, and suitability for effective use in activities in which the item is required. In some cases, repairing old equipment may be costly; therefore buying new equipment may be more beneficial.
- Selection should consider those persons with disabilities: Members of various special population user groups may need special types of equipments to participate in some of the activities that are a part of a physical education and sport programme. Equipment may be needed for such aspects of the programme as perceptual-motor activities or correction of postural deviations. For the most part, however, regular equipment can be adopted and adapted for those with disabilities, because the trend is to have students with disabilities integrated or “included”. (Inclusion) into as many regular cases as possible.
- Selection should consider acceptable standards and rules for athletics equipment: stamp of approval of the national operating committee on standard for athletics equipment (NOCSAE) should be on football,

lacrosse, baseball, and softball helmets, whereas the hockey equipments certification council (HECC) seal should be on ice hockey protective equipment. These seal will ensure that the helmets have been properly constructed and certified. MOCSAE researches sport equipments and encourage acceptable standard in manufacturing.

- Selection should consider trends in sport equipment and uniforms. The emerging trends in sports equipment and uniforms also should be taken into consideration. Some significant changes include ventilated mesh cloth, water proof and breathable Gore-Tex and similar materials, screen printed lettering, and one-piece wrestling uniforms not to mention numerous fabrics (e.g. iron filament, “Shark skin ”stitch Nylon, spandrel, cotton, acrylic, polypropylene and polyester)

Before any purchasing could be made in physical education and sports, there should be a general policy providing for the purchase of these supplies and equipment. Each educational system has its own policy. It is essential that the prescribed pattern is followed and proper administrative approval be obtained. Requisition forms that contain such information as description of items, amounts and costs, purchase orders that place the buying procedure on a written or contract basis, and voucher forms that show receipt of materials should all be utilized as prescribed by school or college regulations, (Bucher and Krotee, 2002).

According to Adesanya (1992), physical education Administrators should be familiar with and follow local purchasing policies always. It is therefore, essential to consider making necessary arrangement for your purchasing early enough so as to avoid any form of hasty purchasing. At the close of each session, an inventory of all equipment and supplies on hand should be made. Such an inventory should show four things.

1. How much equipment is on hand for the next session of these sports?
2. What equipment has to be repaired or replaced?
3. How much new personnel or game equipment will have to be purchased prior to the start of the next session in this sport.
4. Whether managers or equipments men are efficient and whether or not athletic equipment is being lost or stolen.

From the yearly inventory a teacher or administrator is able to gain helpful information for planning future equipment needs and for determining whether equipment and supplies are being lost or worn out and at an unreasonable rate.

Bucher and Krotee (2002), also offered some factors to be considered as:

- Purchase should meet the organization's requirements and have management approval.
- Purchasing, when possible and practical, should be done in advance of need.
- Supplies and equipment should be standardized.

- Specifications should be clearly set forth.
- Cost should be kept as low as possible without a loss of quality.
- Purchases should be made from reputable business firms.
- Direct purchasing is an expedient way to conduct business.
- Control purchasing can result in greater economy.
- Local firms should be considered.
- Bids should be obtained.
- Tift or favour should not be accepted from dealers.
- A complete and accurate inventory analysis is essential before purchasing:

Before purchases are made, the amount of supplies and equipment on hand and the condition, latching when these items were purchased, should be known and entered in a data bank. This knowledge prevents overbuying and having large stock piles of materials that may become outdated or unsafe when they needed. Inventory should be taken as specified times, such as the end of sport season or before ordering for the next season or semester or on an annual basis. In most organizations, the inventory is computerized and kept up to date on a continuing basis.

The equipment managers' position is very important. The money spent on uniforms, supplies, and equipment amount to a large part of an organization's budget. Therefore, the person in charge of the equipment and supply room, whether a paid

employee or student volunteer should be selected with care. A qualified person will be able to help make equipment and supplies last year through proper maintenance, storage, cleaning, and care. Accountability will be better ensured because a system of sound policies and good record keeping will be established and less equipment will lose, (Adesanya, 1992).

Also, a qualified manager will be able to make some recommendations regarding the purchasing of athletic supplies and equipment. In light of such important responsibilities, the equipment manager selected should have qualifications that include technical equipment skills, organizational ability, computer skills, an interest in keeping equipment in excellent condition, an understanding of the purchase, care, and maintenance of sports equipment and supplies, a willingness to learn, the ability to get along with people, trustworthiness, patience, and to effectively supervise and communicate with other people. The equipment manager should also possess thorough understanding of the philosophy goals, and objectives of the program and how this position fits in the total process. After the purchase and supply of equipment have been made, it will be very wrong for the institution or organization to let them get spoiled or worn out very easily or too early due to inefficient care for these items, (Bucher and Krotee, 2002).

According to Adesanya (1992) A well organized program for the care of equipment will pay off in increased longevity balls, bats, and racquets and in fewer



replacement item like jerseys and hoses. In taking care of the supplies and equipment, therefore, cognizance should be taken in maintaining them in good and serviceable condition. All used equipment should be checked and then repaired, replace or serviced when and where necessary.

The importance of equipment room in caving for materials cannot be over emphasized. This room should be well ventilated and security locked. A storage or part of a changing room could be converted into an equipment room. It is from this room that issuing out and receiving back of equipment is done. The uses of these materials must be given proper orientation on how to handle and use them. Any damage of loss to equipment or supplies should be restituted, (Adesanya, 1992).

The methods of taking care of equipment between practice sessions and between games are one of the greatest factors in determining its durability and appearance. Wet and perspiration-soaked cotton and woken equipment must be thoroughly dried between practice sessions or games. Also, it must be laundered or dry-cleaned frequently. Other materials such as balls, bats, racquets, etc. should be well taken care of in their longevity is to be maintained, as an administrator of physical education and sports, it is essential to consider many factors before you can purchase your supplies and equipment. These factors should include quality, comfort, appearance, safety, guarantee, and frequency of use and durability of these supplies and equipment. The value of an efficient system for the purchase and

issuing of supplies and equipment is lost if proper care is not given to the equipment during and after use. “This statement applies to repair and storage of supplies and equipment during the session with sports and physical education supplies and equipment since repairs and care will save an institution several times for the cost of purchasing new ones, (Bucher and Krotee, 2002).

#### **2.4.4 Sports Personnel:**

Sports personnel are the key aspect that would influence participation among Students in Secondary Schools, pending on their mastery of different sports skills and communication skills. Research evidences have shown that sports personnel helps in the installation of good habit for continuous participation in sports.

Sports personnel by a simple explanation is a knowledgeable, pragmatic, sport practicing sportsman or woman who teaches athlete skills needed to become top performer. In the sport setting, the leader or coach or teacher actively attempt to influence through teaching, drilling, organizing, conditioning, arousing the group towards its stated goal of winning its games for playing up to its potentials, (Oloyede and Tunde, 2009).

Furthermore, sport personnel should be an outgoing, stable individual who would to some degree dominate the sports situation and athletes in his charge. Moreover, it is the belief of people that the coach should prove himself highly intelligent, realistic, practical, confident and secured. Yet he should be a man who is inventive and

willing to break with tradition, one who is willing to make his decision and is self-sufficient, (Oloyede and Tunde, 2009).

Research conducted by Adebayo (2015), where he used Descriptive survey, Questionnaire as his instrument, purposive sampling and used linear regression to analyses the data. The result revealed that teacher competency was also a barrier in teaching physical education among the secondary schools in Ekiti State, Nigeria. Most of the physical education teachers were female in the covered area of study, this sympathetically mitigating the ineffectiveness teaching of physical education because they were interested in theory aspect of physical education. It was very difficult for some of the students to identify/visualized the appropriate skills for most of the sports and it implies that teachers can not beyond what they have comprehended and the level of dissemination were very low. Physical education knowledge is a prerequisite in the teaching of the subject. According to the World Health Organization policy statement 1992, the increasing under-utilization of the opportunities offered by physical education is caused by several factors. The basic one being that policy makers, teachers and other professionals, parents and various other groups have no adequate knowledge of physical education and its benefits. Data collected to determine the teacher competency in secondary schools indicated that the teachers believe their training is inadequate, (Adebayo, 2015).

Research carried out by Amaedfuna and Achugbu (2009), the researchers used proportionate stratified random sampling to select his sample, used questionnaire as his instrument for collecting data, percentage and chi-square were used for the analysis. The result shows that presence and quality sport personnel influenced participation in recreational activities by the students. Personnel are required because some participants are not well grounded in physical activities. They help to ignite the participants' interest and help to manage the facilities and equipment and keep them in good shape.

Access to essential resources such as knowledgeable coaches during the learning process also influences skill development. Recent research into expert performance has identified time spent with an instructor as crucial to an athlete's overall development (Young, 1998; Deakin & Cobley, 2003). Given that a coach normally constructs a high percentage—in some cases virtually 100 percent—of an athlete's practice time, the ability of the coach to devise an environment that fosters optimal learning becomes a significant key to athlete development, Access to high quality coaching would appear to be an important component in maximizing athlete development, (Joseph and Sean 2004).

Results suggest that teachers, coaches, and others involved in the promotion of physical activity with children; need to promote intrinsic and self-determined forms of motivation, such as a task orientation. This might involve interventions at group

as well as individual levels. First, at the group level, teachers and coaches need to create a predominantly mastery climate. This can be done by emphasizing personal improvement, choice, and learning. A recent meta-analysis has shown the effectiveness of a mastery climate for positive psychological outcomes. Second, at the individual level, interactions with young people in sport and physical education need to allow for personal choice and the coach or teacher is encouraged to show empathy with children, particularly those having difficulties in the physical activity domain, (Panagiotis and Stuart, 2000).

At the same time, lack of trained physical-education teachers (inadequacies in quality of teachers), tight budgets, and the attention given to physical-education by schools, inadequate facilities, and lack of equipment and literature contribute to lack of improvement in Physical Education, (Caricom, 2011).

#### **2.4.4. Relationship (Rapport) Between Sports Personnel and Students**

To build effective relationship with your student, one should have good communication skills that would allow him to communicate with his learner in such away they would understand him. Sports personnel should posses' effective communication skills that would enable him to convey his messages to his students. To do that, he should learn some techniques of effective communication.

Some techniques, is about the merger of two extraordinary communications technologies, and it identifies three skills which you can learn, that can make you more effective in your dealings with other people, (Christopher and Charlotte, 1996).

The first of these technologies is called Neuro-Linguistic Programming (NLP). Developed by Dr. John Grinder and Richard Bandler, NLP provides a remarkable framework for understanding the ways people communicate and the ways we process and retain information, (Christopher and Charlotte, 1996).

The second technology is Active Listening, developed by the pioneering educator and psychologist Carl Rogers. Active Listening proves to the person speaking that you are devoted to understanding his or her views and feelings. It saves time, reduces errors and creates a climate of cooperation and trust, (Christopher and Charlotte, 1996).

Grinder and Bandler, in their research that led to the development of NLP, discovered that people receive, store, and retrieve information and create new ideas using one or more of three basic representational systems. These are: VISUAL — relating to pictures and images; AUDITORY — based on sounds and words; and KINESTHETIC — pertaining to sensations and feelings. They also discovered that there are clues we can observe that reveal which of these systems a person is using. One of those clues is the use of certain words. Another is eye movements. Why

should we care about this? Does it matter that the person we're talking with is accessing his or her memory in the auditory system? Yes it does! If we're trying to negotiate with someone, to convince them of something, or to sell them something, we'll be much more successful if we can build rapport with that person — if they think we're a lot like them or that we think like them, (Christopher and Charlotte, 1996).

By using the proper words and phrasing, we can “talk the language” of the other person's representational system. When we do this, there's an instant boost to feelings of rapport. The person we're communicating will sense that we're alike. The net result is more effective communication and a better chance of achieving the outcome we want. Obviously, to do this we must know how to determine which representational system the other person is using. Fortunately, NLP shows us how, (Christopher and Charlotte, 1996).

The ability to maximize time in practice is one hallmark of coaching expertise; another is the ability to convey information effectively to athletes during that practice time, (Deakin & Cobley, 2003).

In a study of swimming coaches, it was found that differences between expert and non-experts extended to the quality of instruction that was imparted to athletes. When presented with a number of different swim strokes to analyse, novice coaches offered a somewhat superficial analysis using vague descriptions. Expert coaches,

on the other hand, were very precise in their assessment and specific in their recommendations for improvement, (Joseph and Sean 2004).

However, interactions with young people in sport and physical education need to allow for personal choice and the coach or teacher is encouraged to show empathy with children, particularly those having difficulties in the physical activity domain. These strategies should increase self-determination in young people and hence create the feeling that 'I want to' participate rather than 'I ought to' participate, (Panagiotis and Stuart, 2000).

Parents and the general public to some extent are relatively unaware of the many positive changes, which can occur. Better communication is necessary among physical educators and those who support education and make curriculum decisions. Without improved communication, the feeling that Physical education is a kind of play period for students to run off steam and learn traditional team sports will continue to exist, (Caricom, 2011).

## **2.5.0. Concepts of Physical Education and Physical Activities**

**2.5.1. Physical Education:** Physical education is an all encompassing term, including fitness, skills, movement, dance, recreation, health, games and sport plus the appropriate values and knowledge of each. The skills developed through a good physical education programme are critical in ensuring that students have success in



many of the sport and leisure activities common to the community. Physical Education has a major role to play in the development of young people. It is an integral part of the total education of any child and is closely linked to other creative and learning experiences and skill acquisition. It makes a significant contribution to the all - round harmonious development of the mind and body. The program also helps students develop the competencies and beliefs necessary for incorporating regular physical activities into their lives. Through involvement in a well-taught physical-education program, students can achieve physical and personal benefits, (Caricom, 2011).

Physical Education is a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene given as part of a school or college program. Physical Education is the study, practice, and appreciation of the art and science of human movement (Hardman, 2002). Physical Education is course in the curricula that utilizes the learning in the cognitive, affective, and psychomotor domains in a play or movement exploration setting (Kirui, 2007).

It refers to an instructional program built around basic motor activities, which help achieve the goal of physical, emotional and mental wellbeing for every pupil, student and student-teachers. It includes education in health, hygiene, first aid, personal safety, and the teaching of manipulative skills. It is an integral part of the

schooling process. In schools physical education is usually referred to by the abbreviation PE, (Adebayo, 2015).

Therefore, the planning and management of the Physical-Education Curriculum in Schools should always have children as the focus of attention, with the overall purpose of providing rich and varied experiences. Physical Education also includes sport education. Physical Education is also the process through which sport, outdoor adventure activities, dance, gymnastics, aquatics and games are used by physical educators to help students learn motor skills and to learn about and achieve physical fitness where this is possible. Physical Education activities also assist the school to develop personal and social skill in students, (Caricom, 2011).

We believe that the School Physical Education and Sports Program should promote physical activity, should teach skills as well as form or change behaviour, and should be able to influence health and well being across the life span. Also that a quality program of Physical Education must be a core requirement in all schools and a central component in a comprehensive school's health program. Helping students learn to be active early in their lives will provide an important foundation for lifetime physical activity, (Allensworth & Kolbe 1987).

Recently, there has been unprecedented support for Physical Education and sports from a number of sources outside of the school system. Medical experts recommend

daily physical activity as an important means of preventing coronary problems, obesity, high blood pressure etc., Nutritionist prescribe a combination of diet and exercise for weight control. Mental Health Experts encourage physical activity as a means for releasing tension. Recreation Leaders use sports and games to fill leisure hours, to release stress and to relax. Based on this support from those experts, and partially because of them the country seem to be experiencing growth in the popularity of walking, running, aerobics, weight training, and a host of other activities, in particular for young and middle ages, (Caricom, 2011).

Through Physical Education, psychosocial development may be nurtured and opportunities created to develop interpersonal relationships, personal growth and self-esteem. Objectives such as good sportsmanship, cooperation, team work, giving and receiving support, appreciation for regular exercise, emotional control, leadership and fellowship skills and the development of a positive self concept can be furthered. Among other areas, Physical Education should enhance the knowledge of the following: the systems of the body such as the muscular and nervous systems and the effect of exercise on them; biomechanics and their application to the human body; health nutrition and dieting components; the history, rules, strategies, equipment and safety measures of various physical activities; and a basic understanding of sports/school sociology and competitions at various levels, (Caricom, 2011).

Physical education, as defined by the National Association for Sport and Physical Education (NASPE), is a curricular area offered in K–12 schools that provides students with instruction on physical activity, health-related fitness, physical competence, and cognitive understanding about physical activity, thereby enabling students to adopt healthy and physically active lifestyles. A high-quality physical education program enables students to develop motor skills, understand movement concepts, participate in regular physical activity, maintain healthy fitness levels, develop responsible personal and social behavior, and value physical activity, (CDC, 2010).

Physical Education (often abbreviated phys.Ed or P.E) or gymnastics (gym or gym class) is a course taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting. Physical education has several meanings all of which have to do with the study of the human body, motion, biology and physiology. In a college setting, it represents either a major or a minor area of the for a BA or Bsc degree (<https://answer.yahoo.com>).

Physical education is education through movement perform which entails performing activities like games, dance, sports and other outdoor endeavours which enhances one's sensory data, stimulate the function and strengthen the structure of the different parts of the body. Physical education is the class that improves your ideas and thought and skills and strength that deals with movement activity. It is one

of the student's favourite and easier classes offered in throughout your primary and secondary. Some activities include: Soccer, Basket ball, Volley ball, Base ball Pushups, Sit ups, Soft ball, Track etc. It is any sport or physical activity that uses your body, (<https://answer.yahoo.com>).

Physical education is an encompassing term, including fitness, skills, movement, dance, recreation, health, games and sport plus the appropriate values and knowledge of each. The skills developed through a good physical education programme are critical in ensuring that students have success in many of the sport and leisure activities common to the community. Physical education has a major role to play in the development of young people. It is an integral part of the total education of any child and is clearly linked to the other creative and learning experience and skill acquisition. It makes a significant contribution to the all-round harmonious development of the mind and body. The programme also helps students develop the competencies and belief necessary for incorporating regular physical activities into their lives. Through involvement in a well-taught physical education programme, students can achieve physical and personal benefits. Therefore, the planning and management of physical education curriculum in schools should always have children as the focus of attention, with the overall purpose of providing rich and varied experiences, (CDC, 2010).

Physical education also includes sports education. Physical education is the process through which sport, outdoor adventure activities, dance, gymnastics, aquatics and games are used by educators to help students learn motor skills and to learn about and achieve physical fitness where this is possible. Physical education activities also assist the school to develop personal and social skill in students, (Madsen et al, 2009).

Physical Education (PE) is considered the cornerstone of a school-based comprehensive physical activity program. It provides the basis and opportunity for young people to gain the knowledge and skills needed to maintain physically active lifestyles throughout childhood and into adulthood. A quality PE program can increase student participation in physical activity, increase their physical fitness, and enhance their understanding about the purpose and methods of physical activity. Participation in daily PE is associated with an increased likelihood of participating regularly in moderate to vigorous physical activity, (Madsen et al, 2009).

The evidence strongly supports the correlation between school-based PE and increasing physical activity rates. The Task Force on Community Preventive Services is an independent, non-federal, volunteer body of public health and prevention experts tasked with reviewing evidence for interventions, providing recommendations that promote health, and identifying areas for further research. This group reviewed the literature and found that enhanced, school-based PE is an

effective strategy for increasing physical activity among young people, (CDC, 2010).

The National Association for Sport and Physical Education recommends daily PE from kindergarten through grade 12, suggesting 150 minutes per week for elementary schools and 225 minutes per week for secondary schools. Pursuant to their findings, a quality PE program should:

- meet the needs of all students;
- be an enjoyable experience for all students;
- keep students active for most of PE class time;
- teach self-management as well as movement skills; and
- emphasize knowledge and skills for a lifetime of physical activity.

Effective school-based PE programs must also take into consideration children who are obese or who have physical or cognitive disabilities, chronic diseases (such as diabetes or asthma), or low levels of fitness. These children may need instruction in PE and physical activity programs to develop motor skills, improve physical fitness, and experience enjoyment and success. Nationwide, 62% of schools had students with long-term physical or cognitive disabilities or chronic diseases. Often, young people who have disabilities or chronic health conditions are discouraged from participating in PE class and other forms of physical activity. For example, among

schools with students with physical disabilities, 59% allowed these students to be exempt from enrolling in PE, (Madsen et al, 2009).

Influencing students' attitudes towards and perceptions of physical activity may affect their involvement in physical activity outside of PE class. Physical education should encourage students to view physical activity as important and enjoyable. Increasing students' confidence in their ability to engage in physical activity increases the likelihood of enjoyment and therefore, the likelihood of regular participation in physical activity. Students are more likely to have positive attitudes towards physical activity if their needs and interests are met through a variety of activities. They should also understand the many benefits of physical activity, and should be able to apply their newly acquired skills through various opportunities, (Madsen et al,2009).

For many schools, the barriers to incorporating PE during the school day include lack of time and resources, such as trained staff, and competing priorities. As noted above, research has shown that allowing students to participate in PE does not detract from academics but rather may enhance academic achievement, (CDC, 2010).

Some states and school districts already require daily PE for students. Like local wellness policies though, unless these requirements are followed, they may not yield



the intended results. In Florida, for example, the legislature enacted a requirement for 30 minutes of PE for elementary schools and daily PE for middle school students beginning in the 2009-10 school year. Some reports on the effects of this policy show that school districts struggle to fully fund daily PE and classes are often too crowded to accommodate all students and meet the requirement, (Madsen et al, 2009).

Experts believe that PE is necessary and essential in school for students at early grade (Centre's for Disease Control and Prevention (CDC), 1997; NASPE, 1995; McGinnis, Kanner, DeGraw, 1991) and as a graduation requirement (AAHPERD, 1997) cited by Adebayo (2015).

At this level, PE has the potential to make a unique contribution to the education of all learners and could improve cognitive, social, emotional and physical development (Calfas, 1994; Elshburne, 1992 and Keays, 1993) and enhance health related fitness and provide graduates with the knowledge, attitude, motor and behavioral skills they need to adopt an active lifestyle that will persist throughout their life time (CDC, 1997; NASPE, 1995; McGinnis, Kanner and DeGraw, 1991) all cited by Adebayo (2015).

**2.5.2. Physical Activities:** Physical activity is defined as any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a resting level. Physical activity can be repetitive, structured, and planned

movement (e.g., a fitness class or recreational activity such as hiking); leisurely (e.g., gardening); sports-focused (e.g., basketball, volleyball); work-related (e.g., lifting and moving boxes); or transportation-related (e.g., walking to school). The studies in this review included a range of ways to capture the frequency, intensity, duration, and type of students' physical activity, (CDC, 2010).

Other activities during the after-school hours can enhance physical activity, including intramural sports and lifetime activities. The National Association for Sport and Physical Education has outlined three characteristics that describe the positive attributes of intramural sports programs: (1) students have a choice of activities or participation; (2) every student is given equal opportunity to participate regardless of ability level; and (3) students have the opportunity to be involved with the planning and implementation of activities. Intramurals can offer students an opportunity to experiment and participate in new activities without having to try out for a team or playing in a high-pressure environment. Almost half of all schools in 2006 offered intramural programs.<sup>297</sup> some intramural sports programs integrate academic content with physical activity or focus primarily on positive youth development, building social competencies, and connectedness between young people and adults. These types of programs, sometimes referred to as “sports-based youth development programs,” focus on building students' social and emotional skills, enhancing positive relationships to peers and caring adults, developing youth

leadership, and connecting with the broader community, with sports as the basis, (Madsen et al,2009).

Lifetime physical activities such as walking, running, hiking, swimming, tennis, dancing, and biking can also be fun activities offered by programs and schools, including after-school programs.<sup>298</sup> Activities should provide opportunities for girls and boys; meet the needs of students at all levels of skills and physical abilities, particularly those that are not athletically gifted; and reflect student interest. Programs may combine these activities with other initiatives, such as community service or service learning programs that engage students in meaningful community work. And if schools do not go year around, many of the same program models could be used to increase physical activity in the summer, (Madsen et al,2009).

All students, regardless of gender, race or ethnicity, health status, physical, sensory, or cognitive disability, should have access to physical activity programs. Physical activity programs that overemphasize team sports and do not emphasize lifetime physical activities can exclude potential participants.<sup>302</sup> As noted above in the discussion of PE, effective programs must also take into consideration children who are obese or who have physical or cognitive disabilities, chronic diseases (such as diabetes or asthma), or low levels of fitness. These children may need instruction to develop motor skills, improve physical fitness, and experience enjoyment and success (Madsen et al,2009).

America SCORES is an after-school program that combines soccer, creative writing, and service learning. With affiliates across the country, a pilot study of the America SCORES Bay Area in San Francisco showed that participants in the program had statistically significant lowering of BMI. An unpublished national evaluation also showed that participants had an increased level of physical activity, increased reporting of feelings of self-confidence, self-efficacy, and enjoyment in learning, increased reporting of reading enjoyment and longer time reading independently, and gains in writing achievement, (Madsen et al., 2009).

Hohepa, Schofield, and Kolt (2005) conducted a qualitative study to explore the views of high school students towards physical activity and their ideas on how to promote physical activity during PE. The researchers addressed what benefits students ascribed to physical activity, the barriers to participating in PE, and the potential activity promoting strategies to increase physical activity. In the study, 44 students in a New Zealand area high school were asked questions in a focus group that included a series of nine sessions. At each session, students were guided to answer questions about the three research questions posed by the authors. Each session had probes to allow students to discuss the benefits of being active, availability of activities, and an ecological approach to how to increase student participation. These sessions were then transcribed to uncover themes in the areas of: (a) benefits of PE, (b) barriers to allowed activities, and (c) how to increase

physical activity levels. The results showed that students felt restricted to the access and use of equipment and that peers and self-perception of ability negatively affected students. Hohepa et al. stated that students would like to be given choices during class and encouragement from the teacher, which aligns with the findings of Couturier et al. (2005), Billy, (2013) Improving High School Student's Participation.

The participation of children in physical activity is declining drastically among adolescents in Nigeria. Student's self-motivation during PE class is declining, leading to heightened rate of obesity. The obesity rate for students aged 12-19 is 80%. Johnson, Delva and O'Malley, (2007) reported that between the age of 8-12, participation rates in PE were on the decline. PE classes help children develop healthy lifestyles, encouraging students to eat healthy and get the recommended 60 minutes of physical activity daily suggested by the Centre's of Disease Control and Prevention (CDC), (2012), being physically active has the ability to keep down heart disease and high blood pressure. Beets and Pitetti, (2005) reported that PE promotes muscle training and healthy weight management. According to the physical Activity Council (2012), a recent study found an adult who participated in PE at school is four times more likely to participate in a racquet sport and about three times more likely to participate in a team sport, outdoor activity, (Adebayo, 2015).

### **2.5.3. School –Based Physical Activity and Academic Performance**

School-based physical activity in this study generally refers to the type of activity carried out in a particular school based on availability of education time (achieved by increasing the number of days physical education was provided each week or lengthening class time) and/or improved quality of physical education (achieved through strategies such as using trained instructors and increasing the amount of active time during physical education class).

the school, in addition with trained and adequate physical education personnel. There is a For this to be realistic there should be adequate provision of facilities and equipment within growing body of research focused on the association between school-based physical activity, including physical education, and academic performance among school-aged youth. To better understand these connections, this review includes studies from a range of physical activity contexts, including school-based physical education, recess, classroom-based physical activity (outside of physical education and recess ), and extracurricular physical activity. The purpose of this report is to synthesize the scientific literature that has examined the association between school-based physical activity, including physical education, and academic

performance, including indicators of cognitive skills and attitudes, academic behavior, and academic achievement, (CDC,2010).

For this review, relevant research articles reports were identified through a research of nine (9) electronic databases, using both physical activity and academic related search terms. The search yielded a total of 406 articles that were examined to determine their match with the inclusion criteria. Forty three articles (reporting a total of 50 unique studies) met the inclusion criteria and were read, abstracted, and coded for this synthesis, (CDC,2010).

Coded data from the articles were used to categorize and organize studies first by their physical activity context (i.e physical education, recess, classroom-based physical activity, and extracurricular physical activities), and then by type of academic performance outcome. Academic performance outcomes were grouped into three categories: 1. Academic achievement ( e.g grades, test scores); 2.Academic behavior (e,g on task behavior, attendance); and 3. Cognitive skills and attitudes (e.g attention/concentration, memory, mood ). Findings of the 43 articles that explored the relationship between indicators of physical activity and academic performance were then summarized, (CDC,2010).

Across all 50 studies (reported in 43 articles), there were a total of 251 associations between physical activity and academic performance, representing measures of academic achievement, academic behavior, and cognitive skills and attitudes.

Measures of cognitive skills and attitude were used most frequently (112 of the 251 associations tested). Of all the associations examined, slightly more than half (50.5%) were positive, 48% were not significant, and only 1.5% were negative. Examination of the findings by each physical activity context provided insights regarding specific relationships, (CDC,2010).

School-based physical education as a context category encompassed 14 studies (reported in 14 of articles) that examined physical education courses or physical activity conducted in physical education class. Typically, these studies examined the impact of increasing the amount of time students spent in physical education class or manipulating the activities during physical class. Overall, increased time in physical education appears to have a positive relationship or no relationship with academic achievement. Eleven of the 14 studies found one or more positive associations between school-based physical education and indicators of academic performance; the remaining three studies found no significant associations, (Madsen at al,2009).

Eight recess studies (reported in six articles) explored the relationship between academic performance and recess during the school day in elementary schools. Six studies tested an intervention to examine how recess impacts indicators of academic performance; the other two studies explored the relationships between recess and school adjustment or classroom behavior. Time spent in recess appears to have positive relationship with, or no relationship with, children's attention,



concentration, and/or on-task classroom behavior. All the eight studies found one or more positive associations between recess and indicators of cognitive skills, attitudes, and academic behavior; none of the studies found negative associations, (CDC,2010).

Nine studies (reported in nine articles) explored physical activity that occurred in classrooms apart from physical education classes and recess. In general, these studies explored short physical activity breaks (5-20 minutes) or ways to introduce physical activity into learning activities that were either designed to promote learning through physical activity or provide students with a pure physical activity break. These studies examined how the introduction of brief physical activities in a classroom setting affected cognitive skills (aptitude, attention, memory) and attitudes (mood); academic behaviors (on-task behavior, concentration); and academic achievement (standardized test scores, reading literacy scores, or math fluency scores). Eight of the nine studies found positive associations between classroom-based physical activity and indicators of cognitive skills and attitudes, academic behavior, and academic achievement; none of the studies found negative associations, (CDC,2010).

Nineteen studies (reported in 14 articles) focused specifically on the relationship between academic performance and activities organized through school that occur outside of the regular school day. These activities included participation in school

sports (interscholastic sports and other team or individual sports) as well as other after school physical activity programmes. All the 19 studies examining the relationships between participation in extra curriculum physical activities and academic performance found one or more positive associations, (CDC,2010).

To maximize the potential benefits of student participation in physical education class, schools and physical education teachers can consider increasing the amount of time students spend in physical education or adding components to increase the quality of physical education class. Articles in the review examined increased physical education time (achieved by increasing the number of days physical education was provided each week or lengthening class time) and/or improved quality of physical education (achieved through strategies such as using trained instructors and increasing the amount of active time during physical education class), (CDC,2010).

School boards, superintendents, principals, and teachers can feel confident that providing recess to student on a regular basis may benefit academic behaviors, while also facilitating social development and contributing to overall physical activity and its associated health benefits. There was no evidence that time spent in recess had a negative association with cognitive skills, attitudes, or academic behavior, (CDC,2010).

Classroom teachers can incorporate movement activities and physical activity breaks into the classroom setting that may improve student's performance and the classroom environment. Most interventions reviewed here used short breaks (5-20 minutes) that required little or no teacher preparation, special equipment, or resources, (Madsen et al,2009).

The evidence suggest that superintendents, principals, and athletic directors can develop or continue school-based sports programme without concern that these activities have a detrimental impact on students' academic performance. School administrators and teachers also can encourage after-school organizations, clubs, students groups and parent groups to incorporate physical activities into their programmes and events, (Madsen et al,2009).

In a related study carried out by Abasyn (2013), to examine the influence of teachers' motivation on job performance in public and private sector schools. The study shows that there is significant and positive relationship between teachers' motivation and job performance. The study was quantitative research design in nature and the instrument used by the researcher was questionnaire to measure two variables i.e. motivation and job performance of teachers, where he adopted Bennel and Akyeampang (2007). Statistical Package for Social Science (SPSS) was also used with statistical tools such as correlation and regression, independent sample t-test and one-way ANOVA test, (Abasyn, 2013).

In a similar study, though in mathematics, a research conducted by Adedeji (2007) on the Impact of Motivation on Students Academic Achievement and Learning Outcomes in Mathematics among Secondary School Students, the Researcher used ex-post facto design and modified instrument tagged Motivation for Academic Performance Questionnaire (MAPQ), t-test and Analysis of Variance (ANOVA) were also used. The results showed significant relationship between motivation and academic achievement of the students.

**2.6.1. History of Physical Education in Nigeria:** Many years ago there was little of what we now call physical education taught in our schools. The emphasis was on physical training and military drill. There was no real awareness of the contribution that human movement, in all its aspects, makes to the whole process of education.

The main aims of the old physical training lesson were to make the children physically strong and fit, and to impose on them a very strict form of discipline. The instructor stood in front of class and, on the word of command, the children performed their exercises. Keeping in time was regarded as very necessary because it gave order and discipline to the lesson. For this reason many rhythmic exercises, such as marching, skip-jumping and trunk bending and stretching were included. For example, the instructor would issue the command; ‘Astride jump-begin’ The children would continue the exercise until the command ‘Halt’ was given. As the

children were expected to work in unison, it was easy for the instructor to notice a child who was not keeping time with the rest of the children in the class or not performing the exercise correctly. Few allowances were made for individual differences, such as differences in height, weight, physique and physical ability. And little attention was paid to the levels of social, mental and physical development reached by different children in the class. Each child was treated in the same way, (Laoye and Ackland, 1981).

The teachers were called physical training instructors. Many of them, especially in Northern Nigeria, were recruited from Britain. They were often army physical training instructors who had not been to a teacher training college. Their army training had consisted of military drill and a number of formal exercises. These exercises were designed to exercise the different parts of the body, such as the legs, trunk, back, arms and shoulders. But the army also had a strong tradition of formal gymnastics, which included vaulting, and agility. This made the instructors more suitable for teaching in secondary, rather than primary schools. The approach adopted in the schools was little different from the approach adopted in the army. It was strict and rigid, and was based on the need to establish a regimental form of discipline and order, (Laoye and Ackland, 1981).

It was understandable that the schools should recruit their physical training instructors from the army. Physical education had not become an established subject in teachers' colleges, and only a few students were able to teach the subject when they become qualified teachers. As time goes on, physical education started gaining ground. The main development in the teaching of physical education in Nigeria, from the early emphasis on army drill to the modern approach based on movement education, have followed developments that have taken place in Britain. At the beginning of the country, physical education for the majority of children in Britain was based on the performance of set exercise. As in Nigeria, these exercises were very formal and were taught as a form of drill, and the whole approach was concerned with the need to instill discipline. In 1904 the Board Of Education in England, and the Department of Education for Scotland, issued a *Syllabus of Physical Exercise for use in Elementary Schools*, which was to take the place of the exercises based on military drill. In 1909 this syllabus was revised and expanded. A government inspectorate, under the control of the medical department, was appointed to ensure that the syllabus was taught in the schools. In 1911, physical exercises taken from the 1909 syllabus were introduced into the curriculum of all elementary schools and teacher training colleges. These exercises were based on what was known as the Swedish system of gymnastics, (Laoye and Ackland, 1981).

The influence of the Swedish system was important because it helped to shape the development of physical education, not only in Britain but in Nigeria as well. The Swedish system emphasized the performance of floor exercises and agilities, which were designed to make the body supple and strong. Vaulting was also included, involving the use of light apparatus such as a vaulting horse or a box. This was in contrast to the German system movements on heavy apparatus, such as parallel bars and rings. Such exercises were regarded as unsuitable for use in schools because they required the application of considerable strength by the performer, and they could be mastered only after long periods of practice. It was also thought that exercises based on the German system could, over a period of time, produce an unbalanced physique. Britain and Nigeria therefore, adopted the Swedish system, and vaulting and agility became the basis of most school physical education programmes. This is not to say that the German system was without influence. Activities involving apparatus, such as parallel bars and beams, are examples which are more in keeping with the German system than the Swedish system. The 1909 syllabus was revised in 1919, and again in 1933. In both cases more emphasis was placed on providing physical exercise. The 1933 syllabus was designed to give teachers and physical education instructors carefully prepared schemes of work and lesson notes which covered a wide range of physical activities. These included

camping, ball games, athletics, and gymnastics. It amounted to a national syllabus which would be used throughout the country, (Laoye and Ackland, 1981).

The emphasis, however, was still on physical training not on the physical education of the individual, and the schemes of work were very formal. The main aims were still to promote and maintain physical fitness, and to develop a measure of self-discipline in the child. The main part of the syllabus included set movements such as arm, abdominal and leg exercises which were designed to exercise the various parts of the body. However, the most notable ways in which the 1933 syllabus differed from that of 1909 was through the inclusion of vaulting and agility, and activities which were more concerned with providing enjoyment and recreation. For about twenty (20) years after it was introduced, the 1933 syllabus had a major influence on the teaching of physical education throughout Britain. This influence was felt in Nigeria through the recruitment of physical education specialists whose training had been influenced by the 1933 syllabus, (Laoye and Ackland, 1981).

In 1952, two important books were published which marked a turning point in the approach to physical education, in particular in the primary schools. The titles of the books were *moving and growing* and *planning the programme*. They were concerned specifically with physical education in the primary school, and for many years they were widely used in Nigeria. These books were replaced in 1972 by a



new publication under the title of *moving physical education in the primary school*. Like the 1952 publications, it recommends the adoption of flexible teaching methods which are based on the young child's need to learn through movement. The whole physical education programme for primary school children is considered in terms of its influence on the personal growth and development of the child as an individual, and more emphasis is placed on creative, imaginative and expressive work, (Laoye and Ackland, 1981).

Developments in Nigeria have followed a similar pattern. In 1954, the first physical education syllabus was introduced to primary schools in the then western region, by Mr. H.J. Ekperigin. Physical education has passed through the stages of drills, formal exercises and physical training, to reach a modern interpretation which regards physical education as an integral part of education as a whole.

Subsequently, physical education is now regarded by most authorities as a subject in its own right. It is included in the curriculum of all kinds of educational institutions, from the primary school to the university. But a great deal still has to be achieved before the full potential of the subject can be developed in Nigeria. There is a serious shortage of well qualified physical education specialists throughout the educational system. Many more books need to be written on the various aspects of the subject for use by teachers and students. And a number of research projects,

concerned with the role and development of physical education in African countries, need to be set up, (Laoye and Ackland, 1981).

**2.6.2. Physical Education in Primary Schools:** Because of the importance of physical activity and movement to the normal growth and development of the young child, it is of vital importance that physical education should play a central part in the primary school curriculum. Unlike in a secondary school teacher has to teach most subjects in the curriculum. This means that every primary school teacher is concerned with teaching the many aspects of physical education to the pupils in their particular class. Yet very few primary school teachers are qualified to teach the subject. Either the subject is not included at all, or it is based on the old approach of set exercises and military drill, (Laoye and Ackland, 1981).

In order to help solve this problem, the Nigerian Council for Educational Research in 1972 set up a National Workshop on Physical Education. The leading physical education specialists in Nigeria were invited to take part. The purpose of the workshop was to consider the position of physical and health education in the teacher training colleges, and to make recommendations regarding the content of college courses. The members of the workshop produced an important paper, which was entitled *Teacher Education-Physical and Health Education*. A syllabus was drawn up covering the theoretical, methodological and practical aspects of physical

education which should be covered in a two-year teacher training course. The recommendations are based on many years of research, study and practical experience. When the recommendations are fully implemented, they will have an important impact on the teaching of physical education in schools and colleges throughout Nigeria, (Laoye and Ackland, 1981).

Now, physical education is taught in each and every primary school in Nigeria. Physical education was and still an interesting subject in primary schools due to its outing nature, school pupils were allow to play freely, sometimes with the guidance of the teacher and sometimes without. This makes physical education a popular subject throughout Nigeria, (Laoye and Ackland, 1981).

**2.6.3. Physical Education in Secondary Schools:** whereas physical education forms an integral part of the primary school curriculum, in the secondary school it is regarded more as a specialist subject, to be taught by specialist teachers. Emphasis is placed more on teaching the skills and tactics of games, gymnastics, swimming, athletics and a variety of outdoor pursuits. The specialist nature of the subject does not mean that other non-specialist teachers cannot become involved. It should be the responsibility of the head teacher to involve as many teachers as possible in the teaching of activities such as organized games and outdoor pursuits, under the guidance of the physical education specialist, (Laoye and Ackland, 1981).

Yet the situation in our secondary schools, as in the primary schools, is far from perfect, and the potentialities of many pupils are left undeveloped. There are too few physical education specialists on the staff of secondary schools to ensure that the subject is properly taught. And because of this, there are still many secondary schools which do not include physical education as a separate subject in the curriculum. Instead, pupils often organize their own sporting activities in after-school hours. They choose their own captains, organize their own coaching and training, and arrange inter-school competitions. Many of our outstanding sports personalities, such as David Ejoke, Erinle, Samuel igun, Asiodu, Akika and Awopegba, first started to develop their skills through the efforts of pupils organizing their own sporting activities. So much more can be achieved when the subject is properly organized by well qualified physical education specialists, (Laoye and Ackland, 1981).

**2.6.4. Physical Education in the Colleges and Universities:** It is mainly the responsibility of the teachers' colleges and advanced teacher training colleges to ensure that the needs of the primary and secondary schools are met. In the teachers' colleges physical education is becoming a compulsory subject for all students preparing to become primary school teacher. Following the recommendations of the National Workshop on Physical Education, the courses cover both the theoretical

and practical aspects of the subject. Emphasis is placed on giving the students a sound understanding of the principles of physical education, and knowledge of practices and teaching techniques applicable to children of different ages and abilities. Through this kind of study of physical education, the student can learn to appreciate the importance of physical activities in the growth and development of the child. In the future, it is intended that all newly-qualified primary school teachers should have the knowledge and teaching techniques necessary to teach physical education to all age groups in the primary school, (Laoye and Ackland, 1981).

In the advanced teacher-training colleges students are trained to become subject specialists, and physical education exists as a main subject for study, alongside subjects such as mathematics, geography, and history. Students are trained primarily to teach in secondary schools. Many go on to study for higher qualifications, either in Nigeria or overseas and eventually become college or university lecturers. In 1957, the Nigerian College of Arts, Science and Technology, Zaria Branch, now Ahmadu Bello University, established a specialist College of Physical Education. The College offered a three-year course leading to the award of a Diploma in Physical Education. In 1965, after the College of Arts, Science and Technology had become a University, the course was no longer offered, but in its short existence it

trained a number of specialists who are now working in colleges and secondary schools throughout the Federation of Nigeria. In 1961, however, the Powell College of Education was opened at the University of Nigeria, Nsukka. At that time this was the only University in Nigeria offering a degree in physical education. This was followed in 1969 by the setting up of a second degree course in the subject at the University of Ife. The University of Ibadan has since the 1974/1975 session introduced a degree course in physical education, (Laoye and Ackland, 1981).

In countries such as America and Britain, physical education has become a firmly established subject in higher education. In Britain, physical education can be studied in the colleges as a main subject, alongside education, for the Bachelor Degree in Education. Students and teachers may then go on to study for a master's Degree or a Doctorate in Education, specializing in physical education. Certain universities, such as Birmingham, Loughborough and Leeds, have their own departments of physical education. Many polytechnics and universities now offer first degrees in subjects such as 'Sports Science' and 'Human Movement' which come within the broad scope of physical education. In America, the subject is even more firmly established as a subject worthy of study at the highest level. Universities, such as Oregon and Washington State, have established large department of physical

education, which attracts students from all over the world to do research and read for higher degrees, (Laoye and Ackland, 1981).

But in both America and Britain, the foundations are established in the primary and secondary schools where physical education is a compulsory subject for all pupils. If we are to realize the full potential that physical education has to offer in Nigeria, we must ensure that our schools are staffed by knowledgeable and expert teachers, and that physical education is built into the curriculum of every primary and secondary schools. Now that a Federal Ministry of Youth, Social Welfare and Sports has been established in Nigeria, one would expect that the establishment and encouragement on sports in the schools and in the communities will be given a new emphasis. A few of the states have also established Ministry of Sports and Social Welfare, for the development of sports in these states. Bendel state has gone a step further by establishing Afuze College of Physical Education, which will provide a one-year course in physical education, (Laoye and Ackland, 1981).

**2.7.1. Behaviours of Secondary School Students:** Education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any community or nation depends largely on the quality of its education. Much then is said that, formal education remains the vehicle for socio-economic development and socio mobilization in any society. Education at secondary school

level is meant to be the bedrock and foundation for higher education. It is an investment as well as instrument that can be used to achieve a more rapid economic, socio, political, technological, scientific and cultural development in a country, Osonwa et al, 2013 in (Babangida and Bashir, 2016).

The National Policy on Education (2004) quoted in Babangida and Bashir (2016), stipulated that secondary school education is an instrument for national development that fortress the worth and development of the individual for further education and development,

Therefore, the behaviors and attitude of the secondary school students needs to be known in order to make it easy in handling them. Most of the senior secondary students are adolescence. Adolescence is the time in life, between puberty and maturity, when the child develops into an adult. On average, adolescence starts earlier in girls than in boys. The young adolescent is very conscious of what other people think of him. His self-awareness increases and he becomes more concerned about his own strengths and weaknesses. Physical growth is rapid during adolescence. This often leads to clumsiness in certain children which can be a source of embarrassment and discomfort to them. It may lead to reluctance to part in physical activities. The teacher should avoid drawing too much attention to the physical changes which take place at this stage in the child's development, (Laoye and Ackland, 1981).



Adolescence is also a period during which the child becomes physically mature. He is more serious about playing major games and taking part in competitions. In particular he will be interested in games which demand skill, strength and endurance, and in which the final result is delayed. The rules are more complex, and co-operative team-work, under the directions of a leader, is a common feature.

The adolescent is concerned about his personal performance and achievements, and he will practice for many hours to improve his own skills. The teacher should set standards against which the child is able to measure his own progress. In this way, the child's motivation to do well in physical education will be stimulated. For example, standards in athletics help the child to measure his progress in the different events. And they provide a means whereby the child can compare his performance with that of athletes who represent the school, the state, or the even the country. Standards should be graded so that all children can experience a sense of achievement. Very often the most rewarding experience for a young athlete in an athletics meeting, is to improve his own performance in his own event, irrespective of whether he has won or not, (Laoye and Ackland, 1981).

Adolescents value the friendship of children of their own age. The thirteen-to fourteen-year-old will seek the approval of his peers for his actions. This he will do by conforming to their standards and expectations. This can often lead him into trouble, if he thinks his misbehavior will meet with the approval of his peers. But

research has shown that the adolescent who is good at games, and enjoys taking part in physical activity, is usually liked by his peers and is well adjusted. On the other hand, children who avoid taking part in games, and who are not given the opportunity to develop their physical ability, are often rejected by their peers. They are children who find growing up difficult, (Laoye and Ackland, 1981).

During this period there is a considerable increase in the length of the arms and legs. This affects the overall balance and proportions of the body, which can make well co-ordinate movements difficult for some children. For example, many boys become more loose limbed and ungainly in their movements because they are growing so quickly. Physical differences between boys and girls are more noticeable. Boys become more muscular. Their shoulders broaden and their hips become narrow, which gives them greater strength. On the other hand the physical features of girls become more rounded. Their shoulders become narrow in comparison with boys, and their hips become broader. Adolescence is the period during which the body develops its characteristic male or female features, (Laoye and Ackland, 1981).

This is the period when both sexes become interested in gymnastics, athletics and games. The aim of the teacher should be to give each pupil the opportunity to learn some of the basic skills of all the different physical activities and pursuits included in the school physical education programme. At a later stage the child should be

given the opportunity to choose an activity in which he would specialize, such as basket ball or soccer. The programme should be wide enough to cater for different interests, but it should also include a basic programme that all pupils will follow. Because of differences in the physical development of boys and girls in this age-group, there must be differences in the programme provided for them. And, for many activities, it is desirable that they are taught separately, (Laoye and Ackland, 1981).

Considering the differences and interests among both boys and girls at this adolescent period, a well-planned programme of physical education should reflect the changes which take place in the play activities of children as they grow and develop. To help the child acquire desirable social qualities, in particular the ability to cooperate with others, the teacher must select activities for his lessons which are based on his knowledge of the social and physical characteristics of children at different stages of their social and physical development. The seven-year-old needs encouragement and support, likes to experiment on his own, and is happier working in small rather than large groups. The thirteen-year-old should be given the opportunity to take on responsibilities such as refereeing a game, and he should be encouraged to take part in activities which involve cooperation with others. These differences in approach are made necessary because of the gradual change from the

infant's interest in himself, to the adolescent's interest in the group, which takes place as children grow older, (Laoye and Ackland, 1981).

**2.8.1. Benefits of participation in physical activities:** New research suggests physical activity can help adolescent children develop important skills such as leadership and empathy. In turn, these skills can influence healthy behaviors. While team sports and physical activity have been associated with improved self-esteem, better nutrition and less smoking and drug abuse among children, the present study suggests that fostering leadership skills and empathy in children may reinforce healthy lifestyle behaviors, (Rick, 2015).

The study was presented at the American College of Cardiology 59<sup>th</sup> annual scientific session, a premier cardiovascular medical meeting that brings together Cardiologists and Cardiovascular specialist to further advances in cardiovascular medicine. Researchers at the University of Michigan gathered physiological data (height, weight, blood pressure, blood glucose and cholesterol) and responses to questionnaires on diet exercise, leadership and empathy from 709 public school children in six grades. Children were then divided into three by leadership and the three groups were compared with each other. The result of the study showed that, middle school children who scored highest in leadership skills were more physically active (insert greater sign $20\text{min/day}$ ) on a weekly basis. ( $4.71\text{ days}\pm 2.4\text{days}$ ). These children were also apt to show high scores in empathy. Moderate exercise

(30min/day) and participation in team sports also correlated to high leadership empathy scores, (Rick, 2015).

“It seems that physical activity through team sports and exercise classes may have benefits beyond physical fitness. These findings suggest that children who develop leadership and empathy towards others are more likely to care about their own health, perhaps adopting lifelong healthy behaviors that can prevent heart disease” it further indicate that health behaviors are tied to other behaviors, so we can consider schools as an excellent place to help children start caring for themselves and others, (John, 2010).

This research shows that children can be empowered during critical period of their development that they can make a difference in their own life. A continuing debate about the effects of athletic participation on academic achievement has occurred since the 1960’s. It has become an even bigger issue now that there are budget constraints in our nation’s schools. Decision makers often find it easy to cut athletic programs because they believe sports are not overly important in the academic arena, (John, 2010).

In the late 1980’s, Holland and Andre (1987) argued that many secondary schools eliminated some of the extracurricular programs based solely on financial grounds without considering the empirically based knowledge of the positive effects of these programs on adolescent development. It is obvious that decision makers need to be

well informed about the impact of athletics on academics before they decide to retain or eliminate them. A review of the literature shows that athletic participation can enhance, rather than decrease, academic achievement (NFHS, 2002).

The National Federation of State High School Associations (NFHS) and its membership assert that interscholastic sports promote citizenship, sportsmanship, lifelong lessons, teamwork, self-discipline, and facilitate the physical emotional development of our nation's youth. NFHS stated that, "students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems" (NFHS, 2002).

Eppright, Sanfacon, Beck, and Bradley (1997) also examined the importance of athletics during childhood and adolescent development. They argued that participating in athletics "encourages the development of leadership skills, self-esteem, muscle development and overall physical health" (Eppright et al., 1997).

Athletic participation also may help at-risk students and other students who have academic difficulties, both during high school and in higher education. Holloway (2002) found that educators believe that athletic participation reduces the probability of school dropout by approximately forty percent. Involvement in these activities was perceived by educators to support at-risk students by maintaining, enhancing, and strengthening the student-school connection (Holloway, 2002).

Mahoney and Cairns (1997) argue that extracurricular participation decreases the tendency to drop out because it gives those students at-risk an opportunity to create a positive and voluntary connection to the educational institution.

Snyder and Spreitzer (1990) found a greater percentage of students who participate in high school athletics went to college compared to students who did not participate in athletics. The Snyder and Spreitzer (1990) study also concluded that the positive effect of athletic participation on college attendance was more evident among students with lower levels of cognitive development.

Although there is some evidence that athletics can enhance the academic performance for students in general, there may be some major differences between males and females when it comes to the effects of athletic participation. Males often find that athletic participation brings them popularity; however, that is often not the case for females (Kane, 1988). In the late 1980's, Kane (1988) found that females attained different status attributions depending on the type of sport. In the Kane study, females associated with sex-appropriate sports (such as tennis, volleyball, and golf) received Athletic Participation 5 significantly greater status than females who were associated with sex-inappropriate sports (such as basketball and softball).

Kane (1988) concluded that, "social assessments made about female sport participation within high school status systems remain heavily influenced by

traditional beliefs regarding feminine, ‘ladylike’ behavior.” Desertrain and Weiss (1988), stated:

*“team sports have been considered less socially acceptable for the female athlete because they require behaviors traditionally accepted of the masculine role, but not the feminine role, such as bodily contact and the use of heavy objects. Hence, it is understandable that female athletes high in feminine orientation who participate in traditional masculine activities perceive their participation to be more in conflict with their predominant orientation toward femininity”.*

To conclude, previous results support the notion that the meaning of sports participation may not be the same between male and female athletes (Desertrain & Weiss, 1988).

Many educators appear to support the idea that extracurricular activities, especially athletics, can enhance academic performance. The National Federation of State High School Association (NFHS) is a major supporter of athletics. NFHS and its membership assert that interscholastic sports promote citizenship, sportsmanship, lifelong lessons, teamwork, self-discipline, the physical development, and the emotional development of our nation’s youth. NFHS stated that, “students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems” (NFHS, 2002). According to NFHS, students learn self-discipline, build self-confidence and develop the skills necessary to handle competitive situations. This organization argues these curricular goals are expected of the public schools so that students become responsible adults and productive citizens. According to NFHS,



participation in high school activities is often a predictor of later success in life (NFHS, 2002).

NFHS uses several sources to support their views on athletic participation and athletics. In March 1996, the Carnegie Corporation of New York found that young people in sports experience multiple benefits. Their results indicated that, “at their best, sports programs promote responsible social behavior and greater academic success, confidence in one’s physical abilities, an appreciation of personal health and fitness, and strong social bonds between individuals and institutions” (NFHS, 2002).

NFHS (2002) also cites a Minnesota State High School League survey of 4,800 high school students conducted in March of 1995. This organization found that 91% of those students said that students who participate in school activities tend to be school leaders and role models. Several students also noted that participation in school activities allowed them to experience opportunities for developing self-discipline, and those often were not available in the general classroom setting (NFHS, 2002).

NFHS (2002) also reports results from a University of Colorado professor who conducted a study of nearly 22,000 students for the Colorado High School Activities Association. In the spring of 1997, McCarthy collected his data from student participants in the Jefferson County high schools. He found that students who

participated in interscholastic activities had “significantly higher” grade-point averages than students who did not participate in them. In the Jefferson County schools, an overall grade point average (GPA) of 3.093 was reported for students who participated in interscholastic activities, and only a 2.444 GPA was reported for the non-participating students. The Jefferson County schools won 39 state championships in the 1990’s in sports; and, according to NFHS, still maintained “superior” academic ratings (NFHS, 2002).

Other researchers found similar results. In an empirical study of 10,613 students, Marsh (1992) examined the effects of extracurricular activity participation on student growth and change during the final two years of high school. He used the large, nationally representative High School and Beyond (HSB) database from the National Center for Educational Statistics (NCES) to obtain his sample. Marsh (1992) correlated extracurricular activity participation with background variables (e.g., social economic status, race, gender, school-year size, and prior educational experiences), outcome variables from the sophomore and senior years (e.g., standardized achievement, GPA, coursework selection, self-concept, locus of control, absenteeism, getting into trouble, and educational and occupational aspirations), and postsecondary outcomes (e.g., occupational and educational attainment, and educational and occupational aspirations). The results suggested that extracurricular activity participation increases a student’s commitment to school,

social and academic self-concept, educational aspirations, coursework selection, homework, academic achievement, and subsequent college attendance. Marsh (1992) also noted that the results contradict “zero-sum models” that claim that total extracurricular activity participation detracts from more narrowly defined academic goals.

In the late 1980’s, Holland and Andre (1987) reviewed the literature on extracurricular participation and adolescent development. These researchers looked at five areas and found that extracurricular participation was correlated with higher levels of self-esteem, involvement in political and social activities during young adulthood, improved race relations, feelings of control over one’s life, lower delinquency rates, academic abilities and grades, and educational aspirations and attainments. Holland and Andre concluded that secondary schools that eliminated some of their extracurricular programs due to tightened budgets did not taken into consideration the empirically based knowledge of the positive effects of these programs on adolescent development.

Eppright, Sanfacon, Beck, and Bradley (1997) reviewed the literature on the importance of athletics during childhood and adolescent development. These researchers found that the literature supports the notion that sports participation is a necessary area of study as a health issue and a preventative tool. They concluded that play and sports (athletics) enhances the physical, mental, and social

development of students during childhood and adolescence. The researchers also stated that participating in athletics “encourages the development of leadership skills, self-esteem, muscle development and overall physical health” (Eppright et al., 1997).

In a secondary analysis of data from a national longitudinal survey of American high school students sponsored by the U.S. Department of Education, Spreitzer (1994) examined the relation between high school athletic participation and the subsequent psychosocial development of students. The data was collected through student questionnaires (measuring social background and academic orientation), social psychological measures (such as self-esteem), and information taken from individual student files (such as test scores). The results showed that students who participated in varsity athletics had a higher socioeconomic family background, higher levels of cognitive ability as measured by standardized testing, higher levels of self-esteem, and higher academic grade averages. Those students who dropped out of athletics were more likely to drop out of other extracurricular activities. Conversely, those who continued to participate in athletics were more likely to take on additional activities besides sports. Finally, according to the Spreitzer study, the athletes were more likely to be in some type of educational institution two years out of high school, and they were more likely to obtain a baccalaureate degree within six years of graduation.

Research also has been conducted on the social psychological concomitants of adolescents' role identities as scholars and athletes. In another secondary analysis of data from a national longitudinal survey of American high school students sponsored by the U.S. Department of Education, Snyder and Spreitzer (1992) examined the attitudinal and behavioral correlates of scholar-athletes, pure scholars, pure athletes, and non scholar-non athletes of the males in the sample. These researchers used data from the questionnaire survey in the springs of the adolescents' sophomore and senior years. The results supported similar studies of school social structures where sports, academics, and extracurricular activities were important dimensions of social stratification in high school. Activity participation, like athletics, was important when it came to the social rankings of the students. There also was evidence of increased levels of self-esteem and a greater internal locus of control among the scholar-athletes (Snyder & Spreitzer, 1992).

Silliker and Quirk (1997) studied the relations between academic performance and interscholastic athletic participation by examining the in-season versus out-of-season academic performances of soccer players. The participants (123 high school students) in the study included male and female soccer players from five rural, western New York schools. These soccer players did not engage in another scholastic sport during the academic quarter after the soccer season. A school counselor from each of the five schools collected the following information on each

participant: participant identification number, sex, grade level, first quarter GPA, second quarter GPA, and absence totals for each of the first two quarters. They found that participation in athletics can occur without significant risk to academic performance, and results suggested that participation can enhance it (Silliker & Quirk, 1997). Although it was a common strategy to take athletic participation away from students who were not performing well in athletics, Silliker and Quirk (1997) posited that students with academic difficulties would receive more benefit from peer tutoring and study-skills training.

Using a sample from the High School and Beyond 1980 data base, Camp (1990), examined the causal relationship between youth activities, including athletics, and academic achievement. The variables examined included: gender, family background, typical use of time (including hours of homework per week, television viewing habits, and hours of paid employment), and the student's prior indicators of academic ability (including mathematics, vocabulary, and reading subtests administered during the sophomore year). His findings suggested that academic achievement was enhanced by student participation in extracurricular activities such as athletics. His results also provide some support to the notion that students with academic difficulties should be permitted to participate in extracurricular and co-curricular activities when there is evidence of the positive effects from such participation.

In a survey study of 11,995 male students, Snyder and Spreitzer (1990) found supportive evidence that athletic participation enhances later success in academics. The researchers used completed questionnaires to compare white, black, and Hispanic students in terms of their participation in varsity level athletics and their later attendance at an institution of higher learning. The results supported other studies that have found positive correlations between high school athletic participation and academic achievement. The findings demonstrated that a greater percentage of students who participated in high school athletics went to college. The study also showed that the positive effect of athletic participation on college attendance was more evident among students with lower levels of cognitive development (Snyder & Spreitzer, 1990).

Holloway (2002) reviewed literature that supports the notion that extracurricular activities, such as athletics, enhance the academic mission of schools. From his literature review, he concluded that athletic participation reduced the probability of school dropout by approximately forty percent. Involvement in these activities appeared to support at-risk students by maintaining, enhancing, and strengthening the student-school connection. Holloway (2002) argued that educational decision makers should re-examine the practice of not allowing students to participate in extracurricular activities to encourage “harder work in the classroom.” He asserted that disallowing participation for this reason may have a negative effect on the

overall academic achievement of the students (Holloway, 2002). Another study reexamined whether or not extracurricular activity participation protected against early school dropout (Mahoney & Cairns, 1997).

These researchers conducted longitudinal assessments for 392 adolescents who were initially interviewed during 7<sup>th</sup> grade, and were followed up annually until 12<sup>th</sup> grade. They examined the relationship between extracurricular participation and early school dropout, or the failure to complete the 11<sup>th</sup> grade. Interpersonal Competence Scale ratings from middle school teachers identified various configurations of boys and girls who differed in their social-academic competence. The results showed that the dropout rates among at-risk students were much lower for those students who had participated in extracurricular activities. The researchers posited that extracurricular participation decreased the tendency to drop out because it gave at-risk students an opportunity to create a positive and voluntary connection to the educational institution (Mahoney & Cairns, 1997).

Cognitive skills and motor skills appear to develop through a dynamic interaction. Research has shown that physical movement can affect the brain's physiology by increasing the Cerebral capillary growth, Blood flow, Oxygenation, Production of neurotrophins, Growth of nerve cells in the hippocampus (center of learning and



memory), Neurotransmitter levels, Development of nerve connections, Density of neural network, and Brain tissue volume, (CDC, 2010).

These physiological changes may be associated with

- Improved attention, improved information processing, storage, and retrieval.
- Enhanced coping, Enhanced positive effect, Reduced sensations of cravings, and pain, (CDC, 2010).

Stay active, means keeping your body functioning at a high level. Regular exercise will maintain the performance of your lungs and heart to most efficiently burn off excess calories and keep your weight under control. Exercise will also improve muscle strength, increase joint flexibility and improve endurance, (Hamza and Musa, 2015). Another main benefit of physical activity is that it decreases the risk of heart disease, the leading cause of death in America. Additionally, it can decrease your risk of stroke, colon cancer, diabetes and high blood pressure. Regular exercise has been long associated with a fewer visits to the doctor, hospitalization and medication. Exercising does not have to be something boring and dreaded. It can be something that you enjoy that helps to increase the overall happiness in your life, as well as relieve symptoms of stress, depression and anxiety, (Hamza and Musa, 2015).

Try to find some activities that give you pleasure or even a buddy to do them with so that exercise is a fun and enjoyable activity (and one that you continue on a

regular basis because it adds something good to your life. Hamza and Musa (2015) opined that, the psychological benefits of exercise are just as important as the physical ones. Not to be overlooked are the positive effects of physical activity on self-image and self-confidence, and on promoting general feelings of health and wellness. Movement develops brain cells and stimulates the production of endorphins, body chemicals that help create feelings of happiness and calmness as well as ease stress and pain. A good workout can leave students feeling better about life and about them. An inactive student will feel lethargic and under stimulated. It is important to understand that physical activity positively affects the following:

Overweight and obesity

HDL cholesterol

Blood pressure

Insulin resistance

Skeletal health

Musculoskeletal injuries

Psychological well-being

Self-esteem

Anxiety and depression

A positive relationship of physical activity and academic performance has been explored through several studies conducted in the USA by the California Department of Education; Dwyer, Sallis, Blizzard, Lazarus, & Dean (2001); Shepherd (1997); and others. These studies support one another in suggesting that when a substantial amount of school time is dedicated to physical activity, academic performance meets and may even exceed that of students not receiving additional physical activity (Shepherd, 1997).

Young people's participation in sport may lead to improved educational outcomes. Young people's participation in organized sporting activities, when compared to non-participation, improves their numeracy skills. Young people's participation in organized sports linked with extra-curricular activities, when compared to non-participation, improves a range of learning outcomes for underachieving pupils. These findings are based on six "high"-quality studies conducted in the UK and North America. Study populations included young people within the range of four to 16 years old (Karen, 2013).

Sanna, et al (2009) Physical activity and aerobic exercise in particular promotes health effective cognitive functioning. To elucidate mechanisms underlying beneficial effects of physical fitness and acute exercise, behavioural and electrophysiological indices of task preparation and response inhibition as a part of executive functions were assessed in a modified version of an Enksen flanker task

subsequently an acute bout of aerobic exercise and a period of rest, respectively. (Hasslet 2007). Regular physical activity in adolescents is related to a favourable self-image in addition to physical and psychological well-being (Sherpert, 2002). Another research found that academic achievement was not related to enrolment in PE but surprisingly it was associated with the total amount of vigorous activity performed by the children. Subsequent analysis of 55 minute PE class revealed that only 19 minutes of this time was spent in moderate to vigorous activity and it was suggested that this was sufficient rigorous activity to impact in academic activity (Molina 2006).

However a study conducted with 214 six-grade students in Michigan found that students enrolled in PE had similar grades as students who were not enrolled in PE, despite receiving 55 minutes daily classroom instruction time for academic subjects(Molina, 2006).In 2007, 287 fourth-and-fifth-grade students from British Columbia were evaluated to determine if physical activity sessions affected their academic performance. Students in the intervention group participated in daily 10-minute classroom sessions in addition80-minute PE class. Despite increasing in school physical activity minutes per week, students receiving the extra physical activity time scores for mathematics, reading and language arts as did students in the control group (Ahmed, 2007 and Truscott 1989).

A test for cross-sectional (at age 11) and longitudinal associations between objectively measured free-living physical activity (PA) and academic attainment in adolescents. Findings suggest a long-term positive impact of moderate-vigorous intensity PA (MVPA) on academic attainment in adolescence. Fairul (2012) conducted a study to examine the associations between self-determination, exercise habit, anxiety, depression, stress, and academic achievement among adolescents aged 13 and 14 years in eastern Malaysia. The findings support the notion that habituated exercise fosters academic performance. In addition, we found that habituated exercise buffers the combined effects of stress, anxiety and depression. Regular exercise and physical activity are important to the physical and mental health of almost everyone, including older adults. Being physically active can help you continue to do the things you enjoy and stay independent as you age. Regular physical activity over long periods of time can produce long-term health benefits. That's why health experts say that older adults should be active every day to maintain their health. (National Institute of Health, 2009).

In addition, regular exercise and physical activity can reduce the risk of developing some diseases and disabilities that develop as people grow older. In some cases, exercise is an effective treatment for many chronic conditions. For example, studies show that people with arthritis, heart disease, or diabetes benefit from regular exercise. Exercise also helps people with high blood pressure, balance problems, or difficulty walking, ( National Institute of Health, 2009). One of the great things about physical activity is that there are so many ways to be active. For example, you can be active in short spurts throughout the day, or you can set aside specific times of the day on specific days of the week to exercise. Many physical activities-such as brisk walking, raking leaves, or taking the stairs whenever you can-are free or low cost and do not require special equipment, ( National Institute of Health, 2009). Sometimes people ask, is there any difference between Physical activity and exercise? Yes there is; both terms refer to the voluntary movements you do that burn calories. Physical activities are activities that get your body moving such as gardening, walking the dog, raking leaves, and taking the stairs instead of the elevator. Exercise is a form of physical activity that is specifically planned, structured, and repetitive such as weight training and aerobics class. From the foregoing, one can conclude that physical activities refers to general activity that keep the body moving while physical exercise are those planned and structured activity with a led down procedures in its practice. (NIH, 2009).

**2.8.2. Physical Health Benefits of Participation in Physical Activity:** Benefits of participation in physical activities is invaluable, it cannot be quantify. According to Gonnann (2002), provision of recreational opportunities makes physical activities interesting, enjoyable, and encourages life-long fitness habits. A few of the many documented health benefits of staying active include reduced obesity, a diminished risk of disease, an enhanced immune system and most importantly, increased life expectancy. Reduced Obesity- Obesity is adjudged to be a major health concern and is closely linked to the physical inactive. Overweight and/or obesity is associated with increased risk for disease, mortality and chronic medical conditions, such as coronary heart disease, hypertension, diabetes, gallbladder disease, respiratory disease, some cancers, and arthritis. A sure antidote to increased incidences of obesity and other associated disease conditions is involvement in recreational activities. Gonnann, (2002) opined that active people are better protected against overweight and obese health risks. In a study they carried out, they observed that obese individuals who were active had a lower incidence of disease and mortality than did normal-weight men/women who were sedentary.

Gonnan (2002) are of the opinion that fifty percent of overweight adolescents will become obese/overweight adults; this percentage increases if one or more parents are also overweight. They however submitted that exercising can help curb obesity.

**Diminished Risk of Chronic disease:** Participation in physical activities significantly reduce the risk of many serious diseases. Cardiovascular Heart Disease (CVD) or heart disease is a leading cause of death all over the world. Three major factors that significantly increase the risks of developing heart disease are (1) obesity, (2) diabetes and (3) lack of physical exercise, (Olajide and Ekpo, 2009). Obesity and diabetes can be greatly reduced through regular aerobic exercise and physical activity. According to Mohan et al (2000) recreational activities, such as running, brisk walking, swimming and bicycling are excellent for elevating the heart rate and lowering the incidence of heart disease, obesity and diabetes, if done regularly.

**Enhanced Immune System:** The physically fit person is less prone to illness. Active individuals have fewer hospital stays, fewer physician visits and use less medication. Landers (1997) reported that people who exercised for 20 minutes once a week were significantly less likely to call in sick than non-exercisers. To buttress the above, Mohan et al (2000) reported that research shows that positive changes in the immune system occur during moderate exercise. Even though the immune system returns to its pre exercise condition, each exercise session appears to be additive in reducing the risk of infection over time.



Increase Life Expectancy: Regular physical activity reduces the risk of developing or dying from some of the leading causes of illness and death. They further stated that we can live longer and healthier lives by actively participating in regular physical. In support of this claim, O'sullivan, (2001) stated that exercise and fitness can increase longevity and reduce many causes of mortality. To wrap it all, every hour spent exercising increases life expectancy by two hours. People in a regular exercise programme at age 75 have a lower death rate over the next few years than do similar groups of sedentary people, (Olajide and Ekpo, 2009).

**2.8.3. Mental Health Benefits:** Mental health disorders pose a significant public health burden and are major causes of hospitalization and disability. Regular physical activity during recreation can reduce the severity of many mental health disorders, enabling individuals to better cope with their daily lives. At least 30 to 60 minutes of regular (preferably daily), moderately intense physical activity through recreation programmes and activities can result in significant mental health benefits, (HHS, 1996). **Reduction of Depression:** Depression is a mental illness that comes in several forms. The symptoms include feelings of loneliness, despair, hopelessness, and worthlessness, deep, unshakable sadness, diminished interest in activities, and thoughts of suicide. These forms of depression can vary in their symptoms, severity, and persistence. Symptoms can last for weeks, months, or even years. Depression is a disease affecting people of all ages, income, and ethnic backgrounds. An average person with depression is unable to work or engage in normal activities for some few weeks out of the year, (Kessler, 2003).

Recreation and leisure activities can help alleviate depression. To corroborate this claim, Landers (1997), reported that several studies have found that recreation and leisure activities can help prevent and treat many forms of depression while, according to Gonnar (2002), recreation provides a social atmosphere that draws people out of their houses and into community life thereby reducing alienation, loneliness and activity are essential to managing stress in today's busy and demanding world. No one is immune to the stress which we all experience at some point in our lives. Positive and enjoyable recreation experiences can decrease stress, anxiety and psychological tensions, (DPR, 2003). The human body has in-built stress relievers that can be triggered through recreation activity. Prolonged continuous exercise increases the production and release of endorphins, resulting in a sense of euphoria, also called a "runner's high". The release of adrenaline through exercise causes the heart to beat faster and stronger and opens up the bronchiole in the lungs. If the adrenaline that builds up from everyday stress is not released, it can cause muscle tension and feelings of stress and anxiety. Stress reduction through recreation also comes from group activities that strengthen social ties and the calming effects of desirable outdoor settings. All-in all, being more relaxed promotes improved work performance, better social interactions, and a general sense of well being, all of which reduce stress, (Olajide and Ekpo, 2009). Improvement of Quality of Live: Recreation activity is a medium in which

participants can change their self-image and gain personal satisfaction. Quality of life benefits from recreational activities include: enhanced self-esteem through improved feelings of self-worth, reliance, and confidence, personal growth, enhanced expression of and reflection on personal spiritual ideals, and feelings of satisfaction from one's personal, neighborhood and community life, (Olajide and Ekpo, 2009).

Self-esteem: Positive self-esteem and self-image can be achieved through lifestyle choices by selecting physical activities that contribute to a feeling of control over one's life. Increasing skill levels and success at a physical activity builds our self confidence and esteem which in turn affects other facets of our lives, such as family and work. Many studies have shown that active participation in physical activities helps to improve self-worth and increases self-esteem, ( Olajide and Ekpo, 2009).

Personal and spiritual growth: Self expression and identity affirmation are positively reinforced through participation in physical activities. Physical activities help us explore our inner spirit and sense of self, creating new behaviours and a new identity. It is becoming more common to identify with the activities we participate in, seeing our self as “swimmers” or “soccer players”, rather than with the positions we hold at work. Improved mental engagement, increased self-awareness, and clarification of values- all gained through introspection, creative engagement and expression of spiritual renewal- are some of the scientifically documented outdoor physical activities benefits that develop and enhance social systems, (Driver, Brown and Peterson, 1991).

Life satisfaction: Physical activity is important to personal life satisfaction and those who participate in it are notably happier. Those who recreate more often are likely to be completely satisfied with their choice of careers, friends and their perceived success in life. The evidence strongly suggests that participation in outdoor physical activities, particularly as a child, leads people to have more satisfying and fulfilling lives. According to ARC (2000), nine out of ten outdoor physical activity participants express satisfaction with their personal health and fitness while the six out of ten who do not participate are unsatisfied with their personal health and fitness. They conclude that physical activity can provide the means for staying physically active, keeping us fit from top to bottom, inside and outside.

**2.8.4. Social Health Benefits of Physical activity:** The social benefits of physical activities are numerous, and they have positive impacts on the society. These benefits include strengthening of communities, reduction of crime, encouraging volunteerism, promoting stewardship, promoting social bounds, building cultural diversity and harmony, supporting individuals with disabilities, supporting elders, supporting youths, developing youths, enhancing education, and deterring negative behaviours, (Olajide and Ekpo, 2009).

Reduction of Crime: One of the greatest benefits of physical activity is that participation diverts attention from criminal activities. Violent crime in urban areas is on the increase and it has become something of great concern. With increasing population and unstable economies, fighting crime is a continual battle. Well-maintained parks and recreation facilities help reduce crime in a community. After school physical education programmes are a logical and inexpensive way to address crime. Communities with active physical education programmes have seen local reductions in crime, (Kolata, 2002).



The quality of life for those with disabilities is enhanced through recreation opportunities. Social integration and quality of life are positive outcomes of community based leisure programmes that enable interactions between individuals with intellectual disabilities and their peers without disabilities. They concluded that through recreation activities, it increases their frequency of social interactions, fostering meaningful relationships with peers with/without disabilities, (Mahon et al, 2000).

Supporting and developing the youths: Physical activity is fundamental for children's physical, mental, social and emotional development. Participation in Physical activities helps to develop our youths, improves their education, and deters negative behaviours. Most parents, teachers, and community leaders are well aware of the positive benefits youths receive from after-school activities, (Olajide and Ekpo, 2009).

Building cultural diversity and harmony: Recreation promotes positive contact between different ethnic groups and opens communication in a non-threatening atmosphere. Recreation opportunities provide a means for social interaction that can help to break down the barriers of unfamiliarity, fear and isolation. During recreation and leisure time, people are less concerned with differences and more concerned with having fun. The strength of a community is increased through recreation activities that allow people to share their cultural and ethnic differences, (Olajide and Ekpo, 2009).

Supporting Individuals with Disabilities: Individuals with disabilities receive the same benefits from participating in physical activities and their need is even greater. Lack of choices often stops them from being active. Individuals with disabilities are less likely to engage in regular moderate physical activity than individuals without disabilities, yet have the same need to promote their health and quality lifestyle.

With limited physical activity and social opportunities, individuals with disabilities are more at risk for negative health conditions and lifestyle choices such as depression, isolation, drugs and alcohol, than are individuals without disabilities. Studies have shown that rehabilitation facilities and with strong physical education programmes can have a tremendous impact on those that they serve. Individuals who participate in specific sports as a part of their rehabilitation process are more likely to become independent as well as physically and psychologically healthy and

often continue some affiliation with the sport, following their discharge, (Johnson, Bland & Rathsam, 2001).

Physical activities assist in overall youth development. Participation in physical activities helps develop decision-making skills, cooperative behaviours, positive relationships and empowerment. Youth explore strategies for resolving conflicts while recreating and playing. They learn to act fairly, plan proactively, and develop a moral code of behavior. This play helps enhance their cognitive and motor skills. Individuals with more highly developed motor skills tend to be more active, popular, calm, resourceful, attentive and cooperative. Physical education also provides children the chance to learn, consolidate, and practice the skills necessary for further growth and learning. Independent goal pursuits, such as looking for fun and enjoyment, increased participants' goal attainment in other areas, (Estes and Henderson, 2003).

Enhance Education: Parks lands and other outdoor recreation facilities in country, city, regional and state parks provide exceptional learning opportunities for students. Using physical education facilities and equipment as a medium for learning creates a fun and relaxed atmosphere where students want to participate. Children have a natural affinity for environmental education, making it an effective springboard for the inclusion of many other areas of study. Recreation and park facilities enhance education and help improve grades. As children participate in recreation and leisure

activities their learning skills are developed and improved, directly impacting their school performance. (Olajide and Ekpo, 2009).

Group work plays an important part in the teaching of physical education. When children work together in a group they have learn how to co-operate successfully with each other. For example, in swimming and gymnastics, children act as supporters for one another, and they can be encouraged to help the less able members of their group. More than any other subject, physical education provides a wide range of group activities, through which the teacher is able to promote a cooperative spirit among his students, (Laoye and Ackland, 1981).

Developing team-spirit is another aspect of participation in physical activities which strengthened more cooperation. It implies in particular team games. Team-spirit means working together for a common end, such as scoring a goal in football. It also means being able to put the interest of the group before one's personal interests. Most competitive games promote team-spirit, and the teacher should give his student the opportunity to take part, as members of a team, in as many different activity as possible , (Laoye and Ackland, 1981).

Participation in physical activities also trained students to be future good leaders. There are two tasks which any leader has to perform. First, he has to see that the work of the group is performed satisfactorily. Secondly, he has to ensure that the morale of the group is high, by fostering good relations between its members. The

essential test of a good leader is the morale of the group he leads. A child at birth may have the potential to become a successful leader, but the ability to lead has to be learned. Leaders are made not born. All children should be given the opportunity to act as a leader in different situations in physical education. In this way, those children who are destined to become leaders in later life will be given the opportunity to acquire the basic qualities of leadership. Moreover, it promotes respect for constituted authority, as there are leaders, so there must be followers. The ability to accept and respect the authority of a leader is a basic factor in the stability of any group, provided the authority is legitimate. Group activities and games help the child to learn to appreciate the need for order and control under the direction of a leader. It is as important as learning how to act as a leader, (Laoye and Ackland, 1981).

Leaders are expected to be impartial and fair. In sports, judges, referees and umpires should possess the quality of impartiality. It means being able to pass judgment without favour to either side. Students can learn how to act with impartiality, by being placed in situations in which they have to apply the rules, such as being asked to referee a game of volleyball. It will also teach a child not taking an unfair advantage over other people, by such methods as cheating or by unnecessarily rough play. It should not be necessary for the referee or umpire to keep an eye on

everything that is going on in a game. Students have to learn that once the rules have been agreed they apply to everyone alike, irrespective of position or status.

It teaches spirit of sportsmanship, this includes the combination of many of the qualities discussed above. The term sportsmanship means something important and valuable, both for the individual and the group. A good sportsman is a person who is honest, loyal, straight-forward and reliable. He will be a respected member of the community, with a strong regard for the needs and interests of others. It is through active participation in games and sports, those qualities of good sportsmanship can be develop and fostered in individuals, (Laoye and Ackland, 1981).

**2.9.1. History of Nigeria: Federal Republic of Nigeria**, is a federal constitutional republic comprising 36 states and its Federal Capital Territory, Abuja. The country is located in West Africa and shares land borders with the Republic of Benin in the west, Chad and Cameroon in the east, and Niger in the north. Its coast in the south lies on the Gulf of Guinea on the Atlantic Ocean. The three largest and most influential ethnic groups in Nigeria are the Hausa, Igbo and Yoruba. In terms of religion Nigeria is roughly split half and half between Muslims in the North and Christians in the South; a very small minority practice traditional religion. Since 2002 there have been spates of clashes, particularly in the North of the country,

between government forces and the Islamists Boko Haram, militant jihadists who seek to establish sharia law.

The people of Nigeria have an extensive history. Archaeological evidence shows that human habitation of the area dates back to at least 9000 BCE. The area around the Benue and Cross River is thought to be the original homeland of the Bantu migrants who spread across most of central and southern Africa in waves between the 1st millennium BC and the 2nd millennium, (Chiedo, 2012).

The name *Nigeria* was taken from the Niger River running through the country. This name was coined by Flora Shaw, the future wife of Baron Lugard, a British colonial administrator, in the late 19th century. The British colonised Nigeria in the late nineteenth and early twentieth century, setting up administrative structures and law while recognizing traditional chiefs. Nigeria became independent again in 1960. Several years later, it had civil war as Biafra tried to establish independence. Military governments in times of crisis have alternated with democratically elected governments.

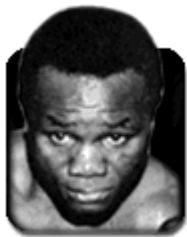
Nigeria is the most populous country in Africa, the seventh most populous country in the world, and the most populous country in the world in which the majority of the population is black.<sup>[6]</sup> Its oil reserves have brought great revenues to the country.



It is listed among the “Next Eleven” economies, and is a member of the Commonwealth of Nations.



**2.9.2. History of Sports In Nigeria :** Before independence, few Nigerians had taken



the world sporting arena by storm, beating close rivals to emerge champions. One remembers the likes of Emmanuel Ifejuna who won a gold medal in high jump during the Commonwealth games in 1954, Hogan ‘Kid’ Basse who became the world featherweight boxing king in 1957 and Dick Tiger who won the middleweight crown and later the world light heavyweight crown, (Chiedo, 2012).

Within 34 years, Nigerian sportsmen and women have entrenched Nigeria’s name firmly on the map of great sporting nations. Though, the country is yet to win a gold medal in the Olympics, the country is known to possess great athletes and that it is a matter of time before the country gets to the optimum in the global fiesta.

Sports began to take serious roots in the country in 1963 when the National Sports Commission (NSC) began to function under Abraham Ordia as secretary. The 60's was a period of laying foundations and the only visible achievement was the qualification of Nigeria's Green Eagles for the Olympic games held in Mexico in 1968.



In 1973, Nigeria hosted the 2nd All-Africa games in Lagos and also introduced the national sports festival as a way of discovering athletes to represent the country try in continental and international meets. The first meeting in Lagos attracted about 6,000 athletes, (Chiedo, 2012).

The 1970's also witnessed tremendous achievements. Nigeria's senior football team won a gold medal in the 2nd All-Africa games while the country's contingent to the games won an overall Second position on the medals table. 1976 and 1977 saw the country tasting victories in continental championships through ICC Shooting Stars and Rangers International of Enugu in the Cup Winners Cup Competition.

The country's record of achievements continued in the 1980s with series of achievements especially in football. The bronze medals won in 1976 and 1978 in the

African Cup of Nations was improved upon in 1980. The Christian Chukwu led Green Eagles won the Cup for the first time in Lagos. In 1984 and 1988, Nigeria again got to the finals of that championship but lost to Cameroon on both occasions to win the silver medals, (Chiedo, 2012).

Surprisingly too, Nigeria's Junior Eagles qualified for the first time to represent Africa in a Junior World Cup in Mexico. Although, Nigeria did not go beyond the first round having lost 0-3 to Brazil she beat highly rated USSR 1-0 and held Netherlands to a goalless draw.

In 1985, Nigeria's under-17 football team went to China and conquered the world in the first ever FIFA under-17 World Cup. The victory took Nigerian football to a high pedestal, setting the stage for a respect of Nigeria in international competitions. To prove a point of Nigeria's new found strength in football, the Nations under-21 team went to Saudi Arabia for the World Cup in 1989 and lost narrowly in the final to Portugal. The "miracle of Damman", Nigeria's victory over USSR after trailing four goals behind and with only twenty- five minutes left, stunned the world during the championship, (Chiedo, 2012).

The country did not only excel in football in the 80s as athletics provided opportunities for splendid performances. Five U.S.



based Nigerians won gold medals at the World University games which took place in Edmonton, Canada: Sunday Uti (400m), Yusuf Ali (long jump), Ajayi Agbebaku (triple jump). Innocent Egbunike (200m), and Chidi Imoh (100m). Nigeria went to the Olympic games in Los Angeles in 1984 and came back home with a silver medal in boxing through the efforts of Peter Konyegwachie and a bronze from the 4 x 400m male team led by Innocent Egbunike. There has been a remarkable improvement over the achievements of the 1970s and 80s in the 90s. The exploits and potentials of Nigerian abroad have been tapped for the benefit of the country and the result has been very impressive.

First was the 1990 Commonwealth games in Auckland, New Zealand. Nigeria did marvelously well, winning five gold, 13 silver and seven bronze medals. A far improvement from previous outings. The returns from the recently-concluded games in Victoria, Canada even exceeded that of 1990. Nigerians returned home with 13 gold medals and many silver and bronze medals.

With the euphoria of the 1990 games, the country stormed the Barcelona Olympic games in 1992 and again there was an improvement from previous records. The quartet of Olapade Adenikan, Chidi Imoh, Kayode Oluyemi and Davidson Ezinwa won the silver in the 4 x 100m, while the women led by irrepressible Mary Onyali captured the bronze medal in the same event. Two Nigerian boxers also won silver

medals. It was a moment of joy for all Nigerians. Football in the 90's took Nigeria to greater heights. Between 1990 and 1994, Nigeria won silver, bronze and gold medals in the biannual Africa Cup of Nations competition. The latest victory coming fourteen years after winning the cup in Lagos, (Chiedo, 2012).

Before now, BCC Lions FC of Gboko had won the Mandela Cup in 1990 while Shooting Stars Football Club of Ibadan won the maiden edition of the confederation of African Football (CAF) cup in 1992. Bendel Insurance FC of Benin added more feathers by winning back the CAF cup in 1994 but also added the West African Football Union (WAFU) cup to her kitty.

Nigeria qualified for the first time to represent Africa in a senior World Cup and did it in grand style. She became the first country to win her first World Cup match and the first to advance beyond the first round in her attempt. Although the Eagles lost in the second round, they had stunned the world and Nigerian stars have become the toast of big football clubs all over the world.

The feat performed by the Golden Eaglets in Japan is memorable. For the second time, Nigeria won the FIFA under -17 championship making her the only country to achieve such feats. In a world of football giants like Brazil, Italy, Germany and Argentina, the feat of the Golden Eaglets and Nigeria is indeed spectacular.



Nigeria has also produced great sports stars like **Hakeem Olajuwon** in Basketball, Nduka Odizor in lawn tennis, Mike Okpara, a former world wrestling champion, Atanda Musa, Rashidi Yekini, Stephen Keshi and Richard Owubokiri who have made the nation proud these 41years.

In spite of these successes, the country's sporting world has tasted setbacks, disappointments and tragedies. Nigeria football suffered a major setback in 1977 when Nigeria's Godwin Odiye's own-goal stopped the country from attending her first world cup competition in 1978. Other disappointments were in 1981 and 1989 when Nigeria was stopped by Algeria and Cameroon respectively under painful circumstances, (Chiedo, 2012).

In 1989, FIFA sledgehammer fell on Nigeria and she was subsequently banned for two years from participating in age grade competitions due to discrepancies in ages of players who had played for Nigeria. The Seoul Olympics of 1988 was another disaster for Nigerian athletes. Again like in 1980, the athletes came. Back without a single medal. Worst still was the Green Eagles team which had gone to the games as favorite but completely lost out. The death of Dele Udoh, Nigeria's most promising 400m gold medal hope in 1979 took the sports community in Nigeria by surprise. He was killed by the police in a checkpoint in Lagos when he came to participate in an athletic meeting from the USA.

Also in 1979, a clash between supporters of UCC Shooting Stars FC of Ibadan and Bendel Insurance of Benin after a challenge cup semi-final match in Lagos in which the Benin team lost 0-2 led to the death of twenty-six people. It was tragic. Another tragedy that hit the soccer world was the death of a patriotic soccer wizard, Sam Okwaraji who slumped and died at the national stadium in a world cup qualifying match against Angola. It was a horrifying experience as Nigerians had begun to appreciate not only the football skills of the late player but his patriotic zeal which were unparalleled, (Chiedo, 2012).

Tragedy again struck the country when players and officials of Iwuanyanwu Nationale FC returning from a continental engagement were involved in a plane crash. Two players – Animmwosa Omale and Uche Ikeogu with three crew members lost their lives while many others were seriously



injured. Kayode Oluyemi, a member of the Nigerian silver winning team at the Barcelona Olympics was involved in a ghastly motor accident which claimed his life while Sunday Uti another great athlete is ruled out of sports for life as he had a broken leg. The setbacks of Nigerian sports these past 41 years notwithstanding,

Nigeria has remained a darling nation to sports lovers all over the world, (Chiedo, 2012).

Much has been said and written about Nigeria, her people and culture, economy and politics, that sheds light on the tremendous potential of this African Giant. However, little is known to the outside world about the many exciting tourist attractions available in Nigeria: Historic sites nestled amid rivers and rain forests, breathtaking mountain vistas, remote creek villages, miles of pristine beaches and exotic national wildlife reserves. There are also museums, festivals, music and dance, a rich cultural melange right down to everyday traditional markets. These are just some of the spectacular sights and sensual delights awaiting the traveler to Nigeria.

Nigeria has the largest population of any country in Africa (about 120 million), and the greatest diversity of cultures, ways of life, cities and terrain. With a total land area of 923,768 sq. km. (356,668 sq. mi.) Nigeria is the 14th largest country in Africa. Its coastline, on the Gulf of Guinea, stretches 774 km (480 mi.). Nigeria shares its international border of 4,470 km (2513 mi.) with four neighbors: Chad, Cameroon, Benin, and Niger. Until 1989 the capital was Lagos, with a population of about 2,500,000, but the government recently moved the capital to Abuja, (Chiedo, 2012).



Nigeria lies entirely within the tropics yet there are wide climactic variations. In general, there are two seasons, dry and wet, throughout Nigeria. Near the coast, the seasons are less sharply defined. Temperatures of over 90°F are common in the north, but near the coast, where the humidity is higher, temperatures seldom climb above that mark. Inland, around the two great rivers, the wet season lasts from April-Oct. and the dry season from Nov.-March. Temperatures are highest from Feb-April in the south and March-June in the north; they're lowest in July and Aug. over most of the country, (Chiedo, 2012).

Virtually all the native races of Africa are represented in Nigeria, hence the great diversity of her people and culture. It was in Nigeria that the Bantu and SemiBantu, migrating from southern and central Africa, intermingled with the Sudanese. Later, other groups such as Shuwa-Arabs, the Tuaregs, and the Fulanis, who are concentrated in the far north, entered northern Nigeria in migratory waves across the Sahara Desert. The earliest occupants of Nigeria settled in the forest belt and in the Niger Delta region. Today there are estimated to be more than 250 ethnic groups in Nigeria. While no single group enjoys an absolute numeric majority, four major groups constitute 60% of the population: Hausa-Fulani in the north, Yoruba in the west, and Igbo in the east. Other groups include: Kanuri, Binis, Ibibio, Ijaw, Itsekiri, Efik, Nupe, Tiv, and Jukun, (Chiedo, 2012).

**2.9.3. Empires in Nigeria: Kanem-Borno:** While there is no direct evidence to link the people of the Jos Plateau with the Nok culture, or the Eze Nri of today with Igbo Ukwu, the history of Borno dates back to the 9th Century when Arabic writers in north Africa first noted the kingdom of Kanem east of Lake Chad. Bolstered by trade with the Nile region and Trans-Saharan routes, the empire prospered. In the next centuries, complex political and social systems were developed, particularly after the Bulala invasion in the 14th Century. The empire moved from Kanem to Borno, hence the name. The empire lasted for 1,000 years (until the 19th Century) despite challenges from the HausaFulani in the west and Jukun from the south. (Chiedo, 2012).

**Hausa-Fulani:** To the west of Borno around 1,000 A.D., the Hausa were building similar states around Kano, Zaria, Daura, Katsina, and Gobir. However, unlike the Kanuri, no ruler among these states ever became powerful enough to impose his will over the others. Although the Hausa had common languages, culture, and Islamic religion, they had no common king. Kano, the most powerful of these states, controlled much of the Hausa land in the 16th and 17th Centuries, but conflicts with the surrounding states ended this dominance. Because of these conflicts, the Fulanis, led by Usman Dan Fodio in 1804, successfully challenged the Hausa States and set

up the Hausa-Fulani Caliphate with headquarters in Sokoto, commanding a broad area from Katsina in the far north to Ilorin, across the River Niger, (Chiedo, 2012).

**Yoruba:** In the west, the Yoruba developed complex, powerful city-states. The first of these important states was Ile-Ife, which according to Yoruba mythology was the center of the universe. Ife is the site of a unique art form first uncovered in the 1930s. Naturalistic terracotta, bronze heads and other artifacts dating as far back as the 10th Century show just how early the Yoruba developed an advanced civilization. Later, other Yoruba cities challenged Ife for supremacy, and Oyo became the most powerful West African kingdom in the 16th and 17th Centuries. The armies of the Oyo king (Alafin) dominated other Yoruba cities and even forced tribute from the ruler of Dahomey. Internal power struggles and the Fulani expansion to the south caused the collapse of Oyo in the early 19th Century, (Chiedo, 2012).

**Benin:** Benin developed into a major kingdom during the same period that Oyo was becoming dominant to the west. Although the people of Benin are primarily Edo, not Yoruba, they share with Ife and Oyo many of the same origins, and there is much evidence of cultural and artistic interchange between the kingdoms. The King (Oba) of Benin was considered semi-divine and controlled a complex bureaucracy,

a large army, and a diversified economy. Benin's power reached its apex in the 16th Century, (Chiedo, 2012).

#### **2.9.4. Nigeria 6 Geopolitical Zones**

##### **i. Southsouth Nigeria :**

Igbo and the Delta States Many Nigerian cultures did not develop into centralized monarchies. Of these, the Igbo are probably the most remarkable because of the size of their territory and the density of population. Igbo societies were organized in self-contained villages, or federations of village communities, with a society of elders and age-grade associations sharing various governmental functions. The same was true of the Ijaw of the Niger Delta and people of the Cross River area, where secret societies also played a prominent role in administration and governmental functions. But by the 18th Century, overseas trade had begun to encourage the emergence of centralized systems of government, ( [www.onlineNigeria.com](http://www.onlineNigeria.com)).

##### **ii. Southwest Nigeria**

ABEOKUTA means 'under the rock', derived from the Olumo Rock, the town's most famous landmark. Abeokuta, the capital of Ogun State, lies on the Ogun River amid rugged, rocky hills, offering excellent photo opportunities. Home of adire cloth, Abeokuta has an intriguing array of markets which sell a wide range of exotic

goods. Olumo Rock, sacred to the Egba people, is on the east side of the Ogun river. Visitors should engage a guide from the tourist center at the bottom of the rock where one can explore the caves used as sanctuary during the Yoruba civil war. At the rock's summit, visitors can enjoy a tremendous view of Abeokuta and the Ogun River, ([www.onlineNigeria.com](http://www.onlineNigeria.com)).

BENIN CITY is steeped in history. World-renowned Benin bronze sculptures date back to the 15th Century when the Oba of Benin ruled the large and powerful Edo kingdom, a period when bronze casting was an art used to glorify the Oba. In 1897, a British expeditionary force sacked Benin and hauled off many of the bronzes to London. Still, several good examples of the bronze artifacts remain in both the Benin and Lagos Museums. Today, bronze casting is still continued in several streets in the city, including Igun and Oloton streets. Another attraction in Benin is Chief Ogiamen's House, a prime example of Benin traditional architecture built before 1897. The house miraculously survived the "Great Fire" during that period which destroyed most of the city.

IBADAN was until recently the largest indigenous African city. Located along the edge of a thickly wooded forest belt, it was called Eba-Odan, meaning a town at the edge of the forest.' Today it's the capital and main commercial center of Oyo state. Places of interest include Dugbe market, a huge traditional marketplace, the

Parliament Building, the University of Ibadan, Nigeria's premiere university, its Teaching Hospital and Cocoa House. Ibadan is also close to the historic towns of Oyo, Ogbomosho, Ijebu-Ode, Ife, Ilesha, and Oshogbo.

ILE-IFE, the ancient city of Ile-Ife, in Osun State, is truly unique. The Yorubas consider it to be the cradle of creation and civilization. Legend says that it was at Ife that Oduduwa, sent by Olodumare, the Yoruba creator-god, established the first land upon the waters that covered the earth, thus founding Ife. His sons spread to other parts of Yoruba to create further kingdoms. Ile-Ife became a remarkable center for arts, producing both terracotta figures and bronzes dating from the 12th to 15th Centuries, second only in fame to the Benin bronzes.

LAGOS, on Lagos Island, has been settled since the 15th Century, when Yoruba groups used it as a refuge from outside attacks. It was a trading post between the Benin Kingdom and the Portuguese until the arrival of British traders in the 19th Century, presaging the colonization of the interior. Lagos is divided into several parts, each with its distinctive character. The heart of the city is Lagos Island (Eko), containing most of Nigeria's commercial and administrative headquarters. It is linked to the mainland by three road bridges, and to Ikoyi Island and Victoria Island by road. The latter are mostly residential areas with palatial houses, expansive gardens and five star hotels in a gorgeous setting. Tourist attractions in the city

include The National Museum, The National Theater and miles of beautiful beaches (see pages 26 & 27). Finally, Oba's Palace sits majestically on Lagos Island, portions of which are over 200 years old with a newly constructed extension.

ONDO area has many fascinating tourist attractions including the Ikogosi Warm Spring, Idanre Hills, Ipolo-Iloro Water Falls, Ebomi Lake and the Museum at Owo. The most popular are Ikogosi Warm Spring and the Idanre Hills. The Ikogosi Warm Spring, located in a valley in Ikogosi Town, northeast of Akure, is ideal for camping or picnics. The Idanre Hills, with curious dome-shaped peaks, are located in Idanre, southwest of Akure. The hills have a socio-religious significance, having protected inhabitants from invaders during inter-ethnic wars in the distant past, . (www.onlineNigeria.com).

### **iii. Southeast Nigeria**

ANAMBRA STATE offers many exciting attractions throughout the area, including the Ogbunike caves, Agulu Lake, Igbo-Ukwu archaeological excavations and the Aguleri Game Reserve. Onitsha, located on the Eastern bank of the River Niger, is famous for its robust market and commercial activity. The traditional Ofala festivals, performed by royalty in Anambra, are rare pageants of color and fanfare. Calabar is an attractive city on the bank of the New Calabar River, near its confluence with the Cross River, which has a long history as the regional port of

eastern Nigeria. Residents here trace their ancestots back to Babylon before the time of Christ, (. [www.onlineNigeria.com](http://www.onlineNigeria.com)).

First visited by the Portuguese at the end of the 15th Century, CALABAR is also the center from which many missionaries ventured forth in the 19th and 20th centuries, including Mary Slessor, who arrived in Calabar in 1875. Places of interest include the National Museum in the old Residency Building. The building was prefabricated, shipped from Britain and erected atop Consular Hill in 1884, later known as Government Hill. The museum itself is history, a vibrant colonial stylecitadel commanding superb views of Calabar and the Calabar River. The museum traces the history of Calabar and the surrounding areas in a spacious setting. Enugu is the center of the Nigerian coal industry, situated in attractive, hilly country with wide roads and expressways and main arteries leading north, south, east and west. Sites in Enugu include a branch of the National Museum, the Iva Valley Coal Mine Museum (where coal was first mined in 1909), and University of Nigeria faculties. It also boasts one of the best hotels in Nigeria, the Nike Lake Hotel. Oron is in the southeast corner of the Akwa-Jbom State, on the Cross River, and is worth visiting for its National Museum. The Museum, overlooking the river, encases the history of the local Ibibo people plus an important collection of wooden



Ekpo memorial carvings that portray the male ancestors of the Ibibo people, believed to be two to three centuries old.

OWERRI is predominantly inhabited by the Igbo people. The Igbos are renowned for their music and dancing, especially the colorful masquerades in which the dancers wear elaborate masks. Places of interest include an amusement park, the Nekede Botanical and Zoological Gardens, the Palm Beach Tourist Village at Awomama and the Oguta Lake Holiday Resort, which has recently developed into an international tourist center, (. [www.onlineNigeria.com](http://www.onlineNigeria.com)).

PORT HARCOURT is the capital of River State and is the center of the oil industry in Nigeria. It is called “The Garden City” because of its abundance of trees and parks. Now the second most important port in Nigeria, Port Harcourt did not exist before 1913. Nearby are the two historic ports of Bonny and Brass, formerly connected with the slave trade, but which now serve as oil ports and terminals. The town is a good base from which to explore the local creek villages and towns. The local people include Ibibos, Kalabari and Ibos, not to mention British, French, American and Dutch, who work in the oil fields.

Sites include the State Museum, which features many examples of local culture including masks and carvings. The Cultural Center on Bonny Street has a stage and auditorium for plays, dancing and a shop where tourists can purchase local

handicrafts. The Azumint Blue River sports beautiful clear water with sandy beaches. Tourists can rent canoes for a ride down the river to stop at a beachside picnic site, outfitted with wooden chairs, tables and grills for a pleasant riverside barbecue.

UMUAHIA is home to the National War Museum where relics of the Nigerian civil war are on display, including weapons and fascinating local inventions. Other attractions include the Akwette Blue River Tourist Village and Uwana Beach. Visitors to Akwette will be impressed with its unique weaving industry, ([www.onlineNigeria.com](http://www.onlineNigeria.com)).

#### **iv. Central Nigeria**

ABUJA, in 1976, was selected by the Federal Government to become the new seat of government; and in 1992, the first of four stages of this move to Abuja was launched with most of the senior government officials now in Abuja. Besides being the administrative seat of government, Abuja is a beautiful city surrounded by rolling hills, with ample mountaineering potential. The Gwagwa Hills, near Suleja, the Chukuku Hills, the Agwai Hills and the famous Zuma rocks are just some of the awe-inspiring manifestations of nature's beauty in the area.

BIDA is a lively town, famous for its handicrafts and colorful market, and is the principal city of the Nupe people. Bida is famous for its glass beads, cloths, silver and brass work, it's carved 8-legged stools made from a single piece of wood, and decorative pottery. Bida's market truly stands out as a traditional showcase of local commerce in Nigeria, (. [www.onlineNigeria.com](http://www.onlineNigeria.com)).

GURARA FALLS is on the Gurara River in Niger State, on the road between Suleja and Minna. Particularly impressive during the rainy season, the falls span 200 meters across with a sheer drop of 30 meters, which creates a dazzling rainbow effect as the water cascades over the top into a cloud of spray below.

ILORIN, an ancient city, is the southernmost point of Fulani expansion and bears characteristics of both north and south. It has often been described as the gateway between the two because of its strategic location, and as a result offers a good base for visiting the surrounding area. Tourist sites in Ilorin include the Mimi's Mosque and residence built in 1831, the first mosque in Ilorin, and the magnificent new Central Mosque, built during the reign of Zul-Gambari, the late Emir of Ilorin. Both attest to the Islamic culture of the city. Another attraction is the Dada pottery workshop in Okelele quarters, the largest pottery factory in Nigeria. Other local tourist sites in Kwara State include the Esie Museum of stone figures. Over 1,000 soap stone figures of men and women, sitting on stools or kneeling, with elaborate

hairstyles and facial marks. Little is known about the figures, being products of a very old civilization. Esie museum houses the largest collection of stone figures in sub-saharan Africa, (. [www.onlineNigeria.com](http://www.onlineNigeria.com)).

OWU FALLS, in Kwara State is the highest and most spectacular natural waterfall in West Africa, at its best during the rainy season. The waterfall cascades 330 feet down an escarpment with rocky outcrops to a pool of ice-cold water below.

LOKOJA is an historic colonial town. Due to its location at the confluence of the two great rivers, the Niger and Benue, it became the headquarters of the Royal Niger Company in the 19th Century. The headquarters building, still standing, was prefabricated in London and shipped to Nigeria, where it was assembled without using a single nail. Also in Lokoja is the Iron of Liberty, located in the compound of the first primary school in northern Nigeria. Here, many slaves were freed at the end of the slave trade.

MAKURDI is located on the bank of River Benue, one of the two great rivers in Nigeria. For visitors to the area, there is a zoological garden in Makudi and Goven Hills, Ushango Hills and Bassa Hills, and fishing and boating on the Benue River. In Igbor there is the Ikure Wildlife Park, (. [www.onlineNigeria.com](http://www.onlineNigeria.com)).

OKENE is the home of the Igbira, an industrious people renowned for their farming abilities and their beautiful woven cloth. Picturesque Okene, nestled atop several rocky hills, is a fascinating place to visit. The craft of cloth weaving still continues to thrive here and the cloth remains highly-prized throughout Nigeria. For tourists in the area, Okene has a thriving market, open every other day, where there is a section dedicated to the woven cloth.

KOTON-KARFI is located west of Okene and about 20 miles north of the confluence of the rivers Niger and Benue. For anyone who enjoys fishing, Koton-Karifi is a paradise, for the multiples of the Niger tributaries are teeming with fish.

( [www.onlineNigeria.com](http://www.onlineNigeria.com)).

#### **v. Northeast Nigeria**

BAUCHI is an old Hausa town surrounded by an appealing range of rolling hills, is close to both the Yankari Game Reserve, approximately 1½ hours away to the southeast, and the site of the Geji Rock Paintings, located on the Bauchi-Jos road. In Bauchi, tourists may also visit a memorial and library dedicated to Sir Abubakari Balewa, the first Prime Minister of Nigeria, who was assassinated in 1966. The library houses many of Balewa's personal papers, ([www.onlineNigeria.com](http://www.onlineNigeria.com))

JOS has always been a popular destination for tourists due to its height above sea level (4062 feet). Jos has two golf courses, Rayfield and Plateau, plus a polo club and other sports/entertainment offerings. The National Museum in Jos is one of the best in Nigeria, especially for archaeology and pottery, where many fine examples of Nok heads and artifacts, circa 500 BC – 200 AD, are displayed. The Pottery Hall has an exceptional collection of finely crafted pottery from all over the country. On the same grounds, the Museum of Architecture contains life-size replicas of Nigerian architecture, from the walls of Kano to the Mosque at Zaria to a Tiv village. Other attractions in the area include the wildlife park, nestled amid 8 sq. km (3.09 sq. miles) of unspoiled savanna bush, where the rare pygmy hippopotamus is successfully being bred in ‘hippo pool.’

Lions roam a large enclosure that simulates their natural habitat and visitors will also find elephants, red river hogs, jackals, chimpanzees, crocodiles and numerous other animals to view. The Shere Hills can be seen to the east of Jos and offer a prime view of the city below. Assop Falls is a small waterfall (again, best seen in the rainy season) which could make a pleasant picnic spot on a drive from Jos to Abuja. RIYOM ROCK is a dramatic and photogenic pile of rocks balanced precariously on top of one another, with one resembling a clown’s hat, observable

from the main Jos-Gimi road. Kura Falls is a refreshing area for walks and picnics, with scenery reminiscent of the Scottish highlands, ([www.onlineNigeria.com](http://www.onlineNigeria.com)).

MAIDUGURI is a handsome, impressive town with broad streets and plentiful trees, presiding over strong traditions and a culture dating back more than 1,000 years. Maiduguri is an ideal place for seeing the Kanuri people, with their fine tribal markings, and the Shuwa women, adorned with plaited hairstyles and flowing gowns.

The BORNO REGION around Maiduguri is one of the most fascinating places in Nigeria. Along the northern borders of the state is Sahel-Savannah country, endowed with rolling sand dunes punctuated by oases in the dry season, yet covered with vegetation during the rainy season. Southern Borno is generally green savannah land, enlivened by hills and rock formations, while toward the Cameroon border, visitors will enjoy majestic mountain visages, ([www.onlineNigeria.com](http://www.onlineNigeria.com)).

The BULATURA OASES are on the western side of Borno State northeast of Nguru. This is the desert in a Hollywood film set: dunes, camels and palm trees around an oasis. The severe beauty of this place offers a special treat to visitors who have yet to experience such a daunting landscape. The oases are also excellent for bird-watchers; in the dry season there are thousands of palaerartic migrants which congregate there.

YOLA, on the upper reaches of the Benue River, lies in close proximity to some of the most scenic areas of Nigeria, situated along the mountainous border with Cameroon. The Mambilla Plateau (see pages 22 & 23) is within a day's journey from Yola, as are the Shebshi mountains to the south.

The GWOZA HILLS are breathtaking. They are located southeast of Maiduguri, and southeast of the village of Gwoza Valley, along the Cameroon border.

MANDARA MOUNTAINS are also in this area, stretching from south, in the Mambilla, to Mubi in the north. The Mandaras provide some of the most spectacular scenery in all of Africa. It is suggested that tourists in the area take at least a week to enjoy both the Nigeria and Cameroon sides of these mountains.

#### **vi. Northwest Nigeria**

KANO CITY, the oldest major city in Sub Saharan Africa, dates back more than a thousand years. For centuries it was one of the most active commercial centers in West Africa. Today, it is Nigeria's third largest city and the largest city in the north. Centrally located, Kano City acts as a terminus for all of northern Nigeria, linked by road and communications with all other major population centers in the region. By virtue of its historic role as trading center between the Sahara, down south to Zaria, Kano remains a living, modern day relic of a rich past, ( [www.onlineNigeria.com](http://www.onlineNigeria.com)).



The Emir's Palace in Kano is the past incarnate with its old stone walls and entrance gate, at the heart of this ancient city, encircled by a wall that extended 17.7km in circumference, with 16 different gates. Close by, the Gidan Makama Museum offers an excellent history of Kano and of the Hausa and Fulani peoples. Kano Central Mosque is one of the largest in Nigeria and, with permission, a visitor may be allowed to ascend one of its towering minarets to gain a spectacular view of the city below, ([www.onlineNigeria.com](http://www.onlineNigeria.com)).

KADUNA was previously the colonial capital of northern Nigeria. Located on the Kaduna River, the city serves as an important junction, with roads extending in five different directions. Kaduna is a major communications center and industrial base but also a thriving metropolis from which tourists can explore the surrounding countryside. Within Kaduna there is a National Museum on Ali-Akilu Road that features wood carvings, masks, Nok terracotta figures and Benin bronzes. Plans are under way to have an annual Durbar festival in Kaduna like the 1977 Durbar, festival that drew all the northern Emirs to Kaduna.

BIRNIN KEBBI, a centuries old Hausa-Fulani walled city is the capital of the newly-created Kebbi State. The area is famous for traditional arts and crafts, beads, swords and glassware, and is the site of the Argungu Fishing Festival, one of the most popular tourist attractions in Nigeria. Held annually, it attracts competitors

from neighboring Niger and Chad Republics, plus many visitors from all over the world. Apart from the traditional fishing competition, there are also boxing and wrestling contests, ([www.onlineNigeria.com](http://www.onlineNigeria.com)).

SOKOTO, the center of Islamic activities in Nigeria, is the home of the Sultan of Sokoto, the spiritual leader of Muslims in the country. The city stretches with avenues of lush trees and wide roads, appearing like an oasis in a semi-desert area. Sokoto is another of the great trading cities of the North, with old trade routes across the Sahara to Morocco and Algeria. It is famed for its excellent leatherwork: handbags, wallets, fans and other items featuring exquisite crafting.

The Sultan's Palace is a delightful sight, with its lavish architecture and guards in their multicolored regalia. At 9:00 pm on Thursdays, visitors can watch the musicians play the Tambari for the Sultan. Usman dan Fodio, the founder of the present day Hausa-Fulani states, is buried in Sokoto. Though not a tourist site per se, it holds great historic importance.

ZARIA, one of the original seven Hausa cities founded in the 16th Century, is a vibrant, attractive city which has retained its ancient look by leaving most of the modern development and industry to nearby Kaduna. Once surrounded by some 19 km of walls, in some areas still well-preserved, Zaria has three important establishments: The Ahmadu Bello University at Samaru quarter, the first university

in the north, Barewa College, the oldest high school in the north, where most of the Nigerian political and military leaders were educated, and finally the Nigeria School of Civil Aviation, the only one of its kind in West Africa, ([www.onlineNigeria.com](http://www.onlineNigeria.com)).

There were three fundamentally distinct education systems in Nigeria in 1990: the indigenous system, Quranic schools, and formal European-style education institutions. In the rural areas where the majority lived, children learned the skills of farming and other work, as well as the duties of adulthood, from participation in the community. This process was often supplemented by age-based schools in which groups of young boys were instructed in community responsibilities by mature men.

Apprentice systems were widespread throughout all occupations; the trainee provided service to the teacher over a period of years and eventually struck out on his own. Truck driving, building trades, and all indigenous crafts and services from leather work to medicine were passed down in families and acquired through apprenticeship training as well. In 1990 this indigenous system included more than 50 percent of the school-age population and operated almost entirely in the private sector; there was virtually no regulation by the government unless training included the need for a license. By the 1970s, education experts were asking how the system could be integrated into the more formal schooling of the young, but the question remained unresolved by 1990, ([www.onlineNigeria.com](http://www.onlineNigeria.com)).

Islamic education was part of religious duty. Children learned up to one or two chapters of the Quran by rote from a local mallam, or religious teacher, before they were five or six years old. Religious learning included the Arabic alphabet and the ability to read and copy texts in the language, along with those texts required for daily prayers. Any Islamic community provided such instruction in a mallam's house, under a tree on a thoroughfare, or in a local mosque. This primary level was the most widespread. A smaller number of those young Muslims who wished, or who came from wealthier or more educated homes, went on to examine the meanings of the Arabic texts. Later, grammar, syntax, arithmetic, algebra, logic, rhetoric, jurisprudence, and theology were added; these subjects required specialist teachers at the advanced level. After this level, students traditionally went on to one of the famous Islamic centers of learning.

For the vast majority, Muslim education was delivered informally under the tutelage of mallams or ulama, scholars who specialized in religious learning and teaching. Throughout the colonial period, a series of formal Muslim schools were set up and run on European lines. These schools were established in almost all major Nigerian cities but were notable in Kano, where Islamic brotherhoods developed an impressive number of schools. They catered to the children of the devout and the well-to-do who wished to have their children educated in the new and necessary

European learning, but within a firmly religious context. Such schools were influential as a form of local private school that retained the predominance of religious values within a modernized school system. Because the government took over all private and parochial schools in the mid-1970s and only allowed such schools to exist again independently in 1990, data are lacking concerning numbers of students enrolled, . (www.onlineNigeria.com)

**2.9.5. History of Katsina State:** Katsina is a city (formerly a city-state), and a Local Government Area in northern Nigeria, and is the capital of Katsina State. Katsina is located some 260 kilometers (160 mi) east of the city of Sokoto, and 135 kilometers (84 mi) northwest of Kano, close to the border with Niger. As of 2007, Katsina's estimated population was 459,022. The city is the centre of an agricultural region producing groundnuts, cotton, hides, millet and guinea corn, and also has mills for producing peanut oil and steel. The city is largely Muslim and the population of the city is mainly from the Fulani and Hausa ethnic groups, (Wikipedia, the free encyclopedia, 2016).

Katsina State has 34 local governments. The local government area of Katsina is an area of 142 km<sup>2</sup>, with a population of 318,459 at the 2006 census.

Surrounded by city walls 21 kilometers (13 mi) in length, Katsina is believed to have been founded circa 1100. In pre-Islamic times, Katsina's semi-divine ruler was known as the *Sarki*, who faced a summary death-sentence if found to be ruling incompetently. From the 17th to the 18th century, Katsina was the commercial heart of Hausa land and became the largest of the seven Hausa city-states. Katsina was conquered by the Fulani during the Fulani War in 1807. In 1903, the Emir, Abubakar dan Ibrahim, accepted British rule, which continued until Nigerian independence from Britain in 1960, (Wikipedia, the free encyclopedia, 2016).

During sub-Saharan trade, the city of Katsina was known to be one of the most vibrant and strong commercial centers, and was believed to be the strongest with the Hausa kingdoms in terms of commerce, trade and craft, (Wikipedia, the free encyclopedia, 2016).

The city's history of western-style education dates back to the early 1950s, when the first middle school in all of northern Nigeria was established. There are now several institutions of higher learning, including Three universities: Umaru Musa Yar'adua University, the private Katsina University and Federal University Dutsin-ma. The State also has Hassan Usman Polytechnic Katsina, Isa Kaita College of Education Dutsin-ma, Federal College of Education Katsina and Yusuf Bala Usman College of Legal Studies Daura. The city of Katsina is also home to a famous 18th-century

mosque featuring the Gobarau Minaret, a 50 foot tower made from mud and palm branches, (Wikipedia, 2016).

Climate: According to the Köppen Climate Classification system, Katsina has a Semi-arid climate, abbreviated "Bsh" on climate maps.

**Table 1: Climate data for Katsina**

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
<b>Average high °C (°F)</b>	23 (73)	27 (81)	31 (87)	33 (92)	33 (92)	32 (89)	28 (83)	27 (81)	29 (84)	29 (85)	27 (80)	24 (75)	28.6 (83.5)
<b>Average low °C (°F)</b>	21 (70)	22 (72)	27 (80)	30 (86)	29 (85)	29 (85)	26 (79)	24 (76)	26 (78)	26 (79)	23 (73)	19 (67)	25.2 (77.5)
<b>Average precipitation cm (inches)</b>	0 (0)	0 (0)	0 (0)	0.5 (0.2)	4.6 (1.8)	8.1 (3.2)	17.5 (6.9)	25.7 (10.1)	11.7 (4.6)	0.8 (0.3)	0 (0)	0 (0)	68.9 (27.1)

*Source: Weatherbase*

The northernmost city in Nigeria sits on the edge of Sahel and borders the neighboring country of Niger, which has traded with her for centuries. Katsina, one of the old walled Hausa cities, is the capital of Katsina State. The Gobarau Minaret, a most picturesque tourist attraction, is the tallest mud-brick building in Nigeria and is 250 years old. A fine view of Katsina can be gained from the top, an area that hosts the best and most elaborate Durbar festivals, ([www.onlineNigeria.com](http://www.onlineNigeria.com)).

Physical and health education is a compulsory subject to all Nigerian students as enshrined in the National policy on education, in order to develop them physically,

mentally and socially. With the teaming number of students particularly at the senior school secondary level, Physical education in Katsina state is only offered at primary school level and junior secondary school level. This is as a result of inadequate teachers in the state. Despite the number of colleges of education within the state, which graduates physical and health education teachers every year, the state is still faced with lack of enough teachers. To further compliment the efforts of colleges of education to produce more teachers, the Katsina state ministry of education initiated the introduction of pivotal studies to train more teachers in the state. Though, the primary focus of the programme is to train Grade Two Teacher Certificate holders which would later be absorbed in the National Certificate in Education (NCE) and Degree programmes, to boost the number of qualified teachers in the state, (KT.M.O.E.2016).

Katsina state ministry of education organizes state competitions, participated in “All Nigeria Secondary Schools Football Championship” and “National School Sports Festival”. In 2010, the report shows that the Ministry of Education organizes state finals of All Nigeria Secondary School Football Championship tagged NNPC/SHELL Cup 2010 held from 2<sup>nd</sup> – 5<sup>th</sup> February 2010 at Katsina College field. The Katsina College won and represented the State at the zonal preliminaries which was held at Bako Kontagora stadium minna, Niger state. Find complete report at appendix 4, (KT.M.O.E, 2016).



Also, 2011 NNPC/SHELL CUP “All Nigeria Secondary Schools Football Championship” programme of event was obtained from KT. M.O.E, (2016), the programme of events gave detailed dates for State, Zonal preliminaries, Quarter finals, semi finals and finals for the championship respectively. Find detailed programme of events at appendix 5.

Report on the State finals of “All Nigeria Secondary Schools Football Championship” tagged NNPC/SHELL CUP 2012, also held from 16<sup>th</sup>-19<sup>th</sup> February, 2012 at Government Pilot Secondary School Daura. The State level competition was won by Government College pilot Funtua and represented State at the Zonal preliminaries stage which was hosted by Gombe State. Find full report at appendix 6 Katsina State representative (Government College Pilot Funtua) participated at National Zonal Preliminaries held at Gombe State and took third (3rd) position from 28<sup>th</sup> feb.- 4<sup>th</sup> march, 2012. Find full report at appendix 7.

Finally, the State participated at the 2012 5<sup>th</sup> National School Festival and the programme of events for Festival can be seen in appendix no titled “Nigeria School Sports Federation.” This is an annual sports competition organized annually to encourage secondary school students’ participation and to discover new talent among them, Find programme of event at appendix 8, (KT. M.O.E, 2016).

## **CHAPTER THREE**

### **Methodology**

#### **3.1 Introduction**

The purpose of this study is to examine the influence of sports management on participation in physical activities among senior secondary school students of Katsina state in Nigeria. To do this, the method used included research design, population, sample and sampling technique, instrumentation, administration of questionnaire and statistical technique which were described in this chapter.

#### **3.2 Research Design**

The research design used for this study was an ex-post facto research design. The choice of this design was as a result of the nature of the research and the reason that the design seek to find out the factors that are associated with certain occurrences, outcomes, conditions or types of behaviour by analysis of past events or already existing conditions (Akuezuilo,1993).

#### **3.3 Population**

The population of this study comprises of all senior secondary school students in Katsina State of Nigeria. According to Katsina State Ministry of Education (2016), there are 213 Senior Secondary Schools in the State and are spread across the seven (7) Zonal Education Inspectorate and Quality Assurance Offices. However, the distribution is as follows:-

Table 2. Population and Sample size

Sn	Zone	No. of schools	Population	Sample size	Name of Schools
1	Daura	31	21,868	30	GSSS Daura
				30	GSSS D/Kola
2	Dutsinma	32	21, 761	30	GSSS Batsari
				30	GSSS Karofi
3	Funtua	38	45, 548	30	GSSS Funtua
				30	GSSS Tsigi
4	Kankia	30	19, 504	30	GSSS K/Soli
				30	GSSS Kankia
5	Katsina	35	49, 252	30	GSSS Jibia
				30	GSSS K/Yandaka
6	Malumfashi	24	39, 135	30	GSSS Kankara
				30	GSSS M/Fashi
7	Mani	23	15, 045	30	GSSS Mani
					GSSS Muduru
<b>Total</b>		213	212,113	420	14

Source: (KT.M.O.E, 2016)

### 3.4 Sample and Sampling Technique

To achieve the objective of this study, the researcher used purposive sampling to draw the sample from all the Senior Secondary Schools in Katsina State. Fourteen (14) Senior Secondary Schools were carefully selected from Seven (7) zones in the State. The schools selected are; from Daura zone, include Government Senior

Secondary School Daura and GSSS Dannakola, From Dutsin-ma zone are; GSSS Batsari and GSSS Karofi, from Funtua zone are; GSSS Tsiga and GSSS Funtua, from Kankia zone; GGPSS Kankia and GSSS Kafinsoli, from Katsina zone; GSSS Kofar Yandaka and GSSS Jibia, from Malunfashi zone; GDSS Malunfashi and GSSS Kankara and finally from Mani zone; GDSS Muduru and GSSS Kofar Arewa Mani. From each selected, thirty (30) questionnaire was distributed, given the total of four hundred and twenty (420) sample size. The selection of 420 as my sample was according to (Isreal, 2013) and (Krejcie and Morgan, 2012)

### **3.5 Instrument**

The basic instrument used in this study was a structured questionnaire developed by the researcher, and it contained different parts. Part A: Bio Data (personal information of the Respondents) and part B of the questionnaire captured all the variables in the study which include; payment of fringe benefits influence on sports participation; provision of facilities influence on sports participation; provision of equipment influence on sports participation; presence of sports personnel influence on students' sport; and good rapport of sports personnel influence on students' participation in sports among senior secondary school students in Katsina State.

### **3.6 Validity of the Instrument**

Sports Management as a Means of Influencing Participation in Physical Activities among Senior Secondary School Students Questionnaire (SMAMIPASQ) was used as the instrument of data collection for this study. The instrument was given to specialist in the field of Sports Administration and Management to vet the instrument. After vetting, observations and corrections made by the jurors, were harmonized before final copy was produced and administered

### **3.7 Reliability of the Instrument**

Pilot study was conducted in order to test the reliability of the instrument with a group of student completely out of the selected samples. The cronbach alpha reliability for this study was .88 this indicated that the instrument was highly reliable.

### **3.8 Procedure for Data collection**

A total of four hundred and twenty (420) questionnaire were distributed to the respondents both boys and girls, with the help of my research assistance who helped in the administration of the questionnaire across the state. The study has purposely selected participants who were present in the school at the time of administering the questionnaire. Considering the study area, the researcher employed research assistance for easy distribution and administration of the questionnaire. Senior

secondary students SSS i, ii and iii were put in a class to fill the questionnaire, that is where no single questionnaire got missing.

### **3.9 Method of Data Analysis**

Data collected was analyzed with the Statistical Package for the Social Sciences (SPSS 22 version). Frequency, percentages and Analysis of Variance was used in analyzing the data. A descriptive statistics of frequencies and percentages were used to analyze the data on demographic characteristics of the respondents, frequency and percentages was used to analyze the research questions while one way analysis of variance (ANOVA) was used to analyze the hypotheses generated at 0.05 level of significance.

## CHAPTER FOUR

### DATA PRESENTATION AND DISCUSSION

#### 4.1 Introduction

This dealt with the data presentation, interpretation and discussion of findings. The results of the study are organized around the items of the research questions and hypotheses.

#### 4.2 Demographic Data of Respondents

**Table 1: Gender of Participants**

	Frequency	Percent
Male	252	60
Female	168	40
Total	420	100

Table 1 above showed that 252 respondents representing 60 percent were male while 168 respondents representing 40 percent were female. This means that majority of the respondents were male.

**Table 2: Marital Status of Participants**

	Frequency	Percent
Single	294	70
Married	84	20
Divorced	42	10
Total	420	100

Table 2 above showed that 294 respondents representing 70 percent were single, 84 respondents representing 20 percent were married while 42 respondents representing 10 percent were divorced. This implies that the single respondents constituted the highest.

**Table 3: Age of the Respondents**

	Frequency	Percent
10-15 Years	126	30
16-20 Years	168	40
21 Years and above	126	30
Total	420	100

Table 3 above showed that 126 respondents representing 30 percent were within the age range of 10 to 15 years old, 168 respondents representing 40 percent were within the age range of 16 to 20 years old while 126 respondents representing 30



percent were within the age range of 21 years and above. This indicated that those within the age of 16 to 20 years constituted the highest.

**Table 4: Class of the Respondents**

	Frequency	Percent
SS I	140	33.3
SS II	200	47.7
SS III	80	19
Total	420	100

Table 4 above showed that 140 respondents representing 33.3 percent were SSI students, 200 respondents representing 47.7 percent were SS II students while 80 respondents representing 19 percent were SS III students. This means that SS II students constituted the highest.

### **4.3: Section B: Research Questions**

#### **Research Question One**

Do payment of fringe benefits influence sport participation among senior secondary school students in Katsina State?

**Table 4.3.1 Opinion of the Respondents on the Payment of Fringe Benefits Influence on Sport Participation among Senior Secondary School Students in Katsina State**

S/N	STATEMENT	SA		A		UND		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	I use to participate in school competition because of the prizes involved	252	60	126	30	0	0	0	0	42	10
2	Allowances given to me encourages me to participate in physical activities	84	20	210	50	42	10	42	10	42	10
3	As a result of my excellent performance in physical activities my school authority sponsored me to attend sport workshops	84	20	126	30	84	20	84	20	42	10
4	My school always pay training allowances to encourage participating in physical activities	42	10	126	30	42	10	168	40	42	10
5	Sport students are given special health treatment in my school	84	20	126	30	126	30	0	0	84	20
6	During school sports competition all participants are given special treatment in terms of feeding, accommodation and access to health facilities	84	20	84	20	42	10	126	30	84	20
7	Special coaching classes are given to sport students to enable them catch up for examinations	84	20	84	20	84	20	126	30	42	10
8	Intramural sport competition is organized at the end of every 3 <sup>rd</sup> term and prizes/trophies were presented to the winning students and houses	126	30	84	20	42	10	168	40	0	0
9	Zonal school sports competition is organized yearly	84	20	168	40	42	10	126	30	0	0
10	state school sport competition is organized yearly	126	30	84	20	84	20	126	30	0	0
11	Our school always participate in all the competition organized within the state	84	20	84	20	0	0	210	50	42	10

Table 4.3.1 above showed the results of the influence of prompt payment of fringe benefits on students sport participation in Katsina State. 378 respondents representing 90 percent agreed that they used to participate in school competition

because of the prizes involved while 42 respondents representing 10 percent disagreed. It implies that students in the state used to participate in school competition because of the prizes involved. 294 respondents representing 70 percent agreed that allowances given to them encouraged them to participate in physical activities, 84 respondents representing 20 percent disagreed while 42 respondents representing 10 percent were neutral. It indicated that allowances given to the students encourage them to participate in physical activities. 210 respondents representing 50 percent agreed that as a result of their excellent performance in physical activities, their school authorities sponsored them to attend sports workshops, 126 respondents representing 30 percent disagreed while 84 respondents representing 20 percent were neutral. It indicated that their performance in physical activities makes their school authority to send them for sport workshops. 168 respondents representing 40 percent agreed that their school always pay their training allowances to encourage their participation in physical activities, 210 respondents representing 50 percent disagreed while 42 respondents representing 10 percent were neutral. It means that their school does not pay their training allowances. 210 respondents representing 50 percent agreed that sport students were given special health treatment in their schools, 84 respondents representing 20 percent disagreed while 126 respondents representing 30 percent were neutral. It implies that sport students were given preferential health treatment. 168 respondents

representing 40 percent agreed that during school sport competition, all participants were given special treatment in terms of feeding, accommodation and access to health facilities, 210 respondents representing 50 percent disagreed while 42 respondents representing 10 percent were neutral. It implies that during school sport competition students were not given special treatment in terms of feeding, accommodation and access to health facilities. 168 respondents representing 40 percent agreed that special coaching classes were given to sport students to enable them catch up for examination, 168 respondents representing 40 percent disagreed while 84 respondents representing 20 percent were neutral. 210 respondents representing 50 percent agreed that intramural sport competition was organized at the end of every 3<sup>rd</sup> term and prizes/trophies were presented to the winning students and houses, 168 respondents representing 40 percent disagreed while 42 respondents representing 10 percent were neutral. It implies that intramural competitions were organized annually in the state. 252 respondents representing 60 percent agreed that zonal school sport competition were organized yearly in the state, 126 respondents representing 30 percent disagreed while 42 respondents representing 10 percent were neutral. It indicated that zonal school sport competitions were organized annually in the state. 210 respondents representing 50 percent agreed that state school sport competitions were organized yearly in the state, 126 respondents representing 30 percent disagreed while 84 respondents representing 20 percent

were neutral. It means that state school sport competitions were organized yearly. 168 respondents representing 40 percent agreed that their schools always participate in all the competitions organized within the state while 252 respondents representing 60 percent disagreed. It implies that not all schools in the state participate in all the competition organized in the state.

### **Research Question Two**

Do provision of facilities influence sport participation among senior secondary school students in Katsina State?

**Table 4.3.2: Opinion of the Respondents on Facilities Provided for Sport in the State**

S/N	STATEMENT	SA		A		UND		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	My school has a football field(s)	168	40	168	40	0	0	84	20	0	0
2	My school has a Basketball court(s)	84	20	0	0	0	0	168	40	168	40
3	My school has a Handball court(s)	0	0	84	20	0	0	126	30	210	50
4	My school has a Volleyball court(s)	84	20	0	0	42	10	126	30	168	40
5	My school has a Badminton court(s)	126	30	42	10	0	0	126	30	126	30
6	My school has a Tennis court(s)	126	30	0	0	126	30	0	0	168	40
7	My school has a Table Tennis Table	126	30	42	10	42	10	210	50	0	0
8	My school has an Athletic Track(s)	42	10	84	20	42	10	210	50	42	10
9	My school has a Hockey field(s)	42	10	84	20	42	10	126	30	126	30
10	My school has a Gymnasium	42	10	42	10	42	10	126	30	168	40

Table 4.3.2 above shows the result of the respondent's responses on the provision of facilities influence sport participation among senior secondary school students in Katsina State. 336 respondents representing 80 percent agreed that their school had a football field while 84 respondents representing 20 percent disagreed. It implies that their schools had a football field. 84 respondents representing 20 percent agreed that their school had a basketball court while 336 respondents representing 80 percent disagreed. It indicated that most schools in the state do not have a basketball court. 84 respondents representing 20 percent agreed that their school had a handball court while 336 respondents representing 80 percent disagreed. It indicated that

most schools in the state do not have a handball court. 84 respondents representing 20 percent agreed that their school had a volleyball courts, 294 respondents representing 70 percent disagreed while 42 respondents representing 10 percent were neutral. It indicated that most schools in the state do not have a volleyball court. 168 respondents representing 40 percent agreed that their schools had badmintons courts while 252 respondents representing 60 percent disagreed. It means that most schools do not have badminton courts in the state. 126 respondents representing 30 percent agreed that their schools had Tennis courts, 168 respondents representing 40 percent disagreed while 126 respondents representing 30 percent were neutral. It indicated that most schools do not have Tennis courts in the state. 168 respondents representing 40 percent agreed that their schools had table tennis table, 210 respondents representing 50 percent disagreed while 42 respondents representing 10 percent were neutral. It implies that most schools in the state do not have table tennis tables. 126 respondents representing 30 percent agreed that their schools had athletic tracks, 252 respondents representing 60 percent disagreed while 42 respondents representing 10 percent were neutral. It implies that most schools in the state do not have an athletic track. 126 respondents representing 30 percent agreed that their schools had a hockey fields, 252 respondents representing 60 percent disagreed while 42 respondents representing 10 percent were neutral. It implies that most schools in the state do not have hockey fields. 84 respondents

representing 20 percent agreed that their school had a gymnasium, 294 respondents representing 70 percent disagreed while 42 respondents representing 10 percent were neutral. It implies that most schools in the state do not have a gymnasium.

### **Research Question Three**

Do provision of equipment influence sport participation among senior secondary school students in Katsina State?



**Table 4.3.3: Opinions of the Respondents on the provision of equipment influence sport participation among senior secondary school students in Katsina State**

S/N	STATEMENT	SA		A		UND		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	I practice discuss throw in my school	84	20	42	10	42	10	126	30	126	30
2	I practice javelin throw in my school	42	10	42	10	84	20	84	20	168	40
3	I practice shot-put throw in my school	42	10	126	30	0	0	84	20	168	40
4	I practice high jump in my school	42	10	0	0	84	20	126	30	168	40
5	I practice long jump in my school	84	20	0	0	168	40	0	0	168	40
6	I practice gymnastics activities in my school	42	10	0	0	126	30	84	20	168	40
7	Our game masters ensures that we clear all things that can lead to injury before we start physical activities	42	10	42	10	42	10	168	40	126	30
8	Availability of sports fields encourage me to participate in many physical activities	42	10	0	0	84	20	252	60	42	10
9	Even though we did not have much fields but we still participate in local games	42	10	126	30	42	10	168	40	42	10
10	In my school we have different sets of jersey for all games	84	20	42	10	42	10	210	50	42	10
11	School jerseys are numbered boldly with the school emblem	84	20	84	20	42	10	210	50	0	0
12	Boots and other sporting wears are given to us during evening games	42	10	126	30	84	20	168	40	0	0
13	Other supplies of sport equipment such as skipping ropes encouraged me to participate more in physical activities	42	10	126	30	84	20	168	40	0	0
14	School fields are re-lined with white wash termly	84	20	126	30	84	20	42	10	84	20
15	The school courts are re-lined with paint termly	84	20	42	10	84	20	126	30	84	20
16	School sport store officer is always ready to give out sport equipment for physical activities	126	30	84	20	42	10	84	20	84	20

Table 4.3.3 above showed the results of the opinions of the respondents on the provision of sport equipment in Katsina State. 126 respondents representing 30 percent agreed that they practice discus throw in their schools, 252 respondents representing 60 percent disagreed while 42 respondents representing 10 percent were neutral. It implies that the students do not practice discus throw in their schools. 84 respondents representing 20 percent agreed that they practice javelin throw in their schools, 252 respondents representing 60 percent disagreed while 84 respondents representing 20 percent were neutral. It indicated that javelin throw was not practiced in their schools. 168 respondents representing 40 percent agreed that the students practice shot-put throw in their schools while 252 respondents representing 60 percent disagreed. It means that the students do not practice shot-put throw in their schools. 42 respondents representing 10 percent agreed that they practice high jump in their schools, 294 respondents representing 70 percent disagreed while 84 respondents representing 20 percent disagreed. It means that the students do not practice high jump in their schools. 84 respondents representing 20 percent agreed that they practice long jump in their schools, 168 respondents representing 40 percent disagreed while 168 respondents representing 40 percent were neutral. It implies that students do not practice long jump in their schools. 42 respondents representing 10 percent agreed that they practice gymnastics activities in their schools, 168 respondents representing 40 percent disagreed while 210 respondents

representing 50 percent were neutral. It means that the students do not practice gymnastics activities in their schools. 84 respondents representing 20 percent agreed that their game masters ensures that they clear all things that can lead to injury before they start physical activities, 294 respondents representing 70 percent disagreed while 42 respondents representing 10 percent were neutral. It indicated that they were not asked to clear all things before they start physical activities. 42 respondents representing 10 percent agreed that availability of sports fields encouraged them to participate in many physical activities, 294 respondents representing 70 percent disagreed while 84 respondents representing 20 percent were neutral. It implies that sports fields were not available in many schools in the state. 126 respondents representing 30 percent agreed that even though they did not have much fields but they still participate in local games, 210 respondents representing 50 percent disagreed while 84 respondents representing 20 percent were neutral. It indicated that the students do not participate due to absence of fields for sports. 126 respondents representing 30 percent agreed that in their schools they have different sets of jerseys for all games, 252 respondents representing 60 percent disagreed while 42 respondents representing 10 percent were neutral. It indicated that the students do not have different sets of jersey. 168 respondents representing 40 percent agreed that school jerseys were numbered boldly with the school emblem, 210 respondents representing 50 percent disagreed while 42 respondents

representing 10 percent were neutral. It implies that the school jerseys were not numbered boldly with the school emblem. 168 respondents representing 40 percent agreed that other supplies of sport equipment such as skipping ropes encouraged them to participate more in physical activities, 168 respondents representing 40 percent disagreed while 84 respondents representing 20 percent were neutral. 168 respondents representing 40 percent agreed that boots and other sporting wears were given to them during evening games, 168 respondents representing 40 percent disagreed while 84 respondents representing 20 percent were neutral. 168 respondents representing 40 percent agreed that other supplies of sport equipment such as skipping ropes encouraged them to participate more in physical activities, 168 respondents representing 40 percent disagreed while 84 respondents representing 20 percent were neutral. 210 respondents representing 50 percent agreed that the school fields were re-lined with white wash termly, 126 respondents representing 30 percent disagreed while 84 respondents representing 20 percent were neutral. It means that the school fields were re-lined with white wash termly. 126 respondents representing 30 percent agreed that the school courts were re-lined with paint termly, 210 respondents representing 50 percent disagreed while 84 respondents representing 20 percent were neutral. It means that the school courts were not re-line with paint termly. 210 respondents representing 50 percent agreed that school sport store officers were always ready to give out sport equipment for

physical activities, 168 respondents representing 40 percent disagreed while 42 respondents representing 10 percent were neutral. It indicated that school sport store officers were always ready to give out sport equipment for physical activities.

#### **Research Question Four**

Does the presence of sport personnel influence students' participation in sports among senior secondary school students?

**Table 4.3.4: Opinion of Respondents on the Influence of the Presence of Sport Personnel**

S/N	STATEMENT	SA		A		UND		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Apart from game master, we have other games coaches in my school	210	50	42	10	84	20	84	20	0	0
2	The game master always encourages us to take part in physical activities	126	30	168	40	42	10	84	20	0	0
3	The game master and other coaches are always on the field waiting for us to come and train as such encourage me to be more punctual during evening games	84	20	126	30	84	20	126	30	0	0
4	Is part of our school sport ground rules that every evening we must participate in games	42	10	126	30	0	0	126	30	126	30
5	To avoid punishment for not participating in evening games, I always participate in evening games	210	50	126	30	42	10	0	0	42	10
6	Our game master has NCE in physical and health education	210	50	0	0	42	10	0	0	168	40
7	Our game master has Degree in physical and health education	42	10	0	0	0	0	168	40	210	50
8	Our game master can play all games available in the school	84	20	0	0	84	20	168	40	84	20
9	He is appointed as game master because of his interest but doesn't acquire neither NCE nor Degree in P.H.E	210	50	0	0	42	10	0	0	168	40
10	Coaches are deployed to our schools from Katsina State Sport Council to train us	210	50	126	30	42	10	0	0	42	10
11	We receive inspectors from zonal offices sports departments periodically to assess both the staff and students level of participation in physical activities	126	30	0	0	84	20	42	10	168	40
12	The number of staff with both NCE and Degree in PHE are good enough to train the teaming number of students in my school during physical activity training	168	40	0	0	126	30	84	20	42	10
13	The sport personnel apart from paper qualification also demonstrate an element of practical expertise	168	40	84	20	84	20	42	10	42	10
14	They always demonstrate a skill before allowing us to practice it	168	40	84	20	84	20	42	10	42	10
15	They provide the support for special activities most especially in gymnastics	42	10	42	10	126	30	42	10	168	40

Table 4.3.4 show the opinion of the respondents on the presence of sport personnel on students' performance. 252 respondents representing 60 percent agreed that apart from games masters, that they have other game coaches in their schools, 84 respondents representing 20 percent disagreed while 84 respondents representing 20 percent were neutral. It implies that there were other coaches apart from the game masters. 294 respondents representing 70 percent agreed that the game masters always encourages them to take part in physical activities, 84 respondents representing 20 percent disagreed while 42 respondents representing 10 percent were neutral. It means that their game master encourages them to take part in physical activities. 210 respondents representing 50 percent agreed that the game masters and other coaches were always on the field waiting for them to come and train as such encourage them to be more punctual during evening games, 126 respondents representing 30 percent disagreed while 83 respondents representing 20 percent were neutral. It indicated that the game masters and other coaches were always on the field waiting for them to come and train as such encourages them to be more punctual during evening games. 168 respondents representing 40 percent agreed that it was part of their school sport ground rules that every evening that they must participate in games, 252 respondents representing 60 percent disagreed while 42 respondents representing 10 percent were neutral. It indicated that it was not part of the school sport ground rules that every evening they must participate in games.

336 respondents representing 80 percent agreed that to avoid punishment for not participating in evening games, they always attend evening games, 42 respondents representing 10 percent disagreed while 42 respondents representing 10 percent were neutral. It implies that the entire student attended evening games to avoid been punished. 210 respondents representing 50 percent agreed that their game masters had NCE in Physical and Health Education, 168 respondents representing 40 percent disagreed while 42 respondents representing 10 percent were neutral. It indicated that their game masters had NCE in Physical and Health Education. 42 respondents representing 10 percent agreed that their game masters had degree in Physical and Health Education while 378 respondents representing 90 percent disagreed. It implies that their game masters did not have degree in Physical and Health Education. 84 respondents representing 20 percent agreed that their game masters can play all games available in the school, 252 respondents representing 60 percent disagreed while 84 respondents representing 20 percent were neutral. It means that it was not all games that their game masters can play in their schools. 210 respondents representing 50 percent agreed that He is appointed as game master because of his interest but acquires neither NCE nor Degree in P.H.E, 168 respondents representing 40 percent disagreed while 42 respondents representing 10 percent were neutral. It means that their appointment was based on their interest not qualification. 336 respondents representing 80 percent agreed that coaches were



deployed to their schools from Katsina State Sport Council to train them, 42 respondents representing 10 percent disagreed while 42 respondents representing 10 percent were neutral. It implies that coaches were deployed from the state sport council to train the students. 126 respondents representing 30 percent agreed that they receive inspectors from zonal offices, sport departments, periodically to assess both the staff and students' level of participation in physical activities, 210 respondents representing 50 percent disagreed while 84 respondents representing 20 percent were neutral. It means that inspectors comes from zonal offices, sport departments periodically to assess staff and students' level of participation in physical activities. 168 respondents representing 40 percent agreed that the number of staff with both NCE and degree in PHE were good enough to train the teaming number of students in their schools during physical activities training, 126 respondents representing 30 percent disagreed while 126 respondents representing 30 percent were neutral. It implies that the number of staff with both NCE and degree in PHE were good enough to train the teaming number of students in their schools during physical activities training. 252 respondents representing 60 percent agreed that the sport personnel apart from paper qualification also demonstrate an element of practical expertise, 84 respondents representing 20 percent disagreed while 84 respondents representing 20 percent were neutral. It indicated that sport personnel apart from paper qualification also demonstrate an element of practical

expertise. 252 respondents representing 60 percent agreed that game masters always demonstrate a skill before allowing the students to practice it, 84 respondents representing 20 percent disagreed while 84 respondents representing 20 percent were neutral. It indicated that sport personnel leads by example. 84 respondents representing 20 percent agreed that sport personnel provide support for special activities most especially gymnasium, 210 respondents representing 50 percent disagreed while 126 respondents representing 30 percent were neutral. It implies that sport personnel do not provide support for special activities.

### **Research Question Five**

Does good rapport of sport personnel influence students' participation in sports among senior secondary school students?

**Table 4.3.5: Opinion of the Respondents on the good Rapport of Sport**

**Personnel Influence on Students Participation in Sport**

S/N	STATEMENT	SA		A		UND		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Our sport personnel are friendly	84	20	84	20	0	0	126	30	126	30
2	Our sport personnel are always ready to listen to our complains	84	20	126	30	0	0	84	20	126	30
3	When absent on training the game master/coaches always find out what happened to the absent students	126	30	126	30	0	0	84	20	84	20
4	The sport personnel shows concern to us like their biological children	126	30	42	10	0	0	126	30	126	30
5	The sport personnel visit students' home at regular intervals	84	20	42	10	0	0	126	30	168	40
6	The sport personnel solve some of our financial problems	42	10	126	30	0	0	84	20	168	40
7	The positive attitudes of our sport personnel towards us make me always present during evening games	126	30	0	0	42	10	126	30	126	30
8	The concern shown by the personnel encourages most students to participate in physical activities in our school	84	20	84	20	84	20	42	10	126	30
9	I always see the sports personnel in my school like my mentors	126	30	126	30	0	0	84	20	84	20
10	The sport personnel always correct our mistakes politely when we demonstrate the skills wrongly	126	30	84	20	42	10	42	10	126	30
11	The doors of our sport personnel offices are always open to attend to students	42	10	0	0	42	10	252	60	84	20

Table 4.3.5 shows the results of sport personnel's' influence on students' performance. 168 respondents representing 40 percent agreed that their sport personnel were friendly while 252 respondents representing 60 percent disagreed. It implies that sport personnel were not friendly with the students. 210 respondents representing 50 percent agreed that their sport personnel were always ready to listen

to their complains while 210 respondents representing 50 percent disagreed. 252 respondents representing 60 percent agreed that when absent on training, the game masters/coaches always find out what happened to the absent students while 168 respondents representing 40 percent disagreed. It indicated that when absent on training, the game masters/coaches always find out what happened to the absent students. 168 respondents representing 40 percent agreed that the sport personnel shows concern to them like their biological children while 252 respondents representing 60 percent disagreed. It indicated that sport personnel do not shows concern to them like their own children. 126 respondents representing 30 percent agreed that the sport personnel visit students' homes at regular intervals while 294 respondents representing 70 percent disagreed. It implies that sport personnel do not visit students' homes at regular intervals. 168 respondents representing 40 percent agreed that the sport personnel solve some of the students' financial problems while 252 respondents representing 60 percent disagreed. It means that sport personnel do not solve some of the students' financial problems. 126 respondents representing 30 percent agreed that the positive attitude of their sport personnel towards the students make them always present during evening games, 252 respondents representing 60 percent disagreed while 42 respondents representing 10 were neutral. It implies that sport personnel does not show positive attitude towards the students. 168 respondents representing 40 percent agreed that the concern shown by the personnel

encourages most students to participate in physical activities in their schools, 168 respondents representing 40 percent disagreed while 84 respondents representing 20 percent were neutral. 252 respondents representing 60 percent agreed that they always see the sport personnel in their schools like their mentors while 168 respondents representing 40 percent disagreed. It implies that the students see their sport personnel in the schools like their mentors. 210 respondents representing 50 percent agreed that the sport personnel always correct their mistakes politely when they demonstrate the skills wrongly, 168 respondents representing 40 percent disagreed while 42 respondents representing 10 percent were neutral. It indicated that the sport personnel always correct the mistakes politely when they demonstrate the skills wrongly. 42 respondents representing 10 percent agreed that the doors of their sport personnel offices were always open to attend to students, 336 respondents representing 80 percent disagreed while 42 respondents representing 10 percent were neutral. It means that the doors of their sport personnel offices were not always open to attend to students.

#### **4.4: Hypotheses Testing**

Five hypotheses were formulated and tested for this study. The hypotheses were based on data collected on the terms related to the topic – Sport Management as a means of Influencing Participation in Physical Activities among Senior Secondary School Students in Katsina State, Nigeria.

Also the testing of null hypotheses (Ho) focused mainly on the opinion of the respondents on sport management as a means of influencing participation in physical activities among senior secondary school students in Katsina State, Nigeria. The one way analysis of variance (ANOVA) was employed in testing the null hypotheses. The level of significance set for the study is 0.05 ( $P < 0.05$ ). This means that when the probability value is lower than the level of significance set for the study, the hypothesis is rejected. But, if on the other hand the probability value is higher than the level of significance, the hypothesis is retained.

### **Hypothesis One**

There is no significant difference in the opinion of the respondents on the payment of fringe benefits influence on sport participation among senior secondary school students in Katsina state.

**Table 4.4.1 Summary of one way analysis of variance (ANOVA) on the payment of fringe benefits influence on sport participation among senior secondary school students.**

<b>Status</b>	<b>Sum of square</b>	<b>Df</b>	<b>Mean square</b>	<b>F Calculated</b>	<b>Prob. F</b>	<b>F critical</b>
Between	39.126	2	9.781	.442	.779	4.95
Groups	11120.370	417	22.151			
Within groups						
<b>Total</b>	<b>11159.495</b>	<b>419</b>				

The test indicated that there was no significant difference in the opinions of respondents i.e. F-ration value (.442) at 2df 417 and at the level 0.05. The critical value (4.95) is more than F ration value (.442). The probability level of significance P (.779) is more than 0.05. This means that there is no significance difference in the opinion of SS I, SS II and SS III students on the payment of fringe benefits influence on sport participation among senior secondary school students in Katsina State, Nigeria. Therefore, the hypothesis is retained, meaning that there is no significant difference in the opinion of the respondents on the payment of fringe benefits influence on sport participation among senior secondary school students in Katsina state.

## Hypothesis Two

There is no significant difference in the opinion of the respondents on the provision of facilities influence on sport participation among senior secondary schools students in Katsina State, Nigeria.

**Table 4.4.2 Summary of one way analysis of variance (ANOVA) on the provision of facilities influence on sport participation among senior secondary school students.**

Status	Sum of square	Df	Mean square	F Calculated	Prob. F	F critical
Between Groups	35.263	2	8.816	.196	.940	4.95
Within groups	22525.104	417	44.871			
<b>Total</b>	<b>22560.367</b>	<b>419</b>				

The test indicated that there was no significant difference in the opinions of respondents i.e. F-ratio value (.196) at 2df 417 and at the level 0.05. The critical value (4.95) is more than F ratio value (.196). The probability level of significance P (.940) is more than 0.05. This means that there is no significance difference in the opinion of SS I, SS II and SS III students on the provision of facilities influence on sport participation among senior secondary school students in Katsina State.



Therefore, the hypothesis is retained, meaning that there is no significant difference in the opinion of the respondents on the provision of facilities influence on sport participation among senior secondary school students in Katsina State.

### **Hypothesis Three**

There is no significant difference in the opinion of the respondents on the provision of equipment influence on sport participation among senior secondary school students in Katsina State, Nigeria.

**Table 4.4.3 Summary of one way analysis of variance (ANOVA) on the provision of equipment influence on sport participation among senior secondary school students.**

<b>Status</b>	<b>Sum of square</b>	<b>Df</b>	<b>Mean square</b>	<b>F Calculated</b>	<b>Prob. F</b>	<b>F critical</b>
Between	30	2	7.539	.361	.836	4.95
Groups	10476.827	417	20.870			
Within groups						
<b>Total</b>	<b>10506.982</b>	<b>419</b>				

The test indicated that there was no significant difference in the opinions of respondents i.e. F-ratio value (.361) at 4df 502 and at the level 0.05. The critical

value (4.95) is more than F ration value (.361). The probability level of significance P (.836) is more than 0.05. This means that there is no significance difference in the opinion of SS I, SS II and SS III students on the provision of equipment influence on sport participation among senior secondary school students in Katsina State. Therefore, the hypothesis is retained, meaning that there is no significant difference in the opinion of the respondents on the provision of equipment influence on sport participation among senior secondary school students in Katsina State.

#### **Hypothesis Four**

There is no significant difference in the opinion of the respondents on the presence of sport personnel influence on students' sport participation among senior secondary school students in Katsina State, Nigeria.

**Table 4.4.4 Summary of one way analysis of variance (ANOVA) on the presence of sport personnel influence on students' sport participation among senior secondary school students.**

<b>Status</b>	<b>Sum of square</b>	<b>Df</b>	<b>Mean square</b>	<b>F Calculated</b>	<b>Prob.</b>	<b>F critical</b>
Between	47.740	2	11.685	.215	.930	4.95
Groups	27323.985	417	54.430			
Within groups						
<b>Total</b>	<b>27370.726</b>	<b>419</b>				

The test indicated that there was no significant difference in the opinions of respondents i.e. F-ratio value (.215) at 4df 502 and at the level 0.05. The critical value (4.95) is more than F ratio value (.215). The probability level of significance P (.930) is more than 0.05. This means that there is no significance difference in the opinion of SS I, SS II and SS III students on the presence of sport personnel influence on students' sport participation among senior secondary school students in Katsina State. Therefore, the hypothesis is retained, meaning that there is no significant difference in the opinion of the respondents on the presence of sport personnel influence on students' sport among senior secondary school students in Katsina State.

### **Hypothesis Five**

There is no significant difference in the opinion of the respondents on the good rapport of sport personnel influence on students' participation in sport among senior secondary school students in Katsina State, Nigeria.

**Table 4.4.5 Summary of one way analysis of variance (ANOVA) on the good rapport of sport personnel influence on students' participation in sport among senior secondary school students.**

<b>Status</b>	<b>Sum of square</b>	<b>Df</b>	<b>Mean square</b>	<b>F Calculated</b>	<b>Prob. F</b>	<b>F critical</b>
Between	44.511	2	11.128	.232	.921	4.95
Groups	24116.199	417	48.040			
Within groups						
<b>Total</b>	<b>24160.710</b>	<b>419</b>				

The test indicated that there was no significant difference in the opinions of respondents i.e. F-ratio value (.232) at 2df 417 and at the level 0.05. The critical value (4.95) is more than F ratio value (.232). The probability level of significance P (.921) is more than 0.05. This means that there is no significance difference in the opinion of SS I, SS II and SS III students on the good rapport of sport personnel influence on students' participation in sport among senior secondary school students in Katsina State. Therefore, the hypothesis is retained, meaning that there is no significant difference in the opinion of the respondents on the good rapport of sport personnel influence on students' participation on sport among senior secondary school students in Katsina State.

#### **4.5 Summary of Findings**

The focus of this study was to examine sport management as a means of influencing participation in physical activities among senior secondary school students in Katsina State, Nigeria. Factors such as prompt payment of fringe benefits, provision of sport facilities, provision of sport equipment, presence of sport personnel, and rapport between sport personnel and students in senior secondary schools in Katsina State were investigated from the opinion of SS I, II and III students. Based on the analyses carried out in this study, the following are the summary of the findings:

1. The result revealed that there was no significant difference among the respondents in their opinions on payment of fringe benefits influence on sport participation among senior secondary school students in Katsina state.
2. Findings indicated that there was no significant difference among the respondents in their opinions on the provision of facilities influence on sport participation among senior secondary school students in Katsina State.
3. The result also showed that there was no significant difference among the respondents in their opinions on the provision of equipment influence on sport participation among senior secondary school students in Katsina State.
4. The outcome of the study also revealed that there was no significant difference among the respondents in their opinions on the presence of sport personnel

influence on students' sport among senior secondary school students in Katsina State.

5. Furthermore the result revealed that there was no significant difference among the respondents in their opinion on the good rapport of sport personnel influence on students' participation on sport among senior secondary school students in Katsina State.

#### **4.6 Discussion**

The first hypothesis which stated that there is no significant difference among the respondents in their opinions on the payment of fringe benefits influence of sport participation among senior secondary schools in Katsina State was retained. This hypothesis was retained by the result of the findings as there was no significant difference. The hypothesis was tested using analysis of variance and the result of the analysis revealed  $F(2, 417) = .442, P=.779$ . Findings from the study indicated that there was no significant difference among SS I, SS II and SS III students.

The null hypothesis was retained, but other research findings revealed that fringe benefit has strong influence on participation in physical activities. There is evidence from literature in the USA (Marlow et al. 1996; Coates, 2009), Philippines (Kukano, 2011), Pakistan (Iqbal & Khan, 2011) and Uganda (Allen, 2005; Harriet, 2008) found that working conditions, emotional aspects, interpersonal relationship, financial incentives such as higher salary, demographic characteristics, pay

influence, training, personal and professional growth and fringe benefits are highly correlated with teachers attrition, (Kazi et al, 2013). This means that if teachers and students are given all their rights and privileges, teachers would not even attempt to resign or look for more lucrative job and their students would continue to put in their best.

In order to encourage participation in Physical activities, Physical Fitness Salary Incentive was included in the policy, one is eligible to benefit if he pass the test:

Annual Testing: Participating employees receiving a score of “excellent” will be paid a physical fitness salary incentive of 2% of base pay and those receiving a score of “good” will be paid a physical fitness salary incentive of 1% of their base pay until the next testing date. Such payment shall be in a lump sum payable within thirty (30) days of the finalization of the testing results and shall be calculated on the basis of 2% or 1% of the employee’s annual base pay, calculated on the rate of pay at the time of the test. Employees receiving a score of “adequate” or “poor” will not be eligible for a physical fitness salary incentive, (City of Appleton Policy, 2012).

Also, the second hypothesis which stated that there is no significant difference among the respondents in their opinions on the provision of facilities influence on sport participation among senior secondary schools students in Katsina State was retained. This hypothesis was retained by the result of the findings as there was no significant difference. The hypothesis was tested using analysis of variance and the

result of the analysis revealed  $F(2, 417) = .196, P = .940$ . Findings from the study indicated that there was no significant difference among SS I, SS II and SS III students. Even though the null hypothesis was retained, but other studies revealed that when facilities are available and skillfully utilized, they influence learning and making it more meaningful, (Bature and Murja, 2016). However, facilities are identified as a major factor contributing to academic performance in the schools. These include classroom furniture, recreational facilities among others, (Akinfolarin, 2008). It was further found that a positive relationship exists between availability of facilities and student academic performance, (Ayodele, 2000). Amaefuna and Achugbu (2009), in their research disagree with the result of my research in which their results showed that availability of facilities and equipment is an important factor to encourage participation in recreational activities. The reason for the disagreement could be the respondent's level of understanding and interpretation of the questionnaire.

Again, the third hypothesis which stated that there is no significant difference among the respondents in their opinions on the provision of equipment influence on sport participation among senior secondary school students in Katsina State was retained. This hypothesis was retained by the result of the findings as there was no significant difference. The hypothesis was tested using analysis of variance and the result of the analysis revealed  $F(2, 417) = .361, P = .836$ . Findings from the study



indicated that there was no significant difference among SS I, SS II and SS III students. It has been established in some studies that for example Brooking (1991) in Bature and Murja (2016), wrote that without efficient and sufficient materials and equipment, teaching is only an illusion and students being at the receiving end. This statement confirmed that student's academic achievement lies on the quality and amount of materials and equipment they are exposed during their study period.

Suppliers and equipment are aids or tools to facilitate and enhance participation in Sports and even serves as an attraction to Sports lovers. Quality suppliers and well maintained equipment are essential to good coaching. Equipment and suppliers represent the tools which the teacher or the coach must have to facilitate learning in the gymnasium, laboratory, or on the field, (Junaid , Apagu, and Abubakar, 2009).

More so, the fourth hypothesis which stated that there is no significant difference among respondents in their opinions on the presence of sport personnel influence on students' sport participation among senior secondary school students in Katsina State was retained. This hypothesis was retained by the result of the findings as there was no significant difference. The hypothesis was tested using analysis of variance and the result of the analysis revealed  $F(2, 417) = .215, P = .930$ . Findings from the study indicated that there was no significant difference among SS I, SS II and SS III students. But in contradiction to my work, research carried out by Amaefuna and Achugbu (2009), the results shows that presence of quality sport

personnel influenced participation in recreational activities by the students. Personnel are required because some participants are not well grounded in physical activities. They help to ignite the participants' interest and help to manage the facilities and equipment and keep them in good shape. To corroborate with the above, access to essential resources such as knowledgeable coaches during the learning process also influences skill development. Recent research into expert performance has identified time spent with an instructor as crucial to an athlete's overall development (Young, 1998; Deakin & Copley, 2003).

Adebayo (2015), in his research, the result revealed that teacher competency was also a barrier in teaching physical education among the secondary schools.

To further support the competency of Sports Personnel in physical activity, Panagiotis and Stuart (2000), found that at the individual level, interactions with young people in sport and physical education need to allow for personal choice and the coach or teacher is encouraged to show empathy with children, particularly those having difficulties in the physical activity domain.

Lastly, the fifth hypothesis which stated that there is no significant difference among respondents in their opinions on the good rapport of sport personnel influence on students' participation in sport among senior secondary school students in Katsina State was retained. This hypothesis was retained by the result of the findings as there was a significant difference. The hypothesis was tested using analysis of

variance and the result of the analysis revealed  $F(2, 417) = .232, P = .921$ . Findings from the study indicated that there was no significant difference among SS I, SS II and SS III students. Finally, even though the result shows no significant difference among the opinions of respondent, other researchers have indicated significant relationships. The ability to maximize time in practice is one hallmark of coaching expertise (Deakin & Cobley, 2003). Another is the ability to convey information effectively to athletes during that practice time. In a study of swimming coaches, Rutt-Leas and Chi (1993) found that differences between expert and non-experts extended to the quality of instruction that was imparted to athletes. When presented with a number of different swim strokes to analyse, novice coaches offered a somewhat superficial analysis using vague descriptions. Expert coaches, on the other hand, were very precise in their assessment and specific in their recommendations for improvement, (Joseph and Sean 2004).

However, interactions with young people in sport and physical education need to allow for personal choice and the coach or teacher is encouraged to show empathy with children, particularly those having difficulties in the physical activity domain. These strategies should increase self-determination in young people and hence create the feeling that 'I want to' participate rather than 'I ought to' participate, (Panagiotis and Stuart, 2000).

In a study of swimming coaches, it was found that differences between expert and non-experts extended to the quality of instruction that was imparted to athletes. When presented with a number of different swim strokes to analyse, novice coaches offered a somewhat superficial analysis using vague descriptions. Expert coaches, on the other hand, were very precise in their assessment and specific in their recommendations for improvement, (Joseph and Sean 2004).

Though the null hypothesis was retained among the opinion of respondents, but in a study of swimming coaches, it was found that differences between expert and non-experts extended to the quality of instruction that was imparted to athletes. When presented with a number of different swim strokes to analyse, novice coaches offered a somewhat superficial analysis using vague descriptions. Expert coaches, on the other hand, were very precise in their assessment and specific in their recommendations for improvement, (Joseph and Sean 2004).

To buttress the above, Caricom, (2011), stressed that better communication is necessary among physical educators and those who support education and make curriculum decisions. Without improved communication, the feeling that Physical education is a kind of play period for students to run off steam and learn traditional team sports will continue to exist.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this chapter, summary, conclusion and recommendations based on the results obtained from the study were presented.

#### **5.2 Summary of the study**

The purpose of this research work was to establish the respondents' perception on sport management as a means of influencing participation in physical activities among senior secondary school students in Katsina State. Five research questions and five null hypotheses were formulated to guide the study. The research design used was survey. There were also literature reviews covering; conceptual, theoretical and empirical studies.

The sample of the study consisted of 140 SS I students, 200 SS II students and 80 SS III students making a total number of 420 respondents that took part in the study.

The different components of the study are contained in various chapters that constitute the main nucleus of the study. All the major issues discussed in the study are all embedded in these chapters. Chapter one x-rayed the core fundamental issues that are considered very vital to the achievement of the objectives of the study. The problem statement, significance, objectives that guided the study, research questions, and basic hypotheses are all contained in this chapter.

Chapter two displayed all literatures reviewed in various areas of the study that formed its basic components. All variables on which hypothetical statements which were used as the anchor of the study were passed through the search light of literature reviewed. They were considered in the light of the work of others who have made valuable contribution to that effect.

Chapter three x-rayed the research design used in conducting the study, the population, sample size, the survey design, instrumentation process, data collection process, and analysis. In data analysis, the normal electronic package for data analysis was also applied in the analytical process of this study.

Chapter four saw the actual analysis and interpretation of data. Tables were used to display the results of the data. Basic findings of the study are all contained in this chapter. Also, the summary of the findings were demonstrated in form of discussion and appropriate literatures used as back up for the findings. Hence, the findings in most cases agree with initial results while in some cases disagree with them. The present chapter that is chapter five contains summary, conclusion, and recommendations.

### **5.3 Conclusion**

The study has been able to look at sport management as a means of influencing participation in physical activities among senior secondary school students in Katsina State. The various areas discussed include payment of

fringe benefits, provision of facilities, provision of equipment, presence of sport personnel, and good rapport of sport personnel with students among senior secondary school students in Katsina State.

The instrument used was a questionnaire developed by the researcher tagged SMAMIPASQ, covering the five variables in the study. The data was analyzed using Analysis of Variance (ANOVA) for all the five hypotheses among the respondents in their opinion on the hypotheses.

The following conclusions were made:

1. The result of the study has shown that students participate in school competition because of the prizes involved, allowances given to the students encourages them to participate in physical activities, they were sponsored to attend sport workshops based on their performance, schools do not pay their students training allowances to encourage their participation, not all the students were given special treatment in terms of feeding, accommodation and access to health facilities, and not all schools participate in the annual competition.
2. The result also revealed that most schools in the state do not have a basketball courts, handball courts, volleyball courts, badminton courts, table tennis courts and tables, athletic tracks, hockey fields, and gymnasiums. Only football fields were available in all the schools.

3. The result also showed that the students do not practice discus throw in their schools, they do not also practice javelin throw, they do not practice shot-put throw, high jump, long jump and gymnastics in the schools.
4. The result further revealed that apart from game masters, the students have other coaches in their schools in the state, the game masters encourage them to take part in physical activities, the students do not practice every evening in games in their schools and sport personnel do not provide support for special activities in the state.
5. Finally, the result has shown clearly that sport personnel were not friendly with the students, sport personnel do not show concern with the students like their own biological children, they do not solve students financial problems, sport personnel display negative attitudes towards the students in the state.



## **5.4 Recommendations**

Based on the outcome of this study, the following recommendations were made.

1. Preferential treatment should be given to students that take part in sport in the state by paying their allowances on time, adequate feeding, accommodation and health care so as to encourage them.
2. Sporting facilities should be provided in all schools across the state. Facilities such as basketball, volleyball, handball courts should be provided in all the schools in the state.
3. There should be constant practice of all the different sports in secondary schools across the state.
4. Sport personnel should encourage students to practice games every evening across the state.
5. Sport personnel should consider the students as their own children by listening to their problems and finding solutions to such problems.

### **5.5 Suggestions for Further Study**

The study has in no way exhausted sport management as a means of influencing participation in physical activities among senior secondary school students in Katsina State. In the light of the findings of this study, the following areas are suggested for further research:

1. The study should be replicated in other northern states to ascertain the level of sport management in senior secondary schools.
2. The study should be conducted in senior secondary schools across the six geopolitical zone of Nigeria so as to have a robust result.
3. A study should be conducted on the sport management and students' academic performance in senior secondary schools in Katsina State.

### **5.6 Contribution to Knowledge**

The study has contributed to the body of existing knowledge in the following ways:

The study revealed that there were no significant differences among the respondents on the payment of fringe benefits, provision of sport facilities, and provision of sport equipment, sport personnel influence and good rapport between sport personnel and students senior secondary schools in Katsina State.

In the course of the study, the researcher developed scales measuring all the variables in the study.

The study will assist government, its agencies, and all stakeholders in education to have a better understanding of the management of sport in senior secondary schools in Katsina State.

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**APPENDIX I**  
**SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY,**  
**COLLEGE OF POST- GRADUATE STUDIES,**  
**FACULTY OF PHYSICAL EDUCATION AND SPORT,**  
**KHARTOUM.**

The researcher is a post graduate (PhD) Sport Management Student of the above named Faculty of Physical Education and Sport, in partial fulfillment of the requirements for the award of PhD degree; he is conducting a research on “Sport Management as a means of Influencing Participation in Physical Activities among Senior Secondary School Students in Katsina State, Nigeria”.

In this respect, he solicits your cooperation to justifiably respond to the questions by ticking the alternative that best describes your feeling to each statement. The questionnaire consists of five (5) sections; Section ‘1’ seeks information on personal data of the respondents, Section ‘2’ influence of prompt payment of fringe benefits on Participation in Physical Activities, section ‘3’ influence of Facilities and Equipment on Participation in Physical Activities, Section ‘4’ influence of Sports Personnel on Participation in Physical Activities and Section ‘5’ influence of Relationship between Sports Personnel and Students on Participation in Physical Activities. There are no rights or wrong answers. Your responses simply represent your opinion on the questionnaire. All information provided will be used mainly for the purpose of this research work and treated as confidential. Please indicate your answer by a tick

**SECTION ‘1’ personal data:**

Provide the following information by ticking any one that suit you, do not write your name please.

1. AGE: Please check the appropriate box that your age falls within.
 

i. 10-15 years	<input type="checkbox"/>	ii. 16-20 years	<input type="checkbox"/>	iii. 21 years and above	<input type="checkbox"/>
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2. GENDER: i. Male  ii. Female
3. MARITAL STATUS: i. Single  ii. Married  iii. Widowed  iv. Divorced
4. CLASS: i. SSS 1  ii. SSS 2  iii. SSS 3

**SECTIONS ‘2-5’**

**INSTRUCTION:** Please answer the following questions indicating the degree of agreement, which you feel towards your School conditions in Participation in Physical Activities.

**GUIDE:** If you feel your School has more than enough fields or the statement is very correct, tick the column ***Strongly Agreed (SA)***.

If you feel your School has enough fields or the statement is just Correct, tick the column ***Agreed (A)***.

If you cannot make up your answer on a particular statement whether enough or not, tick the Column ***Undecided (U)***.

If you feel your School don’t have enough fields or the statement is not correct, tick the column ***Disagreed (D)***.

If you feel your School don’t completely have fields or you are very dissatisfied with the statement, tick the column ***Strongly Disagreed (SD)***.



**SECTION 2. PROMPT PAYMENT OF FRINGE BENEFITS:**

		SA	A	U	D	SD
1	I use to participate in School competition because of the prizes involved.					
2	Allowances given to me encourages me to participate in physical activities					
3	As a result of my excellent performance in physical activities, my school authority sponsored me to attend sports workshops.					
4	My School always pay training allowances to encourage participating in physical activities.					
5	Sports Students are given special health treatment in my School.					
6	During School Sports Competition all participants are given special treatment in terms of feeding, accommodation and access to health facilities.					
7	Special coaching classes are given to sports students to enable them catch up for examinations.					
8	Intramural Sports Competition is organized at the end of every 3 <sup>rd</sup> term and prizes/trophies were presented to the winning students and houses.					
9	Zonal school sports competition is organized yearly.					
10	State school sports competition is organized yearly.					
11	Our school always participate in all the competition organized within the state					

**SECTION 3. SPORTS FACILITIES:**

		SA	A	U	D	SD
1	My School has a football field(s).					
2	My School has a Basketball court(s).					
3	My School has a Handball court(s).					
4	My School has a Volleyball court(s).					
5	My School has a Badminton court(s).					
6	My School has a Tennis court(s).					
7	My School has a Table Tennis table(s).					
8	My School has an athletics track(s).					
9	My School has a hockey field(s).					
10	My School has a gymnasium.					

**SECTION 4. SPORTS EQUIPMENT**

		SA	A	U	D	SD
1	I practice discuss throw in my school.					
2	I practice javelin throw in my school.					
3	I practice shot-put throw in my school.					
4	I practice high jump in my school.					
5	I practice long jump in my school.					
6	I practice gymnastic activities in my school.					
7	Our games master ensures that we clear all things that can lead to injury before we start physical activities.					
8	Availability of sports fields encourage me to participate in many physical activities.					
9	Even though we did not have much fields but we still participate in local games.					
10	In my School, we have different sets of jersey for all games.					
11	School jerseys are numbered boldly with the School emblem.					
12	Boots and other sporting wears are given to us during evening games.					
13	Other supplies of sports equipment such as skipping ropes encourage me to participate more in physical activities.					
14	School fields are re-lined with white wash termly.					
15	The School courts are re-lined with paint termly.					
16	School Sports Store Officer is always ready to give out sports equipment for physical activities.					

**SECTION 5. SPORTS PERSONNEL:**

		SA	A	U	D	SD
1	Apart from games master, we have other games coaches in my school.					
2	The games master always encourages us to take part in physical activities.					
3	The games master and other coaches are always on the field waiting for us to come and train as such encourage me to be more punctual during evening games.					
4	Is part of our school sports ground rules that every evening we must participate in games.					
5	To avoid punishment for not participating in evening games, I always attended evening games.					
6	Our Games master can play all games available in the school.					
7	Our games master has NCE in Physical and Health Education.					
8	Our games master has Degree in Physical and Health Education.					
9	He is appointed as games master because of his interest but doesn't acquire neither NCE nor Degree in P.H.E.					
10	Coaches are deployed to our School from Katsina State sports Council to train us.					
11	We receive Inspectors from Zonal offices Sports Departments, periodically to assess both the staff and students level of participation in physical activities.					
12	The number of staff with both NCE and Degree in PHE are good enough to train the teaming number of students in my school during physical activities training.					
13	The sport personnel apart from paper qualification also demonstrate an element of practical expertise.					
14	They always demonstrate a skill before allowing us to practice it.					
15	They provide support for special activities most especially in gymnastics.					

**SECTION 6. RELATIONSHIP (RAPPORT) BETWEEN SPORTS PERSONNEL AND STUDENTS:**

		SA	A	U	D	SD
1	Our sports personnel are friendly.					
2	Our sports personnel are always ready to listen to our complains.					
3	When absent on training, the games master/coaches always find out what happened to the absent student (absentee).					
4	The sports personnel shows concern to us like their Biological children.					
5	The sports personnel visit student's homes at regular intervals.					
6	The sports personnel solve some of our financial problems.					
7	The positive attitude of our sports personnel towards us make me always present during evening games.					
8	The concern shown by the personnel encourages most students to participate in physical activities in our school.					
9	I always see the sports personnel in my school like my mentors.					
10	The sport personnel always correct our mistakes politely when we demonstrate the skills wrongly.					
11	The doors of our sports personnel offices are always open to attend to students.					