OBJECTIVES OF SPORTS PROGRAMMES EXPRESSED AS NEEDS AND ASPIRATIONS BY AHMADU BELLO UNIVERSITY, ZARIA, STUDENTS.

By

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A RESEARCH PROJECT SUBMITTED TO THE P0STGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA, IMPARTIAL FULFILMENT OF THE REQUIREMENTS FOR FOR THE DEGREE OF MASTER IN EDUCATION (M.ED ORGANISATION AND ADMINISTRATION OF SPORTS AND RECREATION).

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION,
FACULTY OF EDUCATION, AHMADU BELLO UNIIVERSITY,
ZARIA.

DECEMBER, 1983

D E C L A R A T I O N

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

OKECHUKWU AKANDU URANI (MR)

DATE .....

APPROVAL SHEET

DEPARTMENT OF PHYSICAL EDUCATION
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This research project (Objectives of Sports Programmes Expressed as Needs and Aspirations By Ahmadu Bello University, Students, Zaria) has been read and approved as meeting the required standard for the award of masters degree (M.Ed) in Organisation and Administration of Sports and Recreation (Physical Education).

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I should like to thank all the students who volunteered time, and energy to respond to the questionnaire, for their co-operation in allowing themselves to be used in the first place, while anonymity protects their privacy, it made it possible, for their feelings to be objectively projected.

I wish to acknowledge also the numerous authors and contemporaries whose works were referred to without prior consent. Credit has been given to them in the bibliography.

Several friends/colleagues have in various ways contributed to the successful completion of this study. I should like to thank them for their time, effort and encouragement. They include Mrs Gbemudu, and her staff who punched the cards without mistakes; Messers; Okoro, Odetayo, and Falkason computer analysts who offered me their invaluable advice and direction for the proper analysis of the print outs; Mr. Tony Ekemezie also computer analyst who not only programmed both the pilot and main study, went beyond the call of duty to run to my aid even at odd times and circumstances. Mr. S.A.S Olorunju, (Biometrician) NAFRI Shika ABU Zaria who despite crowded programmes drilled me through the analysis of the data for the study. Mr. Sani Shaka who typed, cyclostyled and sorted all the booklets. The many bindery hands that bound the

booklets in the form in which it now rests in the hands of the reader.

Finally, I should like to thank specially Dr. Venkateswarly, the project adviser, who patiently proof read, corrected, and rendered to me his invaluable advice for the final setting of the manuscript. The same thanks goes to the Head of Department, Professor A.O. Fatile for giving me the opportunity to read in the Department.

Ubani, O.A.

Dec., 1983.

ABSTRACT

This study "Objectives of Sports Programmes expressed as needs by Ahmadu Pello University Zaria stud " was meant to pin-point the sports needs of the greater majority of the students of Ahmadu Dello University Zaria.

Next in importance, this study was meant to illustrate the fact that programmes of sports are better determined. by the people that need them. Such programmes when determined would be better utilized by the determinants.

To investigate these needs problems, six hundred subjects from sixty seven departments of eleven faculties of Ahmadu Bello University Zaria made up of males and females, participants and non-participants, married and single students of all the classes including others (diploma and certificate) were chosen on a stratified sample basis for the study.

A 20 objective close ended questionnaire design was compilled and distributed to the sample group by hand. Five hundred and eighty four questionnaires out of six hundred questionnaires that were distributed were returned. This gave a response rate of (97.390 ninety s*even* point three percent.

The data so collected, were treated to means and standard deviations to determined highest and lowest rated objectives; 't' test and ANOVA, to test for significance

effects of the opinions of the students on the dependent variables finally factor analysis with PA2 iteration procedure was performed on the dependent variables in order to discover the significant factors inherent in the expressed opinions of the students thereby pin-point their needs.

From the analysis of the data, it was found that the objectives "keeping in good health and physical condition and "To attain and maintain high level physical fitness" were the highest preferred objectives by most of the Departments, classes, by the marital status, most of the parrticipants, and most of the faculties. The factor analysis identified two significant factors of "social development and physical development". These results strongly indicated that the students needed of fitness and recreational sports programmes than any other programme. However, competitive sports programme - already in existence - was confirmed.

Ahmadu Bello University Zaria was chosen for this study because she occupies a central position (North, S outh, West and East) of the entire nation of she attracts students from all the state of the nation hence forms a melting pot for all the varied cultures of the people of Nigeria. The opinions of the students will therefore affect most of the other Universities and Sports Councils in Nigeria.

DEPARTMENT OF PHYSICAL AND
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OKECHUKWU AKANDU UBANI

OBJECTIVES OF SPORTS PROGRAMMES EXPRESSED AS NEED AND ASPIRATIONS BY AHMADU BELLO UNIVERSITY, ZARIA STUDENTS.

MASTER OF EDUCATION (ORGANISATION AND ADMINISTRATION OF SPORTS AND RECREATION)
Dec., 1983

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Dec., 1983 O.A. Ubani

Permanent Address

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D E D I C A T I O N

This study is dedicated first to my family:- Kate Uchenna Ubani (wife); Amarachi Chioma Ubani (1st daughter); Chinyere Chidiebere Ubani (2nd daughter) - whose love, patience, concern and even 'disturbances' provided me the greatest urge and inspiration to carry on with this study in order to provide a means of perfecting the body, discipline the mind and mould the character of the young by means of selected forms of physical activity.

Secondly, it is also dedicated to those non-competitive students who demand for the official provisions of fitness and recreational programmes within the main body of the sports programmes of Ahmadu Bello University Zaria.

O.A. Ubani

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CHAPTER I

THE PROBLEM

1.1 INTRODUCTION AND RATIONALE

There are many different exercises both formal and informal that can be adapted to the need of individuals.

Over the years, various types of programmes have been developed with intention of meeting the needs and interests of people of diverse interests. Among the more popular and well known exercise programmes include: physical fitness, speedway or fartlex and sports exercises programmes to mention just a few. Since the needs and interests of each individual are unique, it stands to reason that no single sports programme is best suited for all individuals.

It should be emphasized that the advantages of any specific programme will depend on the needs, aspirations and interests of a given individual or society. It is for this reason, that the investigator decided to sample the opinions of the students in Ahmadu Bello University Zaria; to determine their needs, interests and aspirations thrcugh the rating of sports programme objectives.

More than five years experience as sports coach has given the investigator a muscle-nerve-feeling for the challenges and frustrations which most of the students

face in terms of adequate utilization of their leisure hours. Surely, one who has such feelings for action can, with care and persistence, find the precise methods by which to meet half way, if not fully, the sports needs of students.

> "Sports and games are the inevitable outgrowths of basic energies and urges in man. To run, jump, and throw are not merely natural activities of the large muscles and vital organs; they are the primary means to their development. Prevent their occurrence in man and his extinction would be certain". (Doherty, 1963)

It is for fear of this extinction, that consciously or unconsciously man struggles to exercise in order to exist.

Competitive sports programme arose out of Greek athletics and the Ancient Olympic Games. Recreational sports on the other hand arose out of the English concept of sports which makes participation solely for pleasure and relaxation. The Greeks understood the basic tenets of competitive sports as the strenous and even painful efforts to achieve excellence. This view-point is not the same as the delight of play which ends when one feels tired. It goes further to the satisfaction achieved through hard struggle, in self control, despite exhaustion and the honour of victor over his opponents. (Doherty, 1963)

Each of the above view points is valid and valuable in itself. The dividing line, comes in abilities, needs and interests.

Another aspect of this study was based on Bucher's belief that: healthful living, emotional stability and the appreciation of the ideals of good sportsmanship would be achieved through a programme of physical fitness (Bucher, 1974).

Based on this belief, we can see that apart from the exhibition of competitive skills, good physical and mental health habits are essential and specifically achieved through involvement in recreational sports activities.

It is, therefore, the ardent desire of the investigator to find a medium of maintaining high standard of performance and fitness. To achieve this, the ivestigator had to go back to the consumers of the intended programme to find out what their needs, interests and aspirations are. This programme, it is assumed would cater for the needs of the greater recreative majority of the students than those of the previledged competitive few.

Furthermore, it is current educational philosophy that the objectives of any programme, will be accomplished more successfully if they are determined on the basis of needs and interests as expressed by the students themselves

(Everette, 1980). Any such programme when developed, should be compatible with the needs of students in specific environment (Bucher, 1974).

On this basis, therefore, this study of "objectives of sports programme expressed as Needs by Ahmadu Bello University Zaria students" was conducted to bring to light the sports needs of the students in order to suggest adequate and propriate programme(s) for them.

1.2. STATEMENT OF THE IBCBLEM:

The problem of this study, was to investigate the sports needs of students of Ahmadu Bello University Zaria in order to provide programme(s) for them. It further attempted to see whether the different levels of academic statuses affected their needs. (Bucher, 1979)

The study also looked at the differences in opinions by the different disciplines, males and females, married and single students, sports participants and non sports participants.

Finally, the study probed the adequacy or inadequacy of the existing programme(s) in Ahmadu Bello University Zaria.

1.3. SPECIFIC PURPOSE OF THE STUDY:

In order to achieve the objectives of this study which was to investigate the sports needs of the students of Ahmadu Bello University Zaria, the following questions were asked:-

(a) Which of the objectives listed for sports programmes are considered to be the most important and which are considered the least in importance?

(b) Are there differences in opinions between the sexes?

(c) Are there differences in opinons among the classes?

(d) Are there differences in opinions among the faculties?

(e) Are there differences in opinions among single and married students?

(f) Are there differences in opinions between sportsmen and non-sportsmen?

To obtain answers for these questions, the investigator compiled a list, of 20 objectives which formed the dependent variables. These were treated to six demographic factors (sex, class, marital status, faculties and levels of participation) forming the independent variables. These were examined for their pattern of interraction with the expressed needs of the students.

It was assumed that the feelings and perceptions of the students towards the objectives would help programme planners, plan adequately, for their consumers.

1.4. HYPOTHESES:

On the basis of previous research and personal experience of the investigator the following hypotheses were made for the purpose of the study:

1.4.1: There will be no significant difference between the competitive, fitness and recreational programmes' objectives as desired by participating students of Ahmadu Bello University Zaria.

1.4.2: Sex has no significant difference on the students' ratings of the programmes' objectives.

1.4.3: Age has no significant influence on the students' ratings of the programmes' objectives.

1.4.4: Marital status has no significant influence on the students' ratings of the programmes' objectives.

1.4.5: Year of study has no significant influence on the students' ratings of the programmes' objectives.

1.4.6: There are no significant differences between the various programme objectives as indicated by the students of the different faculties.

1.5. SIGNIFICANCE OF THE STUDY

Nigeria as a developing nation, still has a large part of her social culture undeveloped. This is more so in the cultural role sports is supposed to perform in our present day society. For instance, recreation for its own sake has not been a value widely held in Nigerian culture.

Frederickson, in a cross-cultural study of developing nations found that the pleasures of hunting and fishing were rationalized as contributing to food supply; and devoid completely of possessing elements of recreational sports as sports perse (Frederickson, 1960). This finding is true of Nigerian culture.

Nigeria has the potential of becoming a united and progressive nation. Her problem lies mostly in the socio-cultural differences which threaten the development of an emancipated socialized citizens. Common experience and critical observation indicate a profound cultural change with regard to the role of sports in our present day culture. This view-point is maintained by the fact that all the states of the Federal Republic of Nigeria accord recognition to sports events to the 'grass roots' as well as the fact that most people have a go at one sport or the other in their leisure periods. This awareness has brought about many modifications in our system of socialization since independence of 1960.

This trend in Nigerian social culture seems to have arisen as a result of the lessoning of the puritanical objections to pleasures for pleasures sake (Frederickson 1960). Rather, there has been a shift in fundamental objectives and goals, making it possible for the acceleration of culture contact with attendant culture change.

One item in the total framework of culture contact and culture change is sports and the attendant complex ideas concerned with physical fitness. Culture contact develops both psychological conflicts and needs for cognitive restructing that leads to a readiness for new games and to the rejection of obsolate ones.

Coleman in his study of the effects of Education on political development; indicated that it is a central problem of developing nations to wean people away from their local and tribal attachments and lead them to identify with the whole nation (Coleman, 1965). Based on this indication, the investigator felt that this study was significant in many ways:-

1.5.1 The study of objectives is propriate and timely because of the following: An understanding of objectives will help physical educators and sports organisers to:-

a) understand better what they are trying to achieve.

b) Understand better the worth of their field in education.

c) Make more meaningful decisions when issues and problems arise in their profession.

d) Interprete better their field of endeavour to the less educated, critics and lay persons (Bucher, 1974).

These have serious implications to the satisfaction of the needs of the students. The objectives serve as guidelines for steering a course that is meaningful, worthwhile and in the interest of human welfare. When objectives are identified and delineated they represent goals compatible with and essential to the general or total educational effort in society. It will also help in decision making when pressures arise from parents, civic clubs, professional sports promoters and others who do not understand the objectives of physical education.

1.5.2: Where existing programmes are confirmed, the study could lead to the development of new and better organisation and administration patterns. These will help to remove some possible negligent attitudes and conflicts in programme definitions in schools, colleges and other sports institutions.

1.5.3: Where a new programme other than those already in existence is discovered, efforts will be made to provide such a programme.

1.5.4: This study would also help to make other institutions to review their programmes for retention or for up-grading.

1.5.5: This study would also help to clarify the roles of the different personnel concerned with school sports programme(s) such as the intramural, the interscholastic and the recreational coaches.

1.5.6: The study could also help the National, State and Local Government Sports Councils carry out a comparative study of the needs and aspirations of their athletes.

1.6: DEFINITION OF TERMS

Technical terms that are uncommon and simingly ambigous have been used in this report. These terms are defined below to indicate the concept and the context in which they have been used to avoid possible confusion in uderstanding them.

Objectives: Objectives could be used in a general sense to include "aims, purposes and outcomes derived from participating in physical education programme" (Bucher, 1979 : 40) This definition indicates that participation in physical activities under skilled leadership, should result in certain constructive outcomes for the participant. This concept of the term "objectives" has been maintained throughout the report.

Movement: Children, youth and adults are involved in movement - getting their bodies into action - which

is the medium through which physical education achieves its objectives. Movement offers people an avenue for fun, recreation, physical fitness sociability, emotional release, communication, exploration and healthful growth. Movement is a medium for educating people in regard to their physical, mental, emotional and social development (Bucher, 1974).

Need: This is seen as something felt as required by an individual. Knapp in his work on "motivation" found that a certain amount of muscular exercise is a primary need in any human being. "It should be noted that in play, especially in activities which exercise the kinaesthetic and curtaneous organs, the individual enjoys the movements because of the pleasant physical feelings and physical satisfaction which he gets. (Knapp, 1963 : 115). The implication here, is that a person's interest in the pleasure which he derives from his kinaesthtic sensation, is a motive force driving such a person to seek for identical activities that provide such satisfaction.

Level of Participation: In this study, level of participation refers to the intensity of involvement in sports. Participants are those who turn out either for recreation or for competition. Non-participants are those who show apathy for sports in any form. The later group cannot spend any portion of their time to even watch sports performance.

A.B.U: This abbbreviation refers to Ahmadu Bello University Zaria. This clarification was made necessary because certain tables and figures show A.B.U. instead of Ahmadu Bello University.

STUDENTS: 'Students' refer to only those delimited in the scope of this study (Page 13)

GRPA, GRPB, GRPC: Refer to fitness, competitive and Recreational objectives respectively as regrouped from the listed objectives of the study. The regrouping was made necessary to make hypothesis 1.4.1 testable.

"OTHERS": These are the Diploma and Certificate students of the Departments of Physical and Health Education, Vocational Teacher Education and Pre-Degree students of the Fine Arts Department. This meaning was conveyed this way throughout the study.

1.7. SCOPE AND DELIMITATION OF STUDY:

This study was delimited in its scope in the following respects:

a) The sample for the study was selected only from the student population of Ahmadu Bello University Zaria in a way that it represented all the Faculties and Departments with the exception of the School of Basic Studies (SBS), the Institute of Education (all branches-ATC's and affiliated College of Education) the Division of Agricultural Colleges (Samaru, Kabba, Bakura and Kaduna or any other one that may have been left out in this listing). This exception was due to the fact that these places prepare candidates for the regular degree admissions. In other words, the term "students" of Ahmadu Bello University Zaria was delimited to refer to only undergraduates and post-graduates. However, an exception was again made for the inclusion of Diploma and certificate students in Education, and pre-degree students in Fine Arts (Industrial Design). These are termed "others" in this study. This exception was made because, they form part and parcel of the departments they belong to, and because they have voting rights during the Students' Union elections. Voting rights are reserved to only recognised students of Ahmadu Bello University Zaria. The inclusion of these 'others' in the study design would help the investigator to carry out a cross-tabulation for the ease of testing the sub-ordinate hypotheses.

b) The needs interests and aspirations of the students of Ahmadu Bello University were determined only by asking them to respond by statements of objectives.

c) The needs of the students were restricted in this study only to their recreational, fitness and competitive sports needs.

1.8. LIMITATION OF THE STUDY:

This study was limited in the following respects:

1.8.1: As a maiden study in this area of sports sociology, it has not been possible to make an extensive review of literature especially on the Nigerian research works.

1.8.2: More information could have been obtained by conducting a year-by-year survey of all the sections of Ahmadu Bello University Zaria, or perhaps a survey over a period of years. It could not be done so because such a design requires the co-operative efforts of more than one investigator from different social sciences.

1.8.3: Since questionnaires were used in this study, the accuracy of the information obtained depended on the willingness and objectivity of the respondents.

Finally the dependent variable is an extremely sophisticated abstract. Objectives as used by professional bodies were reviewed before the selection of the 20 item study material. Additional to the norm validity of the objectives, the statistical analysis revealed that they were significant at the .001 level

in their internal consistency.

These limitations will be taken into account and consideration while interpreting the results.

CHAPTER II

REVIEW OF RELATED LITERATURE

Very few investigations have been reported in the literature on the Sports Needs of University Students. This is specially so in the case of Nigerian students. For background purposes, these studies have been reviewed in this chapter under three sub-titles, namely,

(a) Issues of existing physical education objectives as related to the topic.

(b) Objectives as needs and

(c) Priority for physical education.

A. ISSUES OF EXISTING PHYSICAL EDUCATION OBJECTIVES

La Porte (1936) in the eighth annual review of the curriculum of American Colleges of Physical Education reported that a perusal of existing literature produced 174 objectives that could be classified under 10 categories.

Lauritsen, (1946) in "some techniques for measuring achievement of objectives of physical education" utilized La Portes' objectives and attempted to measure their achievements in specific activities.

Price, (1946) in "the establishment of the principles which are essential for the realization of the objectives of physical education" analysed the literature on professional physical education and grouped them under

three separate periods of American history (prior to 1900, 1900 - 1920; 1920 - 1936) Price discovered that the relative importance of various objectives of physical education differed for the historical periods which were studied.

Stoodly, (1947) in "The stated objectives of physical education for college women" attempted to define the objectives of physical education for college women. She found over 400 stated objectives which she narrowed down to a list of 80 objectives. These were later rated by four leading women physical educators on a four point scale. Stoodly finally indicated that the primary objectives for college women participating in physical education classes were in order these:

(i) Neuromuscular

(ii) Social

(iii) Physical Development

(iv) Mental, Emotional and

(v) Intellectual Development

Hess, (1959) in "American objectives of physical education from 1900 - 1957 assessed in the light of certain historical events" found that the relative importance of the objectives changes with the prevailing educational philosphy and the demands of the times.

B. OBJECTIVES AS NEEDS:-

All the above studies recognised the need for more purposeful and directional studies. Many leaders in physical education in the light of the works of Stoodley and Hess defined what they believed to be the professional objectives of physical education in various publications. Prominent among them was Bucher. Bucher, (1979) in objectives of students in physical education," involving about 2,500 students at various educational levels, reported that:

(I) At the primary grade level (Kindergarten to the 3rd grade) students viewed physical education programme as: a place to run, have fun, and learn games. They also desired exercise in order to grow big and strong. They wanted to how to learn, to become, an athlete in order to play in a team. Poorly co-ordinated children hoped that they could improve their fitness in order to rejoin their regular class. The mentally retarded ones hoped that physical education would make them "smarter".

(II) At the intermediate grade level (fourth to the sixth grades) students indicated that physical education programmes should provide opportunity to have fun, learn skills and various sports.

They indicated the need for exercise to improve their fitness. They were unanimous that physical education is a place to make new friends. They emphasized the point that physical education afforded them the opportunity to show off, and to relieve their tensions.

III. At the Junior high school level (seventh to ninth grades) students stated again that physical education should be concerned with improving fitness and health. That it should more than just develop the body, develop the mind and prepare students for future work. They felt that physical education should teach fair play and good sportsmanship. They emphasized the need to learn activities which would prove useful in leisure hours. Finally, majority indicated the desire to play on a team.

IV. At the high school level (tenth to twelfth grade) students stressed that exercise was important for improved health and fitness. Skill and sports participation in activities that will benefit them in leisure time. Harmonious play with others. Providing a place of change from the rigours of academic work.

V. At the college level: Students emphasized the importance that physical education plays in neuromuscular development and cardiovascular efficiency. They indicated that physical education provided them with mental stimulation. That physical education gave them an opportunity to socialize with others. That it

That it introduced them to activities which would prove useful in leisure time.

They viewed physical education as a contributing factor to one's mental, physical psychological and social development.

Twenty two years earlier than Bucher, Bloom and Krathwohl (1956) tried to answer the question whether there was a scientific foundation to objectives of physical education. They gave a taxonomical system approach to objectives in order to enable teachers and other educators effectively communicate the nature and scope of instructional objectives. Based on this approach, they divided the objectives of physical education into three domains:

1. Cognitive Domain - which recognised knowledge and intellectual ability and skill.
2. Affective Domain - which recognised the expression of an individual's attitudes, values and appreciations.
3. Psychomotor Domain - which recognised the development of manipulative skills.

When these domains were critically studied, it was be found that they were interdependent and continuous. They would also be responsible for the individual needs and developmental task of the learner.

Adams (1959) in his own opinion reported that physical education contributed to the constructive use of leisure

time. Provided for leadership training. Provided for personality and character development. Provided for organic, physical fitness developments. Developed habits of health and safety. Finally, that it was based on human needs.

C. PRIORITY FOR PHYSICAL EDUCATION

Further studies in the area of objectives of physical education had come up with the question of priority for physical education.

(a) Is one objective more important than the others?

(b) Where should the emphasis in physical programmes be placed?

(c) Is there a hierarchy of objectives?

Various studies have been carried out seeking answers to these questions.

Some of the studies have shown that historically, physical education in its early days was primarily, concerned with organic development. At the turn of the 19th century, when the "new physical education" was introduced, other objectives more related with general education such as social development and mass movement were included.

Today, there are varying view points regarding these questions of priority of physical education:

Rosentsweig, (1969) in "A Ranking of objectives of physical education" found on the basis of the opinions

expressed by 100 college physical educators that the unique objectives were organic vigour and neuromuscular skills.

Weick, (1975) in "objectives of physical education expressed as needs by University students" found that "Having fun" was the item of highest importance while "achieving of recognition" was the item of lowest importance.

Loucks, (1979) in "New professionals Reorder objectives" found on the basis of opinions expressed by 54 senior level physical education students at Florida State University that the objective "Neuromuscular skills" was placed in the number one position.

Bucher, (1979) on the basis of the opinions expressed by selected leaders in the field of physical education listed the following priorities of objectives:

(i) That most professionals believe that "organic development". "neuromuscular development" and "movement development" were objectives, that should get highest priority. These objectives they argued, were uniquely tied in with physical education. They were essentially good for fitness throughout life. They provided the impetus for sports programmes. They represented the objectives that could more readily be achieved.

(ii) Second in importance as opined by his respondents was "mental" or "interpretive development". The reason being that it was important to develop a

favourable attitude towards physical education if any objective was to be achieved at all. Education they argued was primarily involved with developing a thinking.

(iii) Lastly was ranked the objective of "social development". Reason supporting this position was that all areas of education were interested in the social objectives and that it was not the unique responsibility of one field.

Salem and Everett, (1980) in "Physical Education Objectives expressed as needs by Florida State University Students" found on the basis of the opinions expressed by 909 students that the unique objectives were "keeping in good health and physical condition" and "Getting regular exercise" by both males and females. While least in importance, were "Achieving Success" and "Developing Leadership" by the same groups.

SUMMARY:-

With these findings, and the various opinions expressed by the professionals in physical education one is prone to believe that physical education means many different things to many different people. This is evidenced by the continuous discussion concerning what physical education is and what it can do. The problems of identity and values are not limited to physical education.

Today all of education is involved in controversy and ferment. Such unrest is indicative of the many programme differences which exist in education. Educational ferment, which is not necessarily undesirable because it frequently leads to discovery and development, does, however, often limit communication, as basic points of reference do not mean the same thing to different people even as they seem to discuss common problems.

In order to provide a basic referent for the consideration of the needs of APU students, attempt would be made to obtain a consensus regarding the objectives of physical education which could determine the sports programme appropriate to the needs of the students in this study.

CHAPTER III

METHOD AND PROCEDURE

3.1: RESEARCH DESIGN

The purpose of this study was to investigate the sports needs of the students of Ahmadu Bello University Zaria. In order to achieve this purpose 34 objectives were prepared against a five point scale and distributed in the form of a questionnaire to a sample of 16 students from the total population of the students (1979 - 1982) in Ahmadu Bello University to conduct a pilot study. The responses that were received were analysed to determine the propriety and validity of the statements on the basisof which, a final state of 20 objectives were selected and distributed in the form of questionnaire to a random sample of 600 male and female students from the different departments of the different faculties of Ahmadu Bello University Zaria. Out of 600 respondents only 584 respondents returned the questionnaires duely filled. The responses thus received were subjected to statistical analysis which included means and standard deviations, factor analysis performed on the 20 objectives, ANOVA performed on the significant factors so extracted by the factor analysis, and finally factor scale score were calculated using the significant factors.

3.2: SELECTION OF SAMPLE

The sample for this study was chosen, on a proportional stratified sampling procedure by using the formular,

$$\left(\frac{n}{N} \times SS \right)$$

where n is the student population of the department, N is the total student population of the University, and SS is the size of the total sample (600) for the study.

This sampling method was chosen because the population of students consisted of a number of strata with varied characteristics within t. e sub-stratum

The : characteristics include· sex, age, marital status, class, faculty. strength and participation level which were considered as independent variables. Effort was made to reflect these characteristics in the sampling process.

Information regarding the total student population of the Ahmadu Bello University Zaria, for 1979 - 80 session was obtained from the Information and Publication Document of August 1981 (Appendix G), which was found to be 7,343

A list of these students-supplied by the Academic office of Ahmadu Bello University Zaria - was numbered, a random sample of the given numbers was selected using Kendall's table of random numbers (Kendall, 1938). A starting point on the table of random numbers was selected, the investigator moved up and down the column and included those students whose numbers were listed.

3.3: PILOT STUDY

The 34 - item questionnaire was administered in a pilot study carried out in February, 1982; in Ahmadu Bello University Zaria, among 16 respondents who were represented the students of Ahmadu Bello University Zaria for the study.

The pilot study was designed along Babbie's model:

> ..... a pilot study should differ from the final survey, only in scale: fewer cases studied (and less time needed) ..... the pilot study should be directed at a representative sample of the target population....., The pilot study sample, then, should be selected exactly in the same fashion as is intended for the final study....
>
> Another advantage of the pilot study questionnaire is that, it contains all the intended questions, presented in the wording, format and sequence that pre-testing has indicated are the best for the final survey.
>
> (Babbie, 1973:211-212)

Students of Ahmadu Bello University Zaria were chosen for the pilot study because they approximated to the target respondents of the study.

Phase one of the pilot study was a pre-test of all aspects of the study. The questionnaires were then administered to the samples selected. The aim of the pre-test exercise, was to indicate whether the design was usuable. It gave a rough estimate of time and costs involved. It uncovered most of the problems inherent in the study (Babbie, 1973:206-218).

Despite a clear definition of the study design and a comprehensive information on the method of response to the study, it was envisaged that there would be problems in getting adequate responses from the first years and the 'others' as well as from the non-physical educators.

After the pre-test, the responses were refined in such a way that only codified number were expected within the boxes provided. This created a level of objectivity and homogeneity in the responses derived from respondents.

Other problems raised by the pilot study included:

(i) The inability of using the 10 objectives as they were in the questionnaire to identify respondent's opinion towards the three programmes. It was therefore, necessary to regroup the objectives into three viz:

(a) Fitness objectives, identified as GRPA.

(b) Competitive objectives, identified as GRPB.

(c) Recreational objectives, identified as GRPC.

(ii) The inability of using the department frequencies to test the hypotheses. This made it necessary to regroup the departments into the 11 Faculties for ease of ANOVA treatment by which deferent levels of significance for GRPA, GRPB, and GRPC were made possible. (Aprendices F)

A total of 16 students were used for the pilot study. 12 of them were males; while 4 of them were females. The sample, included undergraduates, graduates and 'others' 12 departments were covered. 14 of the respondents were sportsmen, while 2 of them were non-sportsmen.

A five-point scale was used for the rating of the objectives. Each respondent was asked to respond to each item of the objectives by placing a point scale in the boxes provided which corresponded with the intensity of his or her feelings for attaining that particular objective. The following scales were used:

Very important	=	5
Important	=	4
Somewhat Important	=	3
Slightly Important	=	2
Not Important	=	1
Blank boxes	=	'0' rating).

(Note: Although '0' as a scale was not indicated, all blank spaces were considered as '0'

The final phase of the pilot study, was the restructuring of the research design, to (i) 20 objectives (ii) regrouping the objectives into three and the departments into 11 Faculties.

3.4: PREPARATION OF THE QUESTIONNAIRE:

Identifying, defining, and promulgating the objectives of physical education has long been a favourite pastime of leaders in our field. That this process has led to

controversy has been neither unavoidable nor unexpected. The confusion, however, lies not in identifying objectives but rather in ordering in importance of the objectives selected. (Loucks, 1974).

This background was borne in mind while ordering the objectives that were selected for this study instrument. 34 statements relecting the different objectives of sports programmes were prepared from review of literature which were administered in a form of questionnaires to a sample of 16 students selected at random from the total student population in Ahmadu Bello University Zaria. On the basis of the results of the study, statements of objectives that every respondent answered in similar way were rejected and others were retained. Thus a total of 20 statements were selected for the final questionnaire which is given in Appendix A page 86. The questionnaire thus prepared was administered to a total of 600 students selected at random from 67 departments of 11 faculties of Ahmadu Bello University Zaria.

3.5: VALIDATION OF THE QUESTIONAIRE

The 20 item questionnaire in parts I and II was prepared on the basis of the results of the pilot study conducted in this research that contain sports programme objectives most frequently mentioned.

On the basis of the fact that these were professional objectives, universally accepted within the field of physical education, the investigator, found no serious

need of subjecting them again to a panel of experts in the profession for validation. However, a pearson correlation coefficient test was conducted on them to ddtermine their internal consistency. Although other levels of significance could have been selected, the investigator decided to use the .01 level of significance and found that the final list of 20 objectives displayed internal consistency as shown in table I, and were considered reliable for this study.

TABLE I

Pearsons Correlation Coefficient of the 20 Objectives

OBJECTIVES		OBJECTIVES	
1. .5013	S = .001	11. .6246	S = .001
2. .3767	S = .001	12. .5410	S = .001
3. .5187	S = .001	13. .5644	S = .001
4. .5539	S = .001	14. .4968	S = .001
5. .6444	S = .001	15. .5700	S = .001
6. .5997	S = .001	16. .5547	S = .001
7. .4736	S = .001	17. .4596	S = .001
8. .5779	S = .001	18. .5981	S = .001
9. .5371	S = .001	19. .5550	S = .001
10. .5895	S = .001	20. .5166	S = .001

All objectives were internally consistent at .01 level.

3.6 ADMINISTRATION OF THE QUESTIONNAIRE:

The questionnaires were administered personally by the investigator to the respondents. In most cases, the questionnaires were collected on the spot, while in some other cases, the respondents returned completed questionnaires through the mailing addresses indicated on the covering letter (appendix B)

After distributing the questionnaires to a group of respondents, brief explanations were given on the spot to fascilitate clear comprehension of the part II. Most questions asked were concerned with understanding the rating scales, and how to place them.

Altogether, a total of 600 questionnaires were distributed on a representative sample scale based on faculty strength (Appendix G). Bennett and Hill, stated that studies have shown that "typically one can expect fewer than half of the questionnaires administered, returned. This not only reduces the size of ones sample but may also bias the results, so that valid generalizations cannot be made.... the goal in a questionnaire study is typically 70 - 80 percent returns. If there are more than 30 percent non-returns, one would question the worth of the results" (Bennett and Hill, 1964:170-80).

In this study, the return rate was 584 (respondents) out of 600 (sample size); 97.3 percent. This indicated a valid generalization of the results as representing the views of all the students of Ahmadu Bello University Zaria.

3.7 SUBJECTS:

The subjects for this study were 584 (441 male and 143 female) students of Ahmadu Bello University Zaria randomly selected from 67 departments of 11 faculties (1982 structure). The sample represented four age groups (under 20 years, 20 - 30 years, 30 - 40 years and above 40 years). It also represented married and unmarried, various classes (1st to 7th and others), sports participants and non-sports participants. The sample was therefore, a mix - match and a true representation of the profile of the students in Ahmadu Bello University Zaria.

3.8 STATISTICAL METHODS USED

a) The mean ($\bar{x}$) and standard deviation (SD) for each of the dependent variable was found for males, females, class, department or faculty, single students, married students, participants, and non-participants.

b) A factor analysis with PA2 iteration, and varimax rotation option procedures as described in the SPSS manual were performed on the pilot study and later on the main study.

c) ANOVA was performed on the significant factors (extracted from the dependent variables) as against the independent variables.

d) Finally factor score scales were calculated for the two significant factors. ANOVA was later performed on the factors Social Development and Physical Development.

3.9 PROCEDURE FOR ANALYSING THE MAIN STUDY

'T' tests and ANOVA on the level of participation were used for analysing hypotheses 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5 and 1.4.6 to test for the over all needs of the students as well as test for sex, age, marital status, year of study and faculty effects.

Means ($\bar{x}$) and Standard Deviations (SD) were used to pin-point highest and lowest rated objectives for sex, class, faculty and participant levels.

A factor analysis was performed on the 20 objectives. The varimax rotation option and PA2 iteration procedures were used to determine the significant factors in the study.

> Factor analysis extracts significant factors from a study. In the initial solution, all factors (estimates) are Orthogonal (uncorrelated). The first estimates so extracted tend to load significantly on every variable (i.e they are general factors). While the second estimates bear halve positive, and halve negative loadings (i.e they are bipolar). The remaining factors also tend to be bipolar thus often make the orthogonal factors difficult to interpret because the variables tend to decompose into positive as well as negative factors. In this state, the complexity of each variable is usually greater than I. Also of greater concern, is the fact that in the orthogonal state, each variable is accounted for by two significant common factors.
>
> For this reason, rotation becomes very necessary. After rotation each variable is accounted for by a simple significant factor. Thus the rotated factor matrix shows loadings that are

> conceptually simpler than in the unrotated matrix form. Rotation also makes the loadings more stable.
>
> Varimax rotation option is preferred to the other options (equimax and quartimax) because, it centres on simplifying the columns of a factor matrix. It also refines a simple factor as one with only Is and Cs in the column, thus, maximizing the variance of the squared loadings in each column .(Kim,1968:480).

ANCVA was performed on the significant factors with sex, class, faculties, participant levels, marital status and age as independent variables.

Cross tabulations and breakdown procedures were employed to render the subordinate hypotheses 1.4.2, 1.4.3, 1.4.4, 1.4.5 and 1.4.6 in the study treatable by 'T' tests and ANCVA in order to explain and confirm the degree of significance between the factors.

Finally, factor scale scores were computed for the two significant factors of "Organic Development" and "Physical Development."

The findings are fully discussed in the next chapter.

SUMMARY:

The study was designed to sample the opinions of students of Ahmadu Bello University to determine their sports needs.

A 34 - item objective questionnaire was designed for the study. This was subjected to a pilot study test to eliminate those conditions and items in the design and study, that were not possible and non-contributory to the

main study. After the pilot study, a final design of 20 - item objective questionnaire was compiled and tested for internal consistency and found internally consistent at the .01 significant level. The final design was administered to a representative sample of 600 respondents, out of which 584 respondents returned the questionnaires dully filled. These were treated to various tests to analyse the results got.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this study was to investigate the sports needs of the students of Ahmadu Bello University Zaria. To achieve this purpose, the information collected was statistically analysed, the results of which are presented and discussed in this chapter.

RESULTS:

Means and standard deviations of objectives expressed as highest in importance by male and female respondents are presented in table II.

TABLE II

Mean and standard Deviation of Objectives Expressed As Highest in Importance by Male and Female Respondents

	Males		Females	
Objectives	M	SD	M	SD.
Keeping in good health and physical condition	4.42 N(440)	0.89	4.24 N(140)	1.09
Improving self confidence	4.06 N(437)	1.12	4.06 N(141)	1.14
To attain and maintain high level of physical fitness	4.23 N(438)	0.92	3.95 N(142)	1.14
Performance of daily activity with skill and ease	4.00 N(434)	1.00	3.72 N(142)	1.14

Examination of table II revealed that the mean and SD. calculated for each of the dependent variables indicated that the two top rated objectives for males were "Keeping in good health and physical condition" and "To attain and maintain high level physical fitness", while for females, the objectives were "Keeping in good health and physical condition" and "Improving self con idence." There was agreement on the highest four stated objectives among males and females.

Results regarding the means and standard deviations of objectives expressed lowest in importance by male and female respondents are shown in table III.

TABLE III

Means and standard Deviations of Objectives Expressed As lowest in importance by Males and Females

	Males		Females	
Objectives	M	SD	M	SD
Developing Leadership	3.43 N(438	1.33	3.51 N(142)	1.11
Having Fun	3.33 N(438)	1.19	3.51 N(142)	1.11
Providing Vocational Preparation	3.31 N(436)	1.16	3.27 N(142)	1.21
To provide a medium for mass voluntary movement and participation.	3.27 N(437)	1.10	3.31 N(142)	1.16

Looking closely at table III the following are revealed. The mean and standard deviation of the objectives as rated by the respondent showed that "To provide a medium for mass voluntary movement and participation", was the lowest for the males; while "providing vocational preparation" was the lowest for the females. However, there was agreement on the other two objectives: "Developing leadership", and "Having fun", as occupying low positions on the hierrachy of all the objectives.

Results of the mean and standard deviations for the objectives considered highest in importance by the classes are shown in table IV.

TABLE IV

Mean and Standard Deviation of Objectives Expressed as highest, in importance by Classes

CLASS

	1		2		3		4		5		6		7	
OBJ	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
9	4.20 N127	1.15	4.43 N183	.87	4.42 N136	.96	4.48 N47	.68	4.41 N39	1.71	4.20 N34	.88	4.66 N15	.72
19	4.06 N127	1.15	4.24 N182	..88	4.15 N136	1.01	1.29 N47	.80	4.25 N39	.81	3.75 N33	1.03	4.40 N15	.91
1	4.02 N127	1.14	3.82 N181	1.05	3.89 N132	1.02	3.93 N47	.96	3.97 N39	1.03	3.94 N34	.98	4.60 N15	.50
7	3.81 N127	1.21	3.18 N182	1.31	3.51 N135	1.42	3.34 N46	1.50	3.92 N38	1.23	4.05 N34	1.20	4.14 N14	1.29

Key: Obj. 9 = Keeping in good health and Physical condition.

Obj. 19 = To attain and maintain high level physical fitness

Obj. 1 = Developing adequate organic vigour for performance of daily activities with skill and ease.

Obj. 7 = Preventing, detecting and correcting of physical defects.

Analysis of the date by class indicated that each of the seven classes indicated high importance for the objectives: "Keeping in good health and physical condition", and "To attain and maintain high level of fitness", whereas for the post graduates, "preventing, detecting and correcting physical defects" was the second most important objective. The 'others' rated "Developing adequate organic vigour for performance of daily activities with skill and ease" as the second most important objective.

This result indicated a high preference for health and fitness generally, however, with increased maturity and experience, view-points shifted. Most of the post graduate participant students fell within the age-limit, of 30 years and above; their experience both in participation and in the knowledge of the values of sports have increased. Mathews, (1973) states that, "once a pupil, has reached a satisfactory level of fitness and has an appreciation of how fitness is vital to his full growth and

development, the effect of the fitness objectives is more completely realized". Indeed, the application of scientific knowledge to determine the kind and amount of physical activity needed to meet any individuals' needs is imparative to the further improvement of physical fitness programmes. These have to a large extent affected the opinions earlier stated.

The mean and standard deviation scores calculated for the objectives least in importance by the classes, are shown in table V.

TABLE V

Mean and Standard Deviation for Objectives Expressed as lowest in importance by Class

	1		2		3		4		5		6		7	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
2	3.54 N127	1.11	3.19 N182	1.17					3.15 N39	1.24			3.00 N15	1.25
8	3.54 N127	1.15												
20			3.20 N181	1.21	3.22 N135	1.15	2.97 N47	1.20	3.10 N39	1.16	3.03 N33	.98	3.33 N15	1.09
16					3.18	1.12					3.30	1.10		
					N47						N33			
13							3.08 N134	1.42						

Key: Obj. 2 = Having fun

Obj. 8 = Developing a habit of spending a portion of time in enjoyable physical activity.

Obj. 20 = Providing vocational preparation

Obj. 16 = To provide a medium for mass voluntary movement and participation.

Obj. 13. = Developing leadership.

Analysis of table V revealed that, the objective "Providing Vocational Preparation" was considered as the least in importance by the second, and third years and by the 'others'; whereas, the first years considered "Having fun", and "Developing habit of spending a portion of time in enjoyable physical activity" as the least important objectives. "Developing leadership," "Having fun", and "To provide a medium for mass voluntary movement and participation" were considered as the least important objectives by the fourth, fifth, and sixth year students. "Having fun", was considered as the second objective least in importance by the second years and the others. The third year students considered "To provide a medium for mass voluntary movement and participation" as the least objective in importance. However, the fourth, fifth, and sixth year students considered "Providing vocational preparation" as the second objective, least in importance.

The mean and standard deviations of objectives expressed as high in importance by the faculties are shown in table VI

TABLE VI

Mean and Standard Deviations of Objectives Expressed as Highest in importance by faculties

OF.	2		5		7		8		9		10		
OBJ.	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M
10	4.20	.95											25
8	4.12	.83											25
9			4.68	.56					4.10	1.18	4.70	.59	63,50,60
5			4.34	.69	4.33	.98							63,21
3					4.10	.94							21
4											4.23	1.06	60
1									4.08	.90			50
7	4.04	.79					4.03	1.26					25,94
17							3.98	1.17					59

Key:

FACULTIES:- 2 = LAW

5 = EDUCATION

7 = ENVIRONMENTAL DESIGN

FACULTIES: - 8 = MEDICINE
9 = PHARMACEUTICAL SCIENCES
10 = SCIENCE.

Objectives: (See Appendix A) for full meanings.

Analysis of the data by faculties indicated that students of the faculty of Law expressed the need of "Achieving success" "Developing habits of spending a portion of time in enjoyable physical activity" as the two topmost objectives. While they saw "Preventing, detecting, and correcting of physical defects as the third objective in importance. "Keeping in good health and physical condition" was the objective expressed as highest need in importance by the students from faculty of Education, Pharmaceutical Sciences, and Science. "Understanding with other people" and "Making new friends by the faculty of Environmental Design, and faculty of education. "Preventing, detecting, and correcting of physical defects", and "Keeping weight controlled" for the faculty of medicine. The faculty of science also felt that "Getting regular exercise" was important. There was a high degree of relationship between the philosophical views of the various faculties and their expressed opinions.

Table VII shows the Mean and Standard Deviations for the objectives of lowest in importance by faculties.

TABLE VII

MEAN AND STANDARD DEVIATIONS OF OBJECTIVES EXPRESSED AS LOWEST IN IMPORTANCE BY FACULTIES

	FACULTIES														
	1		2		3		4		6		7		11		
OBJ	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	N
2	3.08	1.32													37
3							3.40	1.27							45
6									3.79	1.36	3.76	1.33			59,21
7	3.37	1.28													37
12													2.95	1.15	78
8													3.15	1.03	78
20					3.02	1.49									49
16					3.04										49
17			3.08	1.32											25
18			3.20	1.00											25

Key: FACULTIES: (See Appendix D) for full meaning of Faculties

(See Appendix A) for full meanings of objectives

Analysis of Table VII indicated that the objectives "Having fun", and "Preventing, detecting, and correcting of physical defects" were rated lowest in the need priorities of the students of Faculty of Administration. While the students of the Faculty of Law felt that "Keeping weight controlled", and "Developing sociability and social co-operation" were lowest in their preference for the programme(s) objectives. The Faculty of Agriculture students rated "Providing Vocational Preparation", and "To provide a

medium for mass voluntary movement and participation", as least in importance.

Faculty of Arts and social sciences surprisingly felt that "Making new friends" - a socialising factor - is of least importance to them. In Engineering, "Improving self confidence" was put as the objective of least importance. The same view was shared by the Environmental Designers. While the Veterinary Medical Doctors did not see any serious need for the objectives "Developing skill in various Sports" and Developing habit of spending a portion of time in enjoyable physical activity."

The mean and standard deviations for the objectives of highest importance by marital status are shown in Table VIII.

Table VIII

Mean and Standard Deviations for Objectives Expressed As Highest in importance by Marital Status

	Singles			Married		
Objectives	M	SD	N	M	SD	N
Keeping in good health and physical condition	4.39	.91	431	4.35	1.02	150
To attain and maintain high level physical fitness	4.17	.96	430	4.13	1.06	149
Improving self confidence	4.06	1.16	427	4.10	.99	150
Getting regular exercise	3.96	1.03	430	4.07	1.03	150

Analysis of table VIII indicated that both the single and the married students were of common opinion in the objectives of highest importance. These included "Keeping in good health and physical condition", "To attain and maintain high level physical fitness", "Improving self confidence", and "Getting regular exercise". It is possible to attribute these ratings to the fact that whether the students are singles or married they have one person or the other to keep fit for, through participation in sports. Looked at from another perspective, it is a natural urge to exercise. It is also a unique desire to achieve fitness in human beings.

The mean and standard deviations for the objectives of lowest importance by marital status are shown in table IX

TABLE IX

Mean and Standard Deviations for Objectives Expressed as lowest in importance by Marital Status

	Singles			Married		
Objectives	M	SD	N	M	SD	N
Providing Vocational Preparation	3.29	1.17	428	3.32	1.19	149
To provide a medium for mass voluntary movement and participation	3.30	1.10	428	2.22	1.16	150
Developing skill in various sports	3.31	1.20	430	-	-	-
To excel and experience the thrill of competition	-	-	-	3.37	1.14	150
Having Fun	3.33	1.20	429	-	-	-
Keeping weight controlled	-	-	-	3.44	1.27	149

Analysis of table IX revealed that "Providing Vocational Preparation", and "providing a medium for mass voluntary movement and participation" were seen by the single students as the objectives lowest in their need priority. The same was the case for the married students except that the order was reversed. "To provide a medium for mass voluntary movement" was followed by "providing vocational preparation". It was not easy to explain why single students rated "Developing skill in various sports", and "Having fun" as objectives of low preference.

For the married students, it was possible to relate their apathy towards the objective "To excel and experience the thrill of competition", to family pressures and the lack of time this responsibility caused them. Lastly, it was surprising that the married students did not see it necessary to keep their weights low. This could be attributed to various factors such as cultural background - most of the respondents within this category may have been Fulanis by origin or may have been born into an agricultural families by which they dissipate or shade most of their extra weight during farming - By this circumstance, they would have no fore knowledge of the problems of overwight. They would therefore, not have need to rate "keeping weight reduced", high.

The mean and standard deviations for the objectives of highest importance by level of participation are shown in table X.

TABLE X

Mean and Standard Deviation for Objectives Expressed as Highest in importance by Participants

	Participants			Non-Participants		
Objective	M	SD	N	M	SD	N
Keeping in good health and physical condition	4.44	.87	306	4.30	.99	276
To attain and maintain high level physical fitness						
Improving Self Confidence	4.16	1.00	305	3.94	1.22	273
Developing Adequate organic vigour for performance of daily activities with skill and ease.	4.12	.94	305	3.71	1.11	271
Getting regular exercise	4.10	.99	306	3.85	1.05	276
Understanding with other people.	4.02	.98	306	3.82	1.20	275

Analysis of table X revealed that "keeping in good health and physical condition", and "To attain and maintain high level of physical fitness", were the first two objectives considered of highest importance by participants as well as by the non-participants. For the rest of the objectives, the participants were unanimous in their ratings; However, the non-participants were virtually in agreement with the participants.

except that they rated "Developing adequate organic vigour for performance of daily activities with skill and ease". as the sixth of their need preferences.

This table exhibited a high degree of inconsistency in the claims of the non-participants. The unanimous agreement on the first three objectives of highest importance indicated that the non-participants were not sincere in their expressed opinions or their claim to be non-participants. Another factor that was seriously considered responsible for this type of inconsistency was that of group solidarity in the filling of the questionnaires. The views of the greater participants (N305) overshaddowed those of the lesser non-participants (N273).

The mean and Standard Deviations for the objectives of lowest importance by level of participation are shown in table XI.

Table IX

Mean and Standard Deviations of Objectives Expressed as lowest in importance by Participants

Objective	Participants			Non-Participants		
	M	SD	N	M	SD	N
To provide a medium for mass voluntary movement and participation	3.31	1.08	306	3.23	1.14	273
Provide Vocational preparation	3.43	1.15	305	3.14	1.17	273
Having fun	3.47	1.13	305	3.26	1.20	275
Developing skill in various sports	3.67	1.08	306	3.09	1.22	275
Developing habit of spending a portion of time in enjoyable physical activity	3.70	1.03	306	3.28	1.12	276

Analysis of table XI revealed that there were differences in the opinions of the participants and non-participants regarding the first two objectives lowest in importance. For the participants "To provide a medium for mass voluntary movement and participation", and "providing vocational preparation" were rated lowest. Whereas "Developing skill in various sports", was the lowest for the non-participants. However, the non-participants once more agreed with the participants in the rating of "Providing Vocational Preparation" as the second lowest objective.

Hypothesis 1.4.1: "There will be no significant difference between the fitness, competitive and recreational programmes' objectives as desired by Ahmadu Bello University Zaria students".

Testing this hypothesis was made possible by regrouping the objectives into three (GRPA, GRPB, and GRPC). The groups were then treated to a two-tailed 't' test, to determine whether there were significant differences in the opinions of the participating students of ABU regarding the programmes' objectives. The results of the 't' test are shown in table XII.

Table XII

'T' Test on Level of Participation

Variable	No of Cases	Mean	SD	STD ER	T Value	D.F	2 Tail Prob.
TOTAL							
Participants	306	76.91	10.15	.58	6.25	582	<.0001
Non-Participants	278	70.46	14.53	.87			
1. FITNESS PROG.							
Participants	306	28.40	4.17	.24	5.81	582	<.0001
Non-Participants	278	26.06	5.50	.33			
2. COMPETITIVE PROG.							
Participants	306	22.93	3.88	.22	5.63	582	<.0001
Non-participants	278	20.74	5.38	.32			
3. RECREATIONAL PROG.							
Participants	306	25.59	4.03	.23	4.81	582	<.0001
Non Participants	278	23.66	5.58	.33			

Significant at 0.05 level

Analysis of table XII revealed that there were significant differences between the opinions expressed by participants and non-participants with respect to all the objectives ($P < 0.001$). The same was applicable to the fitness, competitive, and Recreational objectives. Further study for confirmation of the 'T' test was made necessary, hence hypothesis 1.4.1 was subjected to ANOVA based on participant level, as the independent variable. Here again, all the programmes showed significant differences ($P < 0.001$) as shown in tables XIII, XIV, and XV respectively. Hence the hypothesis was rejected.

Table XIII

ANOVA: Participation level by FITNESS OBJECTIVE

Source of variation	SS	D.F	M.S.	F	Significant Level
Main Effects of participation Level	793.70	1	793.70	33.79	0.001
Explained	793.70	1	793.70	33.79	0.001
Residual	13671.11	582	23.49		
Total	14464.82	583	24.81		

0.05 Significant Level.

TABLE XIV

ANOVA: Participation Level By Competitive Objectives

Source of variation	SS	D.F	M.S.	F	Significant Level
Main Effects of participation level	698.85	1	698.85	32.27	0.001
Explained	698.85	1	698.85	32.27	0.001
Residual	12604.91	582	21.66		
Total	13303.77	583	22.82		

0.05 Significant Level

Table XV

ANCVA: Participation Level By Recreational Objectives

Source of variation	SS	D.F	M.S	F	Significant Level
Main effects of participation Level	538.71	1	538.71	23.10	0.001
Explained	538.71	1	538.71	23.10	0.001
Residual	13574.51	582	23.32		
Total	14113.22	583	24.21		

0.05 Significant Level

Hypotheses 1.4.2, 1.4.3, 1.4.4, 1.4.5, and 1.4.6 were designed to test, the sub-ordinate interraction effect of sex, Age, Marital Status, Class and Faculties on the Dependent variables.

Sex and Age had no significant differences on the rating system of the students; Hence the hypotheses were therefore accepted.

The 't' test on the dependent variables by marital status is shown in table XVI. Table XVI: 't' test on Marital Status By the Different programmes' objectives.

Variable	N	Mean	SD	S.E	F-Value	2-Tail Prog.	Sig.
Total							
Singles	433	73.40	13.45	.65	1.54	P≤0.02	*
Married	150	75.14	10.83	.88			
Fitness Prog.							
Signles	433	27.24	5.18	.25	1.39	P≤0.02	*
Married	150	27.45	4.39	.36			
Comp. Prog.							
Singles	433	21.67	4.96	.24	1.42	P≤0.02	*
Married	150	22.51	4.17	.34			
Recreational Prog.							
Singles	433	24.50	5.06	.24	1.28	P≤0.08	ns
Married	150	25.17	4.48	.37			

* C.05: Level of Significance

ns: Not Significant.

Analysis of table XVI indicated significant difference for marital status generally, and also between the sportsmen and sportswomen with respect to fitness and competitive programmes; but not with recreational programme. Hypothesis 1.4.4 which is "Marital Status has no significant difference on students ratings of fitness, competitive, and recreational programmes' objectives." was therefore, rejected.

Hypothesis 1.4.5 was subjected to ANOVA treatment. The result of which is shown on table XVII.

Table XVII

ANOVA - COMPETITIVE PROGRAMME BY CLASS

Source of Variation	S.S	D.F	M.S	F	Significant Level
Main Effects	352.92	6	58.82	2.62	0.016 *
Explained	352.92	6	58.82	2.62	0.016 *
Residual	12949.61	576	22.48		
Total	13302.53	582	22.86		

0.05 Significant Level

* Significance $P \leq 0.02$

The ANOVA treatment indicated no significant difference generally in the opinions of the various classes, in respect of the programmes. However, in specific cases differences existed in the expressed opinions of the different classes, with respect to the competitive programme only. (P ≤ 0.02). Hypothesis 1.4.5 which is "There are no significant differences between the fitness, competitive and recreational programmes' objectives as rated by the different classes," was therefore rejected.

Hypothesis 1.4.6. The ANOVA on the programmes by Faculties indicated a significant difference generally by the Faculties (P ≤ 0.05) as shown in table XVIII.

Table XVIII

ANOVA - TOTAL PROGRAMMES BY FACULTIES

Source of Variation	SS	D.F	M.S	F	Significance of F
Main Effects	2962.58	10	296.26	1.83	0.053 *
Explained	2962.58	10	296,26	1.83	0.053 *
Residual	92986.93	573	162.28		
Total	95949.51	583	164.58		

* 0.05 Significant Level

With respect to fitness, competitive and recreational programmes the faculty opinions indicated no significant differences ($P \leq 0.07$), ($P \leq 0.06$), and ($I \leq 0.19$) respectively. Therefore hypothesis 1.4.6 which is "There are no significant differences between the fitness, competitive and recreational programmes' objectives", was accepted.

There were few complexities in the expressed opinions of the students. These were noticed among the classes, the faculties and within the marital statuses. These could not be attributed to external factors, but to those inherent within the objectives which were rated by the students. To determine such factors, factor analysis with principal iteration procedures were made possible.

The mean and standard deviations of the highest objectives by total respondents are shown in Table XIX.

Table XIX

Mean and Standard Deviations of the Highest Rated Objectives by Factor Analysis

Variables (Objectives)	Mean	SD	N
Keeping in good health and physical condition	4.36	0.97	584
To attain and maintain high level physical fitness	4.13	1.04	584
Improving self confidence	4.02	1.19	584
Getting regular Exercise	3.97	1.06	584

Analysis of Table XIX indicated that physical and social development objectives were considered by all the respondents as the most important objectives of the sports programmes of the University.

Further analysis indicated that five factors were needed to explain 100 percent of the total variability of the respondents. Factor 1 accounted for 62.7%, while factor 2 accounted for 15.3%. Both of them combined, accounted for 78% of the total variability. These are illustrated in Table XX.

Table XX

Final Communalities and percentage of Common variance Accounted for By Rotated Factors

Variable (Objectives	Communalities	Factor	Eigen Value	PCT of variance	Cum. PCT.
1	.27	1	5.45	62.7	62.7
2	.19	2	1.33	15.3	78.0
3	.27	3	.62	7.4	87.4
4	.59	4	.61	7.1	94.5
5	.64	5	.48	5.5	100.0
6	.61				
7	.24				
8	.34				
9	.59				
10	.53				
11	.49				
12	.49				
13	.46				
14	.39				
15	.48				
16	.57				
17	.31				
18	.47				
19	.46				
20	.32				

With 78% of the total variability accounted for, the investigator stopped for two reasons:

1. By Principal Component Technique (PCT), once 70% of variability can be accounted for or explained one should stop, irrespective of the number of factor displayed or needed to account for 100% of variability.

2. By Kaiser Normalization, when the eigen value is less than 1, one should stop analysis.

For this study, PCT (Factors 1 & 2 equals 78%) also eigen value when equated to less than one equalled factors 1 & 2. However factor 3 brought the PCT to 87.4 and eigen value to 0.82. These three factors were therefore, used to identify the significant factors.

One vital final point about PCT is the fact that it is always advisable to use the loadings above ± 0.15 to explain or identify the factors. Any loading or coefficient below this range should be ignored.

In this study, the five factor matrix loadings are shown in Table IV.I

Table XXI

Factor Matrix using Principal Factor with Iteration

OBJ.	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
1	.45	.03	- .12	.19	- .09
2	.30	- .12	.24	.14	.02
3	.47	- .08	.14	.09	- .11
4	.56	.12	- .31	.12	- .39
5	.65	- .25	.17	.14	- .32
6	.60	- .41	.11	- .19	- .18
7	.41	- .21	.04	.14	.05
8	.54	.03	- .06	.12	.003
9	.55	- .28	- .45	.05	.11
10	.58	- .39	.09	- .07	.18
11	.61	- .29	.04	.06	.18
12	.51	.35	.13	.30	.06
13	.52	.08	.39	.12	.07
14	.46	.41	- .07	- .03	- .09
15	.54	.43	.06	- .07	- .02
16	.53	.39	.11	- .34	.07
17	.41	.17	- .19	- .27	.07
18	.59	0.002	- .06	- .31	.14
19	.54	.02	- .34	.13	.19
20	.47	.23	.11	.12	.15

Table XXI

Analysis of / indicated that on the 70% ICT variability, the first factor gave the general contribution of all the variables; while factors 2 to 5 gave the comparisons between the positive and negative variables. When the loadings above $\pm$0.15 were used, the following objectives were identified for factors 2 and 3 (positive and negative) respectively.

FACTOR 2 +ve loadings: identified objectives 12, 14, 15, 16, 17 and 20 which are:-

"Developing skill in various sports";

"To detect, and train gifted students for competitive athletics";

"To excel and experience the thrill of competition";

"To provide a medium for mass voluntary movement and participation";

"Keeping weight controlled; and

"Providing vocational preparation".

Factor 2 -ve loadings: identified objectives: 5, 6, 7, 9, 10, and 11 which are:-

"Understanding with other people;

"Improving self confidence";

"Preventing detecting, and correcting of physical defects";

"Keeping in good health and physical condition",

"Achieving success"; and

"Having ability to move freely with control".

Factor 3 +ve loading identified objectives 2, 5, and 13 which are "Having fun";

"Understanding with other people"; and

"Developing leadership" while

Factor 3 -ve loadings identified objectives 4, 9, 17, and 19, which are "Getting regular exercise", "Keeping in good health and physical condition", "Keeping weight

controlled"; and "To attain and maintain high level physical fitness".

Common among these objectives are those of "Physical Development" and "Social Development".

To determine how significant these two factors were, factor scale scores were computed for them. The ANOVA on the factor "Social Development", by the independent variables are shown in tables XXII and XXIII respectively.

Table XXII

ANOVA - SOCIAL DEVELOPMENT BY YEAR OF STUDY

Source of Variation	SS	D.F	M.S.	F	Significance of F.
Main Effect	8.518	6	1.420	2.526	0.020 *
Marital Status	8.518	6	1.420	2.526	0.020 *
Explained	8.518	6	1.420	2.526	0.020 *
Residual	323.675	576	.562		
Total	332.193	582	.571		

* 0.05 Significant Level.

Table XXIII

ANOVA - SOCIAL DEVELOPMENT BY PARTICIPATION LEVEL

Source of Variation	SS	D.F	MS	F	Significance of F
Main Effects	6.245	1	6.245	11.125	0.001 *
Participation Level	6.245	1	6.245	11.125	0.001 *
Explained	6.245	1	6.245	11.125	0.001 *
Residual	326.741	582	.561		
Total	332.986	583	.571		

* 0.05 Significant Level

Analysis of tables XXII and XXIII indicated that factor social development by sex, age, marital status, class, faculties and level of participation exhibited significance at the year of study, and participation levels only ($P \leq 0.020$) and ($P \leq 0.001$) respectively.

ANOVA on the factor "Physical Development", with sex, age, marital status, class, faculties and level of participation as the independent variables are shown on tables: XXIV, XXV, XXVI, and XXVII, respectively.

Table XXIV

ANOVA - PHYSICAL DEVELOPMENT BY AGE OF THE STUDENTS

Source of Variation	SS	DF	MS	F	Significance of F.
Main Effects	3.490	3	1.163	2.997	0.030 *
Age	3.490	3	1.163	2.997	0.030 *
Explained	3.490	3	1.163	2.997	0.030 *
Residual	224.725	579	.388		
Total	228.215	582	.392		

Table XXV

ANOVA - PHYSICAL DEVELOPMENT BY MARITAL STATUS

Source of Variation	SS	DF	MS	F	Significance of F.
Main Effects	3.901	1	3.901	10.111	0.002 *
Marital Status	3.901	1	3.901	10.111	0.002 *
Explained	3.901	1	3.901	10.111	0.002 *
Residual	224.174	581	.386		
Total	228.075	582	.392		

* 0.05 Significant Level.

Table XXVI

ANOVA - PHYSICAL DEVELOPMENT BY YEAR OF STUDY

Source of Variation	SS	DF	MS	F	Significance of F.
Main Effects	8.873	6	1.473	3.886	0.001 *
Year of Study	8.873	6	1.473	3.886	0.001 *
Explained	8.873	6	1.473	3.886	0.001 *
Residual	219.202	576	.381		
Total	228.075	582	.392		

* 0.05 Significant Level

Table XXVII

ANOVA - PHYSICAL DEVELOPMENT BY LEVEL OF PARTICIPATION

Source of Variation	SS	DF	MS	F	Significance of F
Main Effects	12.682	1	12.682	34.218	0.001 *
Level of Participation	12.682	1	12.682	34.218	0.001 *
Explained	12.682	1	12.682	34.218	0.001 *
Residual	215.699	582	.371		
Total	228.381	583	.392		

* 0.05 Significant Level.

Analysis of the table (XXIV to XXVII) indicated that the factor physical development exhibited significance with the age level of the students at ($P \leq 0.03$); with marital status level at ($P \leq 0.002$); with year of study of the students at ($P \leq 0.001$); and finally with the participant level at ($P \leq 0.001$).

Sex and Faculty effects were not statistically significant with the factors "Social Development and "Physical Development".

DISCUSSION:

One of the major purposes of this study was to determine priorities for objectives of sports programme in Ahmadu Bello University Zaria. Literature reported so far indicated that professional leaders, historically, tended to favour "organic development" as the most important objective of physical education. As new physical education, however, was introduced at the turn of this century, other objectives more closely identified with general education, like social development, were included. The present picture about the hierrachy of objectives of phys.edn. indicated lack of consistency in the view-points of professional leaders (Bucher, 1979).

The results of this study, indicated that "Keeping in good health and physical condition," was the objective highest in importance by sex, class, marital status, participation level, and for Faculties of Education, Science,

and Pharmaceutical Sciences. Though this study has been found to be inconsistent with Weick, (1975) who reported that "Having fun" was the objective of highest importance by sex, class, and five of the colleges, it has been in line with that of Soudan and Everett, (1981) and Broer and Holland, (1954), and the views of professional leaders reported by Bucher (1979).

The following reasons may be attributed for this preference - these objectives are uniquely tied in with physical education, they are also essential for fitness throughout life, they provide the impetus for the programme and they represent the objectives that can more readily be achieved.

The objective of least importance in this study was that of "providing a medium for mass voluntary movement and participation" as indicated by the females, participants, and the married respondents. This finding was not consistent with those of any of the studies represented in literature.

This may be due to the fact that the 'movement Philosophy' had not gained much grounds yet when these studies were carried out.

The factor analysis confirmed the principal position of the objectives "keeping in good health and physical condition", "To attain and maintain high level physical fitness" and "Improving self confidence. These were in agreement with

Weick, (1975); Soudan and Everette, (1981); Droer and Holland, (1954). However, the results were not in agreement with those of Tillman, (1976) who found that the objective "Self Realization" was number one.

Opinions regarding the fitness, competitive and recreational programmes were varied among the Faculties generally, but such opinions were not statistically significant. Hypothesis 1,4,6 which is "There are no significant differences between the fitness competitive and recreational programmes' objectives", was therefore accepted.

Social development helps an individual to make personal as well as group adjustments as a member of a particular society. Activities in the physical education programme offer one of the best opportunities for making these adjustments, with proper leadership. Further more, social development contributes to the development of appropriate self concept when children go through the various stages of physical growth. They are often accepted or rejected by their peers because of their physical characteristics. The need therefore, becomes high in the conception of individuals to develop themselves physically, not only for reasons of their own self-awareness but also because of the implications that their physique and physical skills have for their social image. The feelings of belonging, recongnition, self-respect, and love are therefore paramount basic needs of every individual (Bucher, 1979). The fact that participant level

and marital status indicated significant differences can therefore be understood. The players have learnt to socialize in play because sense of group consciousness and co-operative living have been developed in them. Their opinions on social development objectives were higher than those of the non-participants. In marriage, socialized individuals go into partnership for further socialization. It is therefore obvious that their views on the social development objectives would have been high enough to influence and cause the significant differences observed in the results.

For physical development, Hetherington (1922) pointed out that physical activity was the only source of development of the latent powers of the organism, that are inherent. Although sleep, nutrition, and rest he went on, contributed to the proper functioning of the organism, they had no powers to develop latent, resources, which participation in physical activity, accomplished. He further stressed that a healthy nervous system, depended on vigourous physical activity during early years of childhood and youth. He also explained that the only way in which nerve centres could be reached and developed was through physical activities which were involved with exercising the muscles, which the nervous system controlled.

Hein and Ryan (1960) in "The contributions of physical activity to physical health", reached the following conclusions:

(a) Regular physical activity throughout life appeared to inhibit coronory heart disease.

(b) Regular physical activity contributed to a body condition that enabled the individual to better meet emergencies and thus, in turn, enhanced health and avoided disability.

It was not surprising therefore, that "keeping in good health and physical condition", "To attain and maintain high level of fitness", "Developing adequate organic vigour for performance of daily activities with skill and ease", and "Developing habit of spending a portion of time in enjoyable physical activity" received very high priority in the opinion polls of the students.

ANOVA on participant level indicated significant differences on all three programmes by the participants themselves because consciously or unconsciously, the students know the merits of physical development to alround development.

These findings may be justified on the basis that this study was conducted on University student population, whose developmental needs are centred round physical development and social development. Hence their preferences for these objectives.

CHAPTER 5

5.1. SUMMARY AND CONCLUSIONS OF FINDINGS

The following findings may be justified on the basis of the results presented in the previous chapter and in view of the limitations of this study.

5.1.1 "Keeping in good health and physical condition" was expressed as of high importance by males, females, classes, the faculties of Pharmaceutical Science, Sciences the single and married students, and the participant and non-participant, students of the University. "Achieving success" was expressed as the objective of highest importance by the Faculty of Law students alone. Other objectives that enjoyed high priority rating in terms of needs by the students include: "Improving self confidence," "To attain and maintain high level of fitness", "Developing adequate organic vigour for performance of daily activities with skill and ease", and "Developing habit of spending a portion of time in enjoyable physical activity".

5:1:2 "Providing vocational preparation", "To provide a medium for mass voluntary movement and participation", "Having fun", and "Developing leadership" were expressed as objectives of least importance by sex, class, the Faculty of Agriculture, the single and married students, as well as by the participant and non-participant students of Ahmadu Bello University Zaria.

5.1.3 The 't' test indicated significant differences at the participant and marital status levels. However, with the marital status level, the significant differences were at the fitness and competitive programmes alone, and not with the recreational programme level.

5.1.4 ANOVA on the participant level indicated significant differences at the fitness, competitive and recreational levels; this result confirmed the analysis of hypothesis 1.4.1 which was rejected.

5.1.5 Age and sex were not statistically significant on the expressed opinions of the students. This was expected since the intention of the investigator rested heavily on the feeling that, students' perception of objectives would help to a large extent in the planning of sports programmes for them. This objective did not isolate the sexes alone, nor was the study designed to serve particular ages or different age groups.

5.1.6 The Factor Analysis, identified three objectives as of highest importance. They include:

(a) "Keeping in good health and physical condition",

(b) "To attain and maintain high level of physical fitness", and,

(c) "Improving self confidence".

These were in agreement with the findings of the analysis of the data by means and standard deviations.

5.1.7 Two significant factors were accountable for the variations indicated by the expressed opinions of the students. These were the factors: "Social development", and "physical development".

5.1.8 There were significant differences between participants and non-participants in the importance of fitness, competitive and recreational programmes' objectives.

5.1.9 There was significant difference in the opinions among the various classes in the area of competitive programme.

5.1.10 There were significant differences among the classes, and among participants and non-participants in the factor of social development.

5.1.11 There were significant differences among the age groups, between the single and married students, and among the different classes in the factor of physical development.

5.1.12 There were significant differences between the participants and non-participants in the factor of "Social and physical developments ($P \leq 0.001$) as shown in table XXVIII

Table XXVIII

ANOVA PHYSICAL DEVELOPMENT BY PARTICIPANT LEVEL

Source of Variation	SS	DF	MS	F	Significance of F.
Main Effects	7.598	1	7.598	11.437	0.001 *
P Level	7.598	1	7.598	11.437	0.001 *
Explained	7.598	1	7.598	11.437	0.001 *
Residual	386.561	582	.654		
Total	394.260	583	.576		

* 0.05 Significant Level

5:1.13 There were no significant differences among sexes and the Faculties in the University in the factors of social and physical developments.

5.2 SUGGESTIONS AND RECOMMENDATIONS

This pilot study is merely a break through into this area of sports sociology in Nigeria. It suggests therefore, a more indepth study into the nature and form of the fitness and recreational programmes conducive to the Nigerian culture and the needs of the youths; moreso at the institutional level.

Historically, the bulk of the developed nations drew their present day programmes from their local activities. In Italy, the 'palio', a race, was the favourite sport of many

medieval Italian communes. The word 'palio' means flag or banner. The practice in medieval times was to offer yards of silk or woolen cloth known as 'palli' as prizes for winning horse races. Eventually, 'palio' came to signify not only the prize for the contest, but the race itself. 'Palio' was generally a horse race, but has also become a foot, chariot, or even boat races. (Van Dalen, 1971). These have given rise to what today we know as horse races or foot races. Secondly, in England Strutt, gave a description of a game of 'Lawn bowling' or 'bowls' as:

> 'Here are two small ones placed upright at a distance from each other; and the business of the players is evidently to bowl at them alternately; the successful candidate being he who could lay his bowl the nearest to the mark' (Strutt, 1850)

This game had given rise to many protegees two of which are:

(a) Ball bowling and (b) golf etc. By these illustrations, the investigator wishes to recommend the survey of Nigerian pastimes, so that those that suit the needs of students (and the public in general) for recreation and fitness are adopted and refined for competition.

The results of this study strongly indicated the need for inclusion of fitness and recreational programmes. This was illustrated by the students' responses to various objectives related to fitness and recreational programmes viz:

Objectives 02, 04, 08, 09, 16, 17, and 19. as shown in Table XXIX below:

Table XXIX

Students' Ratings of Fitness and Recreational Related Objectives

OBJ.	02		04		08		09		16		19		19	
Rating Scale	n	%	n	%	n	%	n	%	n	%	n	%	n	%
1	42	7.2	13	2.2	35	6.0	11	1.9	45	7.8	52	9.0	13	2.2
2	106	18.3	48	8.2	74	12.7	25	4.3	92	15.9	63	10.9	29	5.0
3	125	21.6	94	18.2	134	23.0	47	8.1	172	29.9	95	16.4	77	13.3
4	207	35.7	208	35.7	238	40.9	150	25.8	196	33.9	210	36.3	193	33.3
5	100	17.2	219	37.6	101	17.4	349	60.0	74	12.8	159	27.5	268	46.2

Key: Objectives

- 02 = Having fun
- 04 = Getting regular exercise
- 08 = Developing the habit of spending a portion of time in enjoyable physical activity.
- 09 = Keeping in good health and physical condition.
- 16 = To provide a medium for mass voluntary movement and participation.
- 17 = Keeping weight controlled.
- 19 = To attain and maintain high level physical fitness.

Rating Scales

1. Not Important
2. Slightly Important
3. Somewhat Important
4. Important
5. Very Important

. Considered important by students

.. Considered very important by students

Total No of Respondents (N) = 584 students.

Analysis of table XXVI indicated that "Having fun"; Developing the habit of spending a portion of time in enjoyable physical activity"; "To provide a medium for mass voluntary movement and participation", and "Keeping weight controlled", were rated important; while "Getting regular exercise"; "Keeping in good health and physical condition", and "To attain and maintain high level physical fitness"; were rated as very important. These confirm the need for the provision of fitness and recreational programmes.

Suggestions for further study include:

(a) There is an urgent need for further study to determine specifically in what direction the significance differences point. By simplifying the sample groups and compartmentalizing them into a three by two or three by three factoral arrangement(s) it would be possible to treat the

study design and the hypothesis 1.4.1 to 'Dunn's multiple comparison procedure to determine specific direction of preference. The purpose of Dunn's multiple comparison procedure will be to determine which of the comparisons between the variables fitness, competitive or recreational programme objectives indicated significant difference. By this method, one or all of the programmes will be identified by participants, non-participants, undergraduates, graduates or by whatever other category the investigator may choose. (Kirk, 1968).

(b) There is need for a survey of the Faculties and equipment that are required for the running of the various programmes. It is disheartening that in most institutions of higher - learning if not in all - sports participation is directed mainly towards inter-collegiate competitions alone. The recreational and the intramural aspects are often neglected. This situation aims at providing facilities and equipment for an identified group the school team to the exclusion of others.

(c) There is need to study the relationship of participation or non-participation to academic performance. This study will provide answer either for or against the multiferous view points held by most Nigerian families: "That sports hinder academic achievement". This recommendation was made out of total sympathy and support, for Coleman, (1967) who lamented that "Athletics is castigated as the antithesis of scholastic activity by intellectuals, many of whom have not taken part

in interscholastic sports; whereas athletics is praised and defended as the builder of men by coaches and athletes", many of whom will find this study encouraging. It may be necessary to warn here, that the investigator does not intend to project the provision of fitness and recreational programmes as play groups. The investigator does not intend that sports should occupy all the time and attention of students who are battling with heavy academics. Rather, the investigator intends that the programmes when implemented, will help the students keep physically, mentally and morally fit. These will keep them (students) in a state of sound physiological readiness for maximum academic achievement through effective management.

(d) Finally; there is need for further study on a more detailed interpretation of each of the 20 objectives of the present study, to examine their pattern of interraction thereby establish cause and effect relationships. For instance: Why was it that one Faculty rated objective 07 which is "Preventing, detecting, and correcting of physical defects" highest; while another Faculty rated it lowest? Is the preference or rejection as a result of acceptance through exposure (culture contact) or resentment by empathy?

These suggestions could form the bases of new studies that would contribute fully towards the achievement of the main purpose of this study which had been to satisfy the needs and aspirations of the greater majority of the

students of Ahmadu Bello University Zaria.

5.3 Summary:-

Based on the findings of this investigation and within the limitations of this study, the investigator feels that the following summary statements may be justified.

5.3.1 The study of the objectives as stated by leaders in physical education, revealed a great deal of similarity. It is only through uniformity of purpose will it be possible for - thousands of professional leaders in the field of physical education and sports - to be continually conscious of what they are trying to accomplish when programmes are drawn, supervised and evaluated.

5.3.2 The expressed opinions of the students of Ahmadu Bello University Zaria could be said to indicate an approval of the existing sports programme which is more of competition than any other type. However, at the same time, they gave strong indications for the inclusion of fitness as well as recreational programmes. (Table XXIX)

5.3.3 The complexity of the opinions expressed was accounted for by the fact that most of the respondents (students) were early adults (ages 20 to 30 years) hence their views fluctuated. Since most of the students belonged to this age group, the opinions of others were drastically influenced.

5.3.4 Finally, the inclusion of fitness and recreational programmes will satisfy the play and social development, needs of the students of Ahmadu Bello University Zaria.

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APPENDIX A

PART I GENERAL & PERSONAL INFORMATION

For the following questions the numbers within the brackets are code numbers. Please put the code number that applies to you within the space provided.

1. Sex: Male (1)
   Female (2)

2. Age: Under 20 (1)
   Between 20 - 30 (2)
   Between 30 - 40 (3)
   Above 40 (4)

3. Marital Status: Single (1)
   Married (2)

4. Year of Study: 1st (1)
   2nd (2)
   3rd (3)
   4th (4)
   5th (5)
   P.G. (6)
   Others (7)

5. Dept: A list of departments is attached.
   Please put the code number that corresponds with your department within the space provided.

6. Level of participation: Sportsman (1)
   None Sports Man (2)

PART II

FOR THE FOLLOWING OBJECTIVES, YOU ARE SIMPLY. REQUESTED TO RATE THEM AS FOLLOWS:-

NOT IMPORTANT (1)

SLIGHTLY IMPORTANT (2)

SOMEWHAT IMPORTANT (3)

IMPORTANT (4)

VERY IMPORTANT (5)

Please put the code No. (just one) that corresponds with your option.

Obj. 01. Developing adequate organic vigor for performance of daily activities with skill and ease ..... ☐

Obj. 02 Having fun ..... ☐

Obj. 03 Making new friends ..... ☐

Obj. 04 Getting regular exercise ... ☐

Obj. 05 Understanding with other people ..... ☐

Obj. 06 Improving self confidence .... ☐

Obj. 07 Preventing, detecting and correcting of Physical defects ..... ☐

Obj. 08 Developing the habit of spending a portion of time in enjoyable physical activity .... ☐

Obj. 09 Keeping in good health and physical condition ..... ☐

Obj. 10 Achieving success ... ☐

Obj. 11 Having ability to move freely with control ..... ☐

Obj. 12 Developing skill in various sports ..... ☐

Obj. 13 Developing leadership ..... ☐

Obj. 14 To detect and train gifted students for competitive athletics ..... ☐

Obj. 15 To excel and experience the thrill of competition ..... ☐

Obj. 16 To provide a medium for mass voluntary movement and participation ..... ☐

Obj. 17 Keeping weight controlled ..... ☐

Obj. 18 Developing sociability and social co-operation ..... ☐

Obj. 19 To attain and maintain high level physical fitness ..... ☐

Obj. 20 Providing vocational preparation .... ☐

ONCE MORE THANK YOU FOR YOUR PATIENCE AND CO-OPERATION.

APPENDIX B.

AHMADU BELLO UNIVERSITY, ZARIA
(Department of Physical and Health Education)

c/o Sports Office,
Room 129 Senate Building,
Student Affairs Division,
Ahmadu Bello University,
Zaria.

Date .....

ABOUT THIS QUESTIONNAIRE

The purpose of this questionnaire is to gather a body of information from the Students of A.B.U. concerning the objective of sports programmes as the students see them to determine which of the programme objectives they consider to be of most importance.

The data of this study may be used to determine what sort of programme to be provided in the University.

You have been chosen to answer these questions because I know that you are one of the most affected people within the University. It is very important that you give accurate information to each of the questions in order to make this study valid and reliable. The responses that you will provide will be held strictly confidential.

Most of the questions can be answered by putting the coded numbers which come closely to what you feel in the spaces provided, for each question.

After you have finished filling the questionnaire, please return it to me through the following avenues:-

(i) Sports Office, Room 129 Senate Building
A.B.U. Zaria. OR

(ii) Mail Office, Box U4, A.B.U. Main Campus, Zaria

(iii) Personally by hand

PLEASE READ THE INSTRUCTIONS CAREFULLY.

May I express my personal gratitude for your co-operation in this study.

UBANI, O.A. (MR)
INVESTIGATOR.

APPENDIX C

CODE NO.	DEPARTMENT
01	DEPARTMENT OF ACCOUNTING
02	" " ADMINISTRATIVE STUDIES
03	" " BUSINESS ADMINISTRATION
04	" " LOCAL GOVT. STUDIES
05	" " PUBLIC LAW
06	" " PRIVATE LAW
07	" " ISLAMIC LAW
08	" " AGRONOMY
09	" " ANIMAL SCIENCE
10	" " CROP PROTECTION
11	" " AGRIC. ECONOMY & RURAL
12	" " AGRICULTURAL ENGINEERING
13	" " PLANT SCIENCE
14	" " SOIL SCIENCE
15	" " VET. PATHOLOGY & MICROBIOLOGY
16	" " SURGERY & MEDICINE
17	" " PHYSIOLOGY & PHARMACOLOGY
18	" " VET. PUBLIC HEALTH & PREVENTIVE MEDICINE
19	" " VETERINARY ANATOMY
20	" " PARASTTOLOGY & ENTEMOLOGY
21	" " EDUCATION
22	" " PHYSICAL & HEALTH EDUCATION

APPENDIX C CODING FOR DEPARTMENTS CONTD.

CODE NO.	DEPARTMENT
23	DEPARTMENT OF VOCATIONAL & TECHNICAL EDUC.
24	" " LIBRARY SCIENCE
25	" " ANAESTHESIA
26	" " CHEMICAL PATHOLOGY
27	" " HAEMATOLOGY & BLOOD TRANSFUSION
28	" " HUMAN ANATOMY
29	" " PAEDIATRICS
30	" " COMMUNITY MEDICINE
31	" " OBSTETRICS & GYNAECOLOGY

APPENDIX C CODING FOR DEPARTMENTS CONTD.

CODE NO.	DEPARTMENT
32	DEPARTMENT OF HUMAN PHYSIOLOGY
33	" " PATHOLOGY
34	" " OPHTHALMOLOGY, KADUNA
35	" " SURGERY
36	" " MEDICINE
37	" " PHARMOCOLOGY
38	" " PHARMACOGNOSY
39	" " PHARMACEUTICAL CHEMISTRY
40	" " PHARMACEUTICS
41	" " ARCHITECTURE
42	" " BUILDING
43	" " URBAN & REGIONAL PLANNING
44	" " INDUSTRIAL DESIGN
45	" " FINE ARTS
46	" " MECHANICAL ENGINEERING
47	" " CHEMICAL ENGINEERING
48	" " CIVIL ENGINEERING
49	" " ELECTRICAL ENGINEERING
50	" " SURVEYING
51	" " WATER RESOURCES & ENVIRON. ENGINEERING
52	" " PHYSICS
53	" " BIOLOGICAL SCIENCES
54	" " CHEMISTRY

APPENDIX C. CODING FOR DEPARTMENTS CONTD.

CODE NO.	DEPARTMENT
55	DEPARTMENT OF MATHEMATICS
56	" " GEOLOGY
57	" " TEXTILE SCIENCE & TECHNOLOGY
58	" " MICROBIOLOGY
59	" " BIOCHEMISTRY
60	" " FRENCH
61	" " NIGERIAN & AFRICAN LANGUAGES
62	" " GEOGRAPHY
63	" " ENGLISH
64	" " SOCIOLOGY
65	" " POLITICAL SCIENCE
66	" " HISTORY
67	" " ECONOMICS

APPENDIX D.

DEPARTMENTS REGROUPED TO FACULTIES
(BASED ON 1981 FORMAT)*

1. FACULTY OF ADMINISTRATION: Departments 01, 02, 03.
2. FACULTY OF LAW: Departments: 04, 05, 06, 07.
3. FACULTY OF AGRICULTURE: Departments 08, 09, 10, 11, 13, 14.
4. FACULTY OF ARTS AND SOCIAL SCIENCES
   Departments: 60, 61, 62, 63, 64, 65, 66, 67.
5. FACULTY OF EDUCATION: Departments 21, 22, 23, 24.
6. FACULTY OF ENGINEERING: Departments: 12, 46, 47, 48, 49, 50, 51.
7. FACULTY OF ENVIRONMENTAL DESIGN: Departments 41, 42, 43, 44, 45.
8. FACULTY OF MEDICINE: Departments: 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36.
9. FACULTY OF PHARMACEUTICAL SCIENCES
   Departments: 37, 38, 39, 40.
10. FACULTY OF SCIENCE: Departments 52, 53, 54, 55, 56, 57, 58, 59.
11. FACULTY OF VETERINARY MEDICINE: Departments: 15, 16, 17, 18, 19, 20.

(Full meaning for the departments were shown in Appendix C, Page 91)

*Information and Documentation booklet of the Registry Department; Pages 2 - 3.

APPENDIX E

OBJECTIVES REGROUPED TO REFLECT FITNESS, COMPETITIVE AND RECREATIONAL PROGRAMMES

GRPA

FITNESS PROGRAMME: Objectives 01, 04, 07, 09, 11, 17, 19.

GRPB

COMPETITIVE PROGRAMME: Objectives 06, 10, 12, 13, 14, 15.

GRPC

RECREATIONAL PROGRAMME: Objectives 02, 03, 05, 08, 16, 18, 20.

(Full meaning of Objectives were shown in appendix A page 86)

APPENDIX F.

STUDENT POPULATION (AS OF 1979/80 SESSION)+

FACULTY	TOTAL ENROLMENT
1. Administration	640
2. Law	641
3. Agriculture	246
4. Arts and Social Science	1,752
5. Education	1,248
6. Engineering	477
7. Environmental Design	922
8. Medicine	408
9. Pharmaceutical Sciences	220
10. Science	549
11. Veterinary Medicine	254
Total	7,347

+ This figure was the most established, and documented by the time this study was conducted. Based on it, the representative stratified sample procedure was made possible. Refer Information and Publication booklet of Registry Department, page 4.