SPORTS AND ADMINISTRATIVE PRACTICES:

A CASE STUDY OF SELECTED SCHOOLS AND COLLEGES IN IMO STATE OF NIGERIA

BY

COLUMBA UCHE NUBA

M.Ed (PHYSICAL EDUCATION)

1980

SPORTS AND ADMINISTRATIVE PRACTICES:
A CASE STUDY OF SELECTED SCHOOLS AND COLLEGES IN IMO STATE OF NIGERIA

BY
COLUMBA UCHE KUBA

A PROJECT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION IN PHYSICAL EDUCATION

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

JUNE, 1980

APPROVAL SHEET

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

The undersigned certify that they have read and recommended to the faculty Board of Education for acceptance, a project entitled: Sports And Administrative Practices: A Case Study of Selected Schools And Colleges In Imo State Of Nigeria, submitted by Columba Uche Kuba, in partial fulfilment of the requirements for the degree of Master of Education (Physical Education)



Supervisor

Date External Examiner

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA

COPYRIGHT

COLUMBA UCHE KUBA

SPORTS AND ADMINISTRATIVE PRACTICES:
A CASE STUDY OF SELECTED SCHOOLS AND COLLEGES
IN IMO STATE OF NIGERIA

Master of Education. June, 1980

Permission is hereby given to the Ahmadu Bello University to reproduce single copies of this report for Scholarly or Scientific research purposes only

The author reserves other publication rights, and neither this report nor extensive extracts from it may be printed or reproduced without the author's written permission.

Date: 18/7/80.

Signed

DEDICATION

This project is dedicated to my family and dynamic leadership of the Physical and Health Education Department, Ahmadu Bello University, Zaria , Nigeria.

ACKNOWLEDGEMENTS

This project has been completed with the help of the moral and material support of many. Mr. M.A. Chado, Lecturer in the Department of Physical And Health Education, Ahmadu Bello University, Zaria, ranks high in this regard for he offered time, effort, guidance, supervision and all the strain needed in reading through the manuscript and offering the constructive criticism needed in this research write up. Much of the research experience used in the process of writing the project was gained from the course in Research Seminar offered by Dr. A.O. Fatile who also provided the conducive environment for the study to be undertaken. This merits him much of the gratitude of the author. The writer's thanks are due to Mr. E.O. Ojeme, a close friend and academic associate whose constant suggestions during the time of this work yielded positive results.

The writer also extends his gratitude to such people as Mr. Ignatius Eke, Mr. Ignatius Nwagwu, Gabriel Eze Gabriel Agwu, Dennis Okorafor and others who contributed or donated in one way or the other toward the success of this project.

This gratitude is also extended to all inspectors of Education in the states of Nigeria, Principals and gamesmasters/gamesmistresses of institutions and their students in Imo State who supplied the information used to make this study valid.

The Author.

ABSTRACT

This is a case study intended to establish the sports and administrative practices in selected schools and colleges in Imo State of Nigeria". To carry out this task several aspects of the School Sports administration were studied in relation to the institutions. These aspects included Personnel, sports Philosophy, Facilities and Eauipment, sports programme administration, Financing the programme, Public Relations and Evaluation.

Data for the study were collected from 84 out of 375 post primary institutions in the state. These institutions were selected by method of stratified random sampling. This method enabled the investigator to represent in the sample every form of institution. Teacher Training Colleges, Technical Schools, Vocational Schools, Comprehensive Schools and Grammar Schools in proportion to the number of such institutions in the state. Effort was also made to represent institutions that exist both in the urban and rural parts of the state.

The instrument for the collection of data included questionnaire forms, interviews and personal observations of the investigator. Pour sets of questionnaires were designed for Inspectors of Education in the nineteen States of the

Federation, the Principals of the institutions studied; the gamesmasters/gamesmistresses and the star athletes. Data was collected from the Chief Inspectors of all the states of Nigeria for comparative purposes. The data collected, were analyzed and interpreted by the use of decriptive statistics.

The data, when analyzed, revealed that thestate has inadequate number of sports administrators considering the student enrdlments in the institutions. Moreover many of those available do not have professional preparation. The trained gamesmasters are concentrated in the few Teacher Training Colleges, facilities and equipment are inadequate in the institutions. The sports programme is poorly financed. Public Relation aspect of the sports programme is sound. The sports administrative procedures are in **line** with happens in most other states of Nigeria and sound evaluation is carried out in the programme.

Recommendations were made to improve the deficient areas. Qualified Physical educators should be well spread throughout the institutions. Refresher Courses should be made available to all categories of sports administrators, facilities and equipment should be

increased to reach more students and enhance mass participation. More financial aid should be extended to the programme. Sports administrators should be given better remunerations while in-service training programmes should be made available to them. Most of these recommendations were given by the respondents to the questionnaires. Relations between the institutions and the community should be enhanced by the use of the sports programme.

More areas of study were recommended.

TABLE OF CONTENTS

		PAGE NO.
Abstract		vii-ix
Acknowledgements		v - vi
Table of Contents		x
List of Tables		xii
CHAPTER ONE:	A Background Of Sports Administrative Practices In Nigerian Schools And Colleges	1
1.	Sports Practices Before The Colonial Era	1
2.	The Colonial and Missionary Sports Administrative Experiences In Nigerian Schools and Colleges....	3
3.	Post-Independence Practices in School Sports administration.....	8
CHAPTER TWO:	The Problem and Method of Study..	15
1.	The Problem	15
2.	Purpose of Study	21
3.	Basic Assumptions	23
4.	Significance of the study	25
5.	Scope And Delimitation of the Study..	27
6.	Methods, Materials and Procedures	28
7.	Limitations of the Study	33
8.	Definition of terms	34

PAGE NO.

CHAPTER THREE: Review of the Related Literature 38

1. School sports Philosophy 38
2. Personnel 43
3. Programme Administration 49
4. Facilities, Equipment And Supplies.. 61
5. Financing The School Sports Programme 64
6. Public Relations and Community Relations Programmes 66
7. Evaluation of the School Sports Programmes 67

CHAPTER FOUR: Results And Analysis of Data. 69

1. Personnel 69
2. Facilities and equipment 77
3. The Philosophy of School Sports ... 82
4. Sports Programme Administration.... 83
5. Financing The Programme 92
6. Public Relations 93
7. Evaluation Of The School Sports Programme 93
8. Findings From the School Athletes.. 95

CHAPTER FIVE: Findings and Recommendations... 104

REFERENCES.....115 -

APPENDIXES.....120 -

LIST OF TABLES

		PAGES
Table 1.	Showing The Proportion in which the samples were chosen from the different strata of the population	28
Table 2.	Showing number of sports administrators	69
Table 3.	Background data of tutors teaching qualifications	70
Table 4.	Administrators who receive remunerations	71
Table 5.	Number of sports administrators who attended refresher courses..	73
Table 6.	Showing the number of fields/ courts available in the institutions.....	77
Table 7.	Showing School participation in different forms of Sports programmes.	85
Table 8.	Showing responses from school Principals on Organizational patterns in School Sports programmes	86
Table 9.	Showing students responses on their sports experiences.....	95
Table 10.	Showing responses of students on the adequacy of their feeding during sports.....	96
Table 11.	Showing students' responses to their transport arrangements in interschool sports	97
Table 12.	Showing the responses of students on their accommodation arrangements during their interschool sports competitions.....	97

LIST OF FIGURES

PAGE NO.

Figure 1. A tri-polar model of Administrative Philosophy 50

Figure 2. Participants in School Sports administration 52

Figure 3. Possible Organizational charts for School Sports Administration 54

CHAPTER ONE

A BACKGROUND OF SPORTS ADMINISTRATIVE PRACTICES IN NIGERIAN SCHOOLS AND COLLEGES

Inorder to have a sound conceptual perception of the administrative practices in sports in Imo State of Nigeria the investigator found it pertinent to give a background history of the sports administrative practices in Nigerian Schools and colleges to which the case of Imo State is a part. This can be seen in the following areas:

1. SPORTS PRACTICES BEFORE THE COLONIAL ERA

It has to be remembered that Nigerians had some forms of indigenous sports before the arrival of the Europeans. This, in effect, goes to show that since they were administering these sports on their own local initiative, there were some administrative practices in sports in existence in the country before the arrival of the Europeans. Some of these sports and games included wrestling, throwing at targets, hunting and recreational games such as Ayo, eko, draft, okwe,koso etc.

These were organized on local initiative. However, to explain this fully, Eleyae (1973) has this to say:

> " Before the influence of the European Countries, and the Arab World on the cultures that constitute most of Nigeria, each had their local games. These local games and sports were varied and many of them formed the core of the different cultures. Some of these are still dominant particularly, the dances and what the present physical education specialists call "minor games". In the typical rural areas, physical education, as we understand it, is undertaken by the children and the teenagers. The adults have their physical activities in their everyday life pursuits on the farm, lake or river, etc. In fact most of Nigerian successes in international sports bear a relation to this natural hardy upbringing. Both the young and the old do have recreational games, such as Ayo, draft, eko. They engage in these in the evenings, after their normal occupations; and also on sundays, and also during "market days". Many of those games are coming into the school programs. Furthermore, both adults and the young prepare for local festivities. These entail a variety of physical activities in any given locality and there is usually the need to prepare very elaborately for these activities.... With more of the population going to school there has been increasing need for well guided programme of activity to replace what was naturally obtained in the daily pursuit of means of livelihood."2

---

2. Eleyae, A. Physical Education In Nigeria, Physical Education Around The World. Monograph No. 6. 1973.

Certain deductions can be made from the above lines of T... Eleyae. In the first place it can be understood that traditional sports practices existed in Nigeria before the advent of the Europeans. Secondly the people had their own mode and program of administration for such traditional sports.

With this background we can also look at the nature of the sports administrative practices during the colonial and missionary era.

2. THE COLONIAL AND MISSIONARY SPORTS ADMINISTRATIVE EXPERIENCES IN NIGERIAN SCHOOLS AND COLLEGES:

The earliest schools established in the country were of European missionary origin. These missionaries used the medium of education to lay some impact on our cultural life since there were no formal schools offering the Western form of education in the country before they arrived. Fatile (1973) observed the same situation when he expressed thus:-

> "Missionary educational experiences began in Nigeria in the 1840's when the Wesleyan Methodist, the Church Missionary Society (CMS) and the United Presbyterian Church of Scotland established their first stations in Badagary and Calabar. The American Southern Baptist followed suit in 1853 and the Roman Catholic Mission (RCM) established theirs in 1868'3.

Since there was no other form of education in existence that could rival the one they came to introduce and since they also had much control over the state of affairs in the country by then they also controlled the nature of education and the nature of school sports administration for Fatile (1973) quoted Fajoma (1970) as saying that

> "During the period between 1942 - 1962, the Missionaries were the only agencies that showed interest in the work of education with the result that it became their privilege to control and dictate what educational policy and practices were to be...4

---

3. Fatile, A.O. Physical Education Student Teaching supervision practices in Western Nigeria. A Doctoral Dissertation, 1973. P. 15-16 No. 3.

4. Fatile, A.O. Ibid, P. 16.

However it can be seen that eventhough the first formal schools started after 1840 in Southern Nigeria, School sports and physical education could be hardly traced to be part of this educational system. This state of affairs was also percieved by Eleyae (1973) who noticed that since these schools were started by the missionaries, not much of physical education went on at the beginning... However this has changed completely.

As phisical education and sports gradually became part of the educational system they were patterned from the European system which involved drills and regimentation. In the school and colleges the practice of sports was mainly for purposes of competitions.

Since schools and colleges were competing with one another for one form of trophy or the other. Moreover most of the pre-independence principals of schools were expatriates. Each of these tried to project mainly the sports he was interested in, the sports he could coach easily, not necessarily the sports that would be for the physical and general well-being of the students. As a result certain sports became more popular than others in the school system.

These included Football (Soccer) and athletics. The Federal Government schools were very popular for their participation in cricket.

During this time the administration of school sports involved the following agencies:-

The Ministry of Education
The Supervisors/managers of schools
The Principals of Schools
The School Gamesmasters
The School or college wards.

THE MINISTRY OF EDUCATION:

This was the body solely responsible for planning the school and college physical education and sports programmes, such programmes were supposed to be uniform throughout the then region. Very minor modifications were allowed depending on the interests of the supervisors or managers of the schools or even the school or college principals.

THE SUPERVISORS/MANAGERS OF SCHOOLS:

The Ministry of education supplied most of the sports equipment to the schools and colleges through the supervisors of schools or managers of schools. These, in their own turn, issued such equipment to the schools under their control.

THE SCHOOL PRINCIPALS:

Though there were gamesmasters in the schools and colleges the Principals made most of the decisions concerning schools sports. In most schools and colleges where expatriates were principals, especially where such principals were reverend fathers, they took up the post of the gamesmaster of the school or college. The principals of schools decided on the sports that were introduced in the schools, the competitions such schools took part in, and the amount of money that was spent on sports.

THE SCHOOL GAMESMASTERS/GAMESMISTRESSES:

Where the principal was not the gamesmaster of the school, the gamesmaster/gamesmistress consulted the Principal on most major issues pertaining to sports activities in the school or college. However the gamesmaster did the coaching and organization of sports in the schools and colleges. He also consulted the Principal of the school on matters relating to sports.

THE SCHOOL OR COLLEGE WARDS:

The school or college wards had some role to play in the administration of the school or college sports. The school or college games prefect worked hand-in-hand with the school gamesmaster/gamesmistress in the execution of the school or college sports programmes. He/she also acted as the middleman between the school sports authorities and the students.

POST-INDEPENDENCE PRACTICES IN SCHOOL SPORTS ADMINISTRATION

After Nigeria gained her independence the administrative practices in sports did not change very much. However more awareness was developed in the people in terms of sports participation. This resulted in the production

of more personnel by the establishment of departments of physical and health education in such institutions of higher learning as the former Nigerian College of Arts, Science and Technology which gave way to the Ahmadu Bello University in 1962, the Department of Health and Physical Education, University of Nigeria,Nsukka, The Institute of Physical Education, University of Ife, Ile Ife, The former A.T.T.C. Owerri, to mention but a few,. Today there is at least one Institution of higher learning in every state of Nigeria offering courses in Physical education. This may be a College of Education, an advanced Teachers' College or a University. With these institutions more Physical Education personnel are produced. This shows an improvement over the colonial period in terms of sports administrative practices since there are now more and better trained hands to run the school sports programmes.

SPORTS PHILOSOPHY

The post Independence period brought an era of sound sports philosophy. This is the time when Nigerians mapped out their own sports philosophy to suit the needs and cultures of the country. Both the competitive and recreational sports were given fair shares.

SPORTS PROGRAMMES IN SCHOOLS AND COLLEGES:

As Nigeria won her independence new sports programmes began to be planned for schools and colleges for the benefit of all involved and for the preparation of the students for the life head. These school sports programmes were planned under Intramurals, Interscholastic and special aspects. This era in addition marked a period of better definition of the responsibilities of all concerned with the administration of school sports including the Ministry of Education, the Principals of Schools and colleges, the Gamesmasters or Mistresses and the students themselves.

FACILITIES AND EQUIPMENT

The post Independence period, with the new spirit for sports ushered in more and better sports facilities and equipment into the Schools and Colleges. This helped to improve the administrative practices in the schools and colleges. In addition to the sports equipment sent to individual schools and colleges money was made available to these institutions by the Ministry of Education for the maintenance of the facilities and equipment and the purchase of other equipment that could be lacking in such institutions.

POST-WAR SCHOOL SPORTS ADMINISTRATIVE PRACTICES:

The post-civil war era gave still more impetus to effective sports administration in schools and colleges. This can be seen in several areas including personnel development, supply of facilities and equipment, better sports programmes development for schools and colleges and of course better administrative procedures. This is as a result of greater interest in sports demonstrated by the Military government both at the National and State levels.

CONTEMPORARY SPORTS ADMINISTRATION IN NIGERIA - ITS INFLUENCE ON SCHOOL AND COLLEGE SPORTS ADMINISTRATION.

The contemporary sports administration in Nigeria very much affects the administrative practices in school sports. With recent improvements in sports organization in the Federation of Nigeria, sports administrative practices in schools and colleges in Nigeria have also improved. These improvements in the national level can be seen in the following areas:-

1. There has been better definition of the responsibilities of the national sports commission.

2. The administrative machinery of the national sports council has been improved.

3. Knowledgeable physical education specialists have been involved in the sports administrations.

4. The priorities of the national sports commission have been better placed in terms of competitive and recreational sports programmes.

5. Responsibilities of all concerned with the effective administration of sports have been better defined with better coordination at the centre.

6. A division for school sports has been mapped out for more effective administration of school sports on the national, state and local government levels.

The effects of these improvement areas into the school system shows the contemporary Nigerian sports organization on school sports administration.

SPORTS ADMINISTRATION IN SCHOOLS AND COLLEGES IN IMO STATE OF NIGERIA:

Sports administrative practices in schools and colleges in Nigeria, in general, and Imo State in particular, varies slightly according to the forms of institutions. It can be observed that because of the nature of the physical education programmes in Teacher Training Colleges more and better sports programmes are carried out in such institutions than in secondary schools, commercial institutions, technical institutions and vocational institutions where sports programmes are mainly for competitions. Very little effort is made to encourage and improve the intramural aspects.

PUBLIC PERCEPTION OF SPORTS ADMINISTRATIVE PRACTICES IN NIGERIAN SCHOOLS AND COLLEGES:

The public sees the school sports administration as one with lack of trained coaches, facilities, equipment and supplies, one with inadequate intramural sports programmes, one without properly defined philosophies and one that lacks constant evaluation. They see it as a condition where sports programmes are embarked upon only at the sight of imminent interschool sports competitions.

They see the school sports programmes as not well planned to give the students the opportunity for the educational benefit inherent in them.

In addition they find the school sports administration as not giving every student in the schools and colleges adequate chance to participate in sports.

CHAPTER TWO

THE PROBLEM AND METHOD OF STUDY

THE PROBLEM:

Administrative practices contribute a great deal toward the success or failure of any sports programme; the case of schools and colleges cannot be an exception.

After sports programmes have been developed the next responsibility of the sports administrator will be to administer such programmes. Their successful administration will culminate in the ultimate fulfilment of our desired objectives toward our students in the field of physical education. Since the programmes, when developed, can never be said to be complete unless it has been successfully administered, it is therefore necessary to study the administrative practices in schools and colleges in Imo State of Nigeria with a view to finding out how far the programmes are administered in such institutions and how far this affects successful sports programme administration in the state.

Secondly it can be understood that effective sports administration demands, among other things, that the sports administrators in the schools should possess

the good knowledge of the philosophies, aims and objectives of physical education in schools, they should possess professional training in physical education which will presuppose that they have such knowledge of sports that will enable them to operate sports programmes in post primary institutions. Do the sports administrators in the post primary institutions in Imo State possess these competencies? How far does this affect administrative practices in sports in such institutions? This aspect is therefore projected as another major area of this study.

The Imo State of Nigeria has often been mentioned among the few states in the country that have got a good level manpower as a result of their educational advancement. This is supposed to reflect on her school sports administration and performances also, hence there is a high level of expectation from the state in terms of school sports administration. However on the contrary, the investigator, as a result of personal experiences and other information from literature, percieves that the true situation is not up to that expectation due to certain

reasons which may be one, some or all of the following possible variables:

(1) The flight away of many of the available sports personnel to other states of the federation where they find better conditions of service or higher payment for their services.

(2) Lack of adequate training for the personnel available.

(3) Inadequate supply of sports facilities and equipment for the institutions in the state.

(4) Poor funding of the School Sports programmes in the state

(5) Inadequate or lack of incentives to the sports administrators with the apparent result that their performances are minimal.

(6) Inadequate provision of time to run the sports programmes.

(7) Some physical educators may not possess the necessary skills, qualities and competencies necessary for the effective administration of the school sports programmes.

These are to mention but a few of these possible variables and there is need to study the administrative practices in sports in the schools and colleges in Imo State of Nigeria inorder to identify and establish which are the true variables that work against the successful running of the school sports programmes in the state.

Schools and colleges in Imo State of Nigeria can be categorized into two for the purposes of this study. These include the pre-war and post-war institutions. The pre-war schools, which mean those institutions that existed before the civil war, were adequately provided with sports facilities and equipment and as a result of their age and long standing reputation, they are in a better position to attract equipment through state government supplies, community effort or personal durations from individuals including "Old Boys" and "Old Girls" of such institutions, while their post-war counterparts do not have these advantages. Rather most of these post-war established schools and colleges lack facilities and equipment since most of them were built either through poor community effort or the meagre resources of the state that is still suffering from the problems of the

long-ended civil war. The implications of this are that though the pre-war schools and colleges lost most of their equipment during the war most of them are still superior to some of the post-war schools in terms of the availability of sports facilities and equipment, whereas both forms of institutions, as a result of the poor financial position of the state, stand chances of not having adequate sports equipment which is essential for running successful sports programmes. This type of situation is not very clear to decifer. It therefore requires proper investigation to establish the exact position of these forms of institutions in terms of facilities and equipment. This therefore poses another problem.

The Nigerian government is giving special attention to the development of sports in the country. This is reflected in the level of interest and participation of the nation in African and World Sports competitions especially in the areas of soccer, boxing, wrestling, handball, athletics, to mention but a few. The personal involvement and interest of the Nigerian Head - Of - State, President Alhaji Shehu Shagari, in the

recently concluded African Cup of Nations Soccer Competition (1980), which Nigeria won, is a clear evidence of the country's interest in Sports. On the state level, each state of the federation vies to project herself as the leader of others in the area of sports. This level of national and state interest in sports should be reflected in the schools and colleges through efficient administration of school sports programmes. Since we cannot just assume that things are working out smoothly in this direction it is therefore necessary that a study be made to establish the true nature of the administrative practices in the schools and colleges in Imo State of Nigeria with a view to identifying the problems in the school sports administrations and suggesting solutions to them inorder to maximize success in both state and national sports endeavours. This is because we cannot carry out improvement in the state and national sports programmes if we cannot identify and solve the problems that exist within sports administration in our schools.

Because the nature of sports administrative practices in Nigeria has always followed the political trends of the country, its overview can be seen not as a continuum

but as a dichotomy. This type of picture is also reflected in the school sports administration. Inorder to make reasonable improvements in a field of endeavour, inorder to show that we are alife in our responsibilities, it may be pertinent to study the past of the activity, understand the present trends so that we can be well equipped to forcast and plan for the future scientifically. This is what this study wants to do on the administrative practices in sports in the institutions in Imo State of Nigeria.

PURPOSE OF THE STUDY:

The purpose of this study will therefore include:

to establish the exact administrative practices and behaviours of our school and college physical educators, sports administrators and coaches. When this real situation is established the study will further find out whether the practices are consistent with and help to meet the stated functions, aims, and objectives of the school sports programmes.

In addition the study will try to identify the deficient areas in the administrative practices in the school sports programmes. These deficient areas have to be critically studied so that adequate suggestions and recommendations are made for the improvement of sports coaching and administration in the state.

The investigation goes further to survey possibilities for the development of new administrative patterns and procedures in sports for the states schools and colleges after comparing certain aspects of the sports administrative patterns of Imo State with those of other states of the federation.

To achieve these purposes the study seeks answers to the following questions:

(a) What are the ideal administrative practices in sports in schools and colleges?

(b) What are the exact administrative practices in school and college sports in Imo State of Nigeria?

(c) What are the factors that affect these administrative practices and how do they affect them?

(d) Are these practices consistent with and helping to meet the stated functions, aims and objectives of the school and college sports programmes?

(e) Are there any deficient areas in the administrative practices in School Sports in the state?

(f) If deficient areas exist, what could be done to improve the situation?

(g) How do the administrative practices in School Sports in Imo State of Nigeria compare with those of other states of the federation?

BASIC ASSUMPTIONS:

This study may be based on the following basic assumptions:

1. The nature of the professional orientation of sports administrators in Imo State of Nigeria affects their administrative practices in sports.

2. Inadequate professional personnel hinders proper school and college sports administration in Imo State.

3. There is no uniformity in the administrative practices in sports within schools and colleges in Imo State of Nigeria.

4. Inadequate facilities and equipment reduces proficiency in the administration of School Sports programmes.

5. Poor financing hampers administrative practices in the Imo State Schools and college sports programmes.

6. Poor administrative practice in school sports affects students interest and performance in the programme.

7. Inadequate supervision is an aspect of poor administrative practice in Imo State school and college sports programmes.

8. Lack of continuous evaluation of the school sports programme makes it impossible for the deficient areas to be detected; this, on the other hand, renders improvement possibilities very obscure.

SIGNIFICANCE OF THE STUDY:

This study is significant in several dimensions. Some of these can be mentioned as follows:-

1. Since it tries to find out the exact administrative practices in sports in schools and colleges in Imo State of Nigeria it will show the sports administrators an exact picture of themselves so that they can have an objective view of how they operate in the field. With this they can have an appraisal of their performances and consider the best ways to carry out the sports programmes inorder to achieve its aims and objectives.

2. Where the exact administrative practices of the sports administrators are established, the situation will be critically studied so that effort will be made to suggest ways which will help to improve coaching and administration of sports programmes in the schools and colleges.

3. The study may lead to the development of new and better administrative patterns which may help to remove some possible conflicts that are inherent in sports administration in schools and colleges.

4. In addition this study may help to clarify the roles of the different people concerned with the school sports programmes namely, the Ministry of Education, the Inspectors of Education, the Principals of Schools, the Games-masters and the students in the schools and colleges. This will go a long way toward helping to improve sports administration in schools and colleges since every party will now know and play their own rol

5. The investigation may also be useful to the Ministry of Education and the Education Services Board of Imo State. A comparative study of the administrative practices in sports in schools and colleges in Imo State and that of other states of the federation of Nigeria may be part of this study. The Imo State Ministry of Education can then know their position relative to other states of the federation of Nigeria in terms of the administrative practices in sports in schools and colleges.

6. Programme planners for professional preparation of physical educators, sports administrators and coaches will also find this study very useful since it will give a good discussion of the ideal sports coaches of administrators while trying to identify their weaknesses.

7. Above all this work may be a little contribution of the investigator toward the development of sports administration in particular and the development of physical education in general in Imo State of Nigeria, in the Nigerian Society and in the Nigerian educational system.

SCOPE AND DELIMITATION OF THE STUDY:

This study tried to find out the administrative practices in sports in selected schools in Imo State of Nigeria. To achieve this a Cross-Section of the schools and colleges in the state was studied. This included the teacher training colleges, technical institutions, commercial schools, comprehensive schools and Grammar Schools. Effort was made, in each case, to include both the boys' institutions as well as those of the girls. The investigation covered 84 schools - selected to represent all the administrative areas of both urban and rural communities of the state In other words the selection of the institutions used in the study covered the 21 local government areas-both of urban and rural populations. It covered only post primary institutions of the state; Institutions of higher

learning and elementary schools were excluded in the study.

There are altogether 375 post-primary institutions in the state. These include 14 Teachers Training Colleges, 49 Technical Colleges, 19 Commercial Schools, 2 Vocational Schools, 6 Comprehensive Schools and 285 Grammar Schools. To achieve fair representation of all these forms of institutions in the sample, the proportional sampling method was used. This means that there was a selection of units by random method from each stratum in proportion to the actual size of the group in the total population.

Total number of Schools = 375.(N=375).

Population of Sample	T.T.C.	Tech Sch.	Comm. Sch	Voc. Sch.	Compr Sch.	Gv. Sch.	Total
Population in each Institutional stratum	14	49	19	2	6	286	375
	$\frac{14}{375}$	$\frac{49}{375}$	$\frac{19}{375}$	$\frac{2}{375}$	$\frac{6}{375}$	$\frac{286}{375}$	
Proportion of Each stratum to Total Population	= .04	=0.13	=0.05	=0.004	=0.02	=0.76	1.00
No. In each stratum to be selected	6	16	6	1	3	52	84

TABLE 1. SHOWING THE PROPORTION IN WHICH THE SAMPLES WERE CHOSEN FROM THE DIFFERENT STRATA OF THE POPULATION.

This shows that out of 14 teacher training colleges, 6 were selected, 16 were selected out of the 49 technical colleges, 6 were selected out of the 19 commercial schools, 1 was selected out of the two vocational schools, 3 were selected out of the 6 comprehensive schools and 52 were selected out of the total of 286 Grammar Schools. This brought to 84 the total number of institutions randomly selected for study out of the 375 schools and colleges in the state; This selection was done through the proportion method and represents 224 of the total population.

METHODS, MATERIALS AND PROCEDURES:

The study was carried out mainly by the use of these research methods and questionnaires, oral interviews and personal observations, Four sets of questionnaires were used. These were distributed to inspectors of education in the Ministries of Education in all the 19 states of the federation of Nigeria, another set was distributed to the principals of all the schools used in the study, one set was distributed to the gamesmasters

or sports administrators in all the schools and colleges studied while another set was distributed to some star athletes from the selected schools who have been representing their schools or colleges in external competitions. These questionnaires used were planned following the systems approach in administration. On the strength of this the areas covered were sub-divided into 7 sections or sub-systems in the school physical education progfamme administration. The sections include the following:-

1. PERSONNEL - The number of sports administrators available in the schools and colleges, their philosophies, professional preparations and their renumerations.

2. THE PROGRAMME AND ITS ADMINISTRATION - The administrative patterns and procedures, the sports programmes - Intramurals, interscholastic and special programmes.

3. FACILITIES AND EQUIPMENT - Their availability, supply procedures, care and maintenance.

4. FINANCING OF THE PROGRAMME: Nature of the financing, sources and extent of the financing of the programmes.

5. PUBLIC RELATIONS, School and Community relations and School sports.

6. General Problems hindering effective administration of sports in the schools.

7. Evaluation and suggestions.

The questions framed from these subsystems formed a frame-work of the expectations of the researcher on proper administration of the physical education programmes in schools and colleges. The responses, on the other hand, showed what exactly is the situation on what exactly is practised in the schools and colleges in terms of sports administrations.

The four sets of questionnaires were therefore reviewed by the supervisor and pilot-tested by the investigator before they were distributed to the subjects.

During the process of the distribution of the questionnaires the researcher used the opportunity afforded by the interaction with the inspectors of education, school and college principals, gamesmasters and mistresses of schools and colleges and star athletes in the institutions to interview them on a pattern that follows the same

trend with the questionnaires but on certain issues that the questionnaires alone could not cover. The investigator also made some personal observation of certain aspects of the administrative practices in the schools and colleges including the facilities and equipment.

Most of the questionnaires were distributed in person by the investigator: Only some state inspectors of education and few schools and colleges which were very much spaced out were sent their own questionnaires by post. Return envelopes enclosed with the questionnaires enhanced the high percentage of return of such questionnaires. Althogether 336 questionnaires were distributed covering the four sets of subjects already mentioned. However 306 of them were returned, representing 91% of the total number distributed. This high percentage return was because the investigator had to collect most of the questionnaires from the subjects after they were filled.

All these sources contributed to the data which were used for this study. This shows that altogether 84 schools and colleges in the state and all the inspectorates

of education for the 19 states of the federation were used in the study.

Additional data collected came from anecdotal records from the principals of the institutions under study as well as in-basket data, information files kept on various incidents pertaining to school sports activities, kept by the ministry of education and the school sports division of the sports council.

The data collected were analyzed using descriptive statistics following the same patterns as were used in the questionnaire design.

LIMITATIONS OF THE STUDY:

Some limitations encountered in the study are as follows:-

1. The schools and colleges chosen did not represent very high percentage of the total number of institutions in the state. The investigator could not reach many more institutions because of the constraints of time and money.

2. No hypotheses were tested in this study because of its descriptive nature. This is also reflected in the descriptive nature of the analysis of data and the reporting of the findings of the study.

3. The dearth of literature on this subject matter is another limitation. As far as the investigator could find, no specific study of this nature has been conducted on this topic in Imo State of Nigeria which has any record[1].

DEFINITION OF TERMS:

Certain terms have been used in conceptual and operational ways in the text. The investigator therefore found it necessary to define such terms properly to avoid any possible misinterpretation and to enhance their conceptual understanding. On the strength of these three terms need to be operationally defined in this context.

---

1. Evidence from the Imo State Ministry of Education Library Catalogue of Related Studies. 1980.

They include the following:

(a) Sports

(b) Administrative Practice

(c) Sports administrator.

SPORTS:

In the physical education programme mention is continually made of motor learning and teaching of the basic skills required for the various games and sports. Sports and games, as an aspect of physical education, represents the culmination and application of all those skills which are taught at the earlier physical education sessions. Sports in this context, includes all forms of individual, group contests and game-form activities engaged in the school for the fun of it for the excitement of competition involved and the joy of a perfect performance or the sport experience. Another aspect of school sports which is involved in the intramural or inter-scholastic competitions, and which is covered in this study, may be defined as involving activities that have "formally recorded histories and traditions, stressing physical exertion through

competition within limits set in explicit and formal rules governing role and position relationships, and carried out by actors who represent or who are part of formally organized associations having the goal of achieving valued tangibles or intangibles through defeating op osing groups (EDWARDS, 1973).

ADMINISTRATIVE PRACTICE:

With particular reference to school sports, administrative practice here means what happens to the school sports programme as a result of the activities and practices of those concerned with its administration. Administration involves decision making and economically mobilizing both men and materials inorder to carry out the aims and objectives of an organization. It involves the processes of planning, organizing, staffing, directing, coordinating, reporting and budgeting in an organization. The activities of an administrator of sports programmes may include all of the above. However in the school system these responsibilities are imperceptibly shared among the ministry of education, the inspectors of education, the school or college principals, the school or college

gamesmasters and of course, the school or college athletes. The administrative interaction of these parties in terms of sports culminates in the administrative practice in school and college sports.

SPORTS ADMINISTRATOR:

The terms 'professional physical educator' and 'sports administrator' may be used interchangeably in the text. However the sports administrator may be used specifically to mean the person organizing the sports programmes in the school-whether he received professional preparation to do so or not. On the other hand the professional physical educator is the term used to represent the person who has undergone professional preparation in physical education and/or coaching leading to the award of a University degree or at least the Nigerian Certificate in Education. This distinction is found to be necessary since some other categories of people, other than professionally prepared teachers, also take part in the administration of school sports in the Imo State Educational system.

CHAPTER THREE

REVIEW OF THE RELATED LITERATURE

Inorder to understand adequately the true administrative practices in sports in the institutions under study it is found necessary to present as much as possible, what should be the model or the right administrative procedure in sports in such institutions. This study is intended to be given some support from available literature which deals with what good school sports administrators do or what they are expected to do to succeed in School sports administration.

1. SCHOOL SPORTS PHILOSOPHY

Successful sports administration in post primary institutions should be preceded by well-defined philosophy. Such philosophy will give all concerned in such sports programmes a sense of direction, a sound guide and a goal to achieve. The need for sound philosophy was stressed by ILOEJE (1978).

DAUGHTREY and Woods (1971), AMUCHIE, (1977), ANYANWU (1979) STAFFO (1977) and WILLIAMS, et al (1966). In their own contribution Daughtrey and Woods contended that

> "there are many philosophies of education hence the administrator or teacher must decide which particular one he proposes to follow. The philosophy he holds will shape the programme he proclaims. The leader in health education and physical education can organize and administer the programme from any one of the several viewpoints"[5]

Staffo, in his own contribution added that "when organizing youth sports programs the purposes, objectives and goals should include, among other things,

1. To develop sports skills by the use of correct teaching methods.
2. To develop concepts of sportsanship, teamwork and fair-play.
3. To allow each participant ample time to further develop these skills and attitudes in actual game conditions without external adult pressure

---

5. Daughtrey, A. and Woods, J.B. Physical Education Programmes. Organization And Administration. W.B. Saunders Co. Philadelpia. 1971

4. To give the youngsters an opportunity to be exposed to an experience from which they can grow to become better citizens.

5. To give the kids an opportunity to have some good clean fun in a healthy environment."[6]

These make up sound aims and objectives of school sports programmes.

However Iloeje, while advocating the idea of these institutions evolving a philosophy of their own, defining their own motto, what specifically they stand for what they want to be identified by and what actually they set out to achieve in the community proposed that "operational goals and objectives for a sports programme in out institutions should be set as follows, to epitomize the ideals of the institutions within the limits of our economic capabilities.

---

6. Staffo, D.F. "Yough sports programs-In what Direction are we going"? Journal of Physical And Recreation (JOPER) March, 1977. Vol. 74 No. 3. P. 88

1. To provide opportunities for a wide range of choice of recreational activities for the youth.

2. To give the youths in our schools the opportunity we missed of an expanded vocabulary of skills in various games and sporting/recreational activities from where to choose a life-time sport.

3. To encourage sports for all among the school community as a means of achieving and maintaining an optimum level of physical fitness required for the development of the balanced man.

4. To enhance the prestige of the inistitution among sister schools and colleges.

5. To subscribe to the over-all state and national sports objectives by contributing deserving athletes to the state and national pool.

6. To engender social interaction through sports and healthy competitive spirit through athletics.

7. To reaffirm the conviction that a healthy body lives in a healthy mind and to prove by encouraging maximum student participation in sports that a combination of optimum physical fitness with academic excellence makes the whole man.

8. To promote the idea of "Success through hard work" which may well be the "motto" of the Education Institution.

9. To identify with, and help to further the ideals of the entire college education towards the achievement of sound moral and social values; In other words, to achieve education through sports." [7] These are more goals and objectives of sports in the institutions as seen by Iloeje.

"Every administrator therefore starts his work with some sort of philosophy which he has acquired through the experiences of living. It may be characterized by prejudice and misinformation, or it may be fair minded and well grounded. But when he becomes responsible for the direction of a programme, it is incumbent upon him to examine the items of his philosophy and, as he studies the field, to formulate more clearly the values that he believes in and the purposes that shape his directions and actions" (WILLIAMS, et al. 1966.20)[8]

---

7. Iloeje, V.O. Sports And Health Education As Aspects Of Physical Education In Post Primary Institutions Lecture at a Senior Management Course for Superintendents and principals of Post-primary Institutions held at Hotel Presidential, Enugu. 13th-31st March, 1978.

8. Williams et al. Administration of Health Education and Physical Education. 6th. Ed. W.B. Saunders Company. Philadelpia. 1966. P.17.

A sound philosophy should therefore precede a successful school sports administration. This philosophy should, however, reflect the national objectives and the objectives of the entire educational system and should try in specify the area of emphasis whether the school should emphasize competitive sports or recreational sports or whether it will give each side an equal rub of the brush.

2. PERSONNEL

The personnel aspect of school sports administration includes matters concerning the appointment, development and maintenance of sports administrators to run the programme. Post primary institutions require a good number of professionally prepared physical educators or sports coaches to run the school sports programmes; However, at this stage of our national development a minimum of one professional physical educator or sports coach and other para-professionals in the field could be tolerated in one institution. In addition to the number of the personnel in these institutions, their professional preparation is of

paramount importance considering the nature of the job and the category of people the sports administrators are handling. This need for adequate number of physical educators or coaches and sound professional preparation for the sports administrators in the institutions is very much emphasized by Fatile (1976), Anyanwu (1979), Amuchie (1977) Ajala (1977), Iloeje (1978), Staffo (1977) Eleyae (1979), Vannier et al (1973) and Morehouse (1971).

On this issue Anyanwu reflected that;

> "the dearth of trained and qualified coaches and physical education instructors in the Nigerian Secondary Schools is another factor that militates against an effective organization and administration of school sports. In most cases, it is only a few interested teachers and quasi-professionals referred to as games masters/mistresses who are responsible for organizing sports in their various schools. Some of these may not have had any formal professional training in Coaching or teaching sports activities. At best they may have the privilege of playing in one sport in their school days and may have scored a few points for their schools in their sports. Obviously there is a great limit beyond which such calibre of coaches can go in bringing up prospective international sportsmen and women."9

---

9. Anyanwu, S.A. "The Strategies For Effective Organisation And Administration of Secondary School Sports." The Health And Physical Education Magazine (Hapem) No. 3. Vol. 3. University of Nigeria Nsukka. June, 1979.

This dearth of professionals for handling and administering sports programmes in these institutions has caused much concern in several places. Maetozo (1971) gave the picture of the American situation as he commented that;

> "the major problem confronting interscholastic athletics in the United States is the fact that approximately one fourth of all coaches of junior and senior high school terms had no professional preparation for such a responsibility..... The implications of this situation are serious. Coaches who lack proper preparation are also handicapped initially in relating to yough the social, moral, ethical, mental and physical values inherent in inter-scholastic sports. They must gain years of experience before effectively communicating these."[10]

Seeing this same phenomenon from the health point of view Meinhardt reacted that;

> "in examining the basic considerations essential to running an effective and justifiable programme of interscholastic athletics the protection of the individual must rank No. 1. Therefore coaches who lack professional preparation are less capable of protecting the health and well-being of the participants. Their lack of background in the structure and function of the human body is a serious liability which keeps them from knowing how to prevent injuries and how to follow proper emergency procedures."[11]

---

10. Maetozo, M.E. "A Rationale for certification of High School Coaches In Illinois." JOHPER. April, 1971. P. 48-51.

11. Meinhardt, T. "Required specialized Preparation for Coaching." JOHPER 1971. P.12-13.

On this same issue of professional preparation of sports administrators for post-primary school sports Ajala recommended that;

> "qualified and dynamic leadership is essential to the implementation of an effective and comprehensive programme of physical education in the Secondary School. The key to the teaching-learning environment is a competent concerned teacher. The teacher must be knowledgeable about growth and maturational patterns and should be sensitive to student needs, desires and concerns... Teachers of potentially hazardous activities (aquatics, gymnastics etc). should have specialized training to the extent that they are recognised and certified by the national agencies associated with these sports. Men and women coaches should be certificated teachers and possess a major or minor in Physical Education or a recognized coaching certification. Extremural sports should be coached and officiated by the most qualified personnel. Teachers and coaches should have training in emergency first aid and be knowledgeable in regard to school referral procedures.12.

Where professional sports administrators handle well-programmed school sports this will produce very high calibre youths from the school. Under normal conditions one would expect to find many good sports programme administrators in the schools wheres if one were to closely and extensively observe he will find some

---

12. Ajala, J.A. "Basic Guides for Teaching Physical Education In The Secondary Schools." Nigeria Educational Forum. Vol. 3. No. 2, 1977.

school sports programme administrators who are developing negative attitudes fostered by coaching techniques based on ridicle, embarrassment, humiliation and insult. These may be out of sheer inexperience or lack of professional orientation. This, then becomes the chief cause and prime reason for most of the negative vibrations which surround the profession. This type of situation can only be saved by the provision of adequate number of and professionally oriented sports programme administrators.

Another aspect of the personnel for school sports programmes is that of staff development. Oftentimes sports administrators become outdated in their fields. Some may be well qualified but need fresh orientation . The Educational authorities should therefore consider providing orientation courses for such people, on the other hand those paraprofessionals and others in that category who aid the sports administrators could be made more operative in school sports administrations by being given opportunities for in-service training, coaching clinics, seminars, conferences or sports workshops. These could improve their performance and harmonize coaching and administration procedure in sports. Some

Sports Administrators who are well qualified also find themselves with some undergraduate professional preparation inadequacies, This type of situation could equally be remedied by the use of coaching clinics and in-service training programmes. Where professionally trained sports administrators are inadequate to serve all the schools in reasonable numbers the few available ones should be distributed equitably among the existing schools then physical education minors and other para-professionals could be used to serve as aides to the professionals in the different schols for the purpose of effective sports programme administration. No college sports programme can be run successfully by the gamesmaster alone.

Furthermore there use to be complaints that the few qualified sports administrators in the institutions are not adequately encouraged to teach and organize. An example of this is the case in Imo State of Nigeria where only one out of about two or three professional physical educators in a school is paid the gamesmaster's allowance of ₦30.00 monthly while the rest get no remunerations, In addition there are constant cases of overloading of such teachers with other subjects

outside their majors eg. Some of them are asked to teach such subjects as Biology, Geography and even History. More-over little recognition is given to the extra time, energy and extra responsibilities involved in running the school sports programme as gamesmaster or gamesmistress and there is the absence of adequate remuneration for the extra efforts required for these services in the same way as other masters who claim extra responsibility allowances. Sports administrators spend extra time daily either in the organisation of intramurals or inter-school competitions. These are often outside school time. These are never paid for; Rather science teachers are paid extra allowances for laboratory attendances while every science master in the school is paid science master's allowance. Where these sports administrators are not adequately encouraged they may not give maximum imput in terms of their professional responsibilities.

3. PROGRAMME ADMINISTRATION:

With a sound philosophy of school sports adopted and with adequate number of professionally prepared personnel available the sports administrator's next task should be to consider a sound administrative procedure for carrying out his professional responsibilities.

The type of management approach has to be decided upon by the administrator-This needs his decision making in management philosophy. He has to choose between participatory management, authoritarian management, Laissez-faire management or even a combination of these. This type of decision is crucial considering the nature and stage of development of the students we are handling for Johnson (1977)[13]

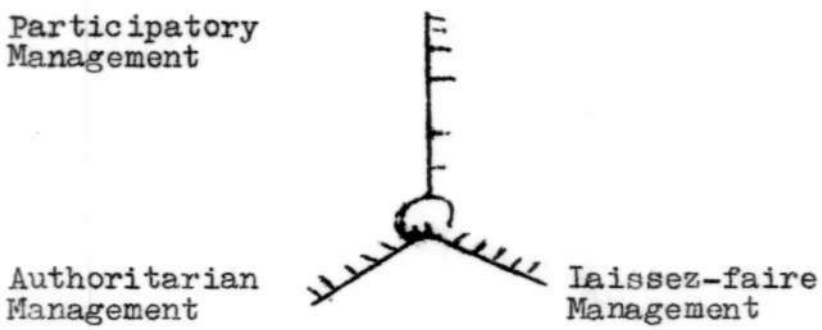


fig. 1. A tri-polar model of Administrative Philosophy (Taken from M.L. Johnson: Functional Administration In Physical And Health Education. Houghton Mifflin Company Boston. 1977. P. 39).

---

13. Johnson, M.L. Op. cit. P. 50.

postulated that...

> "Education of the nations youth is a complex task requiring both creativity and flexibility of the instructional staff. Calling upon skilled personnel to carry out complex tasks over a long period of time, the educational enterprise is an excellent medium for group deliberation, group action, and group evaluation."[14]

It is however suggested that it is best for the sports administrator to involve all concerned in the school sports programme administration in decision making in order to maximize success in the job. These include the school principal, the members of the school sports committee, the other school physical educators, the games prefect, the games captains and all others who are vital to success in the school sports administration. These people ought to form the institutions sports committee with the Principal as Chairman and the Gamesmaster or Gamesmistress as organising secretary. This committee should sit early in the year to discuss programmes and scheduling, finances, facilities and equipment as well as strategies and objectives.

---

14. Ibid. P. 50.

IBRAHIM LIBRARY

The unit of organization for intramural sports competitions should be run for all competitive sports, not just in athletics. Dances and outdoor pursuits like camping should be run through clubs.

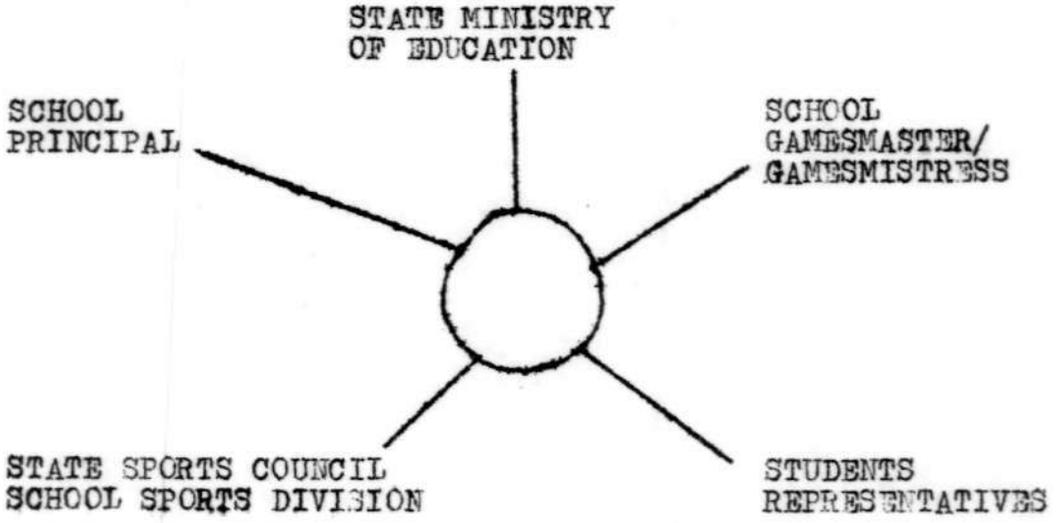


Fig. 3 PARTICIPANTS IN SCHOOL SPORTS ADMINISTRATION (STATE LEVEL)

ORGANIZATIONAL CHART/ADMINISTRATIVE PATTERN

Several organizational plans exist for sports administration in schools. The highest body incharge of schools in Imo State of Nigeria is the Imo State Education Services Board. To the effect of sports administration, some possible organizational plans may include the following:-

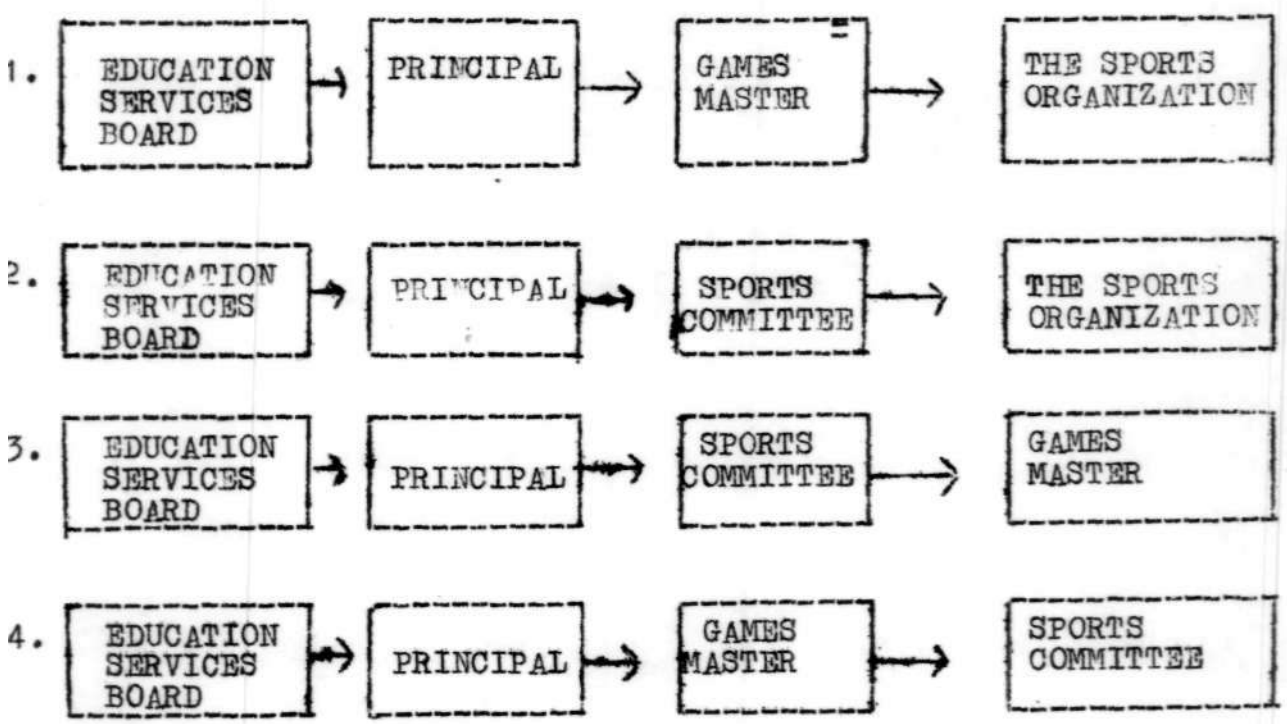


Fig. 4 POSSIBLE ORGANIZATIONAL CHARTS FOR SCHOOL SPORTS ADMINISTRATION

of these No. 3 considered most democratic and most administratively sound. It gives the sports administrator the opportunity to implement the decisions of the body that is responsible for the school sports - the school sports committee.

THE SPORTS PROGRAMMES

The sports administrator should make effort to include several aspects to the programme. These should include the instructional programme, the intramural/extramural programme, the inter-scholastic and the special programmes .

INSTRUCTIONAL PROGRAMME:

The instructional sports programme has as its base a common core of learning experiences in sports for all students. This should provide for a reasonable balance in those activities commonly grouped as team and individual sports, aquatics, gymnastics, self-testing activities, dance and rhythms. These should be programmed to develop

physical fitness-agility, balance, endurance, flexibility and strength. The programme should present basic skills which can be employed in a comprehensive intramural, extramural, and recreational programmes for all boys and girls.

Upon this world of values placed on the instructional programme in these institutions it is unfortunat to find that it receives little attention in most institutions. Pressure has been laid from many quarters, even the Nigeria Association For Physical Health Education And Recreation (NAPHER), to teach Physical Education in our Post primary Institutions. This has met with little response for Fatile (1976) reported that;

> "In earlier studies, Adedeji (1972) and Fatile (1973) found that the teaching of physical education in secondary schools has not been a success in that many secondary schools do not teach the subject at all, and in the few cases where it is taught, reports indicate that it is taken only as recreational or coaching sessions for a very small number of students."15

---

15. Fatile A.O. "An Exploratory Study of the Problems of Physical Education In Secondary Schools In Kaduna State of Nigeria. Nigeria Educational Forum Vol. 2 No. 2. Dec. 1976. P.73

Rather it is only taught in Teacher Training Colleges.

INTRAMURAL/EXTRAMURAL PROGRAMME:

The instructional programme, which has as its base the teaching of skills and knowledge, provides a foundation for comprehensive intramural/extramural programmes wherein the opportunity for organized sports is available to all boys and girls. Intramural/Extramural athletics and games make available a laboratory period in physical Education and should be encouraged and provided for all students. The slogan should be - SPORTS FOR ALL! Amuchie (1978) shares the same view as he saw the school as a place that offers unique opportunities for promoting mass recreational participation for the young and old. Since, according to him, "

> It forms the actual locale for much of the sports and play life of a sizeable group of the population and the students[16]

16. I. Amuchie, F.A. Physical Recreation For The Benefit of All. An unpublished Article. University of Nigeria Nsukka, 1978.

INTERSCHOLASTIC PROGRAMME

It may be observed that this aspect dominates the school sports programme in most schools. This depends on the attitude and philosophy of the sports administrator in terms of his priorities. More attention should rather be given to the intramurals. In addition emphasis in the interscholastic programmes in these institutions seems to be shifting toward competitions. On this issue Anyanwu (1979) disagrees with the idea of school sports being controlled by bodies outside the schools hence he declared:

> By the establishment of the National School Sports Federation with its replica in each of the nineteen states of the Federation, the authority to organize interscholastic sports seems to be vested in the officials of the state sports councils and the National Sports Commissions. Thus the immediate authorities of the Schools, namely the principals, education officers and school superintendents who are responsible for planning the academic programmes of the schools are alienated from the organisation of the interscholastic sports. With the control of school sports in the hands of authorities outside the school system, emphasis tends to be placed only on competition. Hence only the highly skilled athletes from these schools are given some attention in sports while the less athletically skilled students who constitute a greater percentage of the school population are completely neglected in most cases... The irony of it all is that at present the sports councils and the national sports commission have not yet established a macninery to ensure that all the

> sports in which the schools are supposed to compete are taught to the students by qualified coaches and instructors.17

Since the competitions are organized at the Local Government areas, state and National levels, the school principals, the superintendents of education in the localities and the state school Board officials should have the major control over the planning and organising of school sports competitions at different levels. (see fig. 3). Each school should then plan its own programmes in such a way that all the students, irrespective of age, sex or level of athletics school should benefit from the values of sports and interscholastic programmes. The time for these competitions should be well planned so as not to interfere much with the students' examination periods while adecuate arrangements for facilities, equipment, feeding and lodging facilities, transport and health care are made and properly executed. There should be the type of cooperation that was suggested by Venkateswarlu (n.d.)

---

17. Anyanwu, S.U. Op. cit.

between the sports council and the post primary institutions in sports when he said---

> the panel recommended that there should be better cooperation and coordination through improved communication between the ministry of Education and the sports council... competitive sports have come to stay in Nigeria as a great invincible force, contributing to its unity and integration in diversity, and enhancing its international image and internal productivity.[18]

with this type of cooperation the school interscholastic sports programmes will be successfully executed.

SPECIAL PROGRAMME:

According to Vannier and Fait,

> The provision of educational opportunities that will enable each individual to develop to his optimum is a basic tenet of democracy.[19]

certain students in the school may be physically incapacitated. As a result they are incapable of participating in the normal sports programmes of the school.

---

18. Venkateswarlu, K. Need For Cooperation Between Plateau State Sports Council And Post-Primary Institutions In Competitive Sports. Jos. Plateau State (n.d.) Unpublished Report.

19. Vannier, M. And Fait H.F. Teaching Physical Education In Secondary Schools. 4th Ed. W.B. Saunders Co. 1975. P. 185.

This category of students should have special programmes of sports designed for them for their participation. This makes for the democratization of school sports and, in addition, gives the students the opportunity to recognize and develop their potentialities thereby restoring their confidence and self esteem. However in this direction the sports administrator should try as much as possible to work in cooperation with the medical officer in the schedulling of atypical sports programmes.

USE OF GRADED PROGRAMMES:

For purposes of efficiency the sports administrator should try as much as possible to use graded programmes in all aspects of the school sports. This will enable him to work in stages toward the achievement of the goals of the school sports programme.

HEALTH, SAFETY AND INSURANCE:

The health and safety of the individual should be paramount in every phase of physical education and sports. Because of this there should be periodic medical examinations to assist in determining the health status of all students. In addition students participating

in any phase of the school sports programme should be required to have adequate "Insurance Coverage". The school sports administrator should ensure that there is adequate supervision in all aspects of the programmes to ensure the safety of the students. To further enhance the safety of these students, schools should have written policies and procedures for accident prevention, reporting to the administration, immediate first aid, and notification of parents or guardians. Moreover authorized school transportation should be provided when needed for all instructional activities and intramural/extramural athletics and games. School athletes have the right to be well cared for in terms of their health, their feeding, accomodation, transport and general welfare if they are representing their institution in any sports competition.

FACILITIES, EQUIPMENT AND SUPPLIES:

For maximum achievement of the objectives of the school sports programmes it is absolutely necessary that the sports administrator should provide wide variety of activities. However it can be understood that this wide variety of activities cannot be easily provided where the provision of facilities, equipment and

supplies is either tight or non-existent. The need for adequate supply of facilities, equipment and supplies was also stressed by Anyanwu (1979) as he argued that:

> The scarcity of sports facilities, equipment and supplies constitutes a big gog in the successful administration of school sports in Nigeria. Good sports programmes can function at full effectiveness only then they are supported with sufficient equipment in good condition.20

This fact was also stressed in a position paper of a task force of AAHPER (1977) published in 1971 and it stated that,

> Facilities, equipment and supplies are of the utmost importance in conducting a comprehensive programme of physical education, in the sceondary school.21

Students cannot show excellent performance in the sports programmes without good facilities, equipment and supplies.

---

20. Anyanwu, S.U. Op. cit.

21. AAHPER, "Toward Excellence In Physical Education", Position Paper. JOHPER, P.U. 1-52, April, 1971.

> Most schools feel contented with one Soccer pitch and, perhaps, one or two other courts of basketball and Volleyball Other sports are forgotten.[22]

Schools should provide more than one soccer field for boys, more than one basketball court, more than one volleyball court, Lawn tennis courts, badminton courts, handball courts, hockey field, cricket pitch, facilities for athletics and other variaties of sports, Indoor game facilities should also be provided. Equipment and supplies for Team and individual sports, Track and field, aquatics, dance, gymnastics and tumbling should also be included. Provisions should be made for storage, repair and maintenance of these materials. The sports administrator should make adequate arrangements for marking, checking out, borrowing, care of, repair and improvisation of sports equipment. Where some of these facilities and equipment do not exist in the school, but can be found in the community arrangements have to be made to enable the school to make use of such materials.

---

22. Anyanwu, S.U. Op. cit.

In other words school and community facilities should be planned and used to supplement and complement each other in meeting the needs of the students and the community. In this direction Ajala (1977) added that

> Community recreation programmes conducted with a school facility should be under the supervision of school personnel to assure the safety of students and the protection of facilities, equipment and supplies.[23]

FINANCING THE SCHOOL SPORTS PROGRAMME

The school sports programmes cannot be effectively run without adequate financial support. With adequate finances the true objectives of school sports programmes can easily be achieved. On this Amuchie (1977) observed that--

> There are several talented young boys and girls in the remote Nigerian villages and institutions who can be spot lighted, and given scientific training, early on their career. We should catch these young athletes young. To achieve this objective the National Sports Council (N.S.C.) and state sports councils as a matter of priority must invest much more money than they are doing in

---

23. Ajala, J.A. Op. cit.

> school sports in the area of facilities, equipment, organizing school competitions and qualified personnel.[24]

Oftentimes questions arise as to the sources of fiances. On this Williams et al (1966) postulated that:

> Since intramural athletics are a component part of the physical education programme, financial support should come from the general school fund.[25]

Financial aid also comes from public and individual donations and the school principal should be in the best position to handle and disburse such finances with the assistance of the school gamesmaster and/or the Parents-Teachers' Association (P.T.A.)

---

24. Amuchie, F.A. "Towards Effective Organization of Sports In the Federation of Nigeria". The JONAPHER Vol. 1. No. 1. March, 1977, P.44.

25. Williams, et. al. The Administration of Health Education And Physical Education. 6th Ed. W.B. Sannders Co. Phil. 1966.

PUBLIC RELATIONS AND COMMUNITY RELATIONS PROGRAMMES:

In discussing administrative practices in sports in our schools mention ought to be made about the school community relations. This aspect is often forgotten by most sports administrators for Williams, et al. (1966) observed that:

> too often members of the department of Health Education and Physical Education are so absorbed in the affairs of daily routine that they neglect to acquaint the various publics with information relative to activities for which support is sought. Knowledge of the program is essential to any real understanding of its worth and intelligent support rests upon reliable public relations.[26]

To make the programme received widespread visibility and support and to make it have a real impact on the people there should be reasonable impetus for projecting it. Since the programme is run as a result of public support it is therefore morally sound that they be informed the outcome. The school has the need to tell, the public has the right to know about the programme; This helps to attract public sympathy and public support for the programme.

---

26. Williams et al Op cit. P. 300.

It should however be understood, according to Johnson, that..

> effective, unobstrusive school public relations programmes do not occur without planning and foresight.[27]

All available public relations media have to be utilized. The Parents-Teachers' Association (P.T.A.) should be involved in this aspect. In this regard statements from such eminent sports administrators in the state like Jerry Enyeazu, on DISCIPLINE IN SCHOOL SPORTS, Tony Nzeribe on ACHIEVEMENT IN SPORTS Dr. F.A. Amuchie on SPORTS FOR ALL and Eze Achingo on SPORTS FOR HEALTH should be expatiated to the people. Public Relations and Community Relations Programmes is the best means through which the school can make her sports impact on the society. It should therefore be given adequate attenti

EVALUATION OF THE SCHOOL SPORTS PROGRAMME:

Evaluation of the school sports programme is absolutely essential since it has several purposes to serve including evaluation of achievement of the objectives, diagnosis of special weaknesses, analysis of

---

27. Johnson M.L. Op. cit P. 365.

teaching effectiveness and, at times, classification of students. Williams, et al summerized this by saying that;

> Every worthwhile educational activity requires evaluation of one kind or another to determine its success in relation to certain established standards.[28]

Ajala, (1977) added that:-

> Evaluation is a continuous process which is necessary for the improvement of learning experiences in terms of objectives and effectiveness which is necessary for the improvement of learning experiences in terms of objectives and effectiveness of instruction.[29]

Self-evaluation by the student and the teacher is a part of the process. Evaluation should be utilized as one means of interpreting the programme to students, school personnel, parents and community. To make the evaluation process objective enough it might be proper to involve the principal of the school, the sports administrator, the participants and other outside bodies like the Ministry of Education and the School Sports Division of the State Sports Council.This makes it a cooperative venture. It also becomes accountability which is basic to effective learning, efficient administration and good community relations

28. Williams, et. al. Op. Cit.
29. Ajala, J.A. Op. Cit.

CHAPTER FOUR

RESULTS AND ANALYSIS OF DATA

The data collected were analysed according to the categories under which they were collected. The following are the analyses of the data on the Principals' questionnaires.

1. PERSONNEL

NUMBER OF SPORTS ADMINISTRATORS:

Data on the number of sports organizers, gamesmasters/gamesmistresses in the institutions showed that there are altogether 210 gamesmasters/gamesmistrsses of different categories in the 84 institutions studied. This shows an average of 3 sports administrators for each school of the average of 1,100 students. In other words one sports administrator handles approximately 400 students.

BACKGROUND DATA BY PRINCIPALS:

NUMBER OF TEACHING STAFF IN ALL SCHOOLS STUDIED = 2,351

NUMBER RESPONSIBLE FOR SPORTS ADMINISTRATION = 210

NUMBER NEEDED FOR SPORTS ADMINISTRATION = 504

PERCENTAGE OF NEEDS AVAILABLE = 41.6%

TABLE SHOWING NUMBER OF SPORTS ADMINISTRATORS

The above data shows that of the number of sports administrators available about 71% of them have qualifications up to N.C.E. level. A more detailed analysis of this showed that most of these are concentrated in the few Teacher Training Colleges in the state where some institutions have about 5 or 6 of this category of sports administrators whereas most secondary school or technical institutions do not have any of the same category.

3. REMUNERATIONS:

The data on the renumerations for sports administrators revealed that 52% of the sports administrators (72) receive gamesmasters' allowance 35% of them (48%) receive Transport claims while 13% (18) receive night allowance during school sports engagements. This can be represented thus:

Table 4- SPORTS ADMINISTRATORS WHO RECEIVE REMUNERATIONS: N.= 138

THOSE WHO RECEIVE:	No.	%
Gamesmasters/Gamesmistress' allowance	72	52
Transport claims	48	35
Night allowance	18	13
Others:	0	0
Total	138	100

This reveals that though not all the teachers responded to this question, all those who responded receive some form of renumerations. However a deeper analysis of this showed that most of those who responded to the questionnaires were the Heads of departments incharge or sports administrations in the institutions. The study discovered that others who assisted them and who are also reckoned as school sports administrators are not paid any remunerations for sports administration duties.

4. REFRESHER COURSES FOR SPORTS ADMINISTRATORS:

Sports administrators are expected to attend different forms of refersher courses during the period of their service. This helps to enhance their productivity. With particular reference to these institutions studied the data showed that 42% of the sports administrators (31) attended seminars at least once during the session, 8% (7) attended coaching clinics while 50% (36) attended conferences on sports.

Table 5 - NO OF SPORTS ADMINISTRATORS WHO ATTENDED REFRESHNER COURSES. N= 73

No. who attended:	No.	%
Seminars	30	42
Workshops	0	0
Coaching Clinic	76	8
Conferences	36	50
Others	0	0
Total =	72	100

This shows that few of the aports administrators attend some form of refresher courses once in a while in the state.

5. PROFESSIONAL PREPARATIONS:

On the question whether their professional preparation enhances their professional practice 93% replied positively while only about 7% indicated that it does not. This shows that great need to give sports administrators professional preparation in sports administration and/or coaching. Adequate professional training enhances their professesional practice.

6. UNDERGRADUATE PREPARATIONAL INADEQUACIES

On the question whether, during their professional practice in the school sports administration, they notice any undergraduate preparational inadequacies, 64.3% respondents (54) replied that they notice such while the remaining 35.7% respondents (30) showed that they do not notice any undergraduate preparational inadequaices. This calls for the need for programme planners in the institutions of higher learning where these categories of sports administrators are trained to revise and improve their programmes to make them more functional so that their products will no longer notice any undergraduate preparational inadequacies. Secondly this attracts the attention of inspectors of education who should identify these inadequacies, recommend and implement adequate doses of refresher courses to overcome these inadequacies.

7. SPORTS ADMINISTRATORS AND THEIR CHANCES OF GETTING FURTHER TRAINING:

The sports administrators were asked whether they have any hindrances in getting further professional training. Though 73.3% respondents (66) said 'Yes' to this question while 26.6% (16) said 'no' to it, this very question

attracted several reactions from the respondents. These reactions centered on the inability of the state's Education Services Board to grant in-service training to these teachers who have served the government for several years. One of these respondents reacted thus:

> "... Employers are unwilling to grant in-service training."

Another one locanically snapped: "No study leave with pay." Still one other respondent gave his own response thus:

> "Inadequate state encouragement morally, and financial constraints."

Another went further to add:

> "No government sponsorship inspite of willingness to better professional standing."

Only one gave admission reasons as he explained thus:

> "Few chances open in Universities for undergraduate studies:"

These reactions go a long way to demonstrate the expectations of these sports administrators from the Education Services Board, the body that controls education in the state. The second reason refers to the institutions of higher learning. This charges them to increase their intake inorder to accommodate more willing candidates for professional preparation.

This will help to improve sports administrative practices in the state and in the Federation of Nigeria.

8. HELP FROM OTHER TEACHERS IN THE SCHOOL

On the question whether, as sports administrators, they are assisted by other Physical education Teachers or para-professionals in the school in planning and conducting the school sports programmes, 73.3% respondents (66) replied positively while 26.6% (24) indicated that they do not get the assistance of other sports administrators in running the school sports programmes. It is proper and administratively sound that sports administrators should be assisted by other staff members in running the programme. The Education Services Board should however see that these other sports administrators who render full-time assistance are given some remumerations as their heads of departments. This will help to improve sports administrative practices in the institutions.

FACILITIES AND EQUIPMENT

1. FIELDS AND COURTS.

The facilities available in the institutions were seen as follows:

Table 6 SHOWING THE NUMBER OF FIELDS/COURTS AVAILABLE IN THE INSTITUTIONS: N = 84

Field/Court For:	No. of Schools that have them
Soccer	67
Hockey	23
Basketball	14
Volleyball	45
Handball	22
Lawn Tennis	35
Table Tennis	74
Track	56
Other Courts/Fields:	27

This shows the number of institutions that possess these facilities. However some possess about two, three or even four of each item while some do not have any of such items at all. Their possession of these facilities reflects the interest of these institutions in different areas of sports. The sports equipment available relate much to the available facilities. It was however discovered by the investigator that the equipment

and facilities are more concentrated in the Teacher Training institutions than in other forms of institutions.

2. ADEQUACY OF SPORTS EQUIPMENT:

Both Principals and sports administrators in the institutions were asked if they have adequate supplies of equipment to run the school sports programmes. Both s ets of respondents responded that there were inadequate supplies of equipment for the sports programmes. The responses from the sports administrators were more glaring for they responded thus: 6.7% (7) indicated adequacy while 93.7% (98) indicated that the sports equipment supplied was inadequate.

This shows that there is inadequate supply of sports equipment in the institutions under study. The few who indicated adequacy are mainly Teacher Training Colleges. This fact was discovered by the investigator in the course of further analysis of the data.

Eventhough they were not asked to respond to this question inspectors of education as well as star athletes in the institutions showed that supplies of sports equipment to these institutions were inadequate.

It may be interesting to note that in the course of his comparative study the investigator observed that of the other sixteen states whose chief inspectors of education responded to this study, none showed that there were problems of inadequate supplies of sports equipment to run their school sports programmes. Rather many reported inadequate supply of personnel to run the programme.

3. METHOD OF SUPPLY OF EQUIPMENT TO INSTITUTIONS:

The Imo state education services Board, according to the data collected, supplies equipment to the institutions partly through physical equipment supplies and partly through what is called Authority To Incure Expenditure (A.I.E.). This is an authority to the school authority to go to the government treasury to cash money for the purchase of sports equipment. No physical cash is given to the institutions. However when this situation was compared with what happens in other states it was observed that 62.5% of the states (10) supply money to the schools for purchasing the sports equipment, 31.31% of the states (5) supply physical equipment to the institutions whereas 6.2% (one state) combines both systems for supplying the institutions with sports equipment.

4. CONSIDERATIONS IN THE SUPPLY OF SPORTS EQUIPMENT

The study found that the Imo State Educational Services Board considers the size of the institutions in supplying them with sports equipment. This means that the equipment are supplied in proportion to the sizes of the institutions. In the course of the comparative study the investigator discovered that except Rivers State that supplies equipment considering the sports programmes engaged in or in games played by the institutions, other state Education Boards also consider the sizes of the institutions. It could equally be desirable to consider also the ages of the institutions so that the youngest ones could be given some extra attention.

5. SAFETY OF SPORTS EQUIPMENT

On whether the pieces of sports equipment are thoroughly checked periodically for safety purposes the responses were as follows:

80% of the schools (72) check equipment for safety whereas 20% does not check equipment for safety.

Checking of sports equipment periodically for safety enhances the safety of both the students and the equipment. However it can be seen that a good number of the sports administrators can see the need for this practice hence they inspect the equipment periodically for safety. This also shows the degree to which they show concern in the maintenance of the School sports equipment.

Another aspect of the safety of sports equipment is the idea of teaching students the safe way to handle sports equipment and supplies. To the question on this subject matter 80% respondents (72) showed that they teach the students the safe way to handle sports equipment and supplies whereas (20) showed that they do not make any conscious effort to teach the students the safe way of handling the sports equipment. Proper handling makes equipment last longer and enhances the safety of the users.

6. STORAGE OF SPORTS EQUIPMENT:

Another inportant aspect of sports administration is the provision of adequate storage space for sports equipment. Responses from school sports administrators on this issue were as follows:

60 of the schools have storage space for equipment whereas 40% have no storage space for sports equipment.

The above data shows that more institutions have storage facilities for sports equipment than those that do not have. The provision of such storage facilities helps to make sports equipment last longer. This also enhances the security of such equipment.

3. THE PHILOSOPHY OF SCHOOL SPORTS

School sports programme joins with other planned school activities to shape the behaviour of students individually in a day-by day process. Since desirable behaviour outcomes are expected to be derived from school sports experiences a strategy for the programme needs to be planned and brought to the knowledge of the teachers and students concerned. On this understanding the school sports administrators were asked to indicate whether theteachers and students are aware of the objectives of the school sports programme. The responses were as follows: There were 53.3% (48) indications of teachers and students awareness of the objectives and 46.7% indications of teachers and students non-awareness.

The above shows that 53.3% respondents showed that the teachers and students are made to understand and be aware of the objectives of the school sports programme whereas 46.7% of them showed that teachers and students are not made aware of such programme objectives. It is always necessary to make all concerned in the programme know the objectives of such a programme so that each party will render maximum contribution of his or her own quota to maximize success in the school sports enterprise.

4. SPORTS PROGRAMME ADMINISTRATION

Several questions were asked on this aspect of the study and there were several responses from both the school principals, inspectors of education, school sports administrators as well as school athletes.

1. GRADED SCHOOL SPORTS PROGRAMMES

On the question to find out if they follow a graded programme of school sports the responses from the school sports administrators were as follows: 72.2% of the schools (65) follow a graded programme whereas 27.8% of them do not follow a graded programme.

This shows that the majority of the schools use graded sports programmes. It may be remembered, however, that the National

Schools sports Federation sports programmes help to influence the individual school sports programme arrangements.

2. TYPES OF SPORTS PROGRAMMES

Institutions embark on several forms of sports programmes. These lead them to participate in different forms of sports competitions both on the school level and on outside school level. Some of these forms of sports competitions include Inter class sports competitions, Inter class sports competitions, Inter house sports competitions, Inter club sports competitions, Inter school sports competitions and some others. On a question to indicate such sports competititions embarked upon in the different sports in the schools the following were the responses received from school principals and sports administrators:

PARTICIPATION IN:

Inter class sports Competitions	=	57.1%
Inter House Sports Competitions	=	92.9%
Inter Clubs sports Competitions	=	14.3%
Inter scholastic sports competitions	=	42.9%
Others	=	7.1%

N. = 84

Table 7. SHOWING SCHOOL PARTICIPATION IN DIFFERENT FORMS OF SPORTS PROGRAMME

The above report shows that most schools participate in Inter house and Inter class sports competitions. An indepth investigation showed that several schools cannot provide transport enough to embark on much inter school sports competitions. This is reflected in the low percentage or inter scholastic sports competitions participations.

3. SCHOOL SPORTS ORGANIZATIONAL PATTERN

Different institutions follow different forms of organizational patterns. This shows the parttern of authority and communication flow. Since the Education Services Board is the highest body to take care of schools administration in Imo State some of these organizational patterns include the one from the Education Services Board (E.S.B.), through the Principal, gamesmaster to the school sports organisation. Another one is the pattern that flows from the Education Services Board (E.S.B.) through the Principal, school sports committee, to the school sports organization. Still another pattern is the one the leads from the Education Services Board (E.S.B.), through the Principal and sports committee to the Gamesmaster who administer the sports programmes.

The next one is that which flows from the Education Services Board (E.S.B.) through the principal and Gamesmasters to the school sports committee which carries out the sports programmes. As they were asked to indicate the organizational patterns used in the different institutions the responses from the school principals showed the following results:

1. E .S.B. - Principal - Gamesmaster - Sports Organization = 30 (42%)
2. E.S.B. - Principal - Sports Committee - The Sports Organization = 0 (0%)
3. E .S.B. - Principal - Sports Committee - Gamesmaster = 6 (8%)
4. E.S.B. - Principal - Gamesmaster - Sports Committee = 36 (50%)

N . = 72

Table 8 Showing Responses from school principals on organizational patterns in school sports programmes.

It can be seen from the above data that most schools favour the first and the last patterns whereas the third which flows from the Education Services Board (E.S.B.), through the Principal and sports committee to the Gamesmaster is most democratic and sound pattern.

4. METHOD OF DECISION TAKING IN SCHOOL SPORTS ADMINISTRATION:

These respondents were asked how decisions are taken for sports administration in the department. The responses for the sports administrators reveals that in 21.1% of the cases decisions are taken by the sports administrators; In about 58.9% of the cases the decisions are taken by the sports committee; In 20% of the cases the decisions are taken by the school principal whereas everybody shares in the decision-making in none of the institutions. It might be necessary to mention here that the decision is best taken by the sports committed since, as it embraces the principal of the institution, the Gamesmaster, other assistants to the gamesmaster/gamesmistresses, school house masters/ house mistresses, the Games-Prefect, the House Prefects and Games Prefects, it is well constituted enough to take sound decisions that can lead to sound school sports administrations.

5. STUDENTS' INVOLVEMENT IN THE SCHOOL SPORTS ADMINISTRATION

It has already been established earlier in this study that it is always desirable to involve students in the school sports administration. On this strength of this sports administrators were asked whether, in their sports administration procedures, they involve students or not. The responses to this question were as follows:

About 68% of the schools involve students in the school sports administration whereas about 32% of them do not involve students in the school sports administration. Most of the cases of those who do not involve students in the administration of their school sports programmes were found to be the secondary schools.

6. SPORTS FOR ALL:

In the earlier parts of this study it was mentioned that intramural and extramural sports opportunities should be offered to all the in as many activities as possible. The sports administrators were asked to indicate how far they provide sports for all by offering intramural and extramural sports to all students in several activities. The responses showed that in greater number of cases the institutions provide adequate sports activities by way of intramural and extramural sports programmes.

This happens in about 52.2% of the cases whereas in about 47.8% of the cases the provisions made are not adequate. However the difference is not very significant.

7. OFFER OF SPECIAL SPORTS PROGRAMMES

Understanding that special sports programmes should be offered in these institutions for the interest of those who might not be in the position to take part in the normal sports programmes of the institutions as a result of their organic, phisical or other incapacities, the sports administrators were asked if they provided for such programmes in their institutions. Only 7.1% of the respondents replied positively where as 92.8% indicated that they do not offer such programmes. One respondent flatly reacted in the questionnaire thus:-

"We do not have such cases in our school." *

* Response from a respondent to a questionnaire.

8. KEEPING OF RECORDS FOR THE SPORTS PROGRAMMES

Another important aspects of the sports administrative practices is that of keeping of records for the programme. In a question on whether adequate records are kept concerning the programme, the participants and their honours and awards the school sports administrators responded thus:- 81.1% of the cases (73) showed adequate keeping of records while 18.8% showed inadequate keeping of records.

This data shows that a significant proportion of the sports administrators keeps adequate records of the school sports programmes whereas a smaller proportion does not. Record keeping is an essential aspect of the programme.

9. MAKING USE OF COMMUNITY RESOURCES IN THE INSTITUTIONS SPORTS PROGRAMMES

To enhance cooperation and interdependence between the school and the community the school may at times find it necessary to avail itself of the opportunities that exist in the community inorder to run her sports programmes.

On the strength of this the sports administrators were asked to show how far they make use of the community resources. To this respondents 46.7% showed that they make use of the community resources including the personnel, sports facilities and equipment belonging to the zonal and Local Government area sports councils and other resources in the Community whereas 53.3% respondents showed that they do not make use of the community resources. One added thus:

> "...except the use of their roads for our road walks."

10. AVAILABILITY OF TIME FOR THE PROGRAMME:

Considering the importance of time for the programme the sports administrators were asked if they have adequate time for running the programme. To this question the responses showed that many more sports administrators (58.3%) hold that the time provided is adequate for the school sports administration whereas less number (41.7%) expressed that the time is inadequate.

11. CORRELATION OF THE SCHOOL SPORTS PROGRAMME WITH THE SCHOOL HEALTH PROGRAMMES

It is always useful to correlate the school sports programme with the school Health Education Programme since one enhances the other. Because of this understanding the investigator asked some questions on whether the school sports programme is correlated with the school Health Programme. To this question 72 sports administrators (85.7%) indicated that they do whereas only 14.3% showed that they do not make such correlations.

5. FINANCING THE PROGRAMME:

Understanding how strategic and crucial this aspect is to the school sports administration and the entire school administrative unachinery the investigator posed some questions to find out if adequate financial assistance is given to this phase of the programme. The responses showed that all the sports administrators in the institutions studied (100%) expressed that the financial assistance given to the school sports programme is inadequate.

6. PUBLIC RELATIONS

The respondents were also asked to indicate whether good public relations is fostered through this programme. This was responded to this way: 81.1% respondents (73) said 'yes' to this question whereas 18.9% (17) indicated that good public relations is not much fostered through the programme. A sound school sports programme should foster public relations through it. The public should be made to know the procedures, prospects and problems of the school sports programme. This part of the sports administration.

7. EVALUATION OF THE SCHOOL SPORTS PROGRAMME

Evaluation is another important aspect of the school sports programme. Realizing this importance the school sports administrators were asked if there are adequate ways in which the sports programme can be evaluated by the teachers, the students and the school administration. The responses given to this question were as follows: 63.3% respondents indicated that such evaluation programmes exist in their schools; This represents about 57 of the 90 respondents to this question. On the other hand (36.7%) showed that they do not have such evaluation programmes in their schools.

The investigator subjected this aspect of the study to comparative study. In this direction inspectors of education in other states of the Federation of Nigeria were asked the same question as to whether they have evaluation programmes for school sports programmes in their respective states. Out of the 15 responses (N=15) 73.3% indicated that they have such evaluation programmes whereas 26.7% of them showed that they do not have evaluation programmes for their school sports. The overall responses showed that most sports administrators all over the country realize the importance of evaluation in sports programmes,

2. TESTING OF THE STUDENTS FOR PHYSICAL FITNESS

The school sports administrators were further asked if they test the students from time to time to establish their physical fitness status. The responses to this question were as follows: 73.8% are those who Test Students while 26.2% are those who do not Test their students. The above data shows that more sports administrators test their students for physical fitness than those who do not test their students.

8. FINDINGS FROM SCHOOL ATHLETES:

The school athletes were asked questions on their welfare during the course of the intramural and inter scholastic sports competitions. These questions were based on such areas as their general experiences, Feeding, Accommodation, Transport, allowances and health care. These questions were posed because the investigator saw the need for taking good care of the welfare of the students in an efficient school sports programme.

1. FINDINGS ON STUDENTS' GENERAL EXPERIENCES:

The students were asked to comment on how they found their experiences as they went out to represent their institutions in sports. The following were their responses:

Table 9. SHOWING STUDENTS RESPONSES ON THEIR SPORTS EXPERIENCES: (N,=84)

Highly Enjoyable	=	49(58.3%)
Tolerable	=	35(41.7%)
Not enjoyable	=	0(0%)

The above data shows that many of the students (58.3%) like their experiences in representing their institutions in outside sports competitions. A reasonable number (41.7%) also can tolerate the experiences. None of them found it not enjoyable.

2. ADEQUACY OF FEEDING

Asked to comment on the adequacy of their feeding during their interscholastic sports experiences the students replied thus:-

FEEDING ADEQUATE = 63 (70%)

FEEDING INADEQUATE= 27 (30%)

TABLE 10 SHOWING RESPONSES OF STUDENTS ON THE ADEQUACY OF THEIR FEEDING DURING SPORTS. (N = 90).

The above data shows that to many of the students in the institutions (70%) the feeding by the school during the course of their interscholastic sports, competitions were adequate whereas to others (30%) the feeding was inadequate.

3. TRANSPORT

In addition to the above areas covered the students were asked to comment on their transport arrangements as they went for interscholastic competition. Their responses on this were as follows:-

Very Good	=13 (14.4%)
Fair	=58 (64.4%)
Not comfortable	=19 (21.2%)

Table 11. SHOWING STUDENTS RESPONSES TO THEIR TRANSPORT ARRANGEMENTS IN INTERSCHOOL SPORTS.

The above data shows that few schools (14.4%) find their transport to inter-school sports comfortable, many (64.4%) find it fair whereas less than that (21.2%) find it not comfortable.

4. ACCOMMODATION

On accommodation the students were asked to indicate the nature of the accommodation on such sports ventures. Below shows their responses:

Table 12, SHOWING THE RESPONSES OF STUDENT ON THEIR ACCOMMODATION ARRANGEMENTS DURING THEIR INTERSCHOOL SPORTS COMPETITIONS.
(N = 84)

3. TRANSPORT

In addition to the above areas covered the students were asked to comment on their transport arrangements as they went for interscholastic competition. Their responses on this were as follows:-

Very Good	=13 (14.4%)
Fair	=58 (64.4%)
Not comfortable	=19 (21.2%)

Table 11. SHOWING STUDENTS RESPONSES TO THEIR TRANSPORT ARRANGEMENTS IN INTERSCHOOL SPORTS.

The above data shows that few schools (14.4%) find their transport to inter-school sports comfortable, many (64.4%) find it fair whereas less than that (21.2%) find it not comfortable.

4. ACCOMMODATION

On accommodation the students were asked to indicate the nature of the accommodation on such sports ventures. Below shows their responses:

Table 12, SHOWING THE RESPONSES OF STUDENT ON THEIR ACCOMMODATION ARRANGEMENTS DURING THEIR INTERSCHOOL SPORTS COMPETITIONS.
(N = 84)

Accommodation very good	= 19 (22.6%)
Accommodation manageable	= 52 (61.9%)
Accommodation Poor	= 13 (15.5%)

The above data shows that many of the schools find their accommodation during interschool competitions only manageable. This is about (61.9%). 22.6% find it very good whereas 15.5% of them find it poor.

5. SPORTS ALLOWANCES:

Students on sports ventures in representation of their institutions should be paid some money in the form of allowances to enable them pay for minor purchases like in sweets, chewing gum etcetra. These students were asked to indicate whether they get such allowances from their schools or not. Altogether 13.3% of the schools indicated that they receive such allowances whereas the rest 86.7% showed that they do not receive such allowances during inter school sports competitions.

6. CARE OF INJURIES

Another important aspect of the organization of school inter-collegeate sports is the care of sports injuries. The investigator asked the students how far the attention given to the injured during sports is adequate. To this question 22.2% of the schools showed that the care was adequate whereas the rest respondents 77.8% indicated that it was inadequate. On the issue of travelling with First Aiders to such competitions almost the same number that indicated that they go with first aiders was the same number that indicated that they do not go with first aiders. It is however proper and safer to travel to sports competitions with well-trained first aiders.

1. PROBLEMS IN SCHOOL SPORTS ADMINISTRATIONS:

Both the principal of the institutions, the school sports administrators, the school athletes and the chief inspectors of education from the other state of the Federation of Nigeria were asked to indicate some of the problems that are encountered in school sports administration.

Their Indications were as follows:-

Rank Order of Problems In School Sport Administration As Indicated By School Sports Administrators (N=84)

1.	Inadequate funds to run the sports. Programme	63.2%
2.	Inadequate Equipment	35.4%
3.	Inadequate specialist P.E. teachers to run the programme	35.4%
4.	Inadequate facilities	28.6%
5.	Lack of cooperation from other staff members	18.8%
6.	Lack of adequate space for activities	17.4%
7.	Lack of transport	15.8%
8.	The functions of the sports council and those of the Education Services Board (E.S.B) are not specified. They often clash and affect school sports administration...	12.5%
9.	Lack of renumerations and encouragements to gamesmasters/gamesmistresses....	12.2%
10.	Inadequate time for the programme..	12.2%
11.	Poor students' responses.	8.6%

Eventhough some of the problems seen by the Principals were also seen by the Chief Inspectors of Education the rank order for some of these problems changed somehow. Thus:-

Rank Order of Problems In School Sports Administration - As Indicated By Chief Inspectors of Education In The State In Nigeria .

1.	Inadequate Personnel	62.4%
2.	Lack of Facilities and Equipment..	58.3%
3.	Insufficient funds to run the Sports Programme	42.8%
4.	Inadequate supervisors to supervise the programme..	32.6%
5.	Ignorance of Principals of the rewards of sports	32.2%
6.	Many teachers are no longer enthusiastic in the programme because the Ministry has stopped the gamesmasters' allowance.	21.4%
7.	Due to lack of sports facilities and equipment the students show very little interest..	18.8%
8.	Too many students but too few personnel for the sports..	16.5%
9.	Lack of coordination..	15.1%

10.	Poor means of communication and transport, bad roads and nature of school locations..	11.6%
11.	Inadequate time for the Programme.	14.6%
12.	Insufficient funds to run the Programme	12.8%
13.	Problems in camping, coaching and Bad officiating .	12.2%
14.	In-fighting between state sports coincils, Ministry of Education and the Education over the control or school sports..	12.2%

The problems as seen by the school athletes were also noted in their own order. They had new things to add.

Rank Order of Problems In School Sports Administration as Seen by School athletes (N=84)

1.	Poor feeding..	52.3%
2.	Inadequate Sports facilities and Equipment...	46.8%
3.	Lack of first aiders for medical attention..	34.7%

5.	Scarcity of transport. .	28.6%
6.	Poor Accommodation during competitions..	22.8%
7.	Immoral acts increasing among sports participants....	16.3%
8.	Most athletes do not do well in examinations..	12.4%
9.	Poor officiating...	10.4%
10.	Inadequate training...	10.4%

CHAPTER FIVE

FINDINGS AND RECOMMENDATIONS

The findings on the administrative practices in School sports in Imo State of Nigeria have been s een to be many and varied. However these findings have been a function of several variables including the results of the analysis of the data collect·cted on the subject matter, the personal observations and experiences of the investigator and the results of his interviews with those vital to the administration of school sports in the state These findings are centered on the v arious factors to the administration of school sports including the following:

1. FINDINGS ON PERSONNEL

In terms of personnel in school sports administration Imo State has much but a reasonable proportion of the number of their school sports administrators are yet to get adecuate professional preparation. It was observed however that most of those well oualified physical education specialists/coaches are concentrated in the few Teacher Training Colleges in the State while inadequate refresher courses are provided for all categories of sports administrators.

2. FINDINGS ON THE PHILOSOPHY OF SCHOOL SPORTS:

Most post primary educational institutions in Imo State do not have definite sports philosophies. On the other hand emphasis in most schools is on competitive as against recreational sports. There is need for a balance in emphasis.

3. FINDINGS ON FACILITIES AND EQUIPMENT

More attention is still given to the traditional* sports in terms of the development of facilities in the institutions studied. There is need to diversify these facilities to include more sports and to reach more students. The size of institutions is the major factor considered in the supply of equipment to the institutions. Most fields and courts are maintained by students and this is done mainly only when such facilities are to be used for practices or competitions. Inadequate equipment was found to be hindering mass participation. Transport facilities are lacking in most of the institutions.

4. FINDINGS ON ADMINISTRATIVE PROCEDURES:

Most of the institutions follow a graded programme of sports but the adapted aspect is non-existent in all

* Traditional sports here mean such sports like Footba ll (Soccer) and athletics which the colonialists gave their emphasis.

the schools and colleges studied. The interscholastic sports programme tends to be over-shadowing the intramural aspects in most institutions. Adequate records are kept in most schools while many of the institutions are yet to learn to involve their students sufficiently in the school sports administration. It was also found that most schools do not see the need to avail themselves of the use of the facilities and equipment in the community.

The relationships among the state sports council, the Education Services Board and the Ministry of Education are not clear. This type of situation makes the definition of duties obscure thereby the school sports administration is affected.

5. FINDINGS ON THE FINANCING OF THE PROGRAMME:

Inadequate financial support is given to the sports programme in Imo State. Where such support exists, it is directed to the institutions through the Principals and the extent of it is not made known to other people who are vital to the school sports administration.

6. PUBLIC RELATIONS:

Good Public Relations is fostered through the school sports programme in most of the institutions. However the extent to which this is carried out has to be increased.

7. EVALUATION

Evaluation procedures are carried out in most of the institutions studied; though in many others this is yet to take place. However most schools do not find the need to test their students for physical fitness.

RECOMMENDATIONS:

The findings enumerated above under several aspects of the school sports administration have brought the need for recommendation of certain measures that can help to enhance sound school sports administration in Imo State of Nigeria.. This aspect needs practical application of professional knowledge since the treatment of a disease is preceded by its diagnosis and prescription of treatment procedures. However the recommendations made by the subjects to the study may be considered first.

RECOMMENDATIONS BY INSPECTORS OF EDUCATION, SCHOOL PRINCIPALS, SCHOOL SPORTS ADMINISTRATORS AND SCHOOL ATHLETES:

The recommendations listed below are the written statements of those who responded to the questionnaire on the subject matter. These are what they have considered useful measures to improve school sports administration. The statements have been selected without duplication since many of them were repeated by other categories of respondents.

1. There should be adequate supply of sports personnel
2. There is need to establish schools of Physical Education in the state.
3. Increase remunerations to sports administrators in the institutions
4. Other In-service training programmes to gamesmasters
5. Provide Coaching Courses and refresher courses for gamesmasters and mistresses.
6. Provide adequate equipment
7. Provide transport
8. Increase School Sports facilities
9. Storekeepers/attendants should be employed to take care of sports equipment and supplies.

10. Make sports compulsory in the schools and colleges
11. Parents and guardians should encourage and permit their wards to participate fully in sports.
12. Improve School Calender to improve sports
13. Emphasize recreation
14. Inter-school competitions should be improved - the knock-out system should be abrogated.
15. Provide funds for running the school sports programme.
16. Reintroduce school games fees.
17. The school sports purse should be audited from time to time.
18. Provide allowances for school athletes
19. Scholarships and other forms of encouragements should be awarded to star athletes
20. Insurance of participating athletes is advocated
21. The Parents-Teachers' Association (P.T.A.) should support games in schools
22. Rectify duplication of functions between the Ministry of Education and sports council
23. Increase administrative staff for school sports at the Education Services Board
24. School sports supervision should be intensified
25. First aiders should be provided during school sports competitions.

26. Better feeding should be provided to athletes.

27. Girls should be protected during school sports competitions

28. Athletes should be given adequate training before sports competitions.

RECOMMENDATIONS:

The above recommendations from inspectors of education, principals and gamesmasters of the institutions as well as school athletes appear to be consistent with the problems identified in school sports administration in Imo State of Nigeria. Though the investigator does not have much to add to these suggestions the realities of the nature of the economy of the state and the high expectations from the school sports administration of the state have called for the following recommendations to be added.

1. While more physical educators and sports coaches should be trained by increase in intake for such courses by the department of Physical and Health Education in the Institutions of higher learning in the state, more of such institutions should be established while departments of Physical and Health Education should, in addition to their major courses, offer minor programmes in

Physical and Health Education to help more people get the training in the course as to be useful in handling the programme in schools and colleges.

2. Inspectors of education should intensify school sports supervision, identify problems of gamesmasters/gamesmistresses and work out programmes of refresher courses which can improve the professional practices of these sports administrators.

3. In-service training programmes should be made available to those sports administrators who are prepared to improve their professional status.

4. Facilities for sports in the educational institutions should be increased to accomodate more students thereby diversifying opportunities for many students to participate in the programme.

5. The Education Services Board should arrange for and organize the purchase and distribution of sports equipment to schools and colleges. This will help to provide equipment according to need and will bring uniformity in school sports administration.

6. Transport should be provided to all institutions to enhance participation of all schools and colleges in the school sports programmes.

7. Very sound school sports philosophy should be developed and brought to the knowledge of those taking part in the school sports administration.

8. A special pannel should be set up to study the relationships between the state sports council and the Education Services Board with the view to defining the responsibilities of each party for the purpose of enhancing sound school sports administration.

9. The state government should give adequate financial support to this programme to help it succeed. This is because in future professional and amateur sports will depend on the effective organization of sports at the elementary, secondary and club levels. The schools are expanding both in extent and intake. This will affect the sports programmes of such institutions. To keep pace with this increase more money should be provided for the programme.

10. The Public Relations aspect of the programme should not be forgotten. It should be intensified so that the public can know what the programme is all about, its prospects and its problems and its achievements.

IMPLICATIONS OF THE STUDY:

This study has cleared a background, made some basic assumptions collected and analysed data on the administrative practices in school sports in Imo State of

Nigeria. The study was prompted by several factors including the fact that because of the government interest in sports the elaborate organization of intramural and interschool sports are becoming important school and college phenomena. This interest has filtered down from the Federal through state and local governments levels. This therefore calls for well-defined philosophy of the school sports, based on the national objectives, since in most schools sports participation is directed mainly towards inter-collegeated competition, the intramural aspects being forgotten. The type of situation fails to fulfil most of the aims and objectives of the school sports programme. The study also tried to remove the controversy found in the role of interscholastic sports in institutions since, according to Coleman, Athletics is castigated as the antithesis of scholastic activity by intellectuals - many of whom have not taken part in interscholastic sports; it is defended and praised as the builder of men by coaches and athletes, most of whom have a vested interest in this proposition. The study does not, however, project the extent of sports involvement as such that the school will look like a sports club or that sports would occupy all the time and attention of students who are battling with

heavy academic load. Rather it has projected it as one which should keep them physically fit, mentally fit, morally fit and also keep them in a state of sound physiological readiness for maximum academic achievement if it is affectively administered. The purpose of the study has therefore been to improve school sports administration in the state.

AREAS FOR FURTHER STUDY:

1. It is recommended that sports And Administrative Practices In Schools and colleges in all other states of the Federation of Nigeria be studied in good depth. This will supply more information for comparative study and for an overview of sports administrative practices in the country to established.

2. A survey of the Facilities and Equipment For Sports in Imo State of Nigeria could also be a good topic for study.

3. One could also study: Financing Sports Programmes In Imo State of Nigeria.

4. Relationship between availability of Sports Equipment in Institutions and achievement in Sports Competitions in such institutions is another fertile area of study.

REFERENCES

1. AAPHER, "Toward Excellence In Physical Education" Position Paper, JOHPER P. 41-52. April 1971.

2. Adedeji J.A. The Role of Phisical Education In Nation Building of Nigeria. Doctoral Thesis. Ohio State University. 1972. Published by Univ. Microfilms.

3. Ajala, J.A. "Basic Guides for Teaching Physical Education In The Secondary Schools" Nigeria Educational Forum. Vol. 3. No. 2. 1977.

4. Amuchie, F.A. Physical Recreation For The Benefit Of All. An Unpublished Article. University of Nigeria. Nsukka. (1978).

5. Amuchie, F.A. The Role of Physical Education And Sports In Nation Building: Unpublished Paper. U.N.N. (1978)

6. Amuchie, F.A."Towards Effective Organization Of Sports In The Federation of Nigeria". THE JONAPHER Vol. 1. No. 1, March 1977.

7. Anyanwu, S.U. "The Potentialities of School Physical Education Programme For Developing Recreation And Leisure Skills" "THE JONAPHER Vol. 2. No. 1 March 1979 PP. 55-68.

8. Anyanwu, S.U. "Secondary School Physical Education And Its Implications For The Development of Sports In Nigeria." Paper read at the 8th Annual Conference of NAPHER, Aug. 1978.

9. Anyanwu, S.U. The strategies For Effective Organization And Administration of Secondary School Sports". The Health And Physical Education Magazine (HA PEM) Vol. 3, No. 3. University of Nigeria. Nsukka, June, 1979.

10. Bucher, C.A. Administration of Health And Physical Education, Including Athletics. 6th. Ed. St. Louis, 1975. The C.V. Mosby Co.

11. Bucher, C.A. Foundations of Physical Education. 7th. Ed. The C.V. Mosby Company. St. Louis. 1975.

12. Bucher, C.A., And Koening, C. Methods And Materials For Secondary School Physical Education. 4th. Ed. St. Louis. 1974. The C.V. Mosby Company.

13. Clark, E. "Intramural Officiating - The Sport Club Concept." JOPER, February, 1980.

14. Coleman, J.S. "Athletics In High School," In Background Reading In Physical Education. by Patterson, Ann, et al. New York: Holt Riveheart and Winston, 1967.

15. Daughtrey, A. And Woods, J.B. Physical Education . Organisation And Administration. W .B. Saunders Co. Philadelphia. 1971.

16. Duhu, R. "Organization of Sports In Nigeria," Paper read at the International Workshop on Physical Education at the University of Nigeria, Nsukka March, 1977.

17. Edem, D.A. Guide To Educational Administration In West Africa. Faculty of Education: Ahmadu Bello University, Zaria, Nigeria.

18. Edwards, H. Sociology Of Sport The Dorsey Press. Homewood, Illinois. (1973).

19. Eleyae, A. "The Role of Phisical Education In Sports Development with Reference To Nigeria." ABUPHER JOURNAL Vol. 1. No. 2, February, 1979.

20. Emenike, E.U.I. "The Role of the contemporary Physical Education Teacher" THE JONAPHER Vol. 4, No. 4, December, 1978. PP. 9-11.

21. Fatile, A.O. "An exploratory Study Of The Problems of Physical Education In Secondary Schools In Kaduna State of Nigeria. Nigeria Educational Forum Vol. 2. No.2, December, (1976). P. 73.

22. Fatile, A O.
Education Student Teaching Supervision Experience In Western Nigeria: Doctoral Thesis. Columbia University. New York 1973. Published by University Microfilms, Ann Arbor. Michigan.

23. Folawiyo, A.F.A. Organization And Administration of Sports, Clubs And Games.

24. Henshen K.P. "Need Revision In Professional Preparation Curriculums" JOHPER. May 1972 P. 69.

25. Hixson, C.G. The Administration of Interscholastic Athletics, Canada. The Copp. Clark Coy, 1967.

26. Iloeje, V.O. "Sports And Health Education As Aspects of Physical Education In Post Primary Institutions. Unpublished Lecture at a Senior Management Course for Superintendents And Principals of Post Primary Institutions held at Hotel Presidential, Enugu. 17th-31st March, 1978.

27. Johnson, M.L. Functional Administration In Physical And Health Education. Houghton Miffin Company. Boston, (1977)

28. Loucks, H.D. "New Professionals Recorder Objectives". JOPER. September, 1979.

29. Maetoze, M.E. "A Rationale For Certification of High School Coaches In Illinois." JOHPER. April, 1971. P. 48-51.

30. Meinhardt, T. "Required Specialized Preparation For Coaching". JOHPER.1971. P. 12-13.

31. Ojeme, E.O. Physical Education Curriculum Practices In Selected Secondary Schools Of Bendel State. M.Ed Project. P.H.E. Dept. Sept. 1979.

32. Oladunjoye F. "Competencies Necessary To Be A Physical Education Teacher." THE JONAPHER. Vol. 1, No. 4. December, 1978.

33. Ozigi, A.O. A Handbook On School Administration And Management, Macmillan. 1978.

34. Richardson, D.E. "Preparation For A Career In Public Athletic Administration. JOHPER. Feb. 1971 P. 17-19.

35. Roberts, G.C. "Teaching Physical Education. K-12." A workshop. Bess Leaf. W.G. Bowlus, Joan Kowalewski. JOHPER, September, 1973. P. 30.

36. Ryser O.E. "Are We Guilty? JOPER. Sept. 1976. P. 28-29.

37. Sheehan, T.J. And Alsop W . L. Education And Sport. JOHPER. May 1972. P. 41-5.

38. Soncie, D. "A model For The Identification And Evaluation Of Administration of Problems In Physical Education." Dept. de Kuanthropologie. Universite du Quebec a Montreal.

39. Staffo, D.F. "Youth Sports Programs. In What Direction Are We Going?" JOPER. Vol. 74, No.3, P. 88 . March 1977.

40. Uti, J.O. "The Role of Physical Education In Our School System," HAPEM. Vol. 3, No. 3. June, 1979.

41. Westcott, W.L. And Burdwell, D. "How We Teach" JOPER Vol. 77. No. 1. Sept-Oct. 1979. P. 18.

42. Williams, et al. Administration of Health Education And Physical Education. 6th. Ed. W.B. Saunders. Co. Philadelphia 1966.

43. Vannier M. And Fait, H.F. Teaching Physical Education In Secondary Schools. 4th. Ed. W.B. Saunders Company. Philadelphia (1975).

44. Venkateswarlu, K. Need For Cooperation Between Plateau State Sports Council And Post Primary Institutions In Competitive Sports. Plateau State. Unpublished Report (n.d.)

APPENDIX 1

FOR SCHOOL/COLLEGE ADMINISTRATORS/PRINCIPALS
QUESTIONNAIRE ON THE ADMINISTRATIVE PRACTICES IN
SPORTS IN SCHOOLS AND COLLEGES IN IMO STATE
OF NIGERIA

Tick ☐ in the appropriate boxes/spaces provided

1. Indicate the number of sports organizers Gamesmasters/Mistresses in your school/college

A. One ... ☐
B. Two... ☐
C. Three... ☐
D. Four... ☐
E. Five or above.... ☐

2. Indicate appropriately the number of those possessing the following qualifications in physical education

A. Diploma/N.C.E. .. ☐
B. B.A./B.Sc./B.Ed.. ☐
C. M.Ed/M.Sc.. ☐
D. Ph.D... ☐
E. Others (specify) ☐

3. Indicate what type of remunerations your school/ college is enjoying in sports.

A. Gamesmasters/Mistress' Allowance ☐

B. Transport claims --- ☐

C. Night Allowance-- ☐

D. Others (specify) ☐

4. Indicate the type of the refresher course(s) members of your staff have attended for the purpose of improving sports administration.

A. Seminar--- ☐

B. Workshop-- ☐

C. Coashing Clinic-- ☐

D. Conference-- ☐

E. Others (specify) ☐

5. Indicate the number of the fields/courts available.

A. Soccer-- ☐

B. Hockey--- ☐

C. Basketball--- ☐

D. Volleyball--- ☐

E.	Handball	▱
F.	Lacn Tennis	▱
G.	Table Tennis	▱
H.	Track--	▱
I.	Others (specify)	▱

6. Indicate the number of the fields/courts being used at present.

A	Soccer	▱
B.	Hockey	▱
C.	Basketball	▱
D.	Volleyball	▱
E.	Handball	▱
F.	Lawn Tennis	▱
G.	Table Tennis	▱
H.	Track	▱
I.	Others (specify)	▱

7. Indicate the methods being used to maintain the fields/ courts and others

A.	Daily Central cleaning-	▱
B.	Teams keeping them clean	▱
C.	Labourers appointed to keep them in order	▱
D.	Kept in order whever there is need	▱
E.	Others (specify)	▱

8. Indicate how the equipment (kits) are supplied to the students.

   A. Through the store to an individual student ☐
   B. Through the Gamesmaster/Mistress ☐
   C. Through the Team captains from the store- ☐
   E. Others (specify) ☐

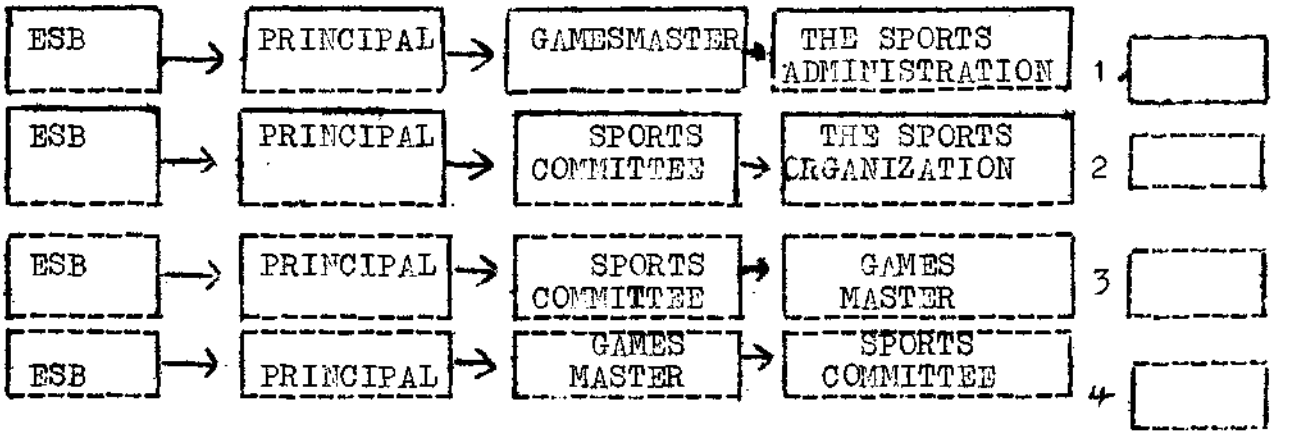
9. Indicate the types of the sports programs in your school/college

   A. Inter class sports competitions ☐
   B. Inter house sports competitions ☐
   C. Inter clubs sports competitions ☐
   D. Inter Scholastic sports competitions ☐
   E. Others (specify) ☐

10. Indicate the sources of the finance to the sports matters.

   A. Ministry ☐
   B. Community ☐
   C. Students' fees ☐
   D. Donations ☐
   E.. Others (specify) ☐

11. Indicate the organizational chart in your school/ College sports administration.



12. Indicate your educational background briefly and state your experiences with sports programs

---

---

13. Please necessary information which will be useful to this study is appreciated as you are free to write suggestions

---

---

14. Indicate appropriately

1. Name of the School/College ----------
2. Local Government Area ----------
3. State Private or government institutions ----------
4. For how long has the school/college been established?

APPENDIX 2

QUESTIONNAIRE FOR SCHOOL SPORTS ADMINISTRATORS/GAMESMASTERS ON THE ADMINISTRATIVE PRACTICES IN SPORTS IN SCHOOL AND COLLEGES IN IMO STATE OF NIGERIA

Please Tick ☐ in the appropriate boxes/spaces provided.

SECTION A - PERSONNEL

1. Indicate the post you hold in the sports organization of your school

   (a) Administrator/Gamesmaster ☐
   (b) Assistant Gamesmaster ☐
   (c) Member of sports committee ☐
   (d) Any other Post (indicate) ☐

2. Indicate the qualification(s) you possess in physical education.

   (a) Diploma/N.C.E. ☐
   (b) B.A./ B.Sc./ B.Ed. ☐
   (c) M.Ed/M.Sc. ☐
   (d) Ph.D. ☐
   (e) Others (specify) ☐

3. Show any form of refresher course you have attended for the purpose of improving sports administration

   (a) Seminar ☐
   (b) Workship ☐

(c) Coaching Clinic ☐

(d) Conference ☐

(e) Others (specify) ☐

4. Do you feel that your training enhances your professional Practice?

Yes ☐ No ☐

5. Do you notice any undergraduate preparational inadequacies?

Yes ☐ No ☐

6. Do you have any hinddrances in getting further professional training? If yes, specify

Yes ☐ No ☐

If yes, specify _____

_____

7. As sports administrator, are you assisted by other P.E. Teachers in planning and conducting the sports program?

Yes ☐ No ☐

SECTION B- FACILITIES AND EQUIPMENT

8. Do you have adequate supplies of sports equipment to run the sports program?

Yes ☐ No ☐

9. Are all pieces of equipment thoroughly checked periodically for safety purposes?

Yes ☐ No ☐

10. Are all pupils taught the safe way to use all outdoor equipment?

Yes ☐ No ☐

11. Is there adequate storage space for all equipment and supplies?

Yes ☐ No ☐

12. Are the equipment well maintained?

Yes ☐ No ☐

SECTION C: - SPORTS PROGRAM ADMINISTRATION

13. Do you follow a graded program of sports?

Yes ☐ No ☐

14. Are the teachers and pupils aware of the objectives of the program in its entirity and of each daily lesson therein?

Yes ☐ No ☐

15. Is the program correlated with the school health and safety programs?

Yes ☐ No ☐

16. Is there a modified program provided for those students who are physically handicapped or atypical?

Yes ☐ No ☐

17. Are intramural and extramural sports offered to all students in as many activities as possible?

Yes ☐ No ☐

18. Is adequate financial assistance given to this phase of the program?

Yes ☐ No ☐

19. Are adequate records kept concerning the participants and their honours awards?

Yes ☐ No ☐

20. Are conpetitive experiences in intramural and interschool sports wholesome and worthwhile for all participants?

Yes ☐ No ☐

21. How are decisions taken in the department for sports administration

(a) By the administrator/Gamesmaster

(b) By the sports committee

(c) By the School/College Principal

(d) All members share in the decisions

22. Are good public relations with the community furthered through this program?

Yes ☐ No ☐

23. Are students sufficiently involved in the administration of the sports program?

Yes ☐ No ☐

24. Do you find and at times make use of some community resources in your sports programs?

Yes ☐ No ☐

If Yes, indicate some of the resources:

---

25 Do you have adequate time to run this program?

Yes ☐ No ☐

SECTION D: - EVALUATION

26. Are there adequate ways in which the sports program can be evaluated by the teacher, the pupil and the school administration?

Yes ☐ No ☐

27. Do you test the students from time to time to establish their physical fitness status?

Yes ☐ No ☐

SECTION B: - GENERAL PROBLEMS HINDERING EFFECTIVE SPORTS ADMINISTRATION IN SCHOOLS AND COLLEGES.

28. Do you sense any major problems in the administration of sports in your school/college?

Yes ☐ No ☐

If yes, specify briefly: ----------

---

29. Please any necessary information which will be useful to this study will be appreciated; so you are free to write

---

---

30. Do you think that a study of this nature could be worthwhile?

Yes ☐ No ☐

APPENDIX 3

QUESTIONNAIRE FOR SCHOOL/COLLEGE STAR ATHLETES ON THE ADMINISTRATIVE PRACTICES IN SPORTS IN SCHOOLS AND COLLEGES IN IMO STATE OF NIGERIA

Tick ☑ in the appropriate boxes/spaces provided.

1. Indicate the sport(s) in which you represent your school/College

   (a) Track and field ☐
   (b) Soccer ☐
   (c) Basketball ☐
   (d) Volleyball ☐
   (e) Hockey ☐
   (f) Table Tennis ☐
   (g) Lawn Tennis ☐
   (h) Badminton ☐
   (j) Others ☐ specify--

2. How do you find your experiences as you go out to represent your school/College in Sports?

   (a) Highly enjoyable ☐
   (b) Tolerable ☐
   (c) Not enjoyable ☐

3. Do you receive adequate attention from your gamesmaster/Coach in terms of your feeding?

(a) Yes ☐ No ☐

4. How do you find your transport arrangements as you go out for interschool competitions?

(a) Very good ☐

(b) Fair ☐

(c) Not confortable ☐

5. Indicate the nature of accomodation you get on such sports outings:

(a) Very good ☐

(b) Manageable ☐

(c) Poor ☐

6. Do you receive allowances when you go to represent your school/college in inter-school competition?

(a) Yes ☐ No ☐

7. At times some athletes get injured. How far are they given adequate attention?

(a) Adequate ☐

(b) Inadequate ☐

8. Do you travel with first aiders?

(a) Yes ☐ No ☐

9. What difficulties do you experience on such sports ventures?

---

10. What do you suggest could be done to make inter-collegeate sports ventures confortable for school/ college athletes? Indicate

(a) _____

(b) _____

(c) _____

(d) _____

APPENDIX 4

QUESTIONNAIRE FOR SUPERVISORS/INSPECTORS OF SCHOOLS ON ADMINISTRATIVE PRACTICES IN SCHOOLS FOR ALL STATES OF NIGERIA

Please tick ☐ in the appropriate boxes/spaces provided

1. Indicate your role to the schools/colleges in terms of sports Administration

   (a) Supervisor ☐

   (b) Inspector ☐

   (c) Others (specify) ☐

2. About how many times do you supervise the schools/ colleges in the year?

   (a) One ☐

   (b) Two ☐

   (c) Three ☐

   (d) Four and above ☐

3. How do you equip the School/Colleges in terms of sports?

   (a) Through physical equipment supplies ☐

   (b) Through the supply of money ☐

   (c) Others (specify) ☐

4. What things do you consider in supplying equipment to the schools/colleges?

(a) Size of the School/College ☐

(b) Age of the School/College ☐

(c) Staff of the School/College ☐

(d) Others ☐

5. Do you have adequate personnel for the sports program in the school/colleges?

Yes ☐ No ☐

6. What refresher or training courses do you make available for your sports administrators/ gamesmasters in Schools and Colleges to improve sports administration?

(a) Seminars ☐

(b) Workshops ☐

(c) Coaching clinics ☐

(d) Conferences ☐

(e) Others (specify) ☐

7. Do you have any program for the evaluation of sports programs in Schools/Colleges?

Yes ☐ No ☐

8. Do you get any specific reports on sports administration in Schools/Colleges?

Yes ☐ No ☐

If Yes, mention such reports briefly _____