

**EVALUATION OF THE ROLE OF TARABA STATE  
PRIMARY EDUCATION BOARD IN THE  
DEVELOPMENT OF SPORTS IN PRIMARY  
SCHOOLS**

BY

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BELLO UNIVERSITY, ZARIA  
NIGERIA**

**OCTOBER, 2006**

## **DECLARATION**

I hereby declare that this thesis had been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated and sources of information are especially acknowledged by means of references.

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**Akawu, Bitrus Kirim**

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**Date**

## CERTIFICATION

This thesis entitled “Evaluation of the Roles of Taraba State Primary Education Board in the Development of Sports in Primary Schools” by *Akawu, Bitrus Kirim*, has been read and approved as meeting the requirements for the award of the Degree of Master of Science (M.sc) in Sports Management, Ahmadu Bello University, Zaria for its contribution to knowledge and literacy presentation.

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Date

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Prof. J. U. Umoh  
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Date

## **DEDICATION**

This research is dedicated to my beloved father. Mr. Akawu Maisamari  
Kirim (late) and my children.

Master Hosea B.A. Kirim

Master Frank B.A. Kirim

## **ACKNOWLEDGEMENT**

The researcher wishes to express his indebtedness to the assistance, and valuable discussions, constructive suggestions and deep sense of commitments of his two supervisors Professor B.A. Ladani and Dr. A.I. Kabido both of the Department of Physical and Health Education, Ahmadu Bello University, Zaria which accounted primarily for the success of this research work.

The researcher's special thanks go to the Head of Department Dr. J.A. Gwani and other members of the Department for their co-operation and assistance at all time.

The researcher wishes to appreciate and thank Mr. John Dady who assisted him a lot during this research work.

Also, the researcher wishes to express a deep and sincere appreciation to the entire family members both nuclear and extended, particularly my wife Mrs. Laraba Bitrus.

Special thanks go to the State Primary Education Board, all the staff of the sixteen Local Education Authorities in Taraba State who responded to my questions during this research work. The researcher is highly indebted to all.

***Akawu ,Bitrus Kirim***

## **ABSTRACT**

The purpose of this study was to evaluate the roles of Taraba state Primary Education Board in the development of sports in primary schools in the state. Four different indices of sport development were considered. They included, funding, personnel, sports programmes and facilities and equipment. One major hypothesis and four sub-hypotheses were formulated. Relevant related literature were reviewed under some sub-headings.

Ex-post-facto research design was used, questionnaire was used for data collection; the instrument was vetted for face and content validity. Six hundred and eighty four (684) questionnaire were administered to the respondents and five hundred and sixty (81.87%) were duly filled and returned. The data collected were analyzed using Descriptive statistics and Pearsons product moment correlation coefficient.

The findings revealed that there were no significant relationships between funding, sports programme, facilities and equipment and personnel and the development of sports in the primary schools in Taraba state. This means that all the indices for sports development were either lacking or grossly inadequate.

Based on the findings of this study, the researcher recommended among others the following measures. There should be improved/adequate budgetary provision of standard sports facilities and equipment, and the employment of competent, qualified and experienced staff in the management of sports in the primary schools.

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## OPERATIONAL DEFINITION OF TERMS

The technical terms used in this research work have been operationally defined as follows:

1. **Planned Sports programmes:** - Organized age-category competitions, which comprises of all plans for games and sports meant for the junior, intermediate and senior athletes in the primary schools.
2. **Evaluation:** - find out whether the board performs its obligation to the primary schools or not.
3. **Sports Development:** - Provision of standard sports facilities, adequate funds, qualified, competent and experienced personnel and realistic sports programmes.
4. **Roles:** - Duties of the State Primary Education Board with respect to sporting activities.

## **LIST OF ABBREVIATIONS**

- |                  |   |
|------------------|---|
| <b>1. NPEC</b>   | National Primary Education Commission         |
| <b>2. NICEGA</b> | Nigeria Colleges of Education Games           |
| <b>3. NUGA</b>   | Nigeria University Games Association          |
| <b>4. FISU</b>   | Federation of International University sports |
| <b>5. SPEB</b>   | State Primary Education Board                 |
| <b>6. LGEA</b>   | Local Government Education Authority          |
| <b>7. L.G.A</b>  | Local Government Area                         |
| <b>8. NUT</b>    | Nigerian Union of Teachers                    |
| <b>9. df</b>     | Degree of freedom                             |
| <b>10.SD</b>     | Standard Deviation                            |
| <b>11.r</b>      | Correlation Coefficient                       |
| <b>12.p</b>      | Probability                                   |

## APPENDIX B

### AHMADU BELLO UNIVERSITY, ZARIA DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

8<sup>th</sup> February, 2006

Dear respondent,

#### LETTER OF INTRODUCTION

The bearer, **AKAWU, BITRUS KIRIM** with registration number Msc/Educ/42280/04-05 is Masters Student of the Department of Physical and Health Education, Ahmadu Bello University, Zaria. He is conducting a research on the “**Evaluation of the roles of Taraba State Primary Education Board in the development of sports in primary schools**”.

Please fill in the attached questionnaire and return it to him as soon as possible. All information provided will be used specifically for the purpose of this research, and would be treated strictly confidential.

Thank you for your usual co-operation

Yours faithfully,

**PROF. B. A. LADANI**  
*Supervisor*

**APPENDIX C**

Department of Physical and Health Education,  
Ahmadu Bello University, Zaria.

24<sup>th</sup> January, 2006

.....  
.....  
.....

Dear Sir,

**RE: REQUEST TO VET RESEARCH QUESTIONNAIRE**

**Akawu, Bitrus Kirim** is a post graduate student of the Department of Physical and Health Education, Ahmadu Bello University, Zaria. He is currently conducting a research on the evaluation of the role of Taraba State Primary Education Board in the development of sports in Primary Schools.

I would be grateful if you could serve as one of the jurors to critically examine the questionnaire so as to improve its validity and reliability.

Kindly read through the questionnaire critically and offer suggestions and recommendations.

Thank you.

**Prof. B. A. Ladani**  
*Supervisor*

## CHAPTER ONE

### 1.1 INTRODUCTION

No study of the history of education in Africa is complete without adequate knowledge of traditional or indigenous educational system prevalent in Africa before the arrival of Islam and Christianity. In Nigeria, Islam pre-dated Christianity by well over three hundred (300) years. But these two important religions which have influenced Nigerian education in no small measure are of recent development compared with indigenous system of education which is as old as man himself in Africa (Fafunwa, 1974).

Every society has its own way of training and educating its youths and education for the good life has been one of the most persistent concerns of men through out history. However the goal of education and the method of approach may differ from place to place, nation to nation and people to people. The Greeks idea of an educated man was one who was mentally and physically well balanced (Ladani, 1994). The Romans on the other hand placed more emphasis on oratorical and military training. During the middle ages in England the knight, the Lords and the Priest were considered classical examples of educated individuals. In Africa the purpose of education was clear, functionalism was the guiding principles. African society regarded education as a means to an end and not a means in itself. Education was generally for the immediate

induction into society and a preparation for adulthood. Education in Africa was an integrated experience. It combined physical training and character building and manual activity with intellectual training (Fafunwa, 1974).

Through the 19th century and the early part of the 20th century, the colonial government showed little or no interest in the educational affairs of Nigerians. Rather it tried to control and restrict the missionaries from establishing schools. This lukewarm attitude on the part of the colonial government made it extremely difficult to have a common curriculum in the school of which physical education and sports were no exception (Ladani, 1994).

Competitive track and field events were introduced into primary schools in Nigeria through the empire day celebration usually held every year on May 24th to commemorate the birth of Queen Victoria. The empire day celebration had been an exclusive affair of the armed forces and the police and some government officials who gathered to sing the British national anthem and listen to the speech from the British throne. The army and the police did some parade. The empire day celebrations became more of a competitive sports affairs. Later when primary schools were invited, sometimes in 1927, more sports were introduced. The events during the competition were 100, 220, 440 and 880 yards, 1 mile, sack race, egg and spoon races, three legged race, obstacles race, tugs of

war, threading the needle, long jump, high jump and pole vault. Shields were introduced as awards, and the competition became very keen and healthy rivalry between mission and government schools increased.

The empire day played a very important role in the development of competitive sports especially in Nigerian primary schools such as: -

- It laid foundation for competitive sports especially in primary schools in this country.
- The participation of children in these celebrations established standards in track and field and helped to identify athletic talents.
- It established a legacy of sports facilities as open spaces used for the celebrations were transformed into popular soccer fields, athletics tracks and cricket pitches (Ladani 1994).

A critical look of the educational system in Nigeria today indicates that not much attention is paid to the sports development in schools especially the primary schools of which Taraba state is not left out.

## 1.2 STATEMENT OF THE PROBLEM

Since the advent of the missionaries that brought the western education, Nigeria had series of educational reforms aimed at improving the standard of primary schools. One of these was the establishment of the National Primary Education Commission (NPEC) in 1991, which directed that each state should establish a state primary education board

and was charged with the responsibilities of managing the affairs of primary schools in the country and state.

Taraba state government established its own Board in 1994 and appointed some senior educationists to manage the board. It has so many functions to perform. One of the functions is for the development of sports in the state. The primary schools provided the foundation upon which all educational endeavours are hinged. Sports developments is one of those educational endeavour which must start from the primary schools.

The evolution of the state primary education board (SPEB) came at a time it was needed whether it will be successful or not because of the standard of primary school education at that time. State Primary Education Board does not have a long history. However being another agency entrusted with the management of primary schools, it is worth while to have a look at other agencies that existed before it.

State primary Education Board can be likened to the school Board whose struggle dates back to 1962 when the Nigerian Union of Teacher (NUT) asked for a uniform condition of service for teachers all over the Nation. The National joint negotiation committee on education chaired by Justice Adefarasin (Rtd) was set up in 1964 to consider the conditions of service for teachers and made recommendations. As a result while the primary schools boards were operational in the south, in the north, local

Government education authority was formed for the management of primary school education (Alkali, 1997).

Taraba state was created in 1991 by the then Babangida military regime. Taraba state primary education board was established in 1994, since the creation of the state and subsequently the board, there has never been a well designed programme for sport in primary schools. There has never been any sport competition organized by the state or board for primary schools in Taraba state. In the primary schools nothing is taking place with regards to sports. No interclass competitions, interhouse or interschool competitions that used to take place in the 60s. In many schools if not all, the teaching of physical education is not well handled.

Considering the poor state of facilities and equipment, perhaps little or no funds, personnel and even good sports programme to keep the youth busy and to help in their physical, mental, social and emotional development, this then have prompted the researcher to evaluate the role of Taraba State Primary Education Board in the development of sports at the primary school level.

### 1.3 RESEARCH QUESTIONS

The following research questions have been formulated which guided the researcher in his investigation on the roles of Taraba State Primary

Education Board in the development of sports in Primary schools in the state.

1. Does the board provide adequate funds for sports development programmes in primary schools in Taraba State?
2. Are there qualified sport personnel to handle sports and develop it in primary school in Taraba state?
3. Does the board organize good sport programmes in primary schools?
4. Does the board provide standard and adequate facilities and equipment in primary schools in the state?

#### 1.4 **PURPOSE OF THE STUDY**

The purpose of the study was to investigate the roles of Taraba state primary education board in the development of sports in primary schools.

Specific purposes of the study are stated as: -

1. To find out whether adequate funds are provided for the development of sports in primary schools are adequate.
2. To find out if the board have qualified and professionally trained personnel in the primary school.
3. To find out if adequate and standard facilities and equipment are provided by the state primary education board to schools.

4. To find out if the funds are released for the development of sports in primary schools.
5. To find out if there is a planned sports programme for primary schools in the state.

### **1.5 SIGNIFICANCE OF THE STUDY**

At the end of the study, the result of the investigation would go a long way to help in the following ways: -

1. Improve the standard of facilities in state primary schools.
2. Improve the funding of sports in primary schools.
3. Improve the quality of personnel in primary schools, especially in the area of sports.
4. Organize sports programmes like age category competitions in the state primary schools.

### **1.6 BASIC ASSUMPTIONS**

On the basis of available professional opinion, the following assumptions were made for the purpose of this study:

1. It is assumed that Taraba State Primary Education Board provide adequate funds for the conduct of sports in primary schools.
2. Personnel were trained to handle sports in the primary schools.

3. There are well-planned programme for sports in primary schools within the state.
4. Standard sports facilities and equipment were made available for use in primary schools to both pupils and teachers.

## 1.7 **HYPOTHESES**

For the purpose of this research, the following hypotheses formed the framework over which the researcher's investigation was based.

### **Major Hypothesis**

There is no significant relationship between the roles of Taraba state Primary Education Board and the development of sports in Primary schools.

### **Sub Hypotheses**

1. There is no significant relationship between funds provided by Taraba State Primary Education Board and the development of sports in Primary schools in Taraba State.
2. There is no significant relationship between sport personnel employees of Taraba State Primary Education Board and the development of sports in primary schools.
3. There is no significant relationship between sports programmes organized by Taraba State Primary Education Board and the development of sports in primary schools in the state.

4. There is no significant relationship between sports facilities and equipment provided by Taraba State Primary Schools Education Board and the development of sports in primary schools in the state.

## **1.8 DELIMITATION OF THE STUDY**

The research study is delimited to the following areas: -

- Taraba State Primary Education Board.
- It is delimited to the roles of Taraba state primary education board in the development of sports.
- It is also delimited to the facilities and equipment status, sports programmes funding, and personnel for the development of sports in primary schools.

## **1.9 LIMITATION OF THE STUDY**

The researcher faced the problem of lack of returning the entire questionnaire back. In addition, it was difficult to determine if the respondents expressed their feelings as expected. However, this was taken care of during the analysis of the data. Only the questionnaires returned and filled correctly were analyzed.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

The purpose of this research was to evaluate the roles of Taraba state primary Education Board in the development of sports in primary schools. In order to do this effectively certain relevant literature were consulted and reviewed under the following sub-headings: -

- Funding
- Sports facilities and equipment
- Personnel
- Sport Programmes
- Sports in primary schools in Taraba state
- Functions of State Primary Education Board
- summary

Sports in Nigeria can probably be traced to pre independence time when sports from the western world have been well developed. The introduction of the Empire Day Celebration in Nigeria at the turn of the century, precisely in 1900, provided a formal platform for some kind of Government involvement in sports (Ladani, 1994).

## 2.2 FUNDING OF SPORTS

There is no organization that functions effectively without adequate funds. Therefore, finance in the organization and management of sports programmes is vital. The adequacy of fund allocation leads to success or failure in any sports enterprise. Adequate fund allocation improves facilities, equipment and supplies, facilitate employment of qualified personnel and serve as a motivator for athletes. Inadequate funds allocation on the other hand inhibits good provision of facilities, equipment and supply, and make employment of qualified personnel impossible and demotivates athletes and thus inhibits athletic performance.

Funding is seen as an instrument through which decision concerning management, organization and implementation of sports programme can be made. Nwankwo (1980) reported that funds can be one of the most effective tools of any management. Mohammed (1997) on the other hand reported that funding is not only a tool of management but it is also usually the main instrument by which decision makers plan, apply to implementation of sports programmes in any set up.

Furthermore, Biki, (1998) in his studies reported that funding consideration is a vital factor in operating a sports programme and this effect serves as a marker for realistic appraisal of the management and assessment of the programme. Today, the mean whereby a desirable sport

programme can be effectively implemented by schools, colleges, universities and other establishments depend to a considerable extent on adequate and well managed finance. Adequate financial support is the key factor for effective administration and organization of any sport programme. Sport is capital intensive and thus requires enormous amount of funds for effective programme accomplishment. For example, standard facilities and equipment in sufficient quantities are essential pre-requisite to good and impressive performance in sports. Money is needed to construct and maintain the facilities and to purchase the equipment and supplies. The athletes too are to be provided with at least balanced diet, the total absence of which takes its toll on the athletes by limiting their ability to endure stresses and strains of training and competition.

Bucher and Koeing (1978) reported that an allocation from the Board of Education may consist of money which is allotted directly to the Department of Physical Education. This justifies the provision of such funds in sufficient amount for sport programme in schools and colleges. Ogedengbe and Akinyode (2005) stated that experiences provided by sports are so vital and important that they merit financial support from the institutional funds. Indeed, experience have repeatedly demonstrated that athletics are conducted on a much higher plane if they derive their support from the regular school funds.

However, most of the states primary schools education boards in Nigeria have no revenue yielding ventures. For example in Taraba state, the Board is annually financed by the state government to enable them meet their financial obligations. The Board also gets some funds in the form of endowments, gifts and other donations from sports philanthropists. The funds of the board are disbursed and controlled by the Director of Sports who used the funds for the organizations of competitions, staff development and for the purchase of sports equipment and construction of improvised sports facilities. Moronfolu and Ogunsemore (2004) reported that the allocation of funds for physical education and sports in United States High school was made on per-pupil basis. In the opinion of the researcher, this is not the practice in Taraba state. Any money that is meant for sports is sent to the Local Government Education Authority (LGEA) not directly to the primary schools. The Local Government Education Authority LGEA takes decisions on what to do with the money released.

The latest performances of Nigeria athletes at international tournament called for a review of the budgetary allocation for sports to sustain the country's glory and promotion of the health of our youths through sports participation particularly at the primary school level.

### 2.3 SPORTS FACILITIES AND EQUIPMENT

The provision and effective use of facilities and equipment are very essential to the success of any sports programme. Therefore, the modern sport programme can be meaningful and successfully conducted only if there are standard facilities and equipment (Adedeji, 1989). He further stated that improvement in the performance of sporting activities can largely be ascribed to the improvement of sports facilities and training. Taking into consideration the time of returned in 100 metres and other races when there were no spike shoes, training shoes, track suits, synthetic tracks; as compared with this modern era, it would be clearly seen that the improvement in sport facilities and equipment has clearly affected the performance of athletes. According to Issac (2005), Igbanuvo (2000), Venkateswarlu (2000) Umedum and Oyiliogwu (1986) it would be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or substandard.

During the colonial era in Nigeria, school pupils used bamboo pole for pole vault. However, sports facilities and equipment have improved both in quality and quantity. The survey of the distribution of sports facilities and equipment in the world reveals very great disparity between the developed and the developing countries like Nigeria (Adedeji, 1989).

Sports facilities are provided by national, public and private bodies and are available for public use. The national survey conducted on sports

facilities in Japan reveals that there are 218,700 sports facilities in the country in 1980 and as far as size is concerned, over two dozen stadia around the world can hold 100, 000 spectators or more. Brazil with nine (9) has the greatest number and the United States is second with five (5). There is a five (5) year plan per year to build 600 school swimming pools per year in Japan. For instance, Japan has more than 320, 000 gymnasias in 1970 (Biki, 1998), and there are more than 1,000 field houses for ball games with spectators facilities. There are 141,800 sports facilities for schools and Universities. There are 40, 900 gymnasias, 30, 900 swimming pools and 10, 300 baseball stadia through out the country for the schools and community. Between 1969 and 1970 Japan added a total 40, 000 sports facilities. In 1975 Japanese government contributed 42 million dollars for the construction of about 1,500 sports facilities through out the country (Bennett et al, 1975; Biki, 1998).

According to Yiannakis et al (1976) the communist countries are fond of constructing one representative structure, such as the Lenin Stadium in Moscow opened in 1956 or the people's stadium (Volkestadia) in Leipzig, each of which holds over 100,000 people. The world largest and greatest multi-sport complex is undoubtedly the central Lenin Stadium in Moscow. However according to Soviet statistics, there were in the country in 1974, 3176 stadia, 103, 200 soccer fields, 4,000,000 basket ball, volley ball and Tennis courts, 59,000 gymnasias

1057 swimming pools both in door and out door (Bennett et al, 1975). In Canada, sports and equipment are in high quality. In 1976, Canada constructed 70,000 seat stadium for the Montreal Olympia. However some facilities are still lacking which are needed to improve the situation for high athletes (Fatile, 1983).

Biki (1998) emphasized the importance of provision of adequate facilities and equipment for good sports performance. As at now, Nigeria has 9 stadia which could be reckoned with. In terms of facilities and equipment, Nigeria is far below expectation. Apart from the fact that most of the facilities are grossly inadequate, and are substandard. Most of the sports equipment and facilities in Nigeria today are imported. Nigeria has not been able to produce any sport equipment on her own. This is one of the reasons why the country is facing shortage of sports materials (Fatile, 1983).

The problem of sports in Nigeria today could be said to be aggravated by lack of suitable equitable facilities in most of our sports council or sport centers, institutions particularly at primary schools and in our community. This problem was compounded with the importation ban put on sports equipment by the Shagari Administration while the home made sports wear were substandard and the few imported ones were beyond the reach of many. Facilities such as sports fields and courts,

laboratories and gymnasia are rare things in Nigeria, especially in those institutions responsible for providing sports personnel (Fatile, 1983).

The programme of activities for intramurals should not be selective as much as possible. This implies that no particular activity or sports should gain any sort of privilege over the other, the reason for this is that the programme is usually designed to cater for the interest of every body. But one point that will restrict the number of sports is the availability of facilities and equipment (Ladani, 1986).

The achievement of some countries in the field of sports is directly linked with the exposure of the athletes to better facilities and equipment Biki, (1998). It has been proved in the developing countries of the world that technology in sports correlated positively with achievement level in competitive sports. Studies conducted by Adedeji (1989) revealed that, “most Colleges of Education in Nigeria do not have adequate sports facilities and equipment. Most of these colleges do not participate in the bi-annual Nigeria College of Education Games (NICEGA) and when they do, it is with little or no achievement.

## **2.4 SPORTS PERSONNEL**

The task of getting jobs done accurately is a function of personnel involved in administration. Personnel can be seen in a simple sense to mean people who carry out specific duties in an organization. They

perform major administrative jobs as opposed to technical staff in other departments (Fasan, 2004). The Oxford Dictionary of Current English (1993) defined personnel as “people who work for an organization or armed forces” or those who perform administrative or leadership roles in an organization.

The administrative leader of an organization is one who helps and influences others in a certain direction as problems are solved and goals achieved. Egbunike (1985) reported that, qualities, characteristics and skills required in a leader are determined to a large extent by the demands of the situation in which he found as a leader. Personnel in sports circles today, one of the personalities that readily come to mind is the coach. Others like the organizing secretaries, officiating officials and sports directors hardly received so much attention from public like the coach. This is because of the position the coach occupies in sports development. Most state sports councils have less than thirty coaches in various sports. The coaches are recruited from among those involved in active participation in a particular sport. The Universities and the National Institute for sports runs courses on coaching, sports administration and organization, and helps to train coaches, organizing secretaries and administrators for councils. (Fatile 1983; Biki, 1998).

In the United States of America, the University team sports are usually under the supervision of coaches who are full time employees of

the institution, and in some cases, faculty staff. Egbunike ((1985) in his research reported that “International programme of physical Education for college age youth”, has shown that many of these coaches have Master’s degree and some doctorate in sports administration and coaching.

In Canada, there are very few coaches employed on full-time basis, and in most cases they are expected to teach courses in the physical education department. Coaches in Australian Universities are largely volunteers who, in most cases, are proficient in their sports. They do not receive any form of salary and have no faculty status. This must be one of the reasons why Australian universities students have not been performing well in Federation International Sports of Universities (F.I.S.U) competition. In some cases, coaching and administration of sports are done by physical educators, who do this on voluntary basis (Bennett et al. 1975).

It is the researcher opinion that in most of the state Primary Education Boards as it is in Taraba State Primary Education board, the sport coordinator is the head of the unit that controls sport in the board and in all primary schools in the state. There are also board Chairman who controls the Board, there are sports coordinators in Local Government Education Authorities, (LGEA) and Education Secretaries. There are headmasters, games masters/mistresses, storekeepers

accountants and various principal officers are personnel who are responsible for the development of sport in the primary schools in the state.

## 2.5 SPORTS PROGRAMME

History shows that from the earliest time to the present, physical activity has played a part in the lives of all people. Sometimes this activity has been motivated by such factors as the necessity for earning a livelihood and a desire to live a fuller life.

Venkateswarlu (2000) reported that the evolution of sports has been closely associated with the evolution of man himself. The primitive man used sports in his existence in a relatively more hostile environment as a medium to develop abilities to fight, to express his exuberant emotions, to transmit his skills to positive life and to recreate himself after a hard day's work. As he evolved, sport became an essential part of his instinctive behaviour as an integral part of his religious celebration, rituals and cultural activities. Bucher (1979) reported that, man gradually organized his plays into games and as civilization developed his games or sport developed.

As society increased in complexity, there has been a necessary corresponding complexity demonstrated in its physical activities. This has been the progression from play to games and to sports. According to Adedeji (1989), sport has become an important part of our expanding

culture, with ramifications affecting all sports of our various communities. But, today sporting organizations have emerged to foster sports programmes.

Sports in modern sense, however, were basically a product of industrial Revolution in England. It is a complex development involving the movement of people from rural to urban centers; the development of transportation, which made it earlier for teams to compete, the development of industry for mass sporting equipment and so forth. This English Leadership in the Industrial Revolution was accompanied by organizing clubs in and out of educational institutions (Bennett et al 1975).

The effects of the aftermath of the Industrial Revolution in England spread to all the colonies under British rule, hence, there were clubs organized for relaxation and competition in those colonies. But they were simple in structure and organization.

The organization structure of sports, however, became extremely complex since the 1936 Berlin Olympics, which highlighted a nationalistic approach to the Olympic movement; heralding super organization of sports competition that demanded staggering sums of money. After the Second World War, sports were revolutionized because the whole world participated in them and this brought previous domination of the traditional participation to an end and new methods of

national organization became immediately apparent, consequently, England led in the sporting movement by organizing clubs. She first started with the sport of cricket and soon embraced other activities such as football, rowing and rugby (Bennett et al, 1975).

The philosophy of games spread throughout the world, particularly in the British Empire, notably, Australia, New Zealand, Canada, Nigeria and other countries. Sports in developing nations of the world, particularly in Africa, can only be fully understood against the respective background of each country. Sports being a part of one culture and a means of expression of a culture are not an exception in the countries of Africa. The earliest history of modern development of sports in Africa has been one plaque with series of frustrations, prejudice and interminable international pressures. The consequent result, however, was that, in those days not many African countries ever had good organization and administration of sports, talk less of having opportunity of achieving world status for Africa (Abubakar, 2000).

Pupils pass through primary schools without the opportunity of benefiting from sports teaching and learning through active participation. This aspect of sports participation when is lost at a tender age may be very hard or impossible to make up later in life. Most primary schools are faced with basic problems of organizing sport. Children are left to play without knowing why they are playing. (Mundi, Salisu, Audi, 2000)

Teachers normally toss out balls for the pupils when it is time for physical education lesson without proper guidance on what to do.

A careful look into this problem makes it mandatory for State Primary Education Board to come up with a good sports programmes which will help the pupils to develop their talents. Such programmes are:-

1. interclass sports competition
2. interhouse sport competition
3. interschool sports competition

According to Laoye, and Ackland (1981) sporting events conducted and taught in primary schools should include:

1. gymnastics
2. dance
3. games
4. athletics
5. swimming (where possible)
6. outdoor pursuits.

In planning a sports programme for primary schools, the planner should consider the age group of the pupils and therefore group them to compete according to their age groups so that there can be some progression from one stage to the other.

<b>Group</b>	<b>Class</b>	<b>Age range</b>
1. lower primary pupils	1 and 2	5-7
2. middle primary pupils	3 and 4	8-9
3. upper primary pupils	5 and 6	10-12yrs

These groups can favourably compete against each other without much hazards. (Laoye and Ackland, 1981) from the primary school level the pupils progress to the secondary schools and then the tertiary institutions.

## 2.6 **SPORTS IN PRIMARY SCHOOLS IN TARABA STATE**

Taraba Primary Education board was established in 1994. The board was charged with the responsibilities of managing the primary schools in the state. One of its roles is the provision of sports and sports programmes in all primary school in the state.

Pupils at the primary school need to play a lot of games, because of their exuberance. They need to be engaged in sports always. The researcher's experience as a sports co-ordinator in one of the Local Government Education Authorities in the state, revealed clearly that there is nothing to show as far as sports is concerned. Funds are not released for sports and qualified physical education personnel to conduct sports in the primary school were inadequate. There is no sports programmes for the primary schools. As for sports facilities and equipment, very few primary schools had good football fields. Most of the primary schools particularly in the urban areas have been taken over by Government Day

Secondary Schools that are opened all over the state. Most of these schools do not have playgrounds. As such they are operated either on the temporary site or they share the school play grounds with the secondary schools. This does not give the primary schools the chance to be involved in sporting activities.

Sporting activities in primary schools is not supported, by the Board, and this has led to a very low performance in sports in the primary schools, secondary schools and the state at large. Since primary school is the foundation of education, the foundation for good sports programme needs to be laid at this level.

## 2.7 **FUNCTIONS OF STATE PRIMARY EDUCATION BOARD**

As stated in the Education Board Decree no. 31 establishing the Boards, they are charged with the following responsibilities;

- a. Management of primary schools in the state.
- b. Recruitment, appointment, promotion and discipline of teaching and non-teaching staff on grade level 07 and above.
- c. Posting and development of staff including interstate transfers.
- d. Disbursement of funds provided by it from both federal and state sources.
- e. Setting up an effective functional supervising unit.
- f. Retirement and absorption of teachers
- g. Undertaking any new capital projects.

- h. Responsible for the approval, training and retraining of teaching and non-teaching.
- i. Dealing with annual leave matter.
- j. Assessment and funding of salaries and allowances of teaching and non-teaching staff based on the scheme of service drawn up by the state government.
- k. Preparing testimonials and certificates for teaching and non-teaching staff whenever necessary.
- l. Ensuring annual auditing of accounts.
- m. Performing such other functions as may be assigned to the Board by the commissioner for education or the commission.
- n. Each Education Board shall establish and maintain a separate account into which all monies has to be paid and credited, all payments made to it from Federal or state governments or any other sources (Education decree no 31 in Alkali 1997 and Haruna 2005).

## **SUMMARY**

The secret behind the achievements of some developed countries in the field of sports lies in their performance in international sports competitions. Through sports technology, athletes of these countries have

been able to attain international excellence of their interest. This is possible because of their qualified and knowledgeable coaches, better facilities, equipment, scientific training methods, modern technology and well designed sports programmes. This may perhaps explain better why those Nigerian sportsmen and women who left this country for United States of America and United Kingdom are doing very well in their respective sports. Among the sports stars are Chidi Imo (athletic) Akeem Olajuwon (Basket Ball) Olawumi Majekodunmi (Table Tennis), Nduka Oduzor (Tennis). There is enough evidence to show that over seas based sports men and women are achieving better results than their home based counter parts (Adedeji, 1989).

On the other hand ineffective and inefficient organization and administration of sports often constitutes the greatest single factor which stunts the growth and development of sports; in spite of abundant talents available, poor and ineffective organization of sports especially in developing countries, is often characterized by the mismanagement of funds, misplacement of priorities and unrealistic planning of sport programmes. Nigeria is no exception to this ineffective organization and administration of sports.

Bucher (1979) has rightly observed that effective management does not just happen, but occurs only as a result of adherence to the prescribed set of basic principles and provision of conducive atmosphere (provisions

of standard facilities, adequate funding, qualified personnel and effective sports programme) along with all needed tools. Umedum, Onyilogwu (1986) and Anyawu (2000) in their studies reported that most of these identified factors would make management and organization of sports successful.

Sporting facilities, personnel and funds play very important roles in the effective organization and administration of sports programmes, which produce people capable of participating in national and international competitions (Venkateswarlu; 2000).

According to the researcher, sport programmes in primary schools include intramural and extramural. Intramural activities are interclass, inter house while extramural includes interschool where age category sport programme are suppose to be organised.

The achievement of excellence for its own sake usually implies that athletes are motivated to do well because they possess the skill or the physical qualities needed to perform a given sport. To phrase it in another way, they are intrinsically motivated. Motivation may shift according to the period in an athletes career. For example, in children, extrinsic rewards may serve to heighten physical performance, whereas highly paid professional athletes who are financially secured may continue to participate in their sports for the intrinsic reward of achieving excellence and demonstrating their proficiency (Ladani, 2000).

Tangible rewards in form of care, scholarship, money, trophies and houses are often employed by coaches and the government to motivate athletes to put in their best. Incentives are external stimuli the individual likes, wants and desires to obtain. They are devices to get people to do tasks irrespective of any satisfaction. Inherent in the doing of the work itself are really incentives to the individual; they increase performance goal directed activity and to stimulate athletes are praise and promise of reward, price, rivalry and competition and ego involvement. Such devices are used in attempts to stir the athletes to greater performance. A good and well designed sports programme normally promotes sports as claimed by (Venkateswarlu; 2000).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter explains the nature or structure of the research and the general procedure followed in conducting the research. The areas covered under the methodology include the following: -

- Research design.
- The population.
- The sample and sampling technique.
- Instrumentation.
- Validation of the instrument.
- Administration of questionnaire.
- Statistical Technique

#### **3.2 RESEARCH DESIGN**

Research design adopted for this study is the ex-post-facto which is used in a research of this nature usually concerned with conditions that exist or prevailing practices in an organization (Nworgu, 1991).

#### **3.3 THE POPULATION**

The population of this study consisted of all teaching and non teaching staff of the sixteen (16) Local Government Education Authorities in Taraba state.

The state is partitioned into three zones; based on the senatorial zones.

The Northern zone consists of (6) six Local Government Areas. They are:

-

Ardo Kola

Jalingo

Karim Lamido

Lau

Yorro and,

Zing (LGEAs).

The central senatorial zones consists of five (5) LGEAs they are: -

Gassol

Bali

Sardauna

Gashaka

Kurmi

The Sourthern senatorial zone consists of five (5) LGEAs. They are: -

Wukari

Ibi

Takum

Donga

Ussa.

### 3.4 SAMPLE AND SAMPLING TECHNIQUE

In order to achieve the purpose of the study a stratified simple random sampling technique was used to draw the sample from sixteen (16) local government education authorities in the state (Nworgu, 1991).

The state was stratified into three (3), based on the senatorial zones (Northern, Central and Southern zone). The names of the local government areas were written in small pieces of papers and secretly kept in three bags based on the senatorial zones. Nine different research assistants were asked to pick one paper from each of the three senatorial districts.

The following LGEA were randomly selected:-

- |               |   |              |
|---------------|---|--------------|
| Southern zone | - | Wukari       |
|               | - | Ibi          |
|               | - | Takum        |
| Central zone  | - | Gassol       |
|               | - | Bali         |
|               | - | Kurmi        |
| Northern zone | - | Zing         |
|               | - | Karim Lamido |
|               | - | Ardo - Kola  |

A total of (684) six hundred and eighty four questionnaire were administered. 5% of the total population of 13700 staff was used as

sample according to Roscoe (1969) where a large population is involved in a research, 5% of it can be used as sample to represent the entire population.

Because of the number of Teaching and non - teaching staff involved in the research, the researcher distributed a total of six hundred and eighty four (684) questionnaire. Seventy six (76) in each local government area. In each LGEA ten schools were involved.

### 3.5 **INSTRUMENTATION**

For investigation into the roles of Taraba State Primary Education Board in sports development in primary schools of Taraba State, the appropriate instrument to obtain the information is the questionnaire which was developed by the researcher.

In an attempt to construct the questionnaire, the investigator reviewed the related literature and textbooks on sports management, sports development and had discussions with the supervisors and professional experts from the Department of Physical and Health Education in Ahmadu Bello University, Zaria. On the basis of this discussion and review, the researcher identified two sections to be included in the questionnaire, which is section A personal data and section B determinants of sports development. In section B, five different aspects of sports development determinants were used they are: - (a)

Facilities, (b) Funding, (c) Personnel and (d) sports programmes (e) sports Development. The Likert scale method was used to develop the questionnaire. The Likert scale enables the respondent to react to statements that are either favourable or unfavourable. Each statement was assigned a numerical score:-

Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

### 3.6 VALIDATION OF INSTRUMENT

Base on the review of professional literature on the topic, the researcher wrote some statements to make the first draft of the questionnaire. A copy of this questionnaire was corrected by the researcher's supervisors and after necessary corrections, clean copies were produced and given to some professional experts from Physical and Health Education Department, Ahmadu Bello University, Zaria who served as jurors. They vetted the questionnaire to determine its face and content validity. The comments and suggestions made were incorporated after which a final copy of the questionnaire was produced.

### **3.7 ADMINISTRATION OF QUESTIONNAIRE**

A total of six hundred and eighty four (684) copies of these questionnaire were personally distributed by the researcher to all the respondents from all the nine (9) local government education authorities (LGEAs). A letter of introduction was given to the researcher from the post graduate co-ordinator introducing him to the Board, LGEAs and the primary schools. The schools were selected through the same procedure as the local government areas were selected (stratified simple random sampling). The researcher distributed seventy six (76) questionnaire to each LGEA personally that were randomly selected. Five hundred and sixty (560) 81.87% of the questionnaire distributed were returned.

### **3.8 STATISTICAL TECHNIQUE**

The data collected from the respondents were analysed by using the statistical package for social science (SPSS) at the Institute of Agriculture Research (IAR).

1. Descriptive statistics, percentages, means, and standard deviation were used to find out the role of Taraba state primary education Board on the development of sports in primary school in the state.
2. The Pearson product moment correlation coefficient (PPMCC) was used to run the analysis of the sub hypotheses to find the relationship between them.
3. Hypotheses were tested at an alpha level of 0.05.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.0 INTRODUCTION**

The responses of the selected subjects on the contribution of the State Primary Education Board to the development of sports in Primary schools are statistically analyzed in this chapter. The first part of the chapter contains the analysis of the demographic characteristics of the subjects. In other subsequent sections of this chapter, the determinants of sports development were analyzed and discussed respectively. These included the impact of funding, personnel, sport programmes, facilities and equipment on the development of sport in the primary schools within the state for which the results have been presented as follows:-

#### 4.1 DEMOGRAPHIC CHARACTERISTICS OF THE SUBJECTS

<b>Age of respondents</b>		
<b>Age range</b>	<b>Frequency</b>	<b>Percentage</b>
20yrs and Below	14	2.0
21-30yrs	238	42.5
31-40yrs	216	38.5
41yrs and above	95	17.0
<b>Total</b>	<b>560</b>	<b>100.0</b>
<b>Sex</b>		
Male	425	75.9
Female	135	24.1
<b>Total</b>	<b>560</b>	<b>100.0</b>
<b>Highest educational qualification</b>		
Secondary School	92	16.4
NCE/Diploma	415	74.1
Degrees/HND	50	9.9
Masters/PhD	3	0.6
<b>Total</b>	<b>560</b>	<b>100.0</b>
<b>Employment status</b>		
Education Secretary	29	5.2
Sports coordinator	11	2.0
Headmaster/mistress	110	18.6
Store keeper	23	4.1
Teacher	292	51.1
Games master/mistress	95	19.0
<b>Total</b>	<b>560</b>	<b>100.0</b>
<b>Working Experience</b>		
1-5 years	78	13.9
6-10 years	96	17.1
11-15 years	114	20.4
16-20 years	44	7.9
21 years and above	228	40.7
<b>Total</b>	<b>560</b>	<b>100.0</b>

Table 4.1 shows the demographic characteristics of the subjects. The table shows that the male were 425 (75.9%) being the dominant group

among the respondent while the females were 135 (24.1%) of the total respondents. 238 (42.5%) were within the age range of 21 and 30 years while 31 to 40 years was 216 (38.5%) of the total respondents. These two groups accounted for 81.1% of the total respondents. 95 (17.0%) of the respondents that were above 40 years and 14 (2%) were within the age range of 20 years and below.

Four hundred and fifteen 415 (74.1%) of the respondents had Nigeria Certificate of Education (NCE), the Ordinary Diploma (OND, ND) or the equivalent. Those with university degree or Higher National Diploma were 50 (8.9%) of the total respondents and 92 (16.4%) of them had secondary school level qualifications. Only 3 (0.6%) of the respondents had the Masters degree.

The distribution of the respondents as indicated in the table shows that teachers were the dominant group in terms of their employment status. The teachers were 292 (51.1%) of the total respondents. Others with relatively high representations were Games Masters or Games Mistresses.

As for working experience, the table shows that 228 (40.6%) of the respondents had more than 20 years of working experience, while 114 (20.4%) of them had between 11 and 15 years of working experience. Those with 5 years of working experience and below were 78 (13.9%).

Only 44 (7.9%) of the respondents had between 16 and 20 years of working experience.

#### 4.2 **FUNDING OF SPORT IN PRIMARY SCHOOL**

Funding is a major factor in sport development. This is because it is a prerequisite for the acquisition of facilities and equipment which could be mandatory to most sports programmes at any level. In this section the opinion of the respondents on funding of sports in the primary schools within the state was analyzed. A total of ten items were used in this assessment. Table 4.2 shows the mean and standard deviation are analyzed.

**Table 4.2: Opinions of the respondents on funding of sports in primary school**

<b>Relationship between funding and Sports development</b>		<b>Means</b>	<b>Standard Deviation</b>
1.	Primary schools are provided with adequate funds to carry out their sports programmes	2.050	0.969
2	Sports programmes in primary schools are financed through sources like appeal funds and philanthropic gestures	2.146	1.135
3.	Primary schools expend more funds than the budgeted amount by the school board	3.214	1.536
4.	The fund provided is not adequately utilized for primary schools sports programmes	3.316	1.412
5.	The Board does not provide any funds for sports in the primary schools.	3.096	1.389
6.	Funds provided for sports are diverted for other activities	3.577	1.389
7.	Funds released for sports by the State Primary Education Board are misused by LGEA administrators.	3.318	1.374
8.	Funds released by the Board for sports are adequately and properly used for development of sports.	2.943	1.309
9.	Headmasters, games master/game mistress and teachers are paid their salaries and allowances promptly.	2.179	1.252
10.	The Board allots a large sum of money for development programme sports in the primary	1.907	0.939

	schools monthly		
	<b>Total</b>	<b>2.7345</b>	<b>0.4381</b>

Table 4.2 above, the respondent opined that the statement no 6 is significant with a mean above average level of 3.500, while the remaining 1, 2, 3, 4, 5, 7 8, 9, 10 were not significant with a mean score of less than 3.500.

On the Likert Scale, 3.5 is the significant level standing between those who have a positive opinion on the item and those with a negative opinion on the same item. Thus any mean higher than 3.5 indicated a positive opinion while a lower mean indicated a negative opinion. From Table 4.2 above, the mean score on item 1 shows that the primary schools are not provided with adequate funds to carry out their sports programmes. The mean score for the item is 2.050 with a standard deviation of 0.960. Also the mean score of item 2 is that sports programmes in primary schools are not financed through sources like appeal funds and philanthropic gestures. The mean score for the item is 2.146 with a standard deviation of 1.135.

To further buttress this lack of provision of fund for sports in the primary schools, the score to item 3 in the table indicated that the respondents disagreed with the statement that primary schools in the State expended more funds than the budgeted amount by the school Board.

Also the respondents disagreed that the fund provided is not adequately utilized for primary schools sports programmes. There was however a divided opinion on whether the Board provides any fund for sports programmes in the primary schools or not. The mean score for this item (5) was 3.096, which could be interpreted to mean that such funds were either too small or not utilized for sports purposes as noted above. To further buttress this opinion, the means score to item 6 (3.577) clearly indicated that there was a general agreement among the respondents that funds provided for sports programmes were usually diverted for other activities. The respondents disagreed as indicated by mean score (3.3180) on item 7 in the table that funds released for sports by the State Primary Education Board are misused by the Local Government Education Authority administrators. Thus most respondents did not agree that fund released by the Board for sports were adequately and properly used for the development of sports in the primary schools. This is indicated by a mean of 2.943 and standard deviation of 1.309 in the table. Following this line of the opinion, the respondents did not believe that the Games masters/mistresses, and teachers were paid their salaries that allowances promptly. Most respondents did not agree that the Board allocates large sums of money for sports in the primary schools monthly. The mean for each of the items as indicated in the table are 2.179 and 1.907 with a standard of 1.250 and 0.930 respectively.

#### **4.3 ASSESSMENT OF PERSONNEL IN RELATION TO SPORTS DEVELOPMENT**

The adequacies of different persons responsible for the management of sports programmes at the primary school level are assessed in this section. The fact remains that personnel plays a vital role in the development of any sport. In this respect, the policy of the government on personnel in terms of employment motivation, attendance of workshops to keep personnel up to date with sports development and the welfare of personnel were assessed along this objective. Also included are, the qualification, competence and the personnel management by the constituted authority, are among the issues evaluated in the section. Table 4.3 shows the mean responses of respondents on each of the items used in the assessment. The mean score of the item is based on the Likert Scale system used in the instrument of the study.

**Table 4.3 Opinion of the Respondents on Sports Personnel and Sports development**

<b>Personnel relationship with Sports development</b>		<b>Means</b>	<b>Standard Deviation</b>
1.	The Board employed qualified personnel to handle sports programmes in primary schools	2.532	1.136
2.	Sports officers in the Local Government are competent, dedicated and hard working.	2.555	1.277
3.	The policies of the Board on welfare are good and encouraging to Games Masters and Mistresses	2.139	0.993
4.	The education secretaries, supervisors, sports coordinators, Headmasters, games masters/mistresses and teachers are being motivated to promote sports in primary schools.	2.350	1.203
5.	The personnel are always exposed and seminars to update their knowledge in sports programmes.	2.250	1.136
6.	Only qualified Games Masters/Mistresses are employed to administer sports in primary school	2.716	1.250
7.	Games masters/mistresses in primary schools do not go for workshops or seminars	3.018	1.409
8.	All games masters/mistresses and sports coordinators are physical education specialists	2.734	1.161
9.	Games masters/mistresses and sports coordinators are qualified to handle sports in primary schools	2.218	1.220
10.	Sports coordinators and Games masters/mistresses receive special training in sports management before their appointment.	2.70	1.242
	<b>Total</b>	<b>2.3222</b>	<b>0.5965</b>

In table 4.3 above the respondents opined that all the statement in 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 are not significant (They disagree).

The mean (2.532) response to item 1 in table 4.3 above shows that the primary Schools Education Board does not employ qualified personnel to handle sports programmes in the primary schools. This indication is further reflected in the mean (2.555) response to item 2 in the table where the respondents did not agree that the sports officers in the Local Government are competent, dedicated and hardworking. In what seems to be a consensus opinion among the respondents as indicated in item 3, the respondents disagreed with the opinion that the policies of the Board on the welfare are good and encouraging to Games masters and mistresses. The mean response to the item (3) is 2.139 with a standard deviation of 0.943.

The area of motivation for the personnel did not fare better either. The mean score for this item (4) is 2.350, which implies that the respondents did not agree that the education secretaries, supervisors, sports coordinators, headmasters, games master/mistresses and teachers are being motivated to promote sports in primary schools. There was also disagreement by the respondents on the notion that the personnel are always exposed to workshops and seminars to update their knowledge in sports programmes. The mean score here is 2.250, far below the

undecided option (3). The respondents did not agree that the Board only employs qualified Games Master and mistresses to administer sports in primary schools. The respondents did not agree, with a mean of (3.018) that Games Masters and Games Mistresses in the primary schools do not go for workshops or seminars.

There was also disagreement from the respondents as indicated by the mean score of (2.7340 to item 8 in the table, the notion that all games/mistresses and sports coordinators were physical education specialists. The respondents did not agree with this notion, which could be interpreted to mean that games masters in the primary schools were really a matter of selection not based on professional training of the personnel. However, the respondents did not believe that personnel so selected were not qualified to handle the sports programmes in the primary schools. This could be seen from the mean (2.218) score to item 9 in the table. And the respondents also disagreed with the notion that sports coordinators, Games masters and mistresses receive special training in sports management before their appointment. This observation further reflects the point that selection of personnel for sports programmes in the primary school is not based on staff qualification.

#### **4.4 ASSESSMENT OF THE SPORTS PROGRAMMES IN PRIMARY SCHOOLS IN TARABA STATE**

It is usually the organization of sporting activities that determines the level of sports development. In this section, the respondent opinion on the organization of various sporting activities at the primary school level within the state is evaluated. The attention given to sports by the school and the Local Government Education Authority are part of the basis of the issues considered. Table 4.4 shows the respondents opinion on the sports programmes of the primary schools within the State.

**Table 4.4 Respondents Opinion on Sports Programmes in Primary schools in the State**

<b>Sports programmes and sports development</b>		<b>Means</b>	<b>Standard Deviation</b>
1.	Taraba State Primary Education Board does not have well organized sports programmes.	3.339	1.333
2	Sports programmes or activities are not the priority of the Board	3.277	1.304
3.	Inter-house sports competition is not conducted in my school.	2.666	1.324
4.	Special training programmes in sports are organized in primary schools always.	2.016	1.064
5.	Games like Soccer, Tennis, Volley ball etc are practically taught in primary schools.	2.575	1.419
6.	The State primary Education Board organizes inter-school sports in Soccer, Athletics and other games	2.659	1.403
7.	The State Primary Education Board organizes inter-school sports in Soccer, Athletics and other games	2.248	1.118
	<b>Total</b>	<b>2.6371</b>	<b>0.5488</b>

The opinion of the respondents in table 4.4 above shows that the all the 7 statements are not significant.

The mean (3.339) score for item 1 in the table shows that most respondents disagreed with the statement that the State Primary Education Board does not have well organized sports programmes. The

respondents disagreed that Sports programmes or sporting activities are not the priority of the State Primary Education Board. The mean score for the item is 3.277 with a standard deviation of 1.308. These limitations on the part of the School Board did not prevent some schools from organizing inter-house sports programmes in their various schools. Thus there was disagreement from the respondents that inter-house sports competition were not conducted in their schools.

The respondents did not agree that special training programmes in sports are organized in primary schools always by the Primary School Education Board or by the School Authority. There was also disagreement from the respondent on the notion that games like soccer, tennis, volley ball and others are practically taught in the primary schools. As indicated in the table, the respondents did not agree that the State Primary Education Board organizes inter-school sports in soccer, athletics and other games. Also there was no agreement on the part of the respondent that the primary school Education Board has designed a good sports competition in various Local Government Area for primary schools.

#### **4.5 ASSESSMENT OF THE RESPONDENTS' OPINION ON SPORTS FACILITIES AND EQUIPMENT IN PRIMARY SCHOOLS**

The availability of sports facilities and equipment in the primary schools are evaluated in this section. Naturally, all sports require the existence of some facilities and other necessary equipment without which such activities could not be conducted. Examples included football pitch, volley ball court and others. For the purpose of effectiveness, those facilities require some form of maintenance in term of repair and replacement as the case may be. Table 4.5 shows the respondents' opinion on the state of the facilities and equipment available for sporting activities in the primary schools.

**Table 4.5 Respondents opinion on facilities and equipment in primary schools**

<b>Sports programmes and sports development</b>		<b>Means</b>	<b>Standard Deviation</b>
1.	The facilities provided are properly utilized by the primary schools in the state	2.648	1.312
2	The Board does not provide any facility or equipment for sports in schools	2.753	1.334
3.	Facilities and equipment are provided any time the primary schools needs them	2.502	1.390
4.	Facilities and equipments provided are not enough to serve the pupils	2.514	1.253
5.	The facilities and equipment provided are not enough to serve the pupils	3.430	1.441
6.	The sports equipment purchased by the Board does not reach the primary schools.	3.357	1.353
7.	Sports facilities and equipment are provided to only few primary schools	3.146	1.313
8.	The provision of sports facilities and equipment is not the priority of Taraba State Education Board	2.916	1.480
<b>Total</b>		<b>2.8963</b>	<b>0.6732</b>

In Table 4.5 above, the opinions of the respondents indicated that the statement that are not significant are 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> statements.

The responses in table 4.5 tend to give the impression that the State Primary School Education Board actually does not provide some sporting facilities and equipment. This could be seen from the response to item in

the table where the mean score is 2.725. This implies that the Primary School Education Board provides some facilities and equipment. From item 1 in the table, it implies that provided facilities and equipment are properly utilized by the primary schools in the state. The respondents disagreed that facilities and equipment are provided any time the schools needed them. This indication could be seen from the response to item 3 in the above table. In what could be a reflection of this opinion. The respondents in item 4 agreed that facilities and equipment provided by the Primary School Education Board are poor quality. The responses to item 5 tend to support this notion in the sense that most of the respondents agreed that in spite of the poor nature of the facilities and equipment provided by the Board, they are not adequate for the primary schools. In some cases either because of management problems or they directed to other areas. But the respondents did not agree that such facilities and equipment were mainly directed to some few primary schools. Somehow the respondents did not seem to agree that the provision of sports facilities and equipment is not a matter of priority to Taraba State Primary Education Board. These could be seen from the mean score for the last four items in the table.

#### **4.6 Sports development in Taraba State Primary Schools.**

Sports development in the primary schools was measured with some indices in this section. These includes the regularity of inter-house

sports in the primary schools, Inter-school competition and other organized sport activities in the primary schools. The Standard of the facilities and equipment for sports programmes were also considered as part of the indices of sports development. Table 4.6 shows the respondents opinion in mean score for each of the items in the table.

The responses in the table did not show any indication that the State Primary School Education Board is really making efforts towards sports development since most policies regarding the administration of primary schools must come from the body. On the part of the primary schools, there is some evidence that effort was made in the sense that the respondents agreed that facilities and equipments within the possession of the schools were well cared for.

**Table 4.6: Respondents opinion on sports development in Taraba State**

	Sports development	Means	Standard Deviation
1	Inter-house sports competition is annually organized in primary schools	2.838	1.408
2	Competition between schools (Inter-school) are organized in my Local Government Education Authority	2.564	1.124
3	There are well organized sports programmes or competitions for primary schools in the state	2.707	1.276
4	The Board provides adequate standard and good quality facilities and equipments for sports	2.564	1.295
5	The facilities and equipments provided are well taken care of	3.032	1.093
6.	Primary schools in the state participate in competition outside the state.	2.970	1.148
7.	Same primary schools in the state have won some medals in a national competitions.	2.578	1.120
	<b>Total</b>	2.674	1.148

As shown in the table, the respondents did not agree that Inter-house sports competition is annually organized in the primary schools. Also, there was no agreement from the respondents that competition between schools (Inter-school) are organized in the various Local Government Education Authorities involved in this study. Most of the

respondents did not agree, as indicated by the mean score to item 3 in the table that there were, well organized sports programmes or competitions for primary schools in the state. The respondents did not agree as shown from the mean to item 4 that the Board provides standard and good quality facilities and equipments for sports in the primary schools. But they agree (item 5) that the facilities and equipments provided for the schools are well maintained by the various schools. This in a sense means that in spite of the inadequacies of facilities and equipments in the primary schools, effort is still being made towards organizing sports activities in the various primary schools in the State.

#### 4.7 **TEST OF HYPOTHESES**

The hypotheses raised in the study in order to give valid statistical explanation to the question and objectives of this study are tested in this section.

##### **Major hypothesis**

There is no significant relationship between the role of Taraba State primary Education Board and the development of sport in primary school.

**Table 4.7 Mean and Standard deviation on the role of Taraba State Primary Education Board on the development sports in Primary schools**

<b>Variables</b>	<b>Mean</b>	<b>Standard Deviation</b>
Sports funding	2.7345	0.4381
Sports personnel	2.3222	0.5965
Sports programmes	2.6371	0.5488
Sports facilities and equipment	2.8963	0.6732
Total Development	2.6474	0.5641

Expected score – 3.5

The result of descriptive statistic, mean and standard deviation was used to test the hypothesis. Table 4.7 shows that the expected mean of 3.5 is greater than the observed total mean of 2.6474. Therefore the null hypothesis is retained. Any observed mean that is less than 3.5 shows that there is negative development. Any mean that is equal or greater than 3.500 shows that there is positive development of sports in terms of funding, employment of qualified and competent personnel, provision of realistic sports programmes and the provision of standard facilities and equipment. This therefore shows that Taraba State Primary Education Board does not play a significant role in the development of sports in its primary schools.

**Sub Hypothesis I** There is no significant relationship between fund provided by Taraba State Primary Education Board and the development of sports in primary school in Taraba State.

**Table 4.8 Correlation between funding and sports development of Primary Schools in Taraba State**

Variable	Mean	SD	DF	r	P	CV
Funding	2.734	0.438	558	0.107	0.011	0.088
Sports development	2.674	1.148				

df 558 p<0.05

The correlation coefficient observed from this test is 0.1077 at 558 degree of freedom (df). The observed probability level of significance is 0.0111 < P.0.05, this is less than the accepted level of 0.05. The critical value of 558 degree of freedom (df) is 0.088.

This implies that there is no significant relationship between the two variables. The null hypothesis is therefore retained, implying that the provision of funds by the Primary Education Board is not considered as vital aspect for sports development in primary schools.

**Sub hypothesis II:** There is no significant relationship between sports personnel employed by Taraba State Primary Education Board and the development of sports in primary schools.

**Table 4.9 Correlation between personnel and sports development**

Variable	Mean	SD	DF	r	p	CV
Personnel	2.322	0.596	558	0.546	0.000	0.088
Sports development	2.674	1.148				

df 558 p<0.05

The correlation coefficient observed from this test is 0.5461 at 558 degree of freedom (df). The observed significant level of acceptance is 0.000 < P.0.05. This is less than the probability level of 0.05. The critical value of 558 degree of freedom is 0.088. This implies that there is no significant relationship. The null hypothesis is therefore retained. This means that the Board does not provide qualified and adequate personnel for sport.

**Sub hypothesis III** There is no significant relationship between sports programmes organized by Taraba State Primary Education Board and the development of sports in Primary Schools in the State.

**Table 4.10 Correlation between sports programmes and sports development**

Variable	Mean	SD	DF	r	p	CV
Sports programmes	2.637	0.548	558	0.540	0.000	0.088
Sports development	2.674	1.148				

df 558 p<0.05

The critical value 558 degree of freedom (df) is 0.088. From the table the correlation coefficient is 0.5404. The observed significant level is  $0.0000 < P.0.05$  which is less than the accepted probability level of 0.05 which means that there is no significant relationship the null hypothesis is therefore retained. This shows that the board does not have well designed sports programmes meant for sports development in the state primary schools.

**Sub hypothesis IV** There is no significant relationship between facilities and equipment provided by Taraba State Primary Education Board and the development of sports in primary schools in the state.

**Table 4.11 Correlation between facilities and equipment and sports development**

Variable	Mean	SD	DF	r	P	CV
Sports facilities and Equipments	2.896	0.573	558	0.566	0.000	0.088
Sports development	2.674	1.148				

df = 558 P>0.05

The correlation coefficient observed from this test is 0.566. The critical value of degree of freedom (df) 558 is 0.088. The observed significant level is  $0.000 > P.0.05$  less than the accepted significant level of 0.05. This means that there is no significant relationship between the two

variables. The null hypothesis is therefore retained. This implies that adequate and standard facilities and equipment are not provided by the Board.

## **DISCUSSION**

**Major Hypothesis:** In Tablee 4.7, this hypothesis takes into consideration the various roles of Taraba State Primary Education Board toward sports development in Primary Schools within the state. These include funding, personnel, facilities and equipment and sports programmes in primary schools.

To test the hypothesis therefore the total mean score of the four variables on funding, personnel, sport programme and equipment and facilities was 2.6474 and tested against the expected mean of 3.5. The result shows that the excepted mean of 3.5 is greater than the observed mean score of 2.6474. By implication, it thus means that the State Primary Education Board does not play a significant role in the development of sports in the primary schools. This is not in agreement with the oldman's reported, that was reported by Alkali (1997) in page 24 of this work, who enumerated the various functions or roles of the board.

**Sub hypothesis I** The hypothesis states that there is no significant relationship between funding by the Board and the development of sports in primary schools.

The observed correlation coefficient for the test of relationship between the two variables shows that there is no significant relationship between funding and sports development. The observed significant level for the test is 0.011 ( $p < 0.05$ ) thus the null hypothesis is retained. It was observed that the amount of funds made available for sports programmes. This finding disagrees with Biki (1998) who reported that funding is a vital factor of operations in sports programmes. Fasan (2004) also reported that sport organizations be it public or private, need money to execute their programmes. Finance is needed for execution of programmes local, national and international. It is needed in human resource management, wages and salaries administration, training, purchase of equipment, construction of facilities and match bonuses. Similarly Saba (2005) reported in his study that every sector of the education industry like sports, require adequate amount of funds to function efficiently and effectively. As funds are needed for providing the essentials such as the physical educators, a gymnasium, construction of pitches and games courts, teachers, procurement of new equipment and other academic consumables in physical education and sports, and funding of sports programmes in schools. Anyene (2000) further reported that the government which is responsible for the financial operation of schools should recognize physical education and sports as education, and

as a unique schools programme that need special grants in addition to games fees that may be charged on students.

**Sub Hypothesis II** The hypothesis states that there is no significant relationship between sports personnel of Taraba State Primary Education Board and the development of sports in primary schools in the State.

The Pearson product moment correlation coefficient was used for the test. The result of the test shows that the two variables, sports personnel and sports development are not significantly related. The observed significant level is 0.000 ( $p < 0.05$ ). This implies that there is no significant relationship between the two variables. In view of this, the null hypothesis is thus retained, implying that sports personnel are not adequate; it is not be a major factor in the development of sports in primary schools within the state. This finding is in conflict with Ademola (2004) study in which he reported that personnel plays very important role in the development of sports. Fasan (2004) further disagreed with this finding to the effect that human resource have proved to be very valuable tool that can create wealth, control other resources, and make or mar the organization as well. Thus a competent, qualified and dedicated human resource or sports personnel is an important factor in the development of sports.

**Sub Hypothesis III** The hypothesis states that there is no significant relationship between the sports programmes and the development of sports in primary schools of Taraba State.

Pearson's product moment correlation coefficient was used because of the need to test the relationship between the two variables. The result of the test shows that the two variables sports programmes and sport development are significantly related. The observed significant level in the table is 0.000 ( $p < 0.05$ ). The null hypothesis is thus retained. This implies that organization of sports programmes though not properly done by the Board, it could not be a major factor in the development of sports in primary schools. In disagreement with these findings, Adedeji (1972) reported in his study that there was enough evidence to show that overseas based sports men and women achieve better results than their counterparts based at home because of the well designed sports programmes. According to Fasan (2004), poor and ineffective of sports programmes especially in developing countries is often characterized by the mismanagement of funds, misplacement of priorities and unrealistic planning, in Nigeria in particular and Taraba State, is not an exception to this ineffective management of sports. So there should be well organized sports programmes if we need to succeed in our day to day running of sporting activities. A good sport programme is a very essential ingredient in the development of sport in primary schools in Taraba State.

Furthermore, Ladani (1986) reported in his study that the programme of activities for intramurals should not be selective as much as possible. This implies that no particular activity or sport should gain any sort of privilege over the other but should be designed to cater for the interest of every body.

**Sub Hypothesis IV** This hypothesis states that there is no significant relationship between the adequacy of sports facilities and equipment and the development of sports in primary schools in Taraba State.

The role of facilities and equipment cannot be over-emphasized in the development of sports in primary schools and this is the main objective of this hypothesis. The Pearson product moment correlation was used for the test of relationship. The result of the test revealed that the two variables facilities and equipment and sport development shows that there is no significant relationship. The observed significant level of  $0.000 < P.0.05$  is less than the expected significant level of 0.05. This means that sports facilities and equipment are not major factors of sports development at the primary schools level. The null hypothesis is therefore retained. One of the factors that could account for this development could be absence of the facilities and equipment available in the primary schools, although facilities and equipment are very vital for sport development in primary schools.

The finding is in contrast with Biki (1998); Fatile (1983) and Ladani (1986) in which they reported that availability of facilities and equipment determines to a great extent the number of sports that could be available for any organization which help to promote sports development. Anejo (1987) also reported that facilities and equipment are primary factors in determining the administrative feasibility of any sports programme. For instance, lack of a suitable swimming facility which the school can use, makes it difficult or impossible to include swimming among intramural activities. Students would have no practice space, no facility in which to conduct competitions. Similarly schools inability to supply vaulting poles, hurdles, foot balls, and tennis rackets will make it difficult to include such in their programmes of intramural activities. So sports facilities and equipment are very vital for the development of sports in primary schools of Taraba State.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Summary

The primary school education forms the basic foundation upon which all other educational pursuits are developed. Education in the primary schools considers the all round development of the child, mentally, socially, morally and physically. The development of sports will contribute greatly to achieve these goals.

The main purpose of this study were:

- i To investigate the roles of Taraba State Primary Education Board in the development of sports in primary schools in the state.
- ii To find out if adequate funds are provided for the development of sports in primary school by the Board.
- iii To find out if qualified sports personnels are employed by the Board and sent to primary schools in order to improve the standard of sports.
- iv To find out if the State Primary Education Board has planned sports programmes for implementation in the primary schools in the state.
- v To find out if the Board provides enough sports facilities and equipment for use in primary schools in the state.

In order to achieve these purposes of the study, some research questions were developed. The researcher postulated five hypotheses. One major and four sub-hypotheses which guided the researcher in this

investigation. A questionnaire was developed specifically for Education secretaries and assistants; sports coordinators, store keepers, headmasters, Games masters / mistresses and teachers. The questionnaire contained statements on the bio data of the respondents and statements on sports funding, sports personnel, sports programmes and sports facilities and equipment. Before the administration of the questionnaire, it went through the researchers supervisors for thorough scrutiny and later to the jurors for both face and content validity.

The research questions and the hypotheses postulated in chapter one were answered by responses obtained from the respondents, using their means and percentage for interpretation and analysis. The major hypothesis was tested using the descriptive statistic mean and standard deviation and the four sub-hypotheses were tested using the Pearsons Product Moment Correlation Coefficient (PPMCC) for their relationship.

The findings of this study revealed that:

- i Taraba State Primary Education Board does not play a significant role in the development of sports in primary schools in the state.
- ii There was no significant relationship between funding and development of sports in primary schools.
- iii There was no significant relationship between sports personnel and sports development in primary schools in Taraba State.

- iv There was no significant relationship between sports programmes and development of sports in primary schools in Taraba State.
- v There was no significant relationship between sports facilities and equipment and the development of sports in primary schools in Taraba state.

## 5.2 **Conclusion**

Based on the findings of this study the following conclusions were drawn.

1. The feeling or perceptions of the respondents on the roles of Taraba State Primary Education Board on the development of sports is an indication that nothing is being done by the board to develop sport in the primary schools.
2. Adequate funding is an essential tool in the development of sports in primary schools in the state. Although it is not adequately provided.
3. Qualified sports personnel are necessary if sports in primary schools in the state must develop, even though they are not provided adequately.
4. Articulated sports programmes will go a long way in developing sports in primary schools in the state.
5. Standard facilities and equipment are necessary for the development of sports in primary schools in the state.

### 5.3 **Recommendations for Implementation**

In the light of the findings of this study, the following suggestions are made which will serve as guide to policy makers in areas of education in general and sports in particular:

1. A special annual budget for school sports should be prepared by the board and a monitoring committee set up to make sure that the budget is implemented for the purpose it was meant.
2. There should be constant workshops, seminars, conference and public lecture on sports organized for Physical Education teachers, Games Masters / Mistresses, Chairmen of Local Government Areas Education Secretaries and all those that are involved in the development of sports in primary schools to update and keep them informed of the latest information on sports.
3. Qualified, competent and experienced physical education specialists should be employed and assigned the job of managing and administering sports development programmes in primary schools.
4. Sports programmes should be organized well in advance for primary schools similar to those in the universities, colleges of education and polytechnics. Such programmes should be planned and implemented on annual or bi – annual basis whereby age category sport competitions are emphasized and organized.

5. Standard sports facilities and equipment should be provided for primary schools.

### **Recommendation for further Research**

It is recommended that further research be conducted in future on the roles of the Universal Basic Education Board as it affects the three basic stages: Lower basic, Middle basic and Upper basic of the primary schools as it takes – off in September 2006. This will enable physical educators to know the efficient roles played by each board in the development of sports in primary schools in Taraba State.

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## APPENDIX A

### DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION AHAMDU BELLO UNIVERSITY, ZARIA QUESTIONNAIRE

The researcher is a Post Graduate (M.Sc) student of the above named Department. In partial fulfillment of the requirement for the award of the degree of Master of Science in Sports Management, the student is conducting a research on the “**Evaluation of the role of Taraba State Primary Education Board in the Development of sports in Primary Schools**”.

In this regard, he seeks your co-operation to honestly answer the questions by ticking (3) the alternative that best describes your opinion or feeling in each statement.

Your responses simply represent your opinion or feelings. All information provided will be used mainly for the purpose of this study and strictly treated confidential.

Please indicate your responses by ticking (3) the appropriate column.

#### SECTION A

1. What is your Age?

Below 20 years [ ]

21 – 30 years [ ]

31 – 40 years [ ]

41 years and above [ ]

2. Gender

Male [ ]

Female [ ]

3. Local Government Education Authority (LGEA)

Wukari [ ]

Takum [ ]

Ibi [ ]

Kurmi [ ]

Gassol [ ]

Bali [ ]

Zing [ ]

Karim Lamido [ ]

Ardo-Kola [ ]

4. Highest qualification

WASC/GCE/SSCE/GRADE II [ ]

NCE/Diploma [ ]

BEd, B.Sc, HND [ ]

M.Sc, Med, PhD [ ]

5. Position held at present

Education Secretary [ ]

Sports Coordinator [ ]

Headmaster / Headmistress [ ]

Store Keeper [ ]

Teacher [ ]

Games Master/Mistress [ ]

6. Working Experience

1 – 5 years [ ]

6 -10 years [ ]

11 – 15 years [ ]

16 – 20 years [ ]

21 – years and above [ ]

**SECTION B**

Please use the keys below as a guide to tick as appropriate

**Keys:**

SA = Strongly Agree

A = Agree

UN = Undecided

DA = Disagree

SD = Strongly Disagree

## FUNDING OF SPORTS

S/NO	ITEMS	SA	A	UN	DA	SD
1.	Primary schools are provided with adequate funds to carry out their sports programme					
2.	Sports programmes in primary schools are also financed through sources like appeal funds and philanthropic gestures					
3.	Primary schools expend more funds than the budgeted amount by the board					
4.	The fund provided is adequately utilized for primary schools sports programmes.					
5.	The Board does not provide any fund for sports in the primary schools.					
6.	Funds provided for sports are diverted for other activities.					
7.	Fund released for sport by the state Primary Education Board are wasted by LGEA administrators.					
8.	Funds released by the Board for sports are adequately and properly used for development of sports.					
9.	Headmasters, Games Master/Mistress and teachers are paid their salaries and allowances promptly.					
10.	The board allots a large sum of money for sports in primary school.					
<b>PERSONNEL FOR SPORTS</b>						
11.	The Board employed qualified personnel to handle sports programmes in primary schools.					
12.	Sports officers in the local government are competent, dedicated and hardworking.					
13.	The policies of the Board on welfare are good					

	and encouraging of games masters and mistresses.					
14	The education secretaries, supervisors, sport-coordinators, Headmasters, games masters /mistresses and teachers are being motivated to promote sports in primary schools.					
15.	All games masters/mistresses, and sports coordinators are physical education specialists.					
16.	Games masters/mistresses and sport coordinators are not qualified to handle sports in primary schools.					
17.	Games masters/mistress in primary schools do not go for workshops or seminars.					
18.	The personnels are always exposed to workshops and seminars to update their knowledge in sports programme.					
19.	Only qualified Games Masters/Mistresses are employed to administrator sports in primary schools.					
20.	Sports coordinators and Games master/mistresses receive special training in sports management before their appointment.					
<b>PROGRAMME OF SPORT IN PRIMARY SCHOOLS</b>						
21	Taraba State Primary Education Board does not have a well organized sports programme for primary schools.					
22.	Sports programmes or activities are not the priority of the Board					
23	Interhouse sports competition is not conducted in my school.					

24.	Special training programmes in sports are organized in primary school always.					
25.	Games like soccer, Tennis, volley ball etc are practically taught in primary school.					
26.	The State Primary Education Board organizes inter school sports in soccer, Athletics and other games.					
27	The State Primary Education Board has designed a good sport competition in my Local Government Area.					
<b>FACILITIES AND EQUIPMENT FOR SPORTS IN PRIMARY SCHOOL</b>						
28	The facilities provided are properly utilized by the primary schools in the state.					
29.	The Board does not provide any facility or equipment for sports in schools.					
30.	Facilities and equipment are provided any time the primary school needs them.					
31.	The facilities and equipment provided are of poor quality					
32.	The facilities and equipment provided are not enough to serve the pupils.					
33.	The sports equipment purchased by the Board does not reach the Primary Schools.					
34.	Sports facilities and equipment are provided to only few Primary Schools.					
35.	The provision of sports facilities and equipment is not the priority of Taraba State Primary Education Board.					
<b>SPORT DEVELOPMENT</b>						
36	Inter house sports competition is annually organized in primary schools.					
37	Competitions between schools (interschool) are organized in my LGEA always.					

38	There are well-organized sports programmes or competitions for primary schools in the state.					
39	The Board provides adequate, standard and good quality facilities and equipment for sports.					
40	The facilities provided are well taken care of.					
41.	Primary schools in the state participate in 6 competitions outside the state.					
42.	Some primary schools in the state have won some medals. In a national competitions.					