

**PROBLEMS FACING THE SCHOOL SPORTS PARTICIPATION AMONG
SECONDARY SCHOOL STUDENTS IN EKITI STATE, NIGERIA****Olurotimi Marcus BOLARINWA (Ph.D)**Department of Human Kinetics and Health Education, Faculty of Education, Ekiti State University,
Ado- Ekiti.**Abstract**

This paper investigated the problems facing the school sport participation among secondary school students in Ijero local government area of Ekiti State, Nigeria. The research design used for this study was descriptive type of research. The sample size of one hundred and fifty (150) secondary school students was used for the study. The sample was selected from five (5) secondary schools through simple random sampling technique. The instrument used for data collection was a self structured questionnaire. The instrument was subjected to validity and reliability mechanism. The reliability coefficient index of the instrument is 0.89. Four null hypotheses were formulated and tested at 0.05 level of significance. The findings of the study revealed that budgeting provision was a problem facing school sports participation among secondary school students; availability of equipment was a problem facing school sports participation among secondary school students; availability of facilities was a problem facing school sports participation among secondary school students; and administration support was a problem facing school sports participation among secondary school students. Based on the findings, conclusions and appropriate recommendations were made.

Keywords: Sports, school sports, participation, secondary school student**INTRODUCTION**

Sport is an outdoor or indoor game, competition, or activity needing physical effort and skill and usually carried on according to rules. Sports have become a major business and attraction for the Nigerian public. The print, radio, television, internet, and cinema media have contributed to the explosive popularity of professional sports. More broadly, participation in sports is also recognized to contribute a range of positive outcomes, specifically; physical and mental health, social wellbeing, cognitive and academic performance (Bailey, 2013).

Sport can also be defined as a physical activity governed by rules and played by individuals seeking to outperform opponents. In spite of a general agreement with this concept, many societies are still confronted by a lack or shortage of physical activity among various groups of people (Mozafari, Ahani, Shajie & Hadavi, 2010). Recent findings have indicated that regular activity has positive effects on people over the course of their lives with regard to their physical, psychological, and social aspects, and is an effective tool for promoting quality of life (Kamarudin & Fauzee, 2007). Children's engagement in sports competition is known to contribute to the developmental outcomes for a healthy lifestyle, where children learn about physical, social and cognitive skills.

Sport is perceived as organized spontaneous exercises or games or as a competitive or non-competitive process through which an individual obtains physical skills, mental relaxation and bodily fitness. In every period of our social life, we are intertwined sport, our lives, our health, our education, our politics, our culture affects. to the globalization of our culture, sport contributes to our lives. Taken in this context, sports education is an acculturation activity (Demirhan, 2003). Through education; healthy, antiobesity conscious way to create a sports-loving individuals, sports; our daily life is to be activated. This understanding, in terms of participation in the activities of the children, enables them to develop a positive attitude towards sports among secondary schools students and positive attitude needs to be improved (Topkaya, 2007).

Participation in sport at all ages increase resistance to such diseases as heart disease, cancer, diabetes, osteoporosis, arthritis, obesity and mental health disorders. An increased investment in sport means an increase in health quality and a decrease in health care costs. It is expedient to say that sports worldwide is now a cohesive force for building friendship among nations, building bridges of peaceful co-existence and a strong

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political and economic weapon for development (Vicade, 2015). Chambas, (2006) asserted that any institution that treats sports development with levity is doing so at its peril. Sport has the potential to provide a cutting edge for an enclave for dropouts. Secondary School should therefore be the vanguard of moulding sportsmen and women who can stand on their own intellectually in all spheres of life through proper sports administration.

Students who are active in school sports are fitter, have healthier body weights and are more confident. The risk of blood pressure, heart disease, osteoporosis and other chronic diseases is lower among physically active students, which makes it all the more important for secondary school students to appreciate the importance of physical activity at a young age (BHC, 2009). Participation in school sports provides a sense of belonging and being part of a team or group. Students interact with their peers in a friendly manner. They learn to consider the interests of their teammates and to practice mutual respect and cooperation. Students work together, share time and other resources, take turns to play and learn to cope with success and failure as a team. These interactions facilitate bonding and lasting friendships within schoolmates, which can help make children more sociable and outgoing as they grow (National Center on Physical Activity and Disability, [NCPAD], 2009).

Students who do not participate in sports or other physical activities are more likely to grow up to be inactive adults. Participation in school sports supports the healthy growth of the heart, lungs, muscles and bones. It also improves agility, coordination and balance. Exercise also helps reduce stress levels, anxiety and behavioral problems. Regular physical activity helps you relax better and reduces muscular tension (Mary & Gavin, 2009).

There is a widely spread belief in Nigeria that sport participation, by its positive effects, contributes to better health status, academic achievement and students' status within school setting. This implies that the roles of sports in the growth of secondary school student are immeasurable. Sports energise, entertain, build team work, enhance intelligent alertness, give mental strength, stabilize physical health and prevent disease in the body. But despite these and many more benefits of sports in the growth school age children, sports participation has been not well encouraged among secondary school students. The researcher observed that many schools do not participate in sporting events in Ikere local government because of reasons like low or non budgeting provision, unavailability of needed sports facilities, unavailability of sport equipments, poor administration support, students' attitude, teachers encouragement and many more.

Some students come to play football match or participate in field and track events with just their foot without football boots or canvas. Some play or participate in sports without complete sports kits like jersey, shorts, sport wears, good ball for practice and above all not having skilled sport instructors. The researcher also observed that some schools do not have necessary supports from their school administrators in terms of money to finance their participation in sports events within and outside the local government. And this is as a result of non planning and good budgeting provision for the students participation in such sports events. Therefore, it is very imperative to note that excellence performance in sports depends on adequate preparation, funding, availability and accessibility of sports facilities and equipments.

It is against this background that the researcher embarks on investigating the problems facing the school sport participation among secondary school students in Ikere local government area of Ekiti State.

RESEARCH HYPOTHESES

The following null hypotheses were formulated and tested at $P < 0.05$ level of significance:

1. There is no significant influence of budgeting provision on school sports participation among secondary school students in Ijero local government area of Ekiti state.
2. There is no significant influence of availability of equipment on school sports participation among secondary school students in Ijero local government area of Ekiti state.
3. There is no significant influence of availability of sports facilities on school sports participation among secondary school students in Ijero local government area of Ekiti state.
4. There is no significant influence of administration support on school sports participation among secondary school students in Ijero local government area of Ekiti state.

REVIEW OF RELATED LITERATURE

Concept of sports

Sports are played worldwide. A large number of people perform different sports activities in different capacities such as players, spectators, coaches and trainers etc. In order to perform all kinds of sports activities accordingly, and to show good performance, one needs to be well trained. Regarding this, proper training and coaching principles are necessary to be learned and adopted in practical life. Due to non-availability of knowledge about the principles of training and coaching, a lot of students always feel difficulty while participating in sports activities. Ademola (2014) defined sports as any competitive activity that uses physical and intellectual capacity done by an individual or between individuals in other to significantly contributes to their physical, intellectual, social, emotional and financial well being. U.N.E.S.C.O (2005) opined sport as any physical activity which has the character of play and which involves a struggle with oneself or with others, or a confrontation with natural elements in a sport. If this activity involves competition it must be perform with a spirit of sportsmanship. There can be no true sport without fair play. Sport thus defined is a remarkable means of education.

Larry (2006) stated that sport is self evident until one is asked to define it. Sport therefore, is often the antithesis of recreation and diversion in that it may constitute the main area of stress and tension in a person's life. Sports can be both an amateur or professional enterprise. It can be carried out in a person's leisure time or it can be a means of employment it goes without saying that sports stresses competition through physical exertion, indeed, the outcome of these exertions is recorded, hence giving sports a well tabulated history. Rewards in sports can be in form of prizes, trophies or monetary gain. Larry (2006) says, sports provides little opportunity for fantasy or make believe and that it constitutes competition, not only between individuals and local terms but also between countries and continents.

Chambas (2006) therefore asserted that any institution that treats sports development with levity is doing so at its peril. Sport has the potential to provide a cutting edge for an enclave for dropouts. Universities and Secondary School should therefore be the vanguard of moulding sportsmen and women who can stand on their own intellectually in all spheres of life through proper sports administration. However, it may well be that those who play, enjoy and take passionate interest in sports spend a limited amount of time thinking of its importance in cultural terms. The world of sports for them is one of flesh and bloods, sweat and tears, aches and pains, frustration and elation. It is in effect, real and not some illusionary pastime. The same can be said for educationists, the national sports organizations, the town planners, the mass media and the vast numbers of spectators be they active followers or armchair sportsman. Sports permeates practically every facets of life, it affects mass communications, economics, business, law, art, education and to an increasing amount politics.

Cozens & Stump (2004) reviewed that Sports and games provide a touchstone for understanding how people life, work and think, and many also serve as a barometer of a nation's progress in civilization.

Sports participation level among secondary school students

Participation in sport at all ages increase resistance to such diseases as heart disease, cancer, diabetes, osteoporosis, arthritis, obesity and mental health disorders. An increased investment in sport means an increase in health quality and a decrease in health care costs. It is expedient to say that sports worldwide is now a cohesive force for building friendship among nations, building bridges of peaceful co-existence and a strong political and economic weapon for development (Vicade, 2015). Students who do not participate in sports or other physical activities are more likely to grow up to be inactive adults. Sports participation helps to relax better and reduces muscular tension (Mary & Gavin, 2009).

Students who are active in school sports are fitter, have healthier body weights and are more confident. Participation in school sports provides a sense of belonging and being part of a team or group. Students interact with their peers in a friendly manner. They learn to consider the interests of their teammates and to practice mutual respect and cooperation. Students work together, share time and other resources, take turns to play and learn to cope with success and failure as a team. These interactions facilitate bonding and lasting friendships within schoolmates, which can help make children more sociable and outgoing as they grow (NCPAD, 2009).

Mugari & Masocha (2015) observed that most parents in African developing countries viewed participating in sport activities is done by people who have nothing important to do at that time, since sport includes leisure and play activity. Possibly this has made parents to think that sport in schools is a trivial subject for less intelligent children who cannot compete in academic subjects like mathematics, English, physics, chemistry, geography, history and others. Having passed examinations for these and other academic subjects leads the child to gain employment and social recognition in communities. The showers of comments to those

students who had passed their academic subjects are that they were not playful as those who did sport (Mugari & Masocha, 2015).

The advantages that sport active students enjoy seem to be that they become too close to their teachers who happen to be their coaches in sport disciplines. More so, a sports student is always present at school. This makes the students attend most lessons as they fear to lose training sessions. Miller, Melnick, Barnes, Farrell and Sabo (2005) argued that self-identification as a school athlete is associated with a lower rate of reported misconduct at school. A student who refrains from misconduct enjoys respect and extra favours from teachers; this gives the learner much closer relationship with the instructors who can afford to use some calculations in physics, e.g. velocity of the projectile, Newton's laws, lever systems, and biological terms about body systems during aerobic and anaerobic performances. Sport builds self-esteem and actualization as the highest order of motivation and development (Mugari & Masocha, 2015). This behaviour is transferred to academic performance by the student.

Sports participation confers multiple physical and mental health benefits and plays a vital role in efforts to combat childhood obesity. The U.S. Department of Health and Human Services (2008) suggested that children and adolescents accumulate 60 minutes of physical activity every day, yet most young people do not meet these guidelines (Howie, Lukacs, Pastor, Reuban & Mandola, 2010). Furthermore, sports participation levels tend to decline during adolescence suggesting that efforts to promote physical activity during this period are essential (Sallis, 2000). Participation in organized school sports offers opportunities for students of all ages to be physically active and has been shown to help improve students' self-esteem and psychological well-being (World Health Organization, 1998).

While participation in sports can play an important role in increasing physical activity levels, as some have noted, school sports participation alone may not be sufficient to meet the current physical activity recommendations for adolescents (Pate & O'Neill, 2011). Therefore sports participation should not be seen as a replacement for physical education in schools but rather as a supplement to the solid foundation provided by physical education.

Relevance of budgeting provision in the school sport participation among secondary school students

Amuseghan (2010) regretted that it is quite unfortunate that the little resources available sports in Nigerian secondary schools are not effectively managed in Nigerian schools. One thing is to raise fund, but the other is to ensure that the fund raised is well utilized by the school managers for sports promotion. However, to ensure judicious spending of funds and accountability for maximum school participation in secondary schools, school administrators must plan and prepare budget for their schools. Olufidipe (2003) conceptualised budgeting as a process of preparing and using budgets to achieve management objectives. Budget on the other hand, is a comprehensive and coordinated plan, expressed in financial terms, for the future. Ama (2001) regarded budget as a plan quantified in monetary terms, prepared and approved prior to a defined period of time, usually showing planned income to be generated and expenditure to be incurred during that period.

Budgeting has been a very important and useful part of administrative strategy of organizations such as educational institutions right from ages. It has the fundamental importance of controlling the financial behaviour of the administrators in the school system. Budgeting prevents wastage or reckless spending of funds provided for various educational services. The reason is that the operators of budget are compelled to follow the appropriate estimate in spending funds. Budgeting has the technical function of authorizing expenditure and serves as a microscope in analysis of details. The budgeting practices in educational institutions follow a systematic procedure. This includes budget planning, budget defence, budget approval and adoption, budget implementation and budget evaluation.

The school administrators are not involved in all the stages of the budgeting practices mentioned above. They are highly engaged in the planning, defence and implementation stages while the secondary Education Management Board and Ministry of Education or Sport commission carry out budget approval, adoption and evaluation. Sport is more than ever before, commanding global attention. Its influence on world peace, economy and the development of social relationships cannot be underestimated. It is against this background that most nations have come to appreciate the need to invest heavily on it. Sport as a social factor has over time assumed an influential status. Mars (2003) stated that sports tend to exert more influence on people's behaviour than religion or politics. With budgets continuing to tighten, public schools and communities fight to keep sports affordable - if they can keep them at all.

When school boards across the country began to address the budget gaps, they found themselves in a no-win situation between laying off teachers and continuing to support nonacademic activities. Since that crisis, school administrators have learned that “pay to participate” is a more user-friendly way to raise funds for the athletic budget. The connotation makes a distinction that student-athletes are not guaranteed to play but will have the privilege of participating in the interscholastic athletic program for a fee. Interest in high school sports has never been higher, and the benefits of high school sport participation are well documented: better attendance records, lower dropout rates, higher grade point averages, improved self-esteem, and preparation for a successful career (Gardner, 2011).

For this problem to be corrected, modern day city planners should begin to make generous provisions educational institutions in preparing the land use budget in city cadastral maps. Governments can afford to allocate land for schools directly for sport development (Ekunno, 2012). More importantly, they will be able to have school premises that are large enough to accommodate playgrounds and pitches. With sports pitches in secondary schools, the revival of school sports can commence which will by extension positively impact national sports (Ekunno, 2012).

Supplies are those materials that are expendable and have to be replaced at frequent intervals such as shuttle cocks, tennis balls, while physical education equipment refers to those items that are not considered expendable, but are used for a period of years, such as parallel bars, volleyball standards, soccer goals, strength training equipment are need all needs to be considered in the managerial budgeting of the sports administrator (Orunaboka & Nwachukwu, 2012).

Influence of availability of equipments on the school sport participation level among secondary school students

Sports have grown globally in proportion to the extent that sports activities are deliberately encouraged within nations. In Nigeria, it is recognized as a tool for national mobilization, cultural reorientation, national integration and unity (Onifade, 2000). Sports in Nigeria have become important endeavours so much that its management and development has become the responsibilities of the three tiers of government (Federal, State and Local Governments). Private sector involvement is being wooed and encouraged by the Federal Government (Federal Republic of Nigeria, 2009).

According to the Federal Republic of Nigeria’s Sports Policy (2009), it is the responsibility of the Local Government Councils to manage the grassroots sports, which cover primary and secondary schools and community sports as well as recreation. Soccer, Volleyball, Athletics, Gymnastics, Swimming, Handball, Table Tennis, Cricket, Field hockey, Tennis, Badminton, Basketball, Sports for disabled and stadium development for Youth Centre Development are sporting activities that are in line with the Federal Republic of Nigeria policy which aims at creating a social condition that is conducive for physical fitness for all, effective physical functioning of the individual that ensures self-actualization for the citizenry and the development of sports to world class status (Diejomaoh, 2011).

According to Talabi (1998), the attainment of a world class status in sports is a reflection of the presence of top standard equipment. He added that most developing countries and Nigeria in particular, wish to arrive at the level of the developed countries sports-wise overnight, but that while developed countries are putting so much into building excellent facilities and providing standard equipment as well as creating conducive environments for their athletes, developing countries seem to lag behind in the provision of the necessary amenities. He further stressed that one area of very poor start is in the provision of standard equipment while the few provided are either obsolete, not functional or substandard. In the opinion of Ekpe (2001), it is difficult to separate the standard of sports in a country from the standard of facilities and equipment available. Omoruan (1996) posited that equipment are the greatest among all factors that affect the growth of a sport.

Ogbemudia (2001) emphasized that if Nigeria must attain the desired standards in performance and attain top ratings in the Olympic Games, then the planning and management of sports equipment must not only be broad based but also be backed-up with adequate provision and maintenance of the available equipment. Gbinijie (2001) noted that there is the Leviathan dearth of sporting infrastructure and equipment in Nigeria and further emphasized that most Local Government Areas have no playgrounds or fields, not to talk of a stadium. He then wondered about the possibility of developing sports at the grassroots level in the absence of swimming pools, hockey fields, basketball courts, soccer pitches and cricket pitches if talents are expected to be groomed

at the grassroots level. Jeroh (2005) stated that the major problem in administration of sports in Nigeria is the dearth of sports equipment. It is in these regards that this study seeks to carry out an evaluative survey of the level of equipment provided for sports development.

Therefore, effective sports programme coupled with modern sports equipment should be developed and provided by educational institutions to engage the students. This will serve as an avenue where surplus energy that is hitherto channeled to negative venture could be gainfully utilized (Momoh, 2011). Additionally, many secondary school students do not have interest in any other extracurricular activities besides their academic work. Even where sports equipments are available one discovers that only few students patronize them. This might perhaps, explain why some intramural sports programme organized in schools, sometimes ends in failure. School sports programme need to be conducted in such a way that its values and expected results would continue to be appreciated by the participants. It is obvious that the attitude of some school administrators towards sports activities is not encouraging (Momoh, 2011). Some see sports activities as a waste of time, a quick means to injury and disability.

Availability of facilities in relation to the school sport participation among secondary school students

Participation in school sport includes a phase where children are engaged and developed into engaging in more organised school activities, programme and events (Li, MacIntosh & Bravo, 2011). Sport can be important and beneficial to most children at school, because the school environment is where children spend most of their childhood and adolescent years (Sallies, McKenzie, Beets, Beighle, Erwin & Lee, 2012). Jain (2005) agreed that the type of personnel and administrative style adopted by sports administrator may influence athletes' participation or withdrawal from sports participation. The students' participation in sports may be influenced positively or negatively by the sports facilities, personnel and degree of funding of sports.

Department of Sport and Recreation South Africa [DSRSA] (2011) clearly stated that school sport programmes are ideal vehicles to entrench the democratic value-system based on the principles. The following key objectives designed to increase the level of sport participation in schools were outlined: (1) accelerate the transformation of society by instilling and practicing the principles on non-racialism, non-sexism, equity, redress, access and affirmative action in addressing the past imbalances through quality school sport programmes; (2) foster pride, honour and patriotism in our school-going youth through properly organised, managed and coordinated school sport programmes; (3) use school sport to turn schools into stable, functional and vibrant institutions of learning and centres of community life and (4) ensure and increase access and accessibility of facilities and school sport programmes through a coordinated and optimal utilisation of all human, physical and financial resources available.

In most advanced countries of the world; education authorities have realized the benefits accruing from participation in sports programmes and they have not hesitated in including physical education in their curriculum as a part of the learning experiences offered to the students. The implication is that a lot of resources (finance) were put into physical education to enable the youths enjoy a worthy sports programme for their healthy development. Sports activities have been seen as an instrument for national unity (Orunaboka & Nwachukwu, 2012).

The provision of adequate facilities are as important as providing adequate incentive for the athletes, but the maintenance of such adequate facilities use by many often constitute a managerial problems. Traditionally, at the secondary schools level, facilities management are usually the responsibilities of those persons who are in-charge of physical education and sports programme (Orunaboka & Nwachukwu, 2012). The facilities for which they are responsible include outdoor facilities – such as playgrounds, pools, skate parks, courts and fields – and indoor facilities – such as locker and shower rooms, natatorium, racket, sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiums. Facilities management includes not only the effective scheduling, operation, and maintenance of such facilities but also, at times, planning new structures to keep pace with the demand for participation in physical education and sports programmes of the school (Crompton, 2005).

The cost of materials and labour is rising as a result of inflation, making it very difficult for new capital building projects to go forward. High interest rates make it difficult to get bond issues passed for facility construction. Energy conservation and sustained maintenance and repair costs must also be taken into consideration. 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. It is noticed in today's schools, the increased population, rising school enrolments, city life, limited space, and skyrocketing labour and material costs, are all altering physical education and sports facilities and equipment production and management.

Awosika (2009) opined that it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard. The scarcity of physical education facilities, supplies and equipment constitute a big cog in the successful administration, organization and management of physical education and sports in Nigeria. Nigeria athletes would have performed better if they have half of the facilities and equipment available to the Western World. It is noted that most of our athletes lack exposure to modern sophisticated sports/physical education infrastructural facilities for training. Igbanugo (2004) ascertained that athletes have been known to drop out of skip training because these things (facilities and equipment) are either non-exist or inadequate.

Administration support and the school sport participation among secondary school students

Sport as a social entity has grown from being just as a form of entertainment and recreational activity to assume a professional status. Sports develop individuals, society and nations. It is a big time business venture shaping the social, political and economic constructs of nations, worldwide. Msheila (2000) described sport as a highly organized physical activity of high human intensity regulated by accepted rules and regulations, which requires maximum physical and mental exertion. It is a form of education which pervades the lives of people throughout the world, permeating through the process of knowledge starting from the rules of competition to the complex art of coaching, administration, research and nation building (Msheila, 2000). Sport is a means of exchange and understanding among people of various backgrounds, nationalities or beliefs, and promotes expression beyond traditional barriers. The rules of the game transcend differences and inequality and help redefine success and performance. Through sport, people identify new role models in society (Fidelis, 2008).

Amidst other factors affecting one's interest in sport, some administrative factors, such as the administrative style of school principals, qualified personnel, scheduling of sport programmes, facilities, equipment, funding seems very glaring. For sports programme to be of good quality and effective, a sound administrative procedure is a prerequisite (Momoh, 2011). Good programming of sports entails among other things budgeting, staffing, selection of activities, scheduling, supervision, equipment and facilities, competitions and motivational incentives to participants. Awosika (2005) stated that educational institutions, be it primary, secondary or tertiary is established to prepare students for adult life, and a major function of the school is to socialize young ones.

Onifade (2001) submitted that if sport is well planned in secondary schools; more students are expected to create interest in sport. This is important, because it is a stage psychologists believe that young person's develop their attitudes appreciations; practices and interest in sport, particularly if a solid foundation was laid at elementary schools. It teaches leadership skills, provides a constructive outlet, and generally enhances quality of life and social capital is built by learning. Olowoyo (1998) suggests that sports should be an important part of extracurricular activities entrenched in the academic programme going by the fact that engaging in sport has a lot of values (social, mental, physical and emotional) which contribute to all round development of an individual.

Sports, if carefully planned by the administrators of schools can make significant contributions to the development of students' ability to achieve satisfaction as responsible citizens of the society. In order to make this a reality, sports administrators in schools should concentrate on maximizing the unique contributions sport makes to the education of the individual, concentrating on educational outcomes that are not likely to be realized through any other subject area in the school syllabus (Momoh, 2011). It is important to state that in order for the general objectives of any educational programme and the National Policy on Education to be met school administrators and sports administrators must take it as a building responsibility to put everything in place to attract students participation, arouse general interest and foster discipline among the rank and file of the students and teachers alike. It must be borne in mind that if organizational blueprint are to be put into practical reality, then efficient administrative leadership is a prerequisite.

Administration is the performance of the administrative process by an individual or group in the context of an enterprise functioning in its environment. Administration has the qualities of perpetuating itself and growing, it preserves the internal wellbeing of itself vis-à-vis others and seek its goals. These attributes have a significant effect upon administrative behaviour. Administration occurs in the same generalized form in

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industrial, commercial, educational and other organization (Tiwari, 2008). The objectives of administration and management of sports include among others a good and useful sports plan and policies, adequate supply and maintenance of staff, funds, facilities and equipment, adequate development of programmes adequate improvement and execution of sports programmes and effective evaluation and or assessment of the outcome of sporting activities.

Ladani (2007) also concluded that administration is related to the function of the school itself, that it involves examining alternatives and making sound decisions, dealing not only with the provision of facilities, equipment, personnel, budgetary resources, but also with the establishment of an environment, which will make it possible for the optimal development of students and school members. He further states that administration involves leadership and getting things done that will ensure the successful completion of any task.

The scarcity of equipment and supplies constitute a cog in the wheel of successful schools sports (Asagba, 2003). It has also been noted that very often, academic works clash with other school activities like sports on the school timetable. Many educational administrators and teachers do not always cooperate with sports administrators when it comes to situations like approving the school sports budget and or encouraging active participation in sports programmes by students. Students in secondary schools are energetic and full of health (Momoh, 2011).

RESEARCH METHODOLOGY

The research design adopted in the study was survey design of the descriptive research. The area of the study was Ijero local government area of Ekiti State.

The population of the study comprised of students in the public secondary school in Ijero Local Government of Ekiti State. Students in the senior secondary classes were considered as the population of the study

The sample size of one hundred and fifty (150) respondents was used for the study. Simple random sampling technique was used to select respondents from five (5) public secondary schools in Ijero local government area of Ekiti State. Then, random sampling technique was used to select thirty (30) respondents from each selected secondary schools. Both male and female students were considered for selection.

The instrument (questionnaire) was divided into two sections A and B. Section A was designed to get information on the bio-data of the respondents which will include: name of schools, class, gender, age in years While section B was items structured to elicit information on the problems facing the school sport participation among secondary school students which include: budgeting provision, availability of equipments, availability of facilities and administration support.

The instrument was subjected to validity and reliability test mechanism. The reliability coefficient index of the instrument is 0.89.

The questionnaires were administered on the students with the help of two (2) trained research assistants and were collected back immediately.

Four null hypotheses formulated for the study were tested at 0.05 level of significance. The data collected were analysed using Chi- square statistical analysis.

RESULTS AND DISCUSSION

Research Hypothesis 1

There is no significant influence of budgeting provision on school sports participation among secondary school students in Ijero local government area of Ekiti state.

Table 1: Chi-Square Analysis of Data on the influence of budgeting provision on school sports participation among secondary school students in Ijero local government area of Ekiti state.

S/N	Items	YES	NO	X^2_{-cal}	X^2_{-tab}	df
1.	Does state provide adequate funds to purchase sports equipment in your school?	61	89	23.67	3.84	1
2.	Do funds release to each school from the state get to your school?	50	100			
3.	Are funds allocated for sports equipment used for the purchase of sports materials in your school?	20	130			
4.	Are funds released by the state for school sports managed properly by the school management?	32	118			

$P < 0.05$, * S = Significant.

The table 1 above shows that on the average for items 1, 2, 3 and 4, $X^2_{-cal} = 23.67$ where the $X^2_{-tab} = 3.84$. Showing that X^2_{-cal} is greater than X^2_{-tab} value at $p < 0.05$ and $df=1$ (i.e $X^2_{-cal} > X^2_{-tab}$). Therefore, the result is significant (i.e the result shows positive affirmation), showing that there is significant influence of budgeting provision on school sports participation among secondary school students in Ijero local government area of Ekiti state.

Research Hypothesis 2

There is no significant influence of availability of equipment on school sports participation among secondary school students in Ijero local government area of Ekiti state.

Table 2: Chi-Square Analysis of Data on the influence of availability of equipment on school sports participation among secondary school students in Ijero local government area of Ekiti state.

S/N	Items	YES	NO	X^2_{-cal}	X^2_{-tab}	df
1.	Do you feel participating in sport because of the adequacies of sport materials?	130	20	19.98	3.84	1
2.	Does your sports' master tend to improvise for proper participation?	134	16			
3.	Are there any step taken by the school management to equip sports material in our school?	80	70			
4.	Are there any attempt made by the school management in repairing the worn out sports materials in your school?	100	50			

$P < 0.05$, * S = Significant.

The table 2 above shows that on the average for items 1, 2, 3 and 4, $X^2_{-cal} = 19.98$ where the $X^2_{-tab} = 3.84$. Showing that X^2_{-cal} is greater than X^2_{-tab} value at $p < 0.05$ and $df=1$ (i.e $X^2_{-cal} > X^2_{-tab}$). Therefore, the result is significant (i.e the result shows positive affirmation), showing that there is significant influence of availability of equipment on school sports participation among secondary school students in Ijero local government area of Ekiti state.

Research Hypothesis 3

There is no significant influence of availability of sports facilities on school sports participation among secondary school students in Ijero local government area of Ekiti state.

Table 3: Chi-Square Analysis of Data on the influence of availability of sports facilities on school sports participation among secondary school students in Ijero local government area of Ekiti state.

S/N	Items	YES	NO	X^2_{-cal}	X^2_{-tab}	df
1.	Are there other sports facilities in your school apart from the football field?	27	123	17.86	3.84	1
2.	Does lack of adequate facility prevent your school from participating in other sports such as handball, basketball, volleyball in inter school sport competition?	131	19			
3.	Does inadequate facilities affect your school participation in inter school sport competition?	130	20			
4.	Does your school victory in sports competition is being enhanced by quality of sports facilities in your school?	32	118			

$P < 0.05$, * S = Significant.

The table 3 above shows that on the average for items 1, 2, 3 and 4, $X^2_{-cal} = 17.86$ where the $X^2_{-tab} = 3.84$. Showing that X^2_{-cal} is greater than X^2_{-tab} value at $p < 0.05$ and $df=1$ (i.e $X^2_{-cal} > X^2_{-tab}$). Therefore, the result is significant (i.e the result shows positive affirmation), showing that there is significant influence of availability of sports facilities on school sports participation among secondary school students in Ijero local government area of Ekiti state.

Research Hypothesis 4

There is no significant influence of administration support on school sports participation among secondary school students in Ijero local government area of Ekiti state.

Table 4: Chi-Square Analysis of Data on the influence of administration support on school sports participation among secondary school students in Ijero local government area of Ekiti state.

S/N	Items	YES	NO	X^2_{-cal}	X^2_{-tab}	df
1.	Does your school administration provide enough motivation for sports participation?	60	90	8.23	3.84	1
2.	Does the school administration give you the prizes won in sports competition?	97	53			
3.	Does the school management allow those who take part in school sports competition to re-write exams they missed during competition?	10	140			
4.	Do students who participate in school sports competition receive special treatment from the school administration as a means of extrinsic motivation?	40	110			

$P < 0.05$, * S = Significant.

The table 4 above shows that on the average for items 1, 2, 3 and 4, $X^2_{-cal} = 8.23$ where the $X^2_{-tab} = 3.84$. Showing that X^2_{-cal} is greater than X^2_{-tab} value at $p < 0.05$ and $df=1$ (i.e $X^2_{-cal} > X^2_{-tab}$). Therefore, the result is significant (i.e the result shows positive affirmation), showing that there is significant influence of administration support on school sports participation among secondary school students in Ijero local government area of Ekiti state.

DISCUSSION OF RESULTS

The findings from research hypothesis 1 revealed that there is significant influence of budgeting provision on school sports participation among secondary school students in Ijero local government area of Ekiti state. Budgeting provision was a problem facing school sport participation among secondary school students. And this finding agrees with the assertion of Amuseghan (2010) who regretted that it is quite unfortunate that the little resources available for sports in Nigerian secondary schools are not effectively managed. One thing is to raise fund, but the other is to ensure that the fund raised is well utilized by the school managers for sports promotion. However, to ensure judicious spending of funds and accountability for maximum school participation in secondary schools, school administrators must plan and prepare budget for their schools.

Budgeting has the technical function of authorizing expenditure and serves as a microscope in analysis of details in sports. One major problem about poor school budgeting provision is that the school administrators are not involved in all the stages of the budgeting for school sports. Ekunno (2012) further stated that governments do allocate land for schools directly for sport development and to enhance students' participation in sports.

The findings from research Hypothesis 2 revealed that availability of equipments was a problem facing school sport participation among secondary school students. Just as Ogbemudia (2001) emphasized that if Nigeria must attain the desired standards in performance and attain top ratings in the Olympic Games, then the planning and management of sports equipment must not only be broad based but also be backed-up with adequate provision and maintenance of the available equipment, but availability of equipment in schools may help in developing the skills of secondary school students but may have little effects on their interest in sports participation.

Nigeria wish to arrive at the level of the developed countries sports-wise overnight, but that while developed countries are putting so much into building excellent and standard equipment as well as creating conducive environments for their athletes, Nigerian seem to lag behind in the provision of the necessary amenities. Additionally, many secondary school students do not have interest in any other extracurricular activities besides their academic work. Even where sports equipments are available one discovers that only few students patronize them. This might perhaps, explain why some intramural sports programme organized in schools, sometimes ends in failure. And the finding of the study supported Momoh (2011) who asserted that it is obvious that the attitude of some school administrators towards sports activities is not encouraging. Some see sports activities as a waste of time, a quick means to injury and disability.

The findings from research hypothesis 3 indicated that availability of facilities was a problem facing school sport participation among secondary school students. The students' participation in sports may be influence positively or negatively by the sports facilities, personnel and degree of funding of sports. And that is why Orunaboka & Nwachukwu (2012) asserted that sports activities have been seen as an instrument for national unity. The provision of adequate facilities are as important as providing adequate incentive for the athletes, but the maintenance of such adequate facilities use by many often constitute a managerial problems. The facilities for which they are responsible include outdoor facilities – such as playgrounds, pools, skate parks, courts and fields – and indoor facilities – such as locker and shower rooms, natatorium, racket, sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiums.

And the finding of this study supported the finding of Bucher & Krotee (2002) in their opinion 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. It is noticed in today's schools, the increased population, rising school enrolments, city life, limited space, and skyrocketing labour and material costs, are all altering physical education and sports facilities and equipment production and management.

The findings from research hypothesis 4 indicated that administration support was a problem facing school sport participation among secondary school students. Sport is a big time business venture shaping the social, political and economic constructs of nations, worldwide. Amidst other factors affecting one's interest in sport, some administrative factors, such as the administrative style of school principals, qualified personnel, scheduling of sport programmes, facilities, equipment, funding seems very glaring. And this is in line with Momoh (2011) assertion that for sports programme to be of good quality and effective, a sound administrative procedure is a prerequisite. Good programming of sports entails among other things budgeting, staffing, selection of activities, scheduling, supervision, equipment and facilities, competitions and motivational incentives to participants.

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Also the finding strengthened the assertion of Onifade (2001) who submitted that if sport is well planned in secondary schools; more students are expected to create interest in sport. This is important, because it is a stage psychologists believe that young person's develop their attitudes appreciations; practices and interest in sport, particularly if a solid foundation was laid at elementary schools. Sports, if carefully planned by the administrators of schools can make significant contributions to the development of students' ability to achieve satisfaction as responsible citizens of the society. And that is why Momoh (2011) stated that in order to make this a reality, sports administrators in schools should concentrate on maximizing the unique contributions sport makes to the education of the individual, concentrating on educational outcomes that are not likely to be realized through any other subject area in the school syllabus.

CONCLUSION

Based on the findings of the study, the following conclusions were made:

1. Low budgeting provision for sports development and infrastructure did not constitute a problem to school sports participation among secondary school students.
2. Availability of equipment was not a determinant of school sports participation among secondary school students.
3. Availability of sports facilities did not hinder school sports participation among secondary school students.
4. Administration support was poor and contributed hugely to low sports participation among secondary school students.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. State government should do more in terms of allocation of money for school sports budget in secondary schools to procure sports infrastructure and enhance better planning that will motivate students to participate in school sport.
2. The state government in conjunction with local government authority should take it as their responsibilities to manage the grassroots sports by providing quality and enough sports equipments during sports participation for secondary students' activities. And through this, the level of participation of secondary school students will be improved and enhanced sports excellence can be recorded in the state.
3. School authority in conjunction with the local government authorities and parent teachers association should work together in the provision and utilization of sports facilities as this can entice the students the more to participate in school sports.
4. State government should always include school administrators in the planning, budgeting and monitoring of school sports administration and performance process and evaluation. Secondary schools administrators should give more and devoted support to sporting activities in secondary schools and thus motivate the students in active participation.

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