

**INFLUENCE OF NIGERIA TERTIARY INSTITUTIONS ON THE DEVELOPMENT
OF SPORTS PARTICIPATION AND ELITISM IN NIGERIA SPORTING CULTURE**

BY

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PhD/EDUC./0845/2009 – 2010

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.

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PhD/EDUC./0845/2009 – 2010

**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES**

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF DOCTOR OF PHILOSOPHY (PhD) IN SPORTS MANAGEMENT**

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.

MAY, 2014

DECLARATION

I declare that the work in the dissertation titled “Influence of Nigeria Tertiary Institutions on the Development of Sports Participation and Elitism in Nigeria Sporting Culture” has been performed by me in the Department of Physical and Health Education, under the supervision of Professors A. I. Kabido, B. A. Ladani and F. B. Adeyanju. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree at any university.

ANDEMBUTOB PHILLIP BITRUS NUHU

SIGNATURE

DATE

CERTIFICATION

This dissertation titled “INFLUENCE OF NIGERIA TERTIARY INSTITUTIONS ON THE DEVELOPMENT OF SPORTS PARTICIPATION AND ELITISM IN NIGERIA SPORTING CULTURE” by Andembutob Phillip Bitrus Nuhu meets the regulations governing the award of the degree of Doctor of Philosophy (Ph.D) in Sports Management, Ahmadu Bello University, Zaria, Nigeria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to Almighty God for His wonderful Grace that has brought me thus far. It is also dedicated to my parents, wife, brothers and sisters who have been yearning to see the completion of this programme.

ACKNOWLEDGEMENTS

The researcher is most grateful to Almighty God for endowing him with the ability to cope with the demands of this programme from the beginning to its conclusion. This researcher also wishes to sincerely appreciate his team of able supervisors Prof. A. I. Kabido, Prof. B. A. Ladani and Prof. (Mrs.) F. B. Adeyanju for the patience, concern, valuable and constructive suggestions in the cause of this research, which was put forth with deep sense of commitment.

The researcher also wishes to thank the Head of Department Prof. C. E. Dikki; and Prof. K. Venkateswarlu, Prof. M. A. Chado, Dr. Mamman Musa and Dr. E. J. Chom for moral support and taking the pain to critically scrutinized the research instrument and made constructive suggestions. The researcher will ever remain grateful to his dear wife, family members, relations and friends for their patience, prayers, moral and financial supports in the cause of this research work. The research also appreciates Prof. Kankanala Venkateswarlu, Dr. Oliver Bongoton and Dr. E. A. Gunen whose continuous enquiry about the level to which this research work has reached inspired the researcher to keep working.

This work will be incomplete without expression of appreciation to my colleagues: Dr. Moshood Saka, Sani Mohammed, and John Bolorunde who helped in retrieving the questionnaire the researcher administered in FCE Katsina, BUK Kano and Hassan Adamu Federal Polytechnic, Kazaure respectively. I also appreciate Mr. Richard Jatau, for his support to me in the cause of this study. The researcher will ever remain grateful to Sani Muktar and Coach Danlami for their encouragement. Last but not the least the researcher wishes to thank all friends and well wishers who are too numerous to mention on this page for their wonderful contributions and supports.

ABSTRACT

This research work was on the influence of Nigeria tertiary institutions on the development of sports participation and elitism in Nigeria sporting culture. The purpose of the study was to examine whether Nigeria tertiary institutions have any significant influence on the development of sports participation and elitism in Nigeria. The population for this study was drawn from all the tertiary institutions in Nigeria namely Universities, Colleges of Education and Polytechnics. The research adopted the ex-post facto research design in the conduct of this study. This was because the information needed for this research was already in existence and cannot be manipulated. A self-designed questionnaire was vetted and pilot tested. One thousand four hundred and twenty-eight (1428) questionnaire were distributed to the identified respondents in the selected tertiary institutions. The data collected for the research was subjected to statistical analysis in which descriptive statistics involving frequency count, percentages for the analysis of the demographic characteristics mean, standard deviation and standard error was computed for each of the item in the instrument to answer the research questions. Hypotheses were tested using chi-square statistic test of independence to determine differences in opinion of respondents as to whether tertiary institutions in Nigeria have influence on the development of sports participation, and elitism in Nigeria sporting culture. All hypotheses were tested at 0.05 level of tolerance. The study found out that, there was no significant influence of Nigeria tertiary institutions on the development of sports participation in Nigeria sporting culture hence, $\chi^2(36) = 11.07 p > 0.05$. However, it was found out that there was a significant influence of Nigeria tertiary institutions on the development of elitism in Nigeria sporting culture hence, $\chi^2(36) = 11.07 p < 0.05$. It was therefore, recommended that a joint monitoring committee involving students and staff of tertiary institutions, and members of the host communities be set up to encourage greater participation of both members of the tertiary institutions and those of the host communities. Through this, the tertiary institutions will influence sports participation in Nigeria. Youths and other members of the host communities should make all sports facilities in the tertiary institutions open for use. The government and the tertiary institutions should award scholarship to students and youths in the host communities who excel in competitive sports. This would enable them to study courses of their choice as means of motivation to take to elite sports.

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Operational Definition of Terms:

For clearer understanding of terms used in this research, the terms below are operationally defined as follows:

Competition: Sporting contests among the people of Nigeria in various sporting activities.

Sport Development: Increase and improvement in sporting facilities, equipment, and sports administration, professionalism in sports and increase in sports participation among the people of Nigeria.

Elitism: World class sports men and women who take part in national and international sports contests.

Influence: A pushing force that ignites the desire to participate in sporting activities among the people of Nigeria.

Mass Participation: Large number of Nigerians participating in various kinds of sporting activities.

Sporting culture: Nigerian cultural behaviour that is inclined to participation in sporting activities as a way of life.

Sports: Sport means all forms of physical activities that is aimed at improving physical fitness, mental well-being and forming social relationships or obtaining results in sports contests.

ABBREVIATIONS

AAA: Amateur Athletic Association

ABU: Ahmadu Bello University

BUK: Bayaro University Kano

EU: European Union

FASU: Federation of African University Sport

FCE: Federal College of Education

FIFA: Federation of International Football Association

FISU: Federation of International University

GDR: German Democratic Republic

IOC: International Olympic Committee

IYSPE: International Year of Sport and Physical Education

NATCEGA: NIGERIA Advanced Teachers' College and Colleges of Education Games
Association

NCAA: National Collegiate Athletic Association

NICEGA: NIGERIA Colleges of Education Games Association

NIPOGA: NIGERIA Polytechnic Games Association

NUGA: NIGERIA Universities Games Association

NUNS: National Union of NIGERIA Students

SPSS: Statistical Package for Social Science

US: United States

WAUG: West Africa Universities Games

CHAPTER ONE:

1.0 INTRODUCTION

1.1 Background of the Study

It is an undeniable fact that sports is the dependable tool for development, health and peace of a nation (Venkateswarlu, 2006a). The Federal Government of Nigeria realises these potentials of sports to contribute to the national development, when it emphasis the need to promote sports in all sectors. In its – strategic plan for the development of the education sector –(2011 – 2015), government directed that sport participation should be encouraged at all levels of education through the provision of facilities, equipment and personnel for the promotion of health, development of skills, and socio – emotional wellbeing of all the age brackets in our educational institutions (Federal Ministry of Education, 2012). In fact, the United Nations general assembly adopted resolution 58/5 titled “sports as means to promote education, health, development and peace.”Furthermore, it proclaimed year 2005 as the “International Year of Sports and Physical Education and urged all nations of the world to take a deliberate steps towards ensuring that sport is given a befitting place in their developmental programmes as a panacea for development (United Nations (UN), 2003; 2006).

In view of the established benefits of sports, Educational Institutions in Nigeria in adherence to the directives of the Federal Government have been encouraging students’ participations in different sporting activities through provision of facilities, equipment training personnel and opportunities of participation in various sporting competitions such as intra-mural and extra-mural schools sports as well as local, national and international competitions. The main objectives of such participation are to promote health, fitness and performance of students (Ladani 2008; Venkateswarlu, 2006a). This has been especially

evident in tertiary institutions in Nigeria, in which different types of intra-mural and extra-mural competitions are organised.

In order to understand and appreciate such Programmes, it is necessary to understand the concept of sport. The word “sport” is a broad term and as well flexible such that, it includes a variety of sporting activities that have received support from a wide range of organisations involved in sports development. In addition, sports include non-formal, involuntary and leisure time play activities. It is therefore, the opinion of this researcher that it is much easier to hold a more fluid and non-dogmatic view on what do or do not constitute sports, especially in view of the ever-changing scenario in the world of sports and recreation. social development of the participants. This includes play, leisure and recreation activities, casual and competitive sports, and indigenous sports and games. Sport for developmeAccording to Venkateswarlu (2006) the above concept is in line with the view of the United Nations Inter-Agency Task Force (2003), that sports includes all forms of physical activities that contributes to the psychological, physical and not involves the utilisation of the power of sport to build on the values of development, like equity, inclusion and sustainability, promotion of development of children, social inclusion, cohesion and contribution to health, education and economic development. It can be used to open new awareness for forming partnership than very essential to achieve the Millennium Development Goals (UN Inter-Agency Task Force Report, 2003; Venkateswarlu, 2006).

Rodger (2002) argued that sports have four essential elements. Physical activity is undertaken for a recreation (that is non-obligated) purpose and this takes place within a framework of organized competition that is regulated in an institutional setting. However, despite the practical context, the boundaries between activities remain blurred. For example, many sports are undertaken as a professional activity, which implies that they are not recreational. Activities other than team sports, such as swimming and cycling may take place

under similar competitive and non-institutional environment. In this regard, they could be viewed as “recreation” sports, in so much as formal rules of competition are not followed. Finally, leisure activities may embrace reading, watching the television, visiting or indeed spectatorship at professional sports encounters. They are neither competitive, rule bound, nor physical activities. Walking and gardening are both physical activities, often undertaken for recreational purposes. Walking as illustrated below is often included in sports participation surveys by government and other agencies, but gardening is not sport. For example, Sport England (a sport organisation) has recently classified darts as sport, and that chess is not. However, the International Olympic Committee recognises that chess is a sport. In this regard, its governing body must ensure that its statutes, practice and activities conform to the Olympic Charter. It is clear that in practice sports do not have a predetermined definition. It requires that one should always bear in mind the context in which the term “sports”, “recreation”, “leisure” and physical activity are used. However, for the purpose of this research, the definition of sport by Paul (2009) and his friends, which define sport as “all forms of physical activities which, through causal or organic participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition”, will be adopted as the operational definition of sports. This definition will support and encourage mass sport participation more than a technically rigid definition.

The spread and development of Western sports in Nigeria got a boost through the missionaries. On arrival, the missionaries established schools all over the country, particularly in the southern parts of the country. As these schools were established, British sports were also introduced to these schools. Competitive track and field sports were introduced into primary schools in Nigeria through the Empire day celebration usually held every year on May 24th to commemorate the birth of Queen Victoria. Ladani further stressed

that the establishment of more secondary schools and Teachers' Training Colleges contributed tremendously to the spread and development of modern sports in Nigeria. Through the activities of these educational institutions, Nigerians began to see the values and joy of taking part in sports and their increase participation met with greater support by both the colonial administration and Nigeria citizens. The history of the development and spread of modern sports cannot be complete without a tribute to the role of educational institutions, particularly at the tertiary levels (Ladani, 2008).

Kabido (2001) noted that universities have been centres of intellectual pursuit and scholarship and university authorities have opposed strongly to anything that might detract them from this purpose. This single-minded academic tradition has persisted inviolate to the present day in most nations of the world. Nevertheless, students have not always shared the faculties' devotion to this exclusive philosophy of scholarship. Even during medieval times, university students sporadically played games and sports in defiance of restrictions and under threat of punishment. Around 1800, students at University in England and the United States began to take up sports and games more persistently though in an informal manner. During this period, devotees of a sport would form a club or association, and it was this development, which was a necessary forerunner to the more organized inter-university competition, which began with a Cricket meet in 1827, between Oxford and Cambridge. Similar development also took place in American Colleges. In 1852, the Rowing club from Harvard and Yale met in the first inter-collegiate match to be held in the United States. Until 1880s, all of these competitions were conducted entirely by students themselves who raised the money, scheduled the games, and provided their own coaching, as was the case in England (Kabido, 2001).

In Australia, universities contributed so much to the development of sports in respect to mass participation and elitist sports. Through formation of Sports Clubs run by students,

the sporting life of Australian was greatly influenced. As at 2004, there were more than 60 Sports Clubs affiliated to the University of Sydney and that, the University of Sydney alone produced 45 athletes from Sydney University Clubs, which represented Australia at the 2004 Athens Olympic Games (Geogakis, 2006).

The National Union of Nigeria students in the late 1950s comprising of Universities, the Polytechnics, Colleges of Education and the Advance Teachers' Colleges, which are tertiary institutions of learning, gave impetus to joint sporting activities. This later developed into the Nigeria University Games (NUGA), the Nigeria Polytechnic Games (NIPOGA) and the Nigeria Advanced Teachers' College and Colleges of Education Games Association (NATCEGA) now known as Nigeria Colleges of Education Games Association (NICEGA). Like their foreign counterparts, these Nigeria institutions have been very active in sporting activities in the country through their participation in the various association games, the National Sport Festivals, West African University Games, All Africa Games and many others (Omoruan, 1996).

1.2 Theoretical Framework

The Psychological theory of "planned behaviour" propounded by Ajzen in 1985 as an extension of the theory of reasoned and action, which states that personal attitude, subjective norms, and perceived behavioural control, together shape an individual's intentions and behaviour, is the theoretical framework upon which this study is based. Sport participation is therefore a planned behaviour aimed at attaining personal or communal goals. It is a deliberate action reasoned toward tailoring the behaviour of a particular population toward a specified direction for achieving some specific goals. The theory of planned behaviour specifies the nature of relationships between beliefs and attitudes. According to these models, people's evaluations of or attitudes toward behaviour are determined by their accessible beliefs about the behaviour, where a belief is defined as the subjective probability that the

behaviour will produce certain out come. Specifically, the evaluation of each outcome contributes to the attitude in direct proportion to the person's subjective possibility that the behaviour produces the outcome in question (Fishbone & Ajzen, 1975).

It has often been argued that Physical activity and sports, health and quality of life are closely interconnected since the human body was designed to move and therefore needs regular physical activity in order to function optimally and avoid illness. It has been proved by scholars (Coleman, 1961; Hartmann, 2008) that a sedentary lifestyle is a risk factor for the development of many chronic illnesses, including cardiovascular diseases, a main cause of death in the Western world including the developing nations. Furthermore, living an active life according to (Trudeau & Shepard, 2008) brings many other social and psychological benefits and there is a direct link between physical activity as planned behaviour and life expectancy, so that physically active populations tend to live longer than inactive ones. They further maintained that sedentary people who become more physically active report feeling better from both a physical and a mental point of view, and enjoy a better quality of life. Hanks & Eckland (1976) also submitted that the human body, because of regular physical activity, undergoes morphological and functional changes, which can prevent or delay the appearance of certain illnesses and improve our capacity for physical effort. At present, there is sufficient evidence to show that those who live a physically active life can gain a number of health benefits, including the following:

1. A reduced risk of cardiovascular disease.
2. Prevention and/or delay of the development of arterial hypertension, and improved control of arterial blood pressure in individuals who suffer from high blood pressure.
3. Good cardio-pulmonary function.
4. Maintained metabolic functions and low incidence of type 2 diabetes.

5. Increased fat utilisation, which can help to control weight, lowering the risk of obesity.
6. A lowered risk of certain cancers, such as breast, prostate and colon cancer.
7. Improved mineralization of bones in young ages, contributing to the prevention of osteoporosis and fractures in older ages.
8. Improved digestion and regulation of the intestinal rhythm.
9. Maintenance and improvement in muscular strength and endurance, resulting in an increase in functional capacity to carry out activities of daily living.
10. Maintained motor functions including strength and balance.
11. Maintained cognitive functions and lowered risk of depression and dementia.
12. Lower stress levels and associated improved sleep quality.
13. Improved self-image, self-esteem, increased enthusiasm, and optimism.
14. Decreased absenteeism (sick leave) from work.
15. In very old adults, a lower risk of falling and prevention or delaying of chronic illnesses associated with ageing.

These benefits/reasons motivated a planned behavioural pattern to achieve these great health values as belief by the individual or the entire community. According to theorists like Green & Houlihan, (2005) the promotion of mass participation in sport, as a form of physical activity, is now firmly on the public policy agenda in the United Kingdom and elsewhere.(1). The health and well-being of citizens form part of popular discourse, evidenced by repeated references to "obesity" epidemics in the media and indicated by the establishment of new policies, policy agents, or a refocusing of previous efforts to address this issue. For example, in some developed countries of the world, (United State, Germany, France, Japan, South Korea) a new central government Ministry for Public Health has been established to work in partnership with the Department for Culture, Media and Sport, the Department for

Communities and Local Government, the Department for Transport, the Department for Education and Skills, and sports delivery bodies to raise participation. This is indicative of a more general pattern in most economies though tensions in policy priorities do exist. The propositions of these theorists form the basis upon which the present study is predicated.

1.3 Statement of the problem

In the early centuries when university authorities particularly in England were against participation in sports by university students believing what matters was scholarship, students have not always shared the faculties' devotion to exclusive philosophy of scholarship and university students continued to play games and sports sporadically in defiance of restrictions and under threat of punishment (Kabido, 2001). However, the concept of scholarship before other things as preferred by the university authorities did not go too far when the wind of mass sport participation blew across Europe and other parts of the world because of the industrial revolution and world wars in the later century. The persistent attitude of students towards sports participation in Europe and the United States has been responsible for the development of sports that led to good organisation and participation in games and sports among institutions of higher learning in Europe and the United States between the sixteen and eighteenth centuries. This attitude of European and American students toward sports has greatly influenced the general public participation in sports in the United States and European countries (Bitrus, 2005). It is amusing that the university authorities who vehemently opposed anything to do with students participation in sports in the early centuries are now in the fore front encouraging university and college students to participate actively in sports. Today, Students of tertiary institutions in Europe, the United States and other parts of the world are known to have contributed significantly to the development of sports in their respective countries with respect to sports participation and elitist sport. This development was a credit to the students for their roles in creation of sports clubs that did not only benefit the students

but the public at large. In addition, students in Britain created awareness for participation in sports as it was attested that wherever a British graduate went, he went with his sports (Ahmed 1992; Bitrus, 2005). This is true because it was reported that students who graduated from British institutions took sports to their communities through the establishment of sports clubs. The spread of western sports to Nigeria also came through some British graduates who were sent to serve the colonial administration or the missionaries (Ladani, 2008).

Also in the United States students organised and participated actively in sporting activities, this led to greater awareness and enthusiasm in sport participation among Americans. With the colonisation of most African States, schools were established all over these states. Western sports immediately spread to these schools and continued until date.

The participation of Nigeria institutions in sporting activities has a long history. According to Ladani (2008) it began with Empire day celebration to commemorate the birth of Queen Victoria of England and grew into schools sports where athletic, football and netball competitions were organised for primary, secondary schools and Teacher Training Colleges. With the establishment of a University College in Ibadan in 1948 and other tertiary institutions later, sports became a very serious social activity that dominated the leisure of students in these tertiary institutions (Fafunwa, 1975; Bitrus, 2005).

According to Omoruan (1996; Bitrus 2005) the former National Union of Nigeria Students in the late fifties comprising of Universities, the Polytechnics, Colleges of Education and the Advanced Teachers' Colleges gave impetus to their joint sporting activities. However, with the later increase in the number of these institutions and number of students coupled with financial and administrative constraints, it soon became necessary that each should go its own way. As a result, there emerged the Nigeria University Games Association (NUGA), the Nigeria Polytechnic Games Association (NIPOGA) and Nigeria Colleges of Education Games Association (NATCEGA). The sporting activities of Nigeria students in the

tertiary institutions through these Sports Associations and similar bodies at continental and global level have no doubt projected the sporting might of these students beyond the shores of Nigeria. This situation is believed to have created awareness and enthusiasm for sports participation among Nigerians as was the case with Australia. Apart from the fact that these tertiary institutional sports created an opportunity for interaction, love and exchange of ideas among Nigerian students in the tertiary institutions, it also serves as an avenue for the development of elite sports men and women who aspired for excellence in sports performance. In addition, it also serves as a pool from which the nation's national and international athletes and administrators are drawn. Gouws (1997) stated that institutional sports played a dominant role in the development of sports in Nigeria, and that through these institutional sports, athletes for national and international competitions were discovered. On the other hand, students of tertiary institutions have played an important role in the development of sports in Nigeria through their organisations of sports programmes among the various campuses. For instance, NUGA, NIPOGA and NATCEGA, are the products of the Association of Nigeria Students.

Despite these achievements by the Nigeria tertiary institutions in sports it thus appears that the participation of the generality of Nigerians in sports is not encouraging and the development of elite athletes in sports is equally not growing as expected. This is occasioned by the fact that athletes already discovered are being used repeatedly. This seems to be evidenced that the tertiary institutions in Nigeria are no longer influencing sports participation and development of elite athletes in Nigeria sporting culture as it ought to be. This scenario prompted the researcher to undertake a study on the influence of Nigeria tertiary institutions in the development of sports participation and elitism in Nigeria sporting culture.

1.4 Research questions:

Based on the above statement of the problem, the following research questions were raised:

1. Does Nigeria tertiary institutions influenced the development of sports participation and elitism among Nigerian athletes?
2. Do Nigeria tertiary institutions influence the development of sports participation in Nigeria sporting culture?
3. Does Nigeria tertiary institutions influenced the development of elitism in Nigeria sporting culture?
4. Does Nigeria tertiary institutions influenced the development of sports infrastructure in Nigeria?

Does Nigeria

1.5 Purpose of the study

To successfully conduct this research, the researcher set forth to achieve the following purposes:

1. The study examined whether Nigeria tertiary institutions has significantly influence the development of sports participation and elitism in Nigerian sporting culture.
2. This study established whether Nigeria tertiary institutions have influenced the development of sports participation in Nigeria sporting culture.
3. This study found out whether Nigeria tertiary institutions have significantly Influence the development of elitism in Nigeria sporting culture.
4. This study found out whether the Nigeria tertiary institutions have Significantly influence the development of sports infrastructure in Nigeria.

5. This research confounds whether Nigeria tertiary institutions have influence the development of interest in sports participation among the youths of Nigeria.

1.6 Basic assumptions:

For the purpose of this research, the following statements of basic assumptions were made:

1. That Nigeria tertiary institutions contributes to the development of mass sports participation and elitism in Nigeria sporting culture.
2. That Nigeria tertiary institutions contributes to the development of mass sport participation in Nigeria.
3. That Nigeria tertiary institutions contributes to the development of elite athletes in Nigeria.
4. That Nigeria tertiary institutions contributes to the development of sports infrastructure in Nigeria.
5. That Nigeria tertiary institutions contributes to the development of interest in sport participation by Nigeria youths.
5. Tertiary institutions influenced the development of interest in sports participation among the youths in Nigeria?

1.7 Hypothesis

The following hypotheses have been postulated for this study:

Major hypothesis

Nigeria tertiary institutions have no significant influence on the development of sports participation and elitism in Nigeria sporting culture.

Sub-Hypotheses:

1. Nigeria tertiary institutions have no significant influence on the development of sports participation in Nigeria sporting culture.

2. Nigeria tertiary institutions have no significant influence on the development of elitism in Nigeria sporting culture.
3. Nigeria tertiary institutions have no significant influence on the development of infrastructure for sports in Nigeria sporting culture.
4. Nigeria tertiary institutions have no significant influence on the development of interest in sports participation by Nigeria youths.

1.8 Significance of the study

At the end of this research, it is hoped that the following values will be brought forth:

1. The study can help Nigeria tertiary institutions understand whether they have any influence on the development of sports participation in Nigeria sporting culture or not.
2. This study can enable Nigerians ascertain the contributions of Nigeria tertiary institutions in the development of elite athletes in Nigeria.
3. This research adds to the body of knowledge in the area of sports participation and elitism in Nigeria sporting culture.
4. The study can also help stakeholders in the sport industry understand and appreciate the contributions of Nigeria tertiary institutions in the development of sports in Nigeria with a view to giving more support to sports among the tertiary institutions in Nigeria.
5. Through this study, it is hoped that Nigeria public can appreciate the contributions of tertiary institutions in the development of sports in Nigeria.

1.9 Delimitation of the study

This research is delimited to the influence of Nigeria tertiary Institutions in the Development of Sports Participation and Elitism in Nigeria Sporting Culture. The research focused on Universities, Colleges of Education and Polytechnics in Nigeria based on their

level of participation in sports. Questionnaire was the main instrument used for this study, which covered the whole of the country.

1.10 Limitation of the study

Though the researcher assured the respondents of confidentiality of their responses, some still did not respond to some of the items on the questionnaire.

In addition, strike action by the Academic staff of Nigeria Polytechnics and the Academic Staff Union of Nigeria Universities during the conduct of this research was another limitation to this study. These limitations affected the researcher in terms of time and finance.

2.0

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction.

The purpose of this research was to establish whether the participation of Nigeria tertiary institutions in sports played any role in the development of sports participation and elitism in Nigeria sporting culture. In order to conduct this study effectively, relevant textbooks, journals and previous studies were reviewed under the following sub-headings:

1. Concepts of development/Sport development
2. History and development of sports
3. Development of sports in Nigeria
4. Sports in Primary and Secondary Schools in Nigeria.
5. Mass participation in sports
6. Elitism in sports
7. Sports in Nigeria tertiary institutions
8. Sports culture in Nigeria
9. Summary

1. Concept of Development/Sports development

Development is a broad term whose meaning is relative, what may be seen, as development in one quarter may not be the same in the other quarter. Anyebe (2001) observed that the term development is an elusive term meaning different thing to different groups of social scientists. Most would agree that development implies more than just a rise in real national

income; that it must be a sustained secular rise in real income accompanied by changes in social attitudes and customs, which have in the past impeded economic progress.

Rodney (1972) stated that development is a many sided process. At the individual level, it implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. At the level of social groups, development implies an increasing capacity to regulate both internal and external relationship. Anyebe (2001) however, refer to development as total transformation of a system; thus when used to describe a nation, describes the transformation of the various aspects of the life of the nation. In fact, development implies a progression from a lower and often undesirable state to a high and preferred one. From all these permutations about the concept of development, development can simply mean progressive change or improvement from existing system.

In the context of sports, the concept of sports development according to Ojo (2007) is the growth or result of improvement in facilities, equipment, funding, and sponsor of competitions. In this study, this definition will however, be extended to include sports participation and the growth of elite sports. Development of sports takes place in different aspects like personnel required to organise, administer and coach sports, availability of enough funds to cater for sporting programmes, provision of standard facilities and equipment, organisation of sporting programmes and level of interest and participation of the public, performance level of athletes, number of medals won and winning competitions, government support and participation in sporting programmes, formation of sports associations; like the Nigeria University Games Association (NUGA), Nigeria Colleges of Education Games Association (NICEGA) and Nigeria Polytechnic Games Association (NIPOGA) and level of awareness of the public about sports (Tagang, 2004 ; Ladani, 2001). All the factors identified above are indices through which sport development can be measured.

2. History and development of sports

The history of sports is as old as the existence of man. According to encyclopaedia Britannica (2009), sports are part of every culture past and present. Each culture has its own definition of sports, as sports in one culture may not be seen as sports in another culture as earlier noted in the definition of sport in chapter one. Sports have continuously shaped the life of societies throughout the world from primitive to modern world. This trend will continue as long as the world continues to exist. At one time or the other sports contributed significantly to the socio-cultural, political, and economic development of all societies whether primitive or contemporary societies. The primitive man in his wondering life in search of food according to (Riku & Nuhu, 2010; Fatile, 1983) used physical activities and sports extensively for the development of strength, power, and agility, cardio- respiratory and physical fitness to survive in his environment, protecting his family and self as well as to gather sufficient food for the family.

However when the early or primitive man later established societies, the experiences gained from the physical activities of the wondering years formed the cultural basis for his later and future society. Some of these activities were organised to form play activities for training of their off springs. As the societies grew larger, these activities became patterns of the life of the society, translating into a culture for the society, which has lingered on to modern times. Modern competitive and non-competitive sports took their roots from these primitive physical activities. Discovering these primitive physical activities as veritable instrument for societal development, the primitive generation organised training programme even though informally to train the young stars for the preservation of their societies.

During the middle age, (Riku & Nuhu, 2010; McIntosh, Dixon, Dunrow & Willetts, 1981) noted that the ancient Greek and Roman societies resorted to the use of these physical

activities of the primitive man for the building, maintenance and protection of their societies. According to McIntosh, et al (1981) the Sparta state of Greece emphasised active participation of all youths in physical activities and sports as means of preserving national pride and integrity. While the boys were groom to boost national defence, promote political and socio-economic activities of the state, girls were groom to develop strong healthy bodies in preparation to bearing healthy children that would take over the leadership of the society in the future.

In the 19th and 20th countries such as Germany, Sweden and Denmark responded to military defeats by turning to a gymnastic program to regenerate their people and to build a strong and secured nation. John, Nachteggall an advocate of physical education and sport provided the entire programme and the leadership, which was used at least in part to promote patriotism and nationalism (Riku & Nuhu, 2010; Bruce, et al, 1975). On the other hand, this situation also prompted Britain to design a physical education syllabus for implementation throughout schools in Britain in 1933 (Ladani 1988).

Historically, the time organised athletic contest began remains a matter of debate however; it is believed to have occurred in Greece about 3000 years ago. According to encyclopaedia Britannica (2009), by the end of 6th century at least four Greek sporting festivals, sometimes called classical games had achieved major importance. These were the Olympic Games held at Olympus, the Pythian Games at Delphi, the Nemea games at Nemea, and the Isthmia games, held near Corinth. McIntosh, Dixon, Dunrow and Willetts (1981) also highlighted this fact to the effect that sports reached its peak in the games of the various city-states and the so-called crown festivals of Olympia, Delphi, Nemea and Isthmia. Encyclopaedia Britannica accented that similar festivals were held in nearly one hundred and fifty cities as far afield as Rome, Naples, Odysseus, Antioch and Alexandra. However, of all the games held throughout Greece, the Olympic Games were most famous held every four years between August 6 and

September 19th. They occupied such an important place in Greek history that in late antiquity, historians measured time by interval between them and Olympia.

The Olympic Games, like almost all Greek games, were an intrinsic part of a religious festival just as the case of African traditional games and sports cited by Ladani (2008). They were held in honour of Zeus at Mount Olympus by the city-state of Elis in the north-western Peloponnesus. The first Olympic champion listed in the records was Coroebus of Elis, who won the sprint race in 776BC. The notions that the Olympics began much earlier than 776BC, are founded on myth as they were no historical evidence attest to that (Encyclopaedia Britannica 2009).

Encyclopaedia Britannica (2009) further stressed that, at the meeting in 776BC there was apparently only one event a footrace that covered one length of the tract at the Olympia but in course of time other events were added for example, 400m, 1500m, wrestling, and boxing. There were neither team nor ball events included in the games. In the early centuries of Olympic competitions, all the contests took place on one day; later the games were spread over four days, with a fifth devoted to the closing-ceremony, presentation of prizes and a banquet for the champions. In most events, the athletes participated in the nude.

The Olympic Games were technically restricted to freeborn Greeks. Many Greek competitors came from Greek colonies on the Italian peninsula and in Asia Minor and Africa. Most of the participants were professional who trained full-time for the events. These athletes earned substantial prizes for winning at many preliminary festivals, and, although the prizes at Olympia was a wreath or garland, an Olympic champion also received wide spread adulation and often lavish benefits from his home state, (Encyclopaedia Britannica 2009). The Encyclopaedia also revealed that, there were no women events in the ancient Olympics.

Demise of the Olympics

According to Encyclopaedia Britannica (2009), the Greece lost its independence to Rome in the middle of the second century BC, and support for the competitions at Olympia and elsewhere fell off considerably during the next century. The Romans looked at athletics with contempt—to strip naked and compete in public was degrading in their eyes. The Romans realized the political value of the Greek festivals, however, and Emperor Augustus staged games for Greek athletes in a temporary wooden stadium erected near the circus Maximums in Rome and instituted major new athletic festivals in Italy and in Greece. Emperor Nero was also a keen patron of the festivals in Greece, but he disgraced himself at the Olympic Games when he entered a chariot race, fell off his vehicle, and then declared himself the winner.

Encyclopaedia Britannic (2009) noted that, the Romans neither trained for nor participated in Greek athletics. Roman gladiator shows and team chariot racing were not related to the Olympic Games or to Greek athletics. The main difference between the Greek and Roman attitudes is reflected in the words each culture used to describe its festivals: for the Greeks they were contests (*Agōnes*), while for the Romans they were games (*Ludi*). The Greeks originally organized their festivals for the competitors, the Romans for the public. One was primarily competition, the other entertainment. The Roman Emperor Theodosius I or his son because of the festival's pagan associations (Encyclopaedia 2009) finally abolished the Olympic Games about AD 394.

Revival of the Olympics

The ideas and work of several people led to the creation of the modern Olympics. The best-known architect of the modern games was Baron Pierre, de Coubertin, born in Paris on New Year's Day, in 1863. Family tradition pointed to an army career or possibly politics, but at

age 24 Coubertin decided that his future lay in education, especially physical education. Microsoft Encarta premium (2009) revealed that, in late 1880s, Coubertin was commissioned by the French government to form a universal sports association, and his vision of an amateur championship for the world's athletes began to take shape. In 1890 he travelled to England to meet Dr. William penny Brookes, who had written some articles on education that attracted the Frenchman's attention. Brookes also had tried for decades to revive the ancient Olympic games, getting the idea from a series of modern Greek Olympiads held in Athens starting in 1859. The Greek Olympics were founded by evangelist Zappas, who in turn got the idea from Panagiotis Soutsos, a Greek poet who was the first to call for a modern revival and began to promote the idea in 1833. Brooke's first British Olympiad, held in London in 1866, was successful, with many spectators and good athletes in attendance. Nevertheless, his subsequent attempts met with less success and were beset by public apathy and opposition from rival sporting groups. Rather than give up, in the 1880s Brookes began to argue for the founding of international Olympics in Athens.

According to encyclopaedia Britannica (2009), when Coubertin sought to confer with Brookes about physical education, Brookes talked more about Olympic revivals and showed him documents relating to both the Greek and the British Olympiads. He also showed Coubertin newspaper articles reporting his own proposal for international Olympic Games. On November 25, 1892, at a meeting of the union des sports athlétiques in Paris, with no mention of Brookes or these previous modern Olympiads, Coubertin himself advocated the idea of reviving the Olympic Games, and he propounded his desire for a new era in international sport when he said: "Let us export our oarsmen, our runners, our fencers into other lands. That is the true free trade of the future; and the day it is introduced into Europe the cause of peace will have received a new and strong ally."

He then asked his audience to help him in “the splendid and beneficent task of reviving the Olympic Games.” The speech did not produce any appreciable activity, but Coubertin reiterated his proposal for an Olympic revival in Paris in June 1894 at a conference on international sport attended by 79 delegates representing 49 organizations from 9 Countries. Coubertin himself wrote that, except for his co-workers Dimítrios Vikélas of Greece, who was to be the first president of the international Olympic committee, and Professor William M. Sloane of the United States, from the College of New Jersey (later Princeton University), no one had any real interest in the revival of the games. Nevertheless, to quote Coubertin again, “a unanimous vote in favour of revival was rendered at the end of the congress chiefly to please me.”

It was at first agreed that the games should be held in Paris in 1900. Six years seemed a long time to wait, however, and it was decided (how and by whom remains obscure) to change the venue to Athens and the date to April 1896. A great deal of indifference, if not opposition, had to be overcome, including a refusal by the Greek Prime Minister to stage the games at all. However, when a new Prime Minister took office, Coubertin and Vicuñas were able to make their point, and the king of Greece opened the games in the first week of April 1896, on Greek Independence Day (Encyclopaedia Britannica (2009). Today sports development has reached its peak all over the world, that Olympic Games has now become the world’s largest and most popular sporting event in the world. Alongside the Olympic Games, great sporting festivals like the Commonwealth Games, All Asian Games, All African Games, FIFA World Cup and many others have been developed.

3. History and development of Sports in Nigeria

According to Wikipedia, the free encyclopaedia (2010) there are evidences that sports existed in all parts of the world, some sports are unique to certain areas while there are also

similarities in certain sports between different parts of the world. Africa and indeed Nigeria are no exception to this development.

Among the many games of North Africa was *ta kurt om el mahag* (“the ball of the pilgrim's mother”), a Berber bat-and-ball contest whose configuration bore an uncanny resemblance to baseball. *Koura*, more widely played, was similar to football (soccer). Cultural variation among black Africans was far greater than among the Arab peoples of the northern littoral. Ball games were rare, but wrestling of one kind or another was ubiquitous. Wrestling's forms and functions varied from tribe to tribe. For the Nuba of old Central Sudan, ritual bouts, for which men's bodies were elaborately decorated as well as carefully trained, were the primary source of male status and prestige. The Tutsi and Hutu of Rwanda were among the peoples who staged contests between females. Among the various peoples of sub-Saharan Africa, wrestling matches were a way to celebrate or symbolically encourage human fertility and the earth's fecundity. In southern Nigeria, for instance, Igbo tribesmen participated in wrestling matches held every eighth day throughout the three months of the rainy season; hard-fought contests, it was thought, persuaded the gods to grant abundant harvests of corn (maize) and yams. Among the Diola of the Gambia, adolescent boys and girls wrestled (though not against one another) in what was clearly a prenuptial ceremony. Male champions were married to their female counterparts. In other tribes, such as the Yala of Nigeria, the Fon of Benin, and the Njabi of the Congo, boys and girls grappled with each other. Among the Kole, it was the kind of the bride and the bridegroom who wrestled. Stick fights, which seem to have been less closely associated with religious practices, were common among many tribes, including the Zulu and Mpondo of southern Africa as well common among the Bororo Fulanis of Nigeria (Encyclopaedia Britannica, 2009).

Contests for runners and jumpers were to be found across the length and breadth of the continent. During the age of imperialism, explorers and colonizers were often astonished by the prowess of these “primitive” peoples. Nandi runners of Kenya's Rift Valley seemed to run distances effortlessly at a pace that brought European runners to pitiable physical collapse. Tutsi high jumpers of Rwanda and Burundi soared to heights that might have seemed incredible had not the jumpers been photographed in flight by members of Adolf Friedrich zu Mecklenburg's anthropological expedition at the turn of the 20th century (Encyclopaedia Britannica, 2009).

Long before European conquest introduced modern sports and marginalized native customs, conversion to Islam tended to undercut—if not totally eliminate—the religious function of African sports, but elements of pre-Christian and pre-Islamic magical cults have survived into postcolonial times. Zulu football players rely not only on their coaches and trainers but also on the services of their *inyanga* (“witch doctor”), (Encyclopaedia Britannica, 2009).

Modern competitive sports are a product of English industrial revolution, which was a complex development involving massive movement of people from rural to urban areas. It also included advancement in the mode of transportation that made it easier to compete against each other. The development of industries that made it possible to manufacture sporting equipment on a mass scale was also a product of the revolution. This English leadership in the industrial revolution was accompanied by its leadership in sporting activities by organising clubs in and out of educational institutions. The English leadership in the organisation and administration of sporting activities began with the establishment of cricket club, and later encompassing other activities such as football, rowing, rugby, tennis, track and field or athletics. Sport became a way of life in English schools and as their graduates

continued such activities, they in turn founded and participated in the various clubs (Bennett et al 1975; Venkateswarlu 1984, Ahmed, 1992). The philosophy of British sports spread throughout the world, particularly in British Empire. It was said that wherever the Englishman went his games went with him and so with the colonization of such areas as Australia, New Zealand and Canada, the need for sport organisation and clubs grew. Consequently, clubs and national bodies in sports appeared in these colonised areas not too long after they did in England. At that time, also other countries such as France, Germany and Switzerland were undergoing similar pressure (Bennett et al; 1975).

Similarly, with the colonization of Nigeria by the British in the 19th century, British sports became popular in Nigeria, particularly in the coastal areas. It was also noted by this researcher that football was introduced into Nigeria by the early European visitors and the missionaries. Accordingly, the game of football was first introduced to the residents of Calabar, Lagos and Port-Harcourt, which were cities situated in the coastal areas, which these Europeans visited. Like football, the British introduced cricket, tennis, and track and field athletics. The introduction of these sports into Nigeria made very rapid progress. Track and field athletics were introduced into teachers training colleges, which organised a competitive athletics in Oyo province (Ladani 1988). For greater enthusiasm and direction, Mr.C.E. Rowden donated the first Shield dedicated to athletic achievement in Nigeria and presented it to four teachers' colleges, namely: St Andrew's College Oyo; Wesley College, Ibadan; Baptist College and Seminary, Ogbomosho and Church Missionary Society Training Institute, Osogbo. Ladani also reported about the entry of British sports into Nigeria through the soldiers who participated in World War II, though these sports were restricted to military formations in the country. However, they spread to other paramilitary organisations like the police force and finally to the members of the public.

The spread and development of sports in Nigeria also got a boost through the Christian missionaries. On arrival, the missionaries established schools all over the country, particularly in the southern parts of the country. As these schools were established, British sports were also introduced to the schools. Competitive track and field athletic were introduced into primary schools in Nigeria through the Empire day celebration usually held every year on May 24th to commemorate the birth of Queen Victoria (Ladani 1988). Ladani further stressed that the establishment of more secondary schools and teachers training colleges contributed tremendously to the spread and development of modern sports in Nigeria. Ladani said, through this Nigeria began to see the value and joy of taking part in sports and their increase participation met with greater support by both British and Nigerians. The economic development in the country coupled with government financial assistance to schools tremendously helped to develop sports in educational institutions. Apart from government financial support, some notable industries have often sponsored competitions. Milo, Bournvita, Coca-Cola industries have sponsored national and international competitions. For example, Coca-Cola had sponsored Table Tennis, Folawiyo Group of companies had sponsored open championship in athletic (field and track). It was through the interest shown by independent organisations and individuals in the development of sports in Nigeria that brought about the existence of University Games Association (NUGA) in 1966 (Omoruan 1996). It was also reported that NUGA came to mind in 1964, when late Sir Samuel Manuwa donated two giant trophies for West African inter- University Games. The games were first held at the University of Ibadan in Ibadan from 22nd to 29th March, 1965 (Omoruan 1990, Orodele 1996).

The then National Sports Council also muted the idea of a Nigeria University games because of the success of Sir Manuwa's initiative. The University of Ibadan hosted the first NUGA from 22nd to 29th of March, 1966 thereby signalling the holding of the biennial

events, which has been staged more than twenty times over the last 50 years. So far, ten Universities rotated the hosting of the games fifteen times. While the University of Ibadan has hosted the games a record four times in 1966, 1976, 1986 and 2002, Ahmadu Bello University, Zaria hosted in 1972, 1982 and 2001, University of Ife (now Obafemi Awolowo University) hosted in 1970 and 1984, while the University of Lagos have hosted thrice in 1968, 1978 and 1998. University of Benin 1980 and 2011, the University of Port-Harcourt 1988, University of Calabar 1990, University of Ilorin 1992 and Bayero University Kano 1997 (Ladani 2001).

The 1997 edition of NUGA held in Kano marked the 30th anniversary of the games. NUGA made a remarkable achievement since its inception in 1966. Apart from the fact that NUGA created an opportunity for Nigeria University students to interact, love and exchange ideas, it also serves as an avenue for University men and women to aspire to higher excellence in Sports performance, and a pool from which the Nation's national and international athletes and administrators are drawn. Examples of such athletes gotten from universities were Dr. George Ogan, a Commonwealth Games medallist in 1966 and 1970 in Long Jump, Miss Saidat Onanuga an international 400 metres hurdler. Others were Udeme Ekpeyong, Akinremi Sisters (Omotayo and Omolade), Felix Owolabi and Daniel Effiong. On the side of Sports administrators we have people like Professor M. O. Ajisafe, Dr Amos Adamu, Dr Yusuf Tijjani, Dr Musa Dogonyaro, Alhaji A.K. Amu, Taiwo Ogunjobi and a host of others (Orodele, 1996).

Apart from the Nigeria University Games, which serves as an extramural sporting activities among the universities, Nigeria universities are known to have been organising series of inter-halls; inter faculty and interdepartmental sporting activities in which they competed among themselves within the universities. In Ahmadu Bello University, Zaria, for instance the Student Union Government organise football competitions at inter-halls and inter-faculty

levels. They also run inter-faculty competitions in athletics and Basketball. The Vice Chancellor of University of Ilorin provided trophies for some sports that are competed for at the Departmental, Faculty and Hall levels within the universities annually. Similar practices exist in all other Nigeria Universities. There are also zonal or triangular competitions in various sports that take place among universities located in a particular part of the country. For example, competitions took place among South Eastern Universities in February 2005. Most importantly, Nigeria Universities have actively participated in important sports like the Federation of African University Sports (FASU), the West African University Games (WAUG) and FISU (Ladani, 2009).

According to Bitrus (2005) records from the sports office in Ahmadu Bello University, Zaria showed that, Ahmadu Bello University, Zaria, University of Jos, University of Maiduguri, University of Technology Bauchi, Usman Danfodio University, Sokoto, Federal University of Technology Yola, University of Niamey Republic of Niger, Bayero University, Kano, University of Ilorin and Federal University of Technology, Minna participated in the preliminaries of WAUG which took place at Bayero University, Kano between the 20th to 24th of October 1993 and the main competitions at the University of Benin in December 1993. Sports competed for were Soccer, Basketball, Volleyball, Hockey, Handball, Cricket, Tennis, Table Tennis and Judo. 156 medals were won during the competitions in Kano and at the University of Benin, 279 medals were won.

Three Nigerian Universities namely University of Lagos A.B.U., Zaria and University of Benin, came first, second and third respectively with a total of 42 gold, 32 silver and 35 bronze. Nigerian Universities were active participants at the first WAUG Basketball Championship, which took place in April 1999 at Cotonou, Benin Republic. A total of 138 medals were won during the game. The University of Lagos and Obafemi Awolowo University won 29 and 25 medals respectively. They were second and fourth on the medal

table. Burkina Faso and Mali had 33 and 28 medals and were placed first and third positions respectively. Nigerian Universities also took part in FASU games in Nairobi, Kenya in 1978 and in Bauchi, Nigeria in 2004 (Bitrus, 2005).

4. Sports in Primary and Secondary Schools in Nigeria.

According to Ladani, (2008) the period between 1842 and 1882 was particularly important in the history of education in Nigeria because it was then that literacy education of the Western type was effectively introduced to Nigeria by Christian missionaries. Ladani stated that Christian missionaries developed a variety of educational institutions including teachers' training colleges. Ladani further said each mission emphasized more on the aspect of programmes that helped to propagate the gospel, therefore, there was no uniformity in curriculum and as a result physical education and sports had no place in the curriculum.

However, the introduction of 1918 and 1933 British physical training syllabus to primary schools paved way for a uniform curriculum for schools in Nigeria. This gradually culminated into the development of sport in Nigeria primary schools (Ladani, 2008). Ladani (2008) also revealed that competitive sports came to primary schools through the empire day celebration. As mentioned earlier in chapter one, empire day was an annual event, which was designed to mark or commemorate the birth of Queen Victoria of England. In preparation for the empire day celebration, all schools in each district spent several weeks in practicing sporting events so that they could perform very well when they meet with other schools in the district. The sporting events during this celebration included: 100 yards (100m), 220 yards (200m), 440 yards (400m), 880 yards (800m), one-mile (1500m) race, high jump, pole vault, catching the train, three legged race, egg and spoon race, sack race, and a host of many others. Each school in the district stood as a unit of competition and when an event is mentioned or announced, each school having competitors for such event would send their

representatives. There were two categories of competitions, that is, the senior and junior. Open fields in the largest school in the district headquarters was used for the arena. There were no tracks for races but pegs were used to form an oval arc that served as the 220 and 440-yard tract depending on the size of the field, therefore no school or district produced a standard field. Hence, it was difficult to have authentic standard of performance of schoolchildren at that time. In addition, most of the equipment used were improvised equipment and are therefore sub-standard (Ladani, 2008). However, this played an important role for the development of basic skills in sports, which became a stepping-stone from which these young boys and girls rose to national and international athletes of great repute.

This situation continued with improvement at attainment of independence in 1960, through to the 1970s. However, decline sets in toward the end of 1970s. Today primary school sport is no longer a serious issue in school sports, particularly in the northern part of Nigeria. According to Bitrus (2005), Teachers at primary school levels are careless about sporting activities and give less attention to sports. Apart from the few sporting activities experienced by pupils during physical education practical lessons where it exists, no attention is given to primary school sports. This according to Bitrus (2005) was due to lack of adequate funding for primary school sports, poor attitude of teachers toward physical education and sports, and poor facilities and equipment. The researcher however, noted that occasionally or during independence or Children's day celebrations, funds are made available for primary sports. In primary schools, management of sport programmes is the sole responsibility of the games master who is usually appointed by the head teacher. He may not necessarily be a specialist but chosen based on interest such a teacher might have for sports. The games master is normally assisted by a games prefect and team captains for each game that may exist in such schools. In some instances, other interested teachers may be co-opted to help the games master. One of the greatest challenges being faced by primary school sports in Nigeria

today is that most of their playing grounds have been lost to residential houses, which have encroached into school plot (Bitrus, 2005). This condition does not auger well for mass participation in sports even at that level. As the case in France where sport in schools and universities was constantly overhauled, with the intention of bringing school/university and club sport closer together; the idea here being to channel more sportsmen and women into competitive sport. It is however interesting to note that some state governments in Nigeria are beginning to revive primary school sports. Examples are, the Taraba State Government who has donated trophies to be competed for among primary schools in the state in athletics and football. In addition, Lagos State Government in 2011 organised a football competition for primary school pupils. It is hoped that this development might awaken other state government interest in this direction.

Physical education is not a compulsory subject in secondary schools, technical colleges and vocational training centres as was the case with teachers' colleges. As a result, more attention is devoted to sports and games in these schools. Sports programmes in these schools include callisthenics, soccer, cricket, hockey, netball, volleyball, table tennis, badminton and basketball (Ladani, 2008).

According to Ladani (2008) sports in the secondary school is administered by the games masters/mistresses as the case may be, and as the academic programme was a replica of the patterned of British educational system, so also was sports programmes of these schools fashioned after the British system of afternoon intramural or sports club programme. For the supply of equipment, each student is made to pay at least the sum of (300 or 500 naira) each. The games masters or mistresses use to be the official authorities who decide what type of equipment to buy and facilities to be provided. However, today the principal has more powers when it comes to the handling of these funds. Even though, in most cases games masters and mistresses are responsible for the purchase of the equipment. The problem

encountered under this situation was that most of these games masters and principals are not physical education specialists. Many of them did not even take minor courses in physical education but, because they were good in one sport or the other, they were chosen to administer sports (Ladani, 2008). Participation in sport has been an important aspect of life among students of post primary institutions (secondary schools and teachers' colleges) in Nigeria. So many sports competitions were held at this level. Shields and trophies were donated by sport lovers who played a significant role in the promotion of sport at the post primary level. Ladani, in his book titled 'History and Development of Physical Education and Sports in Nigeria' has a great deal of records in respect to sports/competitions at the post primary level. Space and time will not permit this research to put down the records in this work. The participation of post primary institutions in sports has no doubt brought about sport development in Nigeria as it has produced athletes of both national and international repute to the credit of Nigeria as a developing nation.

5. Sports participation

Mass participation in sports simply means an increase in a nation's population in sport participation, which extends to the grassroots level. Grassroots sports in this case refer to sports participation at the lowest level of the society. The concept of sports participation dates back to the middle age era when the great Greece and Roman empires were in dire need of developing a large army of able bodies to defend their territorial integrity. This quest subsequently led to establishment of schools or places where a large number of youths in their societies were trained to receive discipline and made physically fit through physical activities and sports (Roche, 1993). Activities such as ball games, callisthenics, gymnastics, wrestling, boxing, swimming, archery, fencing and many others were the main programmes carried out in these centres. These programmes were not restricted to men alone; but also to physically fit and healthy women who could give birth to strong and healthy children. This

was needed to maintain the future of their nationhood, as young women actively participated in these programmes.

According to Mc Intosh et al (1981), this situation generally brought mass participation of citizens of these ancient empires in sports and physical activities, this eventually metamorphosed into the Ancient Olympic Games.

Later on in response to defeat by some European nations during the world war, many of them resorted to physical education and sports to programmes to prevent future occurrence of what they suffered during the war. Notably, countries like Germany, Sweden, Great Britain, France, Spain etc, encouraged their citizens to take part in physical activities and sports (Andersen & Liassen, 1993).

In the former Union of Soviet Socialist Republic (USSR), the leaders of the revolution saw physical education and sports as a means of national integration to bring the 15 states that made up the USSR together. The new republic also believed that physically fit and healthy citizens will better sustain the growing national economy of the new republic through more productive life and therefore, vouched for mass participation in physical activities and sports. To actualise these goals, the then Soviet Union Government instituted times and periods where both school children, University students, government and industrial workers and the general public were to engaged in one form of physical activity and sports or the other (Bitrus 2005; Bennett, et al(1975).

The Asian countries of Japan, Korea and China were not left out in the effort to encourage mass participation in their domains. China and Japan have been in the forefront of mass sport participation programmes in Asia. African nations particularly in the sub – Sahara region and recently South Africa are also crusaders for mass sport participation. Today, the quest for mass participation in sports is being championed by the United Nations, and it is

moving like a wild fire among all nations of the world. The former Secretary General of the United Nations, Dr. Kofi Anan in his speech during the declaration of the International Year of Sport and Physical Education (IYSPE) in 2005, stated that, “ People in every nation love sport. Its values: fitness, fair play, teamwork, and the pursuit of excellence – are universal. At its best, it brings people together, no matter what their origin, background, religious beliefs or economic status. In addition, when young people participate in sports or have access to Physical Education, they can build their health and self-esteem, use their talents to the fullest, learn the ideals of teamwork and tolerance, and be drawn from the dangers of drugs and crime. That is why the United Nations is turning more and more to the world of sport for help in our work for peace and our efforts to achieve the Millennium Development Goals (IYSPE, 2005). With the declaration of the year, 2005, by the United Nations General Assembly as the International Year of Sport and Physical Education. Governments, International Organisations, and Community groups everywhere have used this occasion to consider how sport can be included more systematically in plans to improve people’s lives (IYSPE, 2005). Owing to the increase awareness of the values of participation in sport, IYSPE, (2005) report indicated that nations across the globe have set machineries in motion to encourage and promote mass participation in sport through, “sport for all programme” (IYSPE, 2005).

6. Elitism in sports

According to Anshel, (1990) an individual who competes at the highest level in his chosen sport is an elite athlete. Anshel further stated that those involved in either professional or amateur sports competition at the highest level can be placed in this category.

Sports elitism, elite sports or elite athlete in the context of this study refers to sport men and women who perform at peak level or at international sporting events. Usually they perform at sporting activities like FIFA world cup, Olympic Games, Commonwealth Games, Club side

premiership. This class of athletes mostly depend on sports for a living and are usually paid large sums of money when contracted to play for a sport organisation. According to Encyclopaedia Britannica (2009) international sports success in the late 20th century involved a contest between systems located within a global context, which was vividly displayed in the sporting struggles of the Cold War era. From the 1950s to the dissolution of the Soviet Union in the 1990s, there was intense athletic rivalry between the Soviet bloc on the one hand and the United States and its allies on the other. On both sides of the Iron Curtain, sports victories were touted as proof of ideological superiority. A partial list of the most memorable Soviet-Western showdowns might include the Soviet Union's disputed victory over the U.S. basketball team in the final seconds of the gold medal game of the 1972 Summer Olympics; Canada's last-minute goal against the Soviet Union in the concluding game of their 1972 eight-game ice hockey series; the defeat of the veteran Soviet ice hockey team by a much younger American squad at the 1980 Winter Olympics; and a number of track-and-field showdowns between East and West Germany(Houlihan & White, 2002).

According to Oakley & Green (2007) success in these sporting encounters depended on several factors. Among them are the identification and recruitment of human resource (including coaches and trainers as well as athletes), innovations in coaching and training, advances in sports medicine and sports psychology, and—not surprisingly—the expenditure of a significant portion of the gross domestic product to support these systems. While neglecting the infrastructure for recreational sports for ordinary citizens, the Soviet Union and the German Democratic Republic (East Germany) sought to enhance their international prestige by investing huge sums in elite sports. On 30 December 2000 the China Sports Daily, the official Chinese sports newspaper, proudly claimed that between 1949 and 2000 Chinese athletes won 1,408 world championships and set 1,042 new world records. Of these, 1,378 world championships were won and 865 new world records were set since 1978 when

China began its economic reformation. In addition, between 1984 and 2000, Chinese athletes won 227 Olympic medals (84 gold, 79 silver and 64 bronze) (China Sports Daily, 30 December 2000). At the 2004 Olympic Games in Athens 407 Chinese athletes competed in 203 events and won 32 gold, 17 silver and 14 bronze medals. With these 63 medals in total, China came third in the medal rankings after the United States and Russia. With 32 gold medals, China beat the Russians and came second to the United States. Furthermore, six new world records were established by Chinese athletes and on 21 occasions new Olympic records were set. Following the success in Athens, senior Chinese sports officials claimed triumphantly that China, together with the United States and Russia, has become one of the three superpowers in the summer Olympics (Yuan, 2004; Hong et al., 2005). The triumph of Chinese sport is deeply rooted in China's elite sport system. It is called 'Juguo tizhi' in Chinese and translates as the 'whole country support for the elite sport system'. This system channelled all resources for sport in the country into elite sport and effectively produced hundreds of thousands of young elite athletes in a short time in pursuit of ideological superiority and national status. Its main characteristics are centralised management and administration and guaranteed financial and human resources from the whole country to ensure maximum support (Hao, 2004).

At universities and sports centres in Moscow, Leipzig, Bucharest, and elsewhere, Soviet-bloc countries developed an elaborate sports medicine and sports-science program (allied in the case of East Germany with a state-sponsored drug regime). For a time, the Soviet-bloc countries were out-competing their Western counterparts, but the major Western sporting nations began to create similar state-sponsored programs. Poorer nations, with the notable exception of Fidel Castro's Cuba, were unable or unwilling to dedicate scarce economic resources to the athletic "arms race." As a result, they had difficulty competing on the world stage (Green & Houlihan, 2005).

Even after the dissolution of the Soviet bloc, an international order persists in which nations can be grouped into core, semi peripheral and peripheral blocs, not by geography but rather by politics, economics, and culture. The core of the sports world comprises the United States, Russia, Western Europe, Australia, New Zealand, and Canada. Japan, South Korea, Cuba, Brazil, and several of the former Soviet-bloc states can be classified as semi peripheral sports powers. On the periphery are most Asian, African, and Latin American nations. The core may be challenged on the field of play in one sport or another (East African runners dominate middle-distance races), but control over the ideological and economic resources associated with sports still tends to lie in the West, where the IOC and the headquarters of nearly all the international sports federations are located (Deacon, Hulse & Stubbs, 1997). Despite their relative weakness in international competition, non-core countries have used regularly recurring sports festivals, such as the Asian Games, All African Games, The Commonwealth Games to solidify regional and national identities and to enhance international recognition and prestige (Fisher & Borms, 1990; Green & Oakley 2001a,b; Green and Oakley 2001a; Degel 2002a,b; Abbott et al 2002; UK Sport 2006).

Despite programme such as Olympic Solidarity, which provides aid and technical assistance to poorer nations, material resources still tend to be concentrated in the core nations, while those on the periphery lack the means to develop and retain their athletic talent. They lost many of their best athletes to more powerful nations that can offer better training facilities, stiffer competition, and greater financial rewards. The more commercialized the sport, the greater the “brawn drain.” At the turn of the 21st century, Western nations recruited not only sports scientists and coaches from the former Soviet bloc but also athletic talent from Africa and South America (Hunt, 2007). This was especially true in sports such as football, where players were lured by the lucrative contracts offered by European and Japanese clubs. Non-core leagues remain in a dependent relationship with the

dominant European core. In other sports, such as track and field and baseball, this drain of talent flows to the United States (Hirst & Thompson, (1999); Held & McGrow (2002); Scholte (2002); & Houlihan (2003). Despite some competition from Japan, the West also remains overwhelmingly dominant in terms of the design, production, and marketing of sportswear and equipment (Encyclopaedia, 2009).

Barrie & Mick (2008) said, there are few governments who have not recognised the value of sport as a high-visibility, low-cost and extremely malleable resource, which can be adapted to achieve, or at least give the impression to the public/electorate of achieving, a wide variety of domestic and international goals. They went on, such is the flexibility of sport as a policy instrument that it is increasingly difficult for governments, providing of course that they possess the necessary financial resources, not to espouse a commitment to elite sport and competition as illustrated by Canada's agonising over the place of elite sport in public policy following the Ben Johnson doping scandal at the 1988 Seoul Olympic Games (Barrie & Mick 2008). Despite many statements decrying the distortion of values resulting from a commitment to the pursuit of Olympic medals, Canada is now investing heavily in elites sport in advance of its hosting of the 2010 winter Olympics in Vancouver. In the 4 years prior to the Athens Olympic Games in 2004, the UK government allocated around £70 million in direct financial support to UK athletes. At the Games, the Great Britain and Northern Ireland team obtained a total of 30 medals, 9 of which were gold – an approximate cost of £2.3 million per medal. In the run up to the Beijing Games in 2008, the government has allocated a sum of £75 million in direct financial support. The United Kingdom is far from being alone in providing substantial support for its elite, and especially, Olympic athletes. The poor performance by the Australian team at the 1976 Montréal Olympics prompted a government enquiry, which led to sustained and substantial investment of public funds in elite training facilities such as the Australian Institute of Sport and indirect support to athletes and

domestic Olympic sports federations. At around the same time, the government of the German Democratic Republic (GDR; former East Germany) was reputed to be spending about 1 per cent of its gross domestic product on elite sport (Barrie & Mick 2008). As Bergsgard et al. (2007, p. 170) note, Government resources ‘were very much concentrated in high-performance training centres in Berlin where there was a substantial “over-employment” of support personnel’. A DSB official reported, following reunification, that ‘when we took over, in East Berlin in track and field, we took over 65 physiotherapists. Each individual athlete had his own ...’ Even in free market, on-interventionist and decentralised political systems, such as the United States, draconian government intervention in sport was not unusual if it was deemed necessary to protect elites sport success. For example, in 1978 the US Congress legislated to resolve the long-standing dispute between the National Collegiate Athletic Association (NCAA) and the Amateur Athletic Union (AAU) for control over elite track and field athletes (cf. Hunt, 2007). The Amateur Sports Act marginalised the AAU and gave the US Olympic Committee primary responsibility for the preparation of teams to represent the United States.

There are a variety of explanations why such a diverse range of governments should be so concerned with elite sport success which include international prestige and diplomatic recognition, ideological competition and a belief that international sporting success generates domestic political benefits ranging from the rather nebulous ‘feel good factor’ to more concrete economic impacts associated with the hosting of elite competitions. In recent years hosting major sports events has been, for a number of countries, an important element in various forms of Comparative Elite Sport Development: systems, structures and public policy economic development including tourism promotion (Sydney 2000 Olympic Games) and urban regeneration (Barcelona 1992 & London 2012 Olympic Games). The economic benefits of hosting major sports events are increasingly significant in post-industrial countries

where the sports-related service sector is an important engine for growth and employment (Gratton & Taylor, 2000). However, if countries are to be in a position to use sport as a resource, whether for diplomatic, economic or social objectives, they are in a much better position to exploit sport's potential if they possess assets in the form of recognised world-class elite athletes.

7. Sports in Nigeria tertiary institutions.

Tertiary institutions in this context refer to post secondary or higher institutions of learning that are found within the Nigeria nation. These institutions include the universities, colleges of education, polytechnics and other similar institutions that learning is offered at the higher level. These institutions as per the practice in Nigeria are in most cases located at the outskirts of cities inhabited by rural communities or where the under privileged people live because large expense of land are always available for future development of such institutions. However, the development that always accompanies the establishment of such institutions transforms these rural communities into urban areas with time. A typical example is the establishment of Ahmadu Bello University, Zaria and the transformation of Samaru village into a semi-urban centre. The presence of the institution has transformed every aspect of life of the community including their sporting culture. Up to date the rural areas enjoy the privilege to have most of these institutions sited in their domain.

According to Ladani, (2008) tertiary institutions particularly the universities in many parts of the world, faculty members looked down on sports as non – academic and have therefore developed negative attitude toward it. This was true of countries in Europe and the United States. Kabido (2001) affirmed that during medieval period times, university students sporadically played games and sports in defiance of restrictions and under threat of punishment. Negative attitude towards sports at the universities was very common among academicians who saw no value in sports; and most of them threaten students who took part

in intramural and interscholastic sports. Even with this negative attitude and repression, students still form sports clubs and promote both intramural and inter – collegiate athletic competitions. However, the situation has changed, today Tertiary institutions all over the world are interesting and largely involved in sporting programmes of their various institutions. Today the practice has made a significant improvement, according to Bitrus (2005) & Omoruan (1996) the Universities and other tertiary institutions have taken sport more seriously. These institutions probably because of large sums of money they got from students as sports fee, now allocates large sums of money for sport development in areas of facilities, provision of equipment and logistics for sports as well as training programmes.

Tertiary institutions have gone further in creating departments to handle sports within the general administrative set up. These offices in most cases are headed by a director or a sports coach with several subordinate officers serving under him. The officers include coaches who are specialists in various sports. Staffs from Physical and Health Education Department were sometimes made to work hand in hand with these sports offices in the institutions where they exist as coordinators of sports (Bitrus, 2005).

Given this advantage in addition to availability of facilities and equipment, there is often a greater enthusiasm for participation in sports among students of tertiary institutions particularly the universities than at other levels. Today the establishment of Nigeria University Games Association (NUGA), Nigeria Colleges of Education Games Association (NICEGA) and Nigeria Polytechnics Games Association (NIPOGA) has offered tremendous opportunity to students of tertiary institutions to participate in a wide variety of sports, which the students welcomed with great enthusiasm, and have participated in all the sports available in the various institutions. Series of competitions have been held among these institutions with credible records of performance (Omoruan, 1996).

The result of participation in sports by the students in the tertiary institutions is that, it has produced sports men and women who have represented Nigeria at important regional and world sporting events such as West African Universities Games, FISU Games, All African Games, Commonwealth Games, the Olympic Games and a host of other national, regional and international open championships in sports. Through the activities of these tertiary institutions, Nigeria's image has been greatly enhanced in Africa and the rest of the world as a sporting nation (Omoruan, 1996).

Sports in tertiary institutions in Nigeria took its course when the majority report of Elliot commission submitted in 1945, recommended the establishment of a University College in Nigeria and Gold Cost (Ghana) was approved. When the university eventually took off in 1948, in Ibadan, students from old Yaba College who gained admission to the university brought with them various games they had been playing at Yaba College, Lagos. These sports include cricket, Tennis, table tennis, field hockey, football (soccer), swimming, and athletics (track and field) (Oduyale, 1974; Ladani, 2008).

As earlier mentioned, the individual efforts put by the students of the University of Ibadan to organise sports gave them the confidence to cross Nigeria borders and look for a counterpart in the field of sports at Gold Cost University College, Ghana. These two institutions had their first series of games in March, 1951, and this continued for a period of fourteen years. While the friendship between the two University Colleges were going on, the National Union of Nigeria Students on the other hand had single handily organised a biannual sport competition among the then Nigeria tertiary institutions since 1959 (Ladani, 2008). The institutions involved were Technical and Teachers' Training Colleges, Federal Emergency Science School, the Colleges of Arts and Science and Technology and the University College, Ibadan. Three campuses of the Nigeria Colleges of Arts, Science and Technology were converted into full fledge Universities. Therefore, when the last of the NUNS games

were held at Ahmadu Bello University, Zaria in 1965, there were eight institutions of different categories namely: Ahmadu Bello University, Zaria, University of Ibadan, Ibadan, the University of Lagos, Lagos, the University of Ife, Ibadan branch, Ibadan, Ransome – Kuti College of Education, Ibadan, Olunloyo College of Education, Ibadan, Adeyemi College of Education, Ondo and School of Pharmacy, Zaria (Ladani, 2008). All this while, the students were solely responsible for organising and sponsoring sporting activities among themselves from one campus to the other.

Omoruan (1996) supported the above statement, accented that, the then National Union of Nigeria Students in the late fifties comprising of Universities, the Polytechnics, Colleges of Education and Advance Teachers' Colleges which are higher institutions of learning gave impetus to their joint sporting activities. Omoruan also added that with the increase in the number of students coupled with financial and administrative constrains, it soon became necessary that each go its way. As a result of this, there emerged the Nigeria University Games Association (NUGA), the Nigeria Polytechnic Games Association (NIOPGA), and the Nigeria Colleges of Education Games Association (NICEGA)

The pattern of administration of sports in all these higher institutions of learning was the same. However, the existence of the Departments of Physical and Health Education in some of them created some differences. In all these tertiary institutions of learning, sporting programmes was mainly a welfare service to the students and hence the administrative set up is always attached to the Students' Affairs Division in the Registry Department.

Initially, the students played the greater role of responsibility in sports management with little assistance from the officers of the students' Affairs Division and few academic staff members. This soon developed into a situation where senior administrative staff of the Students' Affairs Division took up the leadership role of sports, working closely with the

captains of each sport. The students Union executives of each institution soon created a post of sport secretary, popularly known as ‘minister of sports’ (Bitrus, 2005; Omoruan, 1996).

Today, beside the intramurals sporting activities going in each division of tertiary institutions in Nigeria, there are also extramural and friendly sporting activities taking place among students in these institutions of higher learning. Since the inception of games associations in Nigeria tertiary institutions, they have continuously held biannual sports competitions at their respective levels. These competitions have no doubt brought about sport development to these institutions, the communities where they are situated and Nigeria at large. These developments took place in the area of facilities, management, participation and performance. For instance, since the inception of NUGA in 1966, it has held 22 biannual competitions hosted by several Nigeria Universities. These competitions have greatly brought transformation of sports facilities in these universities. Today many universities in Nigeria can boast of having stadium, standard swimming pool, multipurpose sports hall and standard pitches for ball games.

These facilities have not only benefited the university communities alone but, also benefited their host communities, thereby encouraging greater participation among students and members of the communities. Also, from these university games, Nigeria has discovered talented athletes who have represented the nation in world class sport contests, such as West African Universities Games (WAUG), FASU, FISU, All African Games, Commonwealth Games. Examples of these athletes are Dr. George Ogan, a Commonwealth games medallist in 1966 and 1970 in long jump, Miss Saidat Onanuga an international 400 metres hurdler. Others were Udeme Ekpeyong, Akinremi sisters (Omotayo and Omolade), Felix Owolabi, Daniel Effiong and a host of others. On the side of sport administrators, we have people like professor Ajisafe, Dr. Amos Adamu, Dr. Yusuf Tijjani, Dr. Musa Dogonyaro, Alhaji A.K. Amu, Taiwo Ogunjobi and many others (Bitrus, 2005; Orodele, 1996).

On the other hand, NATCEGA and NIPOGA, which started in 1965 and 1976 respectively, grew rapidly and as well contributed to the development of sports in Nigeria. For instance, NATCEGA, which started with six institutions participating in 1965, had thirty-five institutions who participated in the 1992 games in Azare, Bauchi State. The sharp difference in participation in the 1992 event is an indication that the games have made impressive progress since its inception. In addition, participants in the first NIPOGA game at Ibadan in 1976 were eight institutions; however, this figure rose to twenty-five institutions at Yaba games in 1985 in Lagos. This was an incredible outing compared with to the eight institutions in 1976; this is another pointer to sport development in Nigeria that was brought about by the tertiary institutions in Nigeria (Ladani, 2008).

In the opinion of this researcher, these games have also brought an increase in the area of facility development, students and community participation in sporting activities. In addition, as well produced talented athletes who have represented the nation in various sporting activities. With all these records, the influence of Nigeria Tertiary institutions in the development of sports in Nigeria cannot be ignored.

8. Sporting culture in Nigeria.

Encarta Dictionary (2009) defined culture as the beliefs, customs, practices, and social behaviour of a particular nation or people. Britannica Dictionary (2009) defined culture as a set of attitudes, values, goals, and practices that characterises an institution or an organisation. From these two concepts of the term culture, it is observed that word such as attitudes, behaviour, and practices in relation to a nation, people, institution, or an organisation is common to these definitions. Behavioural patterns and practices as emphasised in these definitions are manifested in practical activities such as arts, music, literature and related intellectual activities considered collectively. These activities also include dance, play, and games which constitutes sports. Sport culture can therefore, be

referred to as collection of physical activities (game and plays) common to a group of people, community, nation or an organisation and has been in practice from one generation to the other which has become a pattern of social behavioural change in a society.

Over the next four years, there will be soccer's World Cup finals, a Good will Games, the Rugby World Cup, a Commonwealth games, two Olympic games, winter and summer, two World Track and Field championships, four Formula One motor racing seasons, two Ryder Cups, four seasons of football, baseball, Basketball and hockey, twenty tennis Grand Slam tournaments and over fifty international cricket matches. The reader will almost certainly witness some of these events "live" and many more on television. He or she will read of the competitions in the sports pages of newspapers and specialist magazines, look to sports websites and listen to reports on radio. It will be difficult to dodge the gun-to-tape coverage of many international spectacles, specially the Summer Olympics, which seems to saturate our lives. It will be impossible to avoid buying merchandise associated with some of the events: burgers, for instance, will carry the endorsement of "official food of the...". Even a trip to the supermarket will involve us in sports: count how many of the labels bear the logo of some sporting event. Whether we like it or not, we live in a culture in which sports play an increasingly important role. Once, the impact of sport was segmental; it was an area distinct from many of the other, more important, domains of our lives. Now, sport is central. Following the fact that sports occupies more of our time, our money, our energies, even our brain cells. Sport may once have been bracketed with leisure: now it is business. Some sports measure their annual turnovers in billions; their stars earn more in a week than many people earn in five years. People fight—and often die—in the pursuit of their sporting ambitions. The values and artefacts of sport surround us and permeate us. (I use "sports" when referring to the activities and organizations, "sport" for the general institution.) (Ellis 2000).

For ages sports is known to be part of African culture as the case with other nations of the world. Nigeria being part of Africa has also cultivated sports as part of its life. The Nigeria culture cannot be separated from physical activities that emerged from our local or indigenous culture. For example, wrestling, boxing (traditional), aquatic activities, safari expeditions and many other physical activities that are within our ancestral culture practices. Ladani,(2008) also identify wrestling , boxing, swimming, boat regatta, fishing festivals, langa, dance and many others which he said constitutes traditional sports in Nigeria's cultural life. According to Ladani, traditional sports are pastime activities in which Nigerians engage in. However, these activities also serve or play a part in cultural rites, rituals and initiation ceremonies. These traditional sports have made important contributions that makes one have a sense of belonging, group identity, co-operation, group survival as well as promotion of social norms and ideals. Ladani, argued that no particular culture can claim the ownership of some sports such as swimming, jumping, climbing, acrobatics, wrestling and many others, however, he agrees that claims can only be laid to modernisation of such sports through the provision of facilities and equipment, formulating rules and regulations governing such sports, the discovery of some skills and techniques which have all led to better performances.

Today the introduction of western sports into Nigeria has extended Nigeria sporting culture beyond its boundary of traditional sports with the presence of sports like soccer, basketball, table tennis, billiard and many others that are being played even in the remotest parts of Nigeria by children and adolescents. These games and many others cannot be said to be cultural to Nigeria but, it has become part of our sporting culture. They are no longer pastime sports but, sports in which Nigeria has excelled at global competitions. According to Jozsa (2009) given their audiences, histories, and traditions, and for various businesses, cultural, demographic, economic, legal and/or political reasons, the dispersion of several team and/or individual sports has been restricted geographically to merely one or a few

markets. Amateur and professional American football games, for example, primarily occur between teams that are based in the United States, while according to one source in the literature, archery is a national pastime sport in Bhutan, horse racing in Hong Kong, and kick boxing in Cambodia. Similarly, and with respect to some countries and regions, there appears to be extremely limited boundaries for other types of sports such as Australian Rules football, Gaelic football, table tennis, rugby league, rugby union, and wrestling. It is uncertain; however, whether the future demands for — and games of — these unique sports will diminish, increase, or remain confined to specific areas of the world beyond the early 2000s.

9. Summary of Researched Literature.

The review of related literature showed that sports have been an essential part of life in all generation of people from primitive to the contemporary world. In addition, evidences abound that all generation of people in all nations of the world identified sports as an instrument for nation building and have therefore, invested huge resources in the development of sports. From the literature review sports has been used for national rehabilitation after wars, promotion of physical fitness, improvement of national health status, economic development and national integration. It is also learnt in this review that students of higher institutions all over the world have been actively involved in organisation and participation in institutional, national and international sports in all countries of the world. The role played by tertiary institutions in sports has great influence on the generality of national sports development. This literature review has linked the development of sports to the involvement of students of tertiary institutions in sporting activities as they actively organise and participated in sporting activities in and out of their institutions.

The review also suggests that participation of students in the tertiary institutions in sporting activities, have to a large extent influenced the development of mass sport participation and elitist sporting culture among the societies of the world including Nigeria.

Today it is noticed that whether in Europe, Africa, Asia, Australia or the United States students of tertiary institutions dominate sports teams in the Olympic Games, Commonwealth Games and many other regional games. This participation of tertiary institutions in sporting activities has no doubt made them serve as a reservoir where nations pick their elite sports men and women.

RESEARCH METHODOLOGY**3.1 Introduction**

The purpose of this study was to examine the influence of Nigeria tertiary institutions in the development of sports participation and elitism in Nigeria sporting culture. This chapter describes the method used that is, the research design, population of the study, sample and sampling technique, instrument for data collection including validation and reliability procedures, the administration of the instrument and data analysis procedures.

3.2 Research Design

This research was of a descriptive survey; as such, the information required for the study is within the reach of the respondents. Therefore, the most suitable research design as suggested by Shavelson (1991) is the ex-post facto design. Shavelson maintained that ‘‘ these designs are ex-post facto design because when the researcher comes on the score, nature has already implemented a treatment, either through differences in environments in which respondents find themselves, through differences in inheritance or through some combination of these two factors’’ Thus, the researcher arrives after the fact (ex-post facto) that the treatment has been imposed on the respondents. Based on the above concept, the ex-post facto design is chosen to examine the influence of Nigeria tertiary institutions on the development of mass participation and elitism in Nigeria sporting culture.

3.3 Population

The target population for this study were all tertiary institutions in Nigeria namely Polytechnics, Colleges of Education and Universities. Morgan & Kreychie (1970) recommended that for a population size of more than one hundred thousand (100,000)

subjects the sample size they suggested for is three hundred and eighty- four. However, for convenience in the distribution of the research instrument this researcher plans to use one thousand two hundred and sixty questionnaires.

3.4 Sample and Sampling Technique.

In view of the nature of the population and the need for adequate representation of sample, Nigeria tertiary institutions (Universities, Colleges of Education and Polytechnics) were stratified into the six Geo-political Zones in Nigeria. A random sampling technique using the hat drawn method was used for the selection of five universities, three colleges of education and two polytechnics from each zone except in the South West and North Central where eight (8) Universities, four (4) Polytechnics and five (5) Colleges of Education were selected proportionately based on the fact that they had more of such institutions when compared to the other zones ($5 \times 5 + 8 = 33$ universities; $3 \times 5 + 6 = 21$ Colleges of Education; $2 \times 5 + 4 = 14$ polytechnics). The distribution was as follows: North East 10, North Central 13, North West 10, South East 10, South -South 10 and South West 15. This brought the total number of institutions to be sampled for this research to sixty eight (68) representing 30% of all the registered tertiary institutions in Nigeria as suggested by Asika (2004).

Though the revised version of Morgan & Kreycie, (1997), Mukhejee (1978) recommended that for a population size of more than one hundred thousand (100,000) subjects the minimum sample size they suggested was three hundred and eighty-four. However, for convenience in the distribution of the research instrument this researcher used one thousand two hundred and sixty questionnaire. Twenty-one copies of the questionnaire sent to each of the sixty institutions totalled one thousand two hundred and sixty. The twenty-one questionnaire sent to each institution were distributed as follows: Coaches 5, Student Athletes 10, Director of sports 1, Lecturers 5 = $21 \times 68 = 1428$. Taking 384 suggested by

Morgan & Kreycie,(1997s) as the lower limit a sample of 1428 was considered adequate and representative enough as it will ensure equitable distribution across the various types of tertiary institutions.

3.5.1 Instrumentation

From the study of related literature, consultation with professional experts, it was recommended that questionnaire should be adopted as means for data collection in this study. The Likert scale format was therefore adopted for the development of the research instrument of: strongly agrees, agree undecided, disagree and strongly disagree. The questionnaire for this study was broken-down into five sections as follows:

Section A: Demographic data of the respondents.

Section B: Questions or statements on the influence of Nigeria tertiary institutions on the development of sports participation in Nigeria sporting culture.

Section C: Statements on the influence of Nigeria tertiary institutions on the development of elitism in Nigeria sporting culture.

Section D: Statements on the influence of Nigeria tertiary institutions on the development infrastructure for sports in Nigeria.

Section E: Statements on the influence of Nigeria tertiary institutions on the development of interest for sports participation by youths in Nigeria. (See appendix 1).

3.5.2 Validation of Instrument

The content and construct validity method was relied upon in determining the validity of the instrument used in this study. Fox (1969) argued strongly in favour of content and construct validity, provided there is a rationale and ideally an empirical content. For many

data gathering procedures such as questionnaire and interview guide, content validity is the strongest technique available to the researcher (Fox 1969; Gay 1976; Kerlinger 1997). The instrument for this study was given to some specialists in physical education, sports management, research methods, and statistics to determine its suitability and adequacy, especially in content and construct. The comments and observations of the specialists were used for the development of the final instrument.

3.5.3 Pilot study.

To further validate the instrument and establish its reliability, a pilot study was conducted using four tertiary institutions in the North West Geo – Political Zone namely Ahmadu Bello University, Zaria, Federal College of Education, Katsina, Hassan Adamu Federal Polytechnic, Kazaure and Bayero University Kano, Kano. These four institutions were selected through the means of simple random sampling using the hat drawn method. In doing this, all the names of the tertiary institutions in the North West were written on pieces of papers, wrapped and dropped into a hat. Then a blindfolded child was asked to pick four pieces out of the hat. Each time he picks a piece of paper, a replacement was made before he picked another. This was to give each institution an equal chance of being picked. The four institutions were however, not part of the main study. The results of the data collected from the pilot study were collated to determine the reliability coefficient of the instrument.

3.5.4 Reliability.

The data obtained from the pilot study was subjected to statistical analysis in which the Cronbach's Alpha was computed to determine the reliability co-efficient of the instrument. This was to ensure that the instrument has the capacity to test the items the study intended to test.

3.5.5 Result of Pilot Study.

In order to determine the reliability of the instrument for the study 84 copies of the draft questionnaire were administered randomly on the respondents in the selected institutions. One week was spent in each of the institutions for this exercise, at the end of which 20 out of the 21 copies of the questionnaire administered in Kazaure were retrieved against 16 out of 21 in ABU. All the 21 administered in BUK and FCE, Katsina were received meaning 78 out of 84 copies of the administered questionnaire were received and used for the analysis of the data collected during the pilot study.

The data thus collected from the pilot study were statistically analyzed using the statistical package for social science (SPSS) for the purpose of determining the reliability coefficient of the instrument, in doing this Cronbach's Alpha was computed and consequently, reliability co-efficient of 0.882 was obtained. This was considered adequate for the internal consistencies of the instrument. This confirms its reliability in line with the position of Kerlinger (1986). According to Kerlinger, an instrument is reliable if it lies between 0 and 1 because the closer the calculated value of the reliability co-efficient is to zero, the less reliable the instrument, and the closer the value is to 1 the more reliable. Since both the values of 0.882 and 0.897 are closer to 1, they are adjudged very reliable and therefore suitable for the main study.

3.6 Administration of questionnaire.

Data collection procedure forms a very important part of research because it influences the quality of data collected. To obtain the data for this research, the researcher and some well-informed research assistants administered the questionnaire on the respondents in this study. The respondents were acquainted with the concept of the questionnaire. Each statement or question was discussed in details to help respondents who may have difficulty with any of the

statements or questions. Twenty-one copies of the questionnaire were sent to each of the sixty-eight institutions giving one thousand two hundred and sixty. The twenty-one questionnaire sent to each institution were distributed as follows: Coaches 5, Student Athletes 10, and Director of sports 1, Lecturers 5 = $21 \times 68 = 1428$. The returned copies of the questionnaire came directly to the researcher. To effectively do this the researcher obtained a letter of introduction from the Department of Physical and Health Education, Ahmadu Bello University, Zaria to the respondents in the various tertiary institutions in Nigeria.

3.7 Statistical Technique

The data collected was analysed using descriptive statistics involving frequency count, percentages for the analysis of demographic characteristics. Mean, standard deviation, standard error was computed for each of the item in the instrument to answer the research questions. The hypotheses were tested with a non-parametric test of chi-square statistics in order to determine the differences in opinion of respondents as to whether tertiary institutions in Nigeria have influence on development of sports participation, and elitism in Nigeria sporting culture. All hypotheses were tested at 0.05 level of tolerance. The 0.05 alpha level of significance was selected because of its general acceptance by researchers in statistical analysis in the social science. A complete analysis and presentation of the data pertaining this study is presented in the next chapter.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Introduction

This research work was conducted with the sole aim of finding out the perception of respondents on the influence of Nigeria Tertiary Institutions on the development of sports participation and elitism in Nigeria sporting culture. The data for this study were obtained from 1224 out of the 1428 sampled for the study representing 85.71%. The Statistical Package of the Social Sciences (SPSS) 17th Edition was used for the analysis. The analysis is presented in sections. The first section presents the frequencies and distribution of bio data variables, which include the respondent's sex, age, status, educational qualification and working experience. The second section answers to the four research questions while the third section test and interpret results of four hull hypotheses, which were tested at 0.05 alpha level of confidence.

4.2 Presentation of Bio-Data Variables

A total of 1428 questionnaire were administered to respondents however, two hundred and four (204) representing fourteen percent (14%) were not returned, only 1224 usable returns were received. One thousand two hundred and twenty- four (1224) representing eighty-seven point five percent (87.5) of usable returns by age, gender, and years of experience, educational qualification and status of respondents were presented in table 4.1.1 below:

Table 4.2.1 bio data variables of the respondents

Age	Frequency	Percent
20 - 30 YRS	594	48.5
31 - 40 YRS	398	32.5
41 YRS AND ABOVE	232	19.0
Total	1224	100.0
Gender		
Male	889	72.6
Female	335	27.4
Total	1224	100.0
Years of experience		
10-14 yrs	503	41.1
15-19 yrs	343	28.0
20-24 yrs	274	22.4
25 yrs and above	104	8.5
Total	1224	100.0
Educational qualification		
WASC/SSCE	300	24.5
NCE/DIPLOMA	290	23.7
FIRST DEGREE	249	20.3
MASTERS DEGREE	305	24.9
PhD	80	6.5
Total	1224	100.0
Status		
Lecturer	296	24.2
sports director	135	11.0
sports coach	191	15.6
Student Athletes	602	49.2
Total	1224	100.0

Table 4.1.1 above, revealed that majority of the respondents 594 (48.5%) were within the ages of 20 and 30 years. 398 (32.5%) were within 31 and 40 years. The rest 232 representing (19.0%) were within ages 41 and above.

It also revealed that 889 of the respondents (72.6%) were males while the rest 335 (27.4%) were females meaning there were more males than females among the respondents in this study.

In addition, 503 of the respondents (41.1%) have had between 10-14 years of experience while 343 (28.0%) had experience of between 15-19 years. 274 (22. %) of the respondents had between 20-24 years and 10 respondents (8.5%) had 25 years or above experience.

The bio data breakdown based on educational qualification revealed that 300 (24.5%) of the respondents were WASC/SSCE holders while 290 (23.7%) had NCE/DIPLOMA while 249 (20.3%) were holders of first degree, 305 representing (24.9%) had masters degree and the rest 80 (6.5%) were Ph.D degree holders.

On the status of the respondents, the table showed that 363 (29.6%) were lecturers while 68 (5.6%) were sports directors, 191 (15.6%) were sports coach and the rest 602 representing (49.2%) were student athletes.

Table 4.2.2: Influence of Nigeria tertiary institutions on the development of mass sport participation and elitism in Nigeria sporting culture.

s/no		MEAN	Std
1	Influence of Nigeria tertiary institutions on the development of mass sport participation in Nigeria	3.079	10.12
2	Influence of Nigeria tertiary institutions on the development of elitism in Nigerian sporting culture	3.604	8.995
3	Influence of Nigeria tertiary institutions on the development of infrastructures for sports in Nigeria.	3.642	8.603
4	Influence of Nigeria tertiary institutions of the development of interest in sports participation among Nigerian youths	3.311	10.413

DECISION MEAN=3.5

There was no significant influence of Nigeria tertiary institution on the development of mass sport participation in Nigerian sporting culture as the aggregate/cumulative mean response of 3.079 is lower than the decision mean of 3.5 ($3.079 < 3.5$).

There was significant influence of Nigeria tertiary institutions on the development of elitism in Nigeria sporting culture since the aggregate/cumulative mean response of 3.604 is greater than the decision mean of 3.5 ($3.604 > 3.5$).

There was significant influence of Nigeria tertiary institutions on the development of infrastructures for sports in Nigeria, this is because the aggregate/cumulative mean of 3.642 is higher than the decision mean of 3.5 ($3.642 > 3.5$).

There was no significant influence of Nigeria tertiary institutions on the development of interest in sports participation among Nigerian youths.

Testing of Research Hypotheses

Table 4.2:3: Chi square statistics on the influence Nigeria tertiary institutions on the development of sports participation in Nigeria sporting culture

X²	Df	P (NS)
Calculated		
10.209	36	0.07

$$X^2 (36) = 11.07 \text{ } p > 0.05$$

The results of the chi-square test above showed that the calculated chi square value of 0.209 is lower than the critical chi-square of 11.07 at df 36 while the calculated p value of 0.07 is higher than the 0.05 alpha level of significance, indicating that there is no significant influence of the tertiary institutions on the development of sports participation in Nigeria sporting culture according to the respondents. Consequently, the null hypothesis, which states that there is no significant influence of tertiary institution on the development of sports participation in Nigeria sporting culture, is hereby retained.

Table 4.2:4: Chi-square statistics on the influence of Nigeria tertiary institutions on the development of elitism in Nigeria sporting culture

X²	Df	P (SIG)
Calculated		
11454.071	36	0.000

$$X^2 (36) = 11.07 \text{ } p > 0.05$$

The results of the chi-square test above showed that the calculated chi-square value of 11452.071 is higher than the critical chi square of 11.07 at df 36 while the calculated p value of 0.000 is less than the 0.05 alpha level of significance. This is an indication that there is significant influence of Nigeria Tertiary institutions on the development of elitism in Nigeria sporting culture. Consequently, the null hypothesis, which states that there is no significant

influence of Nigeria Tertiary institutions on the development of elitism in Nigeria sporting culture, is hereby rejected.

Table 4.2:5: Chi-square statistics on the influence of Nigeria Tertiary institutions on the development of infrastructure in sports in Nigeria

X²	Df	P (SIG)
Calculated		
12003.459	36	0.000

$$X^2 (36) = 11.07 \text{ } p > 0.05$$

The results of the chi square test above showed that the calculated chi square value of 12003.459 is higher than the critical chi square of 11.07 at df 36 while the calculated p value of 0.000 is less than the 0.05 alpha level of significance. This implies that there is significant influence of Nigeria Tertiary institutions on the development of infrastructure in sports in Nigeria. Consequently, the null hypothesis, which states that there is no significant influence of Nigeria Tertiary institutions on the development of infrastructure in sports in Nigeria sporting culture, is hereby rejected.

Table 4.2:6: Chi-square statistics on the influence of Nigeria tertiary institutions on the development of interest of Nigeria youths in sports.

X²	Df	P (NS)
Calculated		
9.20	36	0.09

$$X^2 (36) = 11.07 \text{ } p > 0.05$$

The result of the chi square test above showed that the calculated chi square value of 9.20 is less than the critical chi square of 11.07 at df 36 while the calculated p value of 0.09 is higher than the 0.05 alpha level of significance, indicating that there is no significant influence of Nigeria Tertiary institutions on the development of interest of Nigeria youths in sports participation. Consequently, the null hypothesis, which states that there is no significant influence of Nigeria Tertiary institutions on the development of interest of Nigeria youths in sports participation, is hereby retained.

See appendix Fi-iv for details.

4.3 DISCUSSION

The hypothesis states “Nigeria tertiary institutions have no significant influence on the development of mass sport participation in Nigeria sporting culture.”

This hypothesis is however retained in respect to the responses of the respondents in the research instrument administered on the respondents. Meaning that Nigeria tertiary institutions have not really contributed to the development of sports participation among Nigerians. This response is contrary to what is obtainable in other part of the world.

For instance, in related studies from the united states and in most European countries has shown that tertiary institutions has contributed enormously to the development of mass sport participation in such countries, typical example is Australia where Goergakis, (2006) said universities in Australia have been in the fore front in the mobilization of Australians for mass participation in sport. This was done through endless efforts in the formation of sport clubs within and outside the universities. This was also noted in the case of Britain and the United States. According to (Ahmed 1992; Bennett, et'al; 1975). Institutions of high learning in Britain and the united state indulged in formation of sports clubs in and around their

institutions of learning through the 18th and 19th centuries. This brought about the English leadership in sport organization and administration as accented by (Bennett, et al 1975).

However, this practice is not common among tertiary institutions in Nigeria. Even though (Omoruan, 1996) stated that students of Nigeria tertiary institution were involve in organizing sports and games in their respective institutions. They were only confined to the institutions and had little or no influence on the public, as is the case in Europe and the United States. To achieve similar height as their foreign counterparts in Europe and the United States, there is need for Nigeria tertiary institutions to widen the horizon of their sporting activities to embrace the interest of the general public. By so doing they will be able to influence mass sport participation among Nigeria citizens

This hypothesis states that “Nigeria tertiary institution have no significant influence on the development of elite athletes in Nigeria sporting culture.”

Based on the analysis and interpretation of data collected from respondents in respect of this hypothesis, the hypothesis was rejected. This is in line with the experiences of most tertiary institutions in the united states, Europe, most parts of Asia and Africa have most of the time drawn their athletes for national and international meets like the Olympic games, commonwealth games, Asian games and all Africa games from their respective tertiary institutions, typical examples is Australia where Georgakis, (2006) reported that 45 athletes among the Australian contingents that participated in the winter Olympics in Athens 2004, were from the university of Sydney similarly, it is difficult to find a team in the Olympics that does not have students from the tertiary educational level on the contingent list of any country that take part in Olympic games or their likes.

This hypothesis states “that Nigeria tertiary institution have no significant influence on the development sport infrastructure in Nigeria.” This hypothesis was rejected meaning

Nigeria tertiary institution have significant influence, in other words has contributed to the development of sports infrastructure in Nigeria as far as the views of respondents from the data collected is concerned. From the review of related literature in this study, Ige (1997) revealed that institutions of higher learn in the united state and Europe is wonderfully stocked with standard sporting facilities. According to Ige, this has greatly influenced participation in sporting activities by the public where the institutions are sited. In Nigeria even though the facilities in our tertiary institutions cannot be compared to those of united state and European tertiary institutions, they have in the same vain given members of the general public the opportunity to have a glimpse of what participation in sports is like. This study therefore suggested that government and authorities of the tertiary institutions in Nigeria put in more efforts in the provision of standard and adequate sports infrastructures in Nigeria tertiary institutions. This will in turn facilitate the development of mass sport participation among Nigerians; this will also bring sporting facilities closer to the people.

The hypothesis states “Nigeria tertiary institutions have no significant influence on the development of interest in sport participation by Nigeria youths.” This hypothesis was retained meaning the Nigeria tertiary institutions have not influenced the development of interest in sport participation among the youths in Nigeria. The reason for this is not farfetched from the fact that organizations and operations of sporting programmes in Nigeria in Nigeria tertiary institutions has not focused on club system as practiced in the United States and European countries. For example, institutions in the US and European countries like England and Australia take formation of sport clubs paramount in their sport organization and administration.

According to Georgakis. (2006) universities in Australia established sport clubs within and outside the universities. Georgakis mentioned this as one of the reason why the University of Sydney alone has over sixty (60) sports clubs in Australia. According to

Georgakis, students go out of their university campus to train, organize and officiate matches among sport clubs outside the campuses. If tertiary institutions in Nigeria emulated this practice it would have no doubt arose interest in sport participation among Nigerian youths. It is therefore a foot for thought for sport development among the tertiary institutions in Nigeria and of course Nigeria at large.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study was on the “Influence of Nigeria tertiary institutions on the development of sports participation and Elitism in Nigeria sporting Culture.” The increasing demand for a healthy living and active life style all over the world necessitates the need for active participation in sporting activities. This has been for the purpose moving away from sedentary life style, which has been an impediment to healthy life style. This has compelled most nations of the world into a draft for mass participation sports among their citizens. Equally, the role sports as a tool for economic development in the new world has transformed the thinking of the nations of the world from mere participation in sports for the sake of participation but, also to promote the development of elite athletes for better economic independence of the individual participants, their immediate communities and the nation at large. The study was therefore interested in knowing whether tertiary institutions in Nigeria has or is still playing a role in the actualisation of the national desire to promote sport participation for education, health, peace and development as a new trend in global development among tertiary institutions.

5.1 Summary.

This report on “Influence of Nigeria tertiary institutions on the Development of Sports participation and Elitism in Nigeria Sporting Culture” is presented in five chapters. This research started with the general background of the study, which included the statement of the problem and the purpose of the study. Research questions and hypothesis were also stated in the introduction. The introduction was concluded with the delimitation and limitations of the study. The review of related literature was made on the basis of these concepts –

History and development of sports, concept of sports development/sports development, Development of sports in Nigeria, Sports in Primary and Secondary Schools in Nigeria, Mass participation in sports, Elitism in sports, Sports in Nigeria tertiary institutions, and sports culture in Nigeria. This work also gave details of the research methodologies including the research design, population, and sample and sampling technique of selected sample. It also included the instrument, validation of instrument, how the questionnaire was administered to the respondents in the research and the methods of data analysis used in the treating the data collected. The research presented results of the data, interpreted and discussed the analysed data. Means, standard deviations and standard error of the means were used to explain items on the questionnaire, while a non-parametric test of chi-square statistics was used to test the null hypothesis. Significant differences was established on the influence of Nigeria tertiary institutions in the development of elitism and development of ports infrastructures but, there was no significant differences established on the influence of Nigeria tertiary institutions in the development of sports participation and development of interest in sports participation among Nigerian youths in Nigeria sporting culture. The researcher summarises the study, drew conclusions and offered recommendations.

5.2 Conclusion.

From the findings of the study, the following conclusions were made.

1. There is no significant influence of Nigeria tertiary institutions on the development of sports participation in Nigeria sporting culture.
2. There is significant influence of Nigeria tertiary institutions on the development of elitism in Nigerian sporting culture.
3. There is significant influence of Nigeria tertiary institutions on the development of infrastructure in sports in Nigerian sporting culture

4. There is no significant influence of Nigeria tertiary institutions on the development of interest of Nigeria youths in sports.

5.3 Recommendations

Based on the findings from this research the following recommendations were made

1. A joint monitoring committee involving students and staff of tertiary institutions and members of the host communities should be set up to encourage greater participation of members of the tertiary institutions and those of the host communities. Through this, the tertiary institutions will influence sports participation in Nigeria.
2. Youths and other members of the host communities should make all sports facilities in the tertiary institutions open for use.
3. The government and the tertiary institutions should award scholarship to students and youths in the host communities who excel in competitive sports to read courses of their choice as means of motivation to take to elite sports as this will promote professionalism among Nigerian athletes.
4. Special treatment should be given to elite athletes in Nigeria tertiary institutions to encourage greater interest in professionalism in sports among students in Nigeria.
5. The government should intensify its effort in the provision of modern sporting facilities and equipment in the universities and other tertiary institutions for all age brackets.
6. The maintenance of sports facilities and infrastructures should be a joint responsibility between the managements of the tertiary institutions and the leaders of the host communities.
7. To elicit interest in sports participation among the youths, wealthy individuals, Sport philanthropists and corporate organisations should sponsor joint tertiary institutions

students and host community youth championship with handsome rewards for best performing athletes.

8. There should be varieties of sports competitions between the tertiary institution teams and the host community sports clubs to foster unity, interest in sports participation and development of skills in view to becoming future elite athletes.

Further Research:

Recommendation for Further Study

Further study should be conducted to understand the differences in the perceptions of respondents from Universities, Colleges of Education and Polytechnics on the Influence of Nigeria tertiary Institutions on the Development of Sport participation and Elitism in Nigeria Sporting Culture.

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(www.olympic.cn is the official website of the Chinese Olympic Committee).

Appendix A



DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA

(OFFICE OF THE HEAD OF DEPARTMENT)

Vice-Chancellor: PROFESSOR ABDULLAHI MUSTAPHA, B.Sc. (Hons) Pharm. (A.B.U), Ph.D. (London), FPSN

Head of Department: PROFESSOR C. E. DIKKI, NCE, B.Sc.Ed., M.Ed., Ph.D. (ABU)

Ph.D/Educ/0845/2009-2010

9th April, 2013

Our Ref: _____

Date: _____

Your Ref: _____

TO WHOM IT MAY CONCERN

Dear Sir,

LETTER OF INTRODUCTION

The bearer, **NUHU, ANDEMBUTOB PHILLIP BITRUS** is a Postgraduate student of the above named Department. He is conducting a research on "**Influence of Nigeria Tertiary Institutions on the Development of Mass Sports Participation and Elitism in Nigeria Sporting culture**".

Kindly assist him to access some relevant information that will help him in his research work. Any information received will be used strictly for the purpose of this research work only and shall be treated as confidential.

Thanks for your cooperation.

Prof. A.I. Kabido
Major Supervisor

Appendix B
Questionnaire

**INFLUENCE OF NIGERIA TERTIARY INSTITUTIONS ON THE DEVELOPMENT
OF SPORTS PARTICIPATION AND ELITISM IN NIGERIA SPORTING CULTURE**

Directions:

The purpose of this questionnaire is to get your responses to statements on the Influence of Nigeria tertiary institutions on the development of sports participation and elitism in Nigeria sporting culture. It consisted of five sections A, B, C, D, and E. Section A consisted of statements on the influence of Nigeria tertiary institutions on the development of sports participation in Nigeria sporting culture. Section B consisted of statements on the influence of Nigeria tertiary institutions on the development of elitism in Nigeria sporting culture. Section C consisted of statements on the influence of Nigeria tertiary institutions on the development of infrastructures for sports in Nigeria. Section D consisted of statements on the influence of Nigeria tertiary institutions on the development of interest of Nigeria youths in sports. Section E consisted of five (5) statements on demographics characteristics of the respondent. All statements in sections A – D are on five (5) point Likert scale as given below:

SA: Strongly agree = 5 points.

A: Agree = 4 points.

U: Undecided = 0 points.

D: Disagree = 2 points.

SD: Strongly disagree 1 point.

Please tick [✓] the column against each statement of sections A to E that best represents your feelings. There is no right or wrong response. Your responses will be treated as strictly confidential.

QUESTIONNAIRE

SECTION A: the influence Nigeria tertiary institutions on the development of sports participation in Nigeria.

S/N	STATEMENT	SA	A	UD	D	SD
1.	Nigeria tertiary institutions are the major sources through which sporting activities reach most Nigeria communities.					
2.	Sporting activities in Nigeria tertiary institutions motivate most Nigerians to take part in sports.					
3.	Most Nigerians who participate in sporting activities develop interest in sport participation from the tertiary institutions.					
4.	After sports, competitions in Nigeria tertiary institutions children from host communities always rehearse the sporting activities witnessed during the competitions as part of their play activities.					
5.	After watching Nigeria tertiary institutions participate in a sport competition, schoolchildren cultivate interest in making sport part of their lives.					
6.	Prizes and scholarships won by students of Nigeria tertiary institutions who participate in sports encourage many young people to participate in sports.					
7.	During holidays, students of Nigeria tertiary institutions take the various sporting activities in the schools to their communities.					
8.	Mobilization efforts for sports participation are most common among tertiary institutions in Nigeria than with other organisations.					
9.	While on holidays students of Nigeria tertiary institutions use to organise sporting competitions between their community and neighbouring communities.					
10.	Cordial relationship between Nigeria tertiary institutions and their host communities motivate members of these communities to participate in institutional sporting activities.					

QUESTIONNAIRE

SECTION B: the influence of Nigeria tertiary institutions on the development of elitism in Nigeria sporting culture.

1.	All elite athletes in Nigeria are products of Nigeria tertiary institutions.					
2.	Nigeria tertiary institutions have adequate facilities and equipment that assist in developing elite athletes.					
3.	The rewards received by elite athletes in Nigeria tertiary institutions encourage many Nigeria youths to go in for elite sports competitions.					
4.	Nigeria students in the tertiary institutions form the cream of Nigeria Olympic and Commonwealth Games contingents.					
5.	There are no students of tertiary institutions among Nigeria contingents to the Olympic and Commonwealth Games.					
6.	Qualified coaches in tertiary institutions in Nigeria encourage participation and development of elite athletes.					
7.	Students of tertiary institutions in Nigeria have flown the Nigeria flag in many international competitions.					
8.	Students from tertiary institutions always dominate Nigeria contingents to All Africa Games.					
9.	Without the efforts of Nigeria students in the tertiary institutions, elite sports would have been non-existent in Nigeria.					
10.	Special treatment given to elite athletes in Nigeria tertiary institutions encourages participation in sports.					

QUESTIONNAIRE

SECTION C: the influence of Nigeria tertiary institutions on the development of infrastructure for sports in Nigeria.

1.	Sporting activities in the tertiary institutions have led to the increase and improvement in sports facilities in Nigeria.					
2.	Participation in sport by tertiary institutions has helped in the standardisation of sports facilities in Nigeria.					
3.	Most communities benefit from sports facilities in tertiary institutions in their areas.					
4.	Availability of sporting facilities in Nigeria tertiary institutions is responsible for diverse sporting programmes in Nigeria tertiary institutions.					
5.	The presence of sporting facilities and equipment in Nigeria tertiary institutions is instrumental to training and development of sports personnel.					
6.	Participation of tertiary institutions in sports gives rise to the development of sports managers in Nigeria.					
7.	Standard facilities and equipment in Nigeria tertiary institutions made coaching simple for coaches in Nigeria tertiary institutions.					
8.	Provision of standard facilities by Nigeria tertiary institutions makes officiating during sporting programmes easy.					
9.	Presence of modern facilities and equipment in Nigeria tertiary institutions has helped the training of volunteers who assist in the organisation and administration of sports during national and international events in Nigeria.					
10.	Availability of standard facilities and equipment in tertiary institutions in Nigeria brings improvement in performance standard among sports men and women.					

QUESTIONNAIRE

SECTION D: the influence of Nigeria tertiary institutions on the development of interest of Nigeria youths in sports.

1.	Participation of Nigeria tertiary institutions has greatly enhanced the interest of the youths of Nigeria in sports.					
2.	Participation in sports by Nigeria youths is not motivated by sporting activities of students in the tertiary institutions.					
3.	Social benefits derived from sports by Nigeria students in tertiary institutions create interest in sports participation among Nigeria youths.					
4.	Allowing members of the public to freely use sporting facilities in the tertiary institutions in Nigeria stimulates interest of youths in sports participation.					
5.	Availability of sports facilities and equipment in the tertiary institutions generate interest in sports participation among the youths in Nigeria.					
6.	Sporting activities by students of tertiary institution at home during holidays motivate youths in their communities to be interested in sports.					
7.	Organising sports clubs among host communities by sports personnel from Nigeria tertiary institutions motivate youths to develop interest in sports participation.					
8.	Special consideration given to good and promising athletes during admission by Nigeria tertiary institutions motivates the youths to develop interest in sports participation.					
9.	Cordial relationship between Nigeria tertiary institutions and their host communities motivate youths of these communities to participate in institutional sporting activities.					
10.	Social interaction that occur during sporting competitions organised by Nigeria tertiary institutions creates love for participation in sporting activities among youths of the host communities.					

SECTION E: Demographic Information

1. GENDER:
 - a. Male ()
 - b. Female ()
2. AGE:
 - a. 20 – 30 yrs ()
 - b. 31 – 40 yrs ()
 - c. 41 yrs and above ()
3. STATUS:
 - a. Lecturer ()
 - b. Dean Students Affairs ()
 - c. Sport coach ()
 - d. Athlete ()
4. HIGHEST EDUCATIONAL QUALIFICATION:
 - a. WASC/SSC ()
 - b. N.C.E./ Diploma ()
 - c. First Degree ()
 - d. Masters degree ()
 - e. PhD ()
5. WORK EXPERIENCE IN NIGERIA TERTIARY INSTITUTIONS:
 - a. 10 – 14 yrs ()
 - b. 15 – 19 yrs ()
 - c. 20 – 24 yrs ()
 - d. 25 yrs and above ()

Appendix C

STRATIFICATION OF TERTIARY INSTITUTIONS IN NIGERIA

A: COLLEGES OF EDUCATION.

NORTH EAST GEO-POLITICAL ZONE

1. Adamawa State College of Education, Hong.
2. Federal College of Education, Yola.
3. Bauchi State College of Education, Azare.
4. Borno State College of Education, Waka Biu.
5. Umar Ibn El-kanami College of Education Sci &Tech, Bama.
6. Federal College of Education Tech, Gombe.
7. Taraba State College of Education, Jalingo.
8. Yobe State College of Education, Gashua.
9. Federal College of Education Tech, Potiskum.

NORTH CENTRAL GEO-POLITICAL ZONE

1. Benue State College Education, Katsina-Ala.
2. Kogi State College of Education, Ankpa.
3. Federal College of Education, Okene.
4. Kwara State College of Education, Ilorin.
5. Kwara State College of Education, Lafiagi.
6. Kwara State College of Education, Oro.
7. Nigeria Army School of Education (NASE), Ilorin.
8. Niger State College of Education, Minna.
9. Federal College of Education, Kontagora.

11. NASSARAWA State College of Education, Akwanga.
12. City College of Education, Mararaba Guurku FCT.
13. Federal College of Education, Zuba, FCT.
14. Plateau State College of Education, Gindiri.
15. Federal College of Education, Pankshin.

NORTH WEST GEO-POLITICAL ZONE

1. Jigawa State College of Education, Gumel.
2. Kaduna State College of Education, Kafinchan.
3. Jama'Atu College of Education (JACE) Kaduna.
4. Federal College of Education, Zaria.
5. Kano State College of Education, Kumbotso, Kano.
6. Federal College of Education, Kano.
7. Federal College of Education Tech, Bichi.
8. Federal College of Education, Katsina.
9. Isa Kaita College of Education, Dutsen-Ma.
10. Adamu Augie College of Education, Argungu, Kebbi.
11. Shehu Shagari College of Education, Sokoto.
12. Zamfara State College of Education, Maru.
13. Federal College of Education, Gusau.

SOUTH EAST GEO-POLITICAL ZONE

1. Nwafor Orizu College of Education, Nsugbe, Anambra State.
2. Ebonyi State College of Education, Ikwo.

3. Federal College of Education, Eha-amufu, Enugu State.
4. Institute of Ecumenical Education (Thinkers Corner), Enugu.
5. Osisatech College of Education, Enugu.
6. Alvan Ikoku College of Education, Owerri, Imo State.

SOUTH-SOUTH GEO-POLITICAL ZONE

1. Akwa-Ibom State College of Education, Afahansit.
2. Federal College of Education, Obudu, Cross River State.
3. Delta State College of Education, Agbor.
4. Delta State College of Education, Warri.
5. Federal College of Education Tech, Asaba.
6. Edo State College of Education, Ekiadolor-Benin.
7. Rivers State College of Education, Rumuolumeni.
8. Federal College of Education, Tech, Omoku.

SOUTH WEST GEO-POLITICAL ZONE

1. Ekiti State College of Education, Ikere-Ikiti.
2. Federal College of Education, Abeokuta Ogun State.
3. Tai Solarin College of Education, Ijebu-Ode.
4. Yewa Central College of Education, Ayetoro.
5. Adeyemi College of Education, Ondo, Ondo State.
6. Osun State college of Education, Ilesha.
7. Oyo State College of Education, Oyo.
8. Delar College of Education, Agodi Gate, Ibadan.
9. Federal College of Education Special, Oyo.
10. Adeniran Ogunsanya College of Education, Otto/Ijanikin, Lagos.

11. Ansar-Ud-Deen College of Education, Oshodi, Isolo, Lagos.
12. Federal College of Education Tech, Akoka, Lagos.
13. ST. Augustine College of Education,(Project Time) Yaba-Lagos,

Courtesy: NCCE, 2009.

B: POLYTECHNICS

NORTH EAST GEO-POLITICAL ZONE.

1. Adamawa State Polytechnic, Yola.
2. Federal Polytechnic, Mubi.
3. Federal Polytechnic, Bauchi.
4. Tatars Ali Polytechnic, Bauchi.
5. Ramat Polytechnic, Maiduguri.
6. Federal Polytechnic, Bali, Taraba State.
7. Federal Polytechnic, Damaturu, Yobe State.

NORTH CENTRAL GEO-POLITICAL ZONE

1. Dorben Polytechnic, Abuja, FCT.
2. Federal Polytechnic, Idah, Kogi State.
3. Kwara State Polytechnic,
4. Federal Polytechnic, Offa, Kwara State.
5. Federal Polytechnic, Nassarawa, Nasarawa State.
6. Niger State Polytechnic, Zungeru.
7. Federal Polytechnic, Bida.
8. Plateau State Polytechnic, Barkin Ladi.

NORTH WEST GEO-POLITICAL ZONE

1. Kaduna Polytechnic, Kaduna.
2. Nuhu Bamalli Polytechnic, Zaria.
3. Nigeria College of Aviation, Zaria.
4. Kano State Polytechnic, Kano.
5. Federal Polytechnic, Birnin Kebbi, Kebbi State.
6. Hussaini Adamu Federal Polytechnic, Kazaure, Jigawa State.
7. Federal Polytechnic, Gusau Zamfara State.

SOUTH EAST GEO-POLITICAL ZONE

1. Abia State Polytechnic.
2. Akanu Ibam Federal Polytechnic, Unwana.
3. Federal Polytechnic, Nekede.
4. Federal Polytechnic, Oko.
5. Institute of Management Technology, Enugu.

SOUTH – SOUTH GEO-POLITICAL ZONE

1. Auchi Polytechnic, Auchi Edo State.
2. Akwa – Ibom State Polytechnic.
3. Delta State Polytechnic, Ozoro.
4. Rivers State Polytechnic.
5. Maritime Academy of Nigeria, Oron.

SOUTH WEST GEO-POLITICAL ZONE

1. Overall Central Polytechnic, Songo-Ota, Ogun State.
2. Moshood Abiola Polytechnic, Abeokuta.
3. Federal Polytechnic, Ado-Ekiti.

4. Federal Polytechnic, Ilaro.
5. Federal Polytechnic, Ede.
6. Gate Way Polytechnic, Saapade.
7. Lagos State Polytechnic.
8. Lagos City Polytechnic.
9. Lagos City Computer College.
10. Yaba College of Technology, Lagos.
11. The Polytechnic, Ibadan.
12. Rufus Giwa Polytechnic, Owo.
13. Shaka Polytechnic.
14. Osun State College of Technology, Esa-Oke.
15. Osun State Polytechnic, Iree.

C: UNIVERSITY.

NORTH EAST GEO-POLITICAL ZONE

1. Adamawa State University, Mubi.
2. ABTI-American University of Nigeria, Yola.
3. Federal University of Technology, Yola.
4. Abubakar Tafawa Balewa University of Technology, Bauchi.
5. University of Maiduguri, Maiduguri, Borno State.
6. Gombe State University, Gombe.
7. Federal University, Kashere, Gombe State.
8. Taraba State University, Jalingo.
9. Jubilee University, Wukari, Taraba State.
10. Federal University, Wukari, Taraba State.

11. Federal University Damaturu, Yobe State.

NORTH CENTRAL GEO-POLITICAL ZONE

1. University of Abuja, Fct.
2. Benue State University, Makurdi.
3. Federal University of Agriculture, Makurdi.
4. University of Mkar, Mkar, Benue State.
5. University of Ilorin, Kwara State.
6. Kogi State University, Anyingba.
7. Salem University, Lokoja.
8. IBB University, Lapai, Niger State.
9. Federal University of Technology, Minna.
10. Nassarawa State University, Keffi.
11. Federal University, Lafiya, Nassarawa State.
12. Plateau State University, Bokkos.
13. University of Jos, Plateau State.
14. TCNN Bukuru, Plateau State.

NORTH WEST GEO-POLITICAL ZONE

1. Ahmadu Bello University, Zaria.
2. Kaduna State University, Kaduna.
3. Katsina State University, Funtua.
4. Bayaro University, Kano.
5. Kano State University of Technology, Wudil.
6. NIGERIA Defence Academic, Kaduna.
7. Usman Danfodio University, Sokoto.

8. Federal University Birnin – Kebbi, Kebbi State.
9. Federal University, Dutse, Jigawa State.
10. Federal University, Gusau, Zamfara State.

SOUTH EAST GEO-POLITICAL ZONE

1. Abia State University, Uturu.
2. Anambra State University, Anambra.
3. St. Paul's University College, Awka.
4. Nnamdi Azikiwe University of Agriculture, Umuchike.
5. University of Nigeria, Nsukka.
6. Nnamdi Azikiwe University, Awka.
7. Ebonyi State university,
8. Enugu University of Sc & Technology, Enugu.
9. Renaissance University, Enugu.
10. Macheal Okpara University,
11. Imo State University,
12. Federal University of Technology, Owerri.

SOUTH – SOUTH GEO-POLITICAL ZONE

1. University of Technology, Akwa-Ibom.
2. University of Uyo, Uyo, Akwa – Ibom State.
3. Federal University, Enagwua, Baylesa State.
4. University of Benin, Benin City.
5. Ambross Ali University, Ekpomo, Edo State.
6. Benson Idahosa University,
7. Igbinadion University, Okada.

8. University of Calabar, Calabar, Cross River State.
9. Delta State University, Abaraka.
10. Niger Delta University,
11. Rivers State University of Sc & Technology,
12. University of Port-harcourt.

SOUTH WEST GEO-POLITICAL ZONE

1. Babcock University, Ilishan-Remo, Ogun State.
2. Bwen University, Iwo, Ogun State.
3. Bells University of Technology Otta Ogun State.
4. Crescent University, Igbesa Ogun State.
5. Covenant University, Otta Ogun State.
6. Ekiti State University,
7. University of Ado-Ekiti, Ekiti State.
8. University of Education Ikere-Ekiti.
9. Afe Babalola University, Ado-Ekiti, Ekiti State.
10. Lagos State University,
11. University of Lagos, Lagos State.
12. Caleb University, Lagos, Lagos State.
13. Pan-African University, Lagos, Lagos State.
14. Elizade University, Ilara-Mokin Ogun state.
15. Ogun State University.
16. Ondo State University.
17. Wesley University of & Technology, Ondo, Ondo State.
18. University of Agriculture, Akure.
19. Adekunle Ajasin University.

20. Osun State University.
21. Obafemi Awolowo University, Ile-Ife.
22. Adeleke University, Ede.
23. Achivers University, Owo.
24. Baze University, Kuchigoro.
25. Joseph Ayo Babalola University, Ikeji-Arakeji.
26. Fountain University, Oshogbo, Osun State.
27. Oduduwa University, Ipetumodu Osun State.
28. University of Ibadan, Oyo State.
29. Ajayi Crowder University, Ibadan Oyo State.
30. CETEP City University, Ibadan Oyo State.
31. Lead City University, Ibadan Oyo State.
32. Landmark University, Omu-Arani
33. Mcpherson University, Seriki Sotayo, Ajebo.
34. Redemer's University, Mowe.
35. Samuel Adegboyega University, Ogwa.
36. South Western University, Oku Owa.

Courtesy: NUC, 2010.

Appendix D

Nigeria Tertiary Institutions By Distribution.

Institutions	Total number	Selected institutions	Percentage representative
Universities	109	33	30%
Colleges of Education	64	21	30%
Polytechnics	46	14	30%

Distribution of selected institutions by zones

Institutions	North east	North central	North west	South east	South – south	South west	Total
Universities	5	5	5	5	5	8	33
Colleges of Education	3	6	3	3	3	3	21
Polytechnics	2	2	2	2	2	4	14

Types of Institutions and Their Distribution by Zones

Institutions	North east	North central	North west	South east	South - south	South west
Universities	11	14	10	12	12	36
Colleges of Education	09	15	13	06	08	13
Polytechnics	07	07	07	05	05	15

SELECTED INSTITUTIONS FROM NIGERIA TERTIARY INSTITUTIONS AS SAMPLE FOR THE STUDY

S/NO.	GEO-POLITICAL ZONES	UNIVERSITIES	COLLEGES OF EDUCATION	POLYTECHNICS
1.	North East	<p>University of Maiduguri, Maiduguri.</p> <p>Adamawa State University, Mubi.</p> <p>Gombe State University, Gombe.</p> <p>Mudibbo Adama University of Tech., Yola.</p> <p>Abubakar Tafawa Balewa University, Bauchi.</p>	<p>Taraba State College of Education, Zing.</p> <p>Sir Ibrahim Kashim College of Education, Maiduguri.</p> <p>Federal College of Education Tech., Gombe.</p>	<p>Federal Polytechnic Mubi, Adamawa State.</p> <p>Federal Polytechnic Bauchi, Bauchi State.</p>
2.	North Central	<p>Benue State University, Makurdi.</p> <p>University of JOS, Jos.</p> <p>University of Ilorin, Ilorin.</p> <p>Nassarawa State University, Keffi.</p> <p>Kogi State</p>	<p>Federal College of Education, Okenne, Kwara State.</p> <p>Federal College of Education, Pankshin, Plateau State.</p> <p>College of Education, Akwanga, Nassarawa</p>	<p>Plateau State Polytechnic, Barakin Ladi.</p> <p>Federal Polytechnic Nassarawa, Nasarawa State.</p>

		Universty , Ayamgba.	State. College of Education, Gindiri, Plateau State. College of Education, Minna, Niger State. Federal Capital Territory College of Education, Zubba.	
3.	North West	Kaduna State University, Kaduna. Kano State University of SC and Tech., Wudill. Katsina State University, Katsina. Usuman Danfodio University, Sokoto.	Shehu Shagari College of Education, Sokoto. College of Education, Kafinchan. Federal College of Education Tech., Gusau.	Kaduna Polytechnic, Kaduna. Nuhu Bamali Polytechnic, Zaria.
4.	South East	Abia State University, Uturu – Okigwe Imo State UNN, Nsukka Ebonyi State University, Abakaliki	Ebonyi College of Education, Ikwo, Alvan Ikoku College of Education, Osisa College of Education Technical.	Fed. Poly, Nekede, Imo State Akanu Ibiam Polytechnic, Unwana,Afikpo, Ebonyi

		Anambra State University, Awka FUTO, Owerri		
5.	South- South	University of Benin University of Calabar Niger Delta University, Wilberforce Island Delta State University, Abraka University of Uyo. Akwa Ibom	FCE, Omoku Edo State COE, Ekiadolor-Benin FCE, Obudu	Auchi Polytechnic, Auchi Delta State Polytechnic, Ozoro
6.	South West	Babcock University, Ilishan-Remo, Ogun LAUTECH, Ogbomosho LASU, Ojoo Ekiti State University, Ado-Ekiti OAU, Ile-Ife UI, Ibadan FUTA, Akure University of Lagos, Akoka	Ekiti COE, Ikere-Ekiti Yewa Central COE, Ayetoro Osun COE, Ilesa	Moshood Abiola Poly, Abeokuta Lagos State Poly Rufus Giwa Polytechnic, Owo The Polytechnic, Ibadan

Appendix E i

What is the opinion of respondents on the influence of Nigeria Tertiary institutions on the development of sports participation in Nigeria?

Table 4.2.1: Opinion of respondents on the influence of Nigeria Tertiary institutions on the development of sports participation in Nigeria

s/n	Items	Response categories				
		SA	A	UD	SD	D
1	Nigeria tertiary institutions are the major sources through which sporting activities reach most Nigeria communities	733	144	16	213	118
2	Sporting activities in Nigeria tertiary institutions motivates most Nigerians to take part in sports	22	62	704	296	140
3	Most Nigerians who participate in sporting activities develop interest in sports from Nigeria tertiary institutions	705	173	35	200	111
4	After sports competition in Nigeria tertiary institutions children from host communities always rehearse the sporting activity witnessed during the competition as part of their play activities	22	60	706	293	143
5	After watching Nigeria tertiary institutions children participate in a sport competition, school children cultivate interest in making sport part of their lives	12	133	46	848	185
6	Prizes and scholarships won by students of Nigeria tertiary institutions who participate in sports encourage many young people to participate in sports	20	133	51	840	180
7	During holidays students of Nigeria tertiary institutions take the various sporting activities in the school to their communities	698	92	51	275	108
8	Mobilization efforts for sport participation are most common among tertiary institutions in Nigeria than with other organizations	25	138	65	902	94
9	While on holidays students of Nigeria tertiary institutions use to organize sporting competitions between their community and neighbouring communities	12	137	758	214	103
10	Cordial relationship between Nigeria tertiary institutions and their host communities motivate members of these communities to participate in institutional sporting activities	15	145	754	210	100

Table 4.2.1 above is a breakdown of the opinion of respondents on the influence of Nigeria tertiary institutions on the development of sports participation in Nigeria. After watching Nigeria tertiary institutions children participate in a sport competition, school children cultivate interest in making sport part of their lives as this view attracted the highest mean response of 3.87 with details showing that 185 strongly agree, 848 disagreed while 46 were undecided as against 133 that disagreed and the rest 12 strongly disagreed. According to the respondents, Mobilization efforts for sport participation are most common among tertiary institutions in Nigeria than with other organizations. This opinion attracted the highest mean response of 3.74 with details showing that 94 were in strong agreement, while 902 agreed, as against 65 that were undecided while 138 disagreed and the rest 25 strongly disagreed with this opinion. In conclusion, their response concerning the influence of Nigeria tertiary institutions on the development of sports participation in Nigeria, could not be regarded as significant as their aggregate/cumulative mean response of 3.079 is lower than the decision mean of 3.500, suggesting that Nigeria Tertiary Institution has not influence the development of sports participation in Nigeria in the opinion of the respondents in this study.

Appendix E ii

What is the opinion of respondents on the influence of Nigeria Tertiary institutions on the development of elitism in Nigerian sporting culture?

Table 4.2.2: Opinion of respondents on the influence of Nigeria tertiary institutions on the development of elitism in Nigeria sporting culture

s/n	Items	Response categories				
		SA	A	UD	SD	D
1	All elite athletes in Nigeria are products of Nigeria tertiary institutions.	39	205	69	837	76
2	Nigeria tertiary institutions have adequate facilities and equipment that assist in developing elite athletes.	31	183	37	900	73
3	The rewards received by athletes in Nigeria tertiary institutions encourage many Nigeria youths to go for elite sports competitions.	20	103	40	949	114
4	Nigeria students in the tertiary institutions form the cream of Nigeria Olympic and common wealth games contingents.	26	159	67	219	753
5	There are no students of tertiary institutions among Nigeria contingents to the Olympic and common wealth games.	70	198	789	131	36
6	Qualified coaches in tertiary institutions in Nigeria encourage participation and development of elite athletes.	12	48	35	962	167
7	Students in tertiary institutions in Nigeria have flown the Nigerian flag in many international competitions.	22	747	69	263	123
8	Students from tertiary institutions always dominate Nigerian contingents to All Africa Games.	42	208	748	154	72
9	Without the efforts of Nigeria students in the tertiary institutions, elite sports would have been non-existence in Nigeria.	22	182	70	202	748
10	Special treatment given to elite athletes in Nigeria tertiary institutions encourages participation in sports.	20	80	28	984	112

According to the opinion of respondents on the influence of Nigeria tertiary institutions on the development of elitism in Nigeria sporting culture, Nigeria students in the tertiary institutions form the cream of Nigeria Olympic and common wealth games contingents. This opinion attracted the highest mean response of 4.24 as details showed that 753 of them were in strong agreement while 219 agreed as against 67 that were undecided on this view while 159 others disagreed and the rest 26 were in strong disagreement with this opinion. In the same vein they are of the opinion that Without the efforts of Nigeria students in the tertiary institutions, elite sports would have been non-existence in Nigeria, as this attracted the second highest mean response of 4.20 with details showing that 748 were in

agreement while 202 were in agreement as against 70 that were undecided while 182 others disagreed with this view and the remaining 22 strongly disagreed with this opinion. In conclusion the respondents opined that Nigeria Tertiary institution has influenced the development of elitism in Nigeria sporting culture, because the calculated aggregate mean of 3.604 is higher than the 3.500 decision mean.

Appendix E iii

What is the opinion of respondents on the influence of Nigeria Tertiary institutions on the development of infrastructure in sports in Nigeria?

Table 4.2.3: Opinion of respondents on the influence of Nigeria Tertiary institutions on the development of infrastructure in sports in Nigeria

s/n	Items	Response categories				
		SA	A	UD	SD	D
1	Sporting activities in the tertiary institutions have led to the increase and improvement in sports facilities in Nigeria.	26	76	29	893	200
2	Participation in sports by tertiary institutions has helped in the standardization of sports facilities in Nigeria.	22	75	698	299	130
3	Most communities benefit from sports facilities in tertiary institutions in their areas.	20	73	46	969	116
4	Availability of sporting facilities in Nigeria tertiary institutions is responsible for diverse sporting programmes in Nigeria tertiary institutions.	10	91	56	291	776
5	The presence of sporting facilities and equipment in Nigeria tertiary institutions is instrumental to training and development of sports personnel.	19	85	696	316	108
6	Participation of tertiary institutions in sports gives rise to the development of sports managers in Nigeria.	18	774	56	254	122
7	Standard facilities and equipment in Nigeria tertiary institutions made coaching simple for coaches in Nigeria tertiary institutions.	20	754	54	205	192
8	Provision of standard facilities by Nigeria Tertiary institutions makes officiating during sporting programme easy.	16	78	42	266	822
9	Presence of modern facilities and equipment in Nigeria tertiary institutions has helped the training of volunteers who assist in organization and administration of sports during national and international events in Nigeria.	22	61	52	966	123

10	Availability of standard facilities and equipment in tertiary institutions in Nigeria brings improvement in performance standard among sports men and women.	10	41	42	952	179
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The table above revealed the opinion of respondents on the influence of Nigeria Tertiary institutions on the development of infrastructure in sports in Nigeria. Provision of standard facilities by Nigeria Tertiary institutions makes officiating during sporting programme easy attracted their highest mean response of 4.47 with details showing that 882 were in strong agreement while 266 agreed while 42 were undecided as against 78 that disagreed while the rest 10 were in strong disagreement with this opinion. They are also of the strong view that Availability of sporting facilities in Nigeria Tertiary institutions is responsible for diverse sporting programmes in Nigeria Tertiary Institutions. This view attracted the second highest mean response of 4.42 as details show that 776 are in strong agreement while 291 agree as against 56 that are undecided while 91 were in disagreement and the remaining 10 were in strong disagreement with this view. From the opinion expressed by the respondents, Nigeria Tertiary institution has influence on the development of infrastructure in sports, as the aggregate items mean of 3.642 is higher than the decision mean of 3.500.

Appendix Eiv

What is the opinion of respondents on the influence of Nigeria Tertiary institutions on the development of interest of Nigeria youths in sports?

Table 4.2.4: Opinion of respondents on the influence of Nigeria Tertiary institutions on the development of interest of Nigeria youths in sports

s/n	Items	Response categories				
		SA	A	UD	SD	D
1	Participation of Nigeria Tertiary institutions has greatly enhanced the interest of the youths of Nigeria in sports.	18	714	19	319	154
2	Participation in sports by Nigeria youths is not motivated by sporting activities of students in the tertiary institutions.	710	63	18	341	92
3	Social benefits derived from sports by Nigeria students in tertiary institutions create interest in sports participation among Nigeria youths.	16	67	48	966	135
4	Allowing members of the public to freely use sporting facilities in the tertiary institutions in Nigeria stimulates interest of youths in sports participation.	14	30	30	910	232
5	Availability of sports facilities and equipment in the tertiary institutions generate interest in sports participation among the youths in Nigeria.	19	48	50	943	164
6	Sporting activities by students of tertiary institution at home during holidays motivate youths in their communities to be interested in sports.	10	61	38	999	118
7	Organizing sports clubs among host communities by sports personnel from Nigeria tertiary institutions motivate youths to develop interest in sports participation.	10	736	50	294	134
8	Special consideration given to good and promising athletes during admission by Nigeria tertiary institutions motivates the youths to develop interest in sports participation.	12	756	29	230	199
9	Cordial relationship between Nigeria tertiary institutions and their local communities motivate youths of these	704	89	20	285	126

	communities to participate in institutional sporting activities.					
10	Social interactions that occur during sporting competitions organize by Nigeria tertiary institutions create love for participation in sporting activities among youths of the host communities.	32	150	65	331	646

Details of the table above revealed the opinion of respondents on the influence of Nigeria Tertiary institutions on the development of interest of Nigeria youths in sports participation. Consequently, they are of the strong view that, Social interaction that occur during sporting competitions organize by Nigeria Tertiary institutions creates love for participation in sporting activities among youths of the host communities. This view attracted the highest item mean response of 4.15 with details showing that 646 of them were in strong agreement while 331 were in agreement with this view as against 65 that were undecided while 150 others disagreed and the rest 32 strongly disagreed with this view. Equally Allowing members of the public to freely use sporting facilities in the tertiary institutions in Nigeria stimulates interest of youths in sports participation, as this attracted the respondents second highest mean response of 4.07 with details showing that 232 were in strong agreement with this view while 910 others were in agreement, while 30 were undecided as against 30 that disagreed and the remaining 14 strongly disagreed with this view. The overall responses regarding the influence of Nigeria Tertiary institutions on the development of interest of Nigeria youths in sports, does not indicate that Nigeria Tertiary Institution has influence on the development of interest of Nigeria Youths in sports because the calculated aggregate mean of 3.311 is lower than the decision mean of 3.500.

Appendix Fi

Table 4.3:1: Chi square statistics on the influence on the development of sports participation in Nigeria sporting culture

Variables	SA	A	UD	D	SD	TOTAL SCORE	X ² calculated	Df	X ² critical	P (SIG)
V1	733	144	16	213	118	1224	10.209	36	11.07	0.07
V2	10	788	22	273	131	1224				
V3	705	173	35	200	111	1224				
V4	22	60	706	293	143	1224				
V5	12	133	46	848	185	1224				
V6	10	737	26	240	211	1224				
V7	698	92	51	275	108	1224				
V8	25	138	65	902	94	1224				
V9	12	137	758	214	103	1224				
V10	706	84	40	276	118	1224				

$$X^2 (36) = 11.07 \text{ } p > 0.05$$

Appendix F ii

Table 4.3:2: Chi-square statistics on the influence of Nigeria tertiary institutions on the development of elitism in Nigeria sporting culture

Variables	SA	A	UD	D	SD	TOTAL SCORE	X² Calculated	Df	X² critical	P (SIG)
V1	39	205	69	837	76	1224	11452.071	36	11.07	0.000
V2	31	183	37	900	73	1224				
V3	20	103	40	949	114	1224				
V4	26	159	67	219	753	1224				
V5	70	198	789	131	36	1224				
V6	12	48	35	962	167	1224				
V7	22	747	69	263	123	1224				
V8	42	208	748	154	72	1224				
V9	22	182	70	202	748	1224				
V10	20	80	28	984	112	1224				

$$X^2 (36) = 11.07 \text{ } p < 0.05$$

Appendix F iii

Table 4.3:3: Chi-square statistics on the influence of Nigeria Tertiary institutions on the development of infrastructure in sports in Nigeria

Variables	SA	A	UD	D	SD	TOTAL SCORE	X ² Calculated	Df	X ² critical	P (SIG)
V1	26	76	29	893	200	1224	12003.459	36	11.07	0.000
V2	22	75	698	299	130	1224				
V3	20	73	46	969	116	1224				
V4	10	91	56	291	776	1224				
V5	19	85	696	316	108	1224				
V6	18	774	56	254	122	1224				
V7	20	754	54	205	192	1224				
V8	16	78	42	266	822	1224				
V9	22	61	52	966	123	1224				
V10	10	41	42	952	179	1224				

$X^2 (36) = 11.07 \text{ p} < 0.05$

Appendix F iv

Table 4.3:4: Chi-square statistics on the influence of Nigeria tertiary institutions on the development of interest of Nigeria youths in sports.

Variables	SA	A	UD	D	SD	TOTAL SCORE	X ² Calculated	Df	X ² critical	P (SIG)
V1	18	714	19	319	154	124	9.20	36	11.07	0.09
V2	710	63	18	341	92	1224				
V3	16	67	48	966	135	1224				
V4	14	30	30	910	232	1224				
V5	19	48	50	943	164	1224				
V6	10	61	38	999	118	1224				
V7	10	736	50	294	134	1224				
V8	12	756	29	230	199	1224				
V9	704	89	20	285	126	1224				
V10	32	150	65	331	646	1224				

$$X^2 (36) = 11.07 \text{ p} > 0.05$$

Appendix G

