RELATIONSHIP OF PHYSICAL EDUCATION TEACHING TO THE DEVELOPMENT OF SPORTS IN PLATEAU STATE

BY

Amos Mut'ngap LOPWUS

M.Ed. Educ/1892/2007/2008/45977/2012/2014

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

FACULTY OF EDUCATION

AHMADU BELLOW UNIVERSITY, ZARAI

NIGERIA

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A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL AHMADU BELLO UNIVERSITY, ZARIA NIGERIA.

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DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA
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OCTOBER, 2014

DECLARATION

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

_____	_____	_____
Lopwus Amos Mutngap	Signature	Date

CERTIFICATION

Thesis titled "Relationship of Physical Education Teaching to the Development of Sports in Plateau State" by **Lopwus Amos Mut'ngap**, has been read and approved as meeting the requirement for the award of the degree of Master of Education (M.Ed) in Physical Education Ahmadu Bello University, Zaria for its contribution to knowledge and literacy presentation.

_____ _____

Prof. B.A. Ladani Date

Chairman, supervisory committee

_____ _____

Prof. A.I. Kabido Date

Member,, supervisory committee

_____ _____

Prof. C. E. Dikki Date

Member, supervisory committee

_____ _____

Prof. A. H. Zoaka Date

Dean, Post Graduate School

DEDICATION

This research is dedicated to my creator and the following people: beloved father, Late Mr. Mut'ngap Lopwus Bakmol, my mother Mrs. Kwatyyil Mut'ngap, my wife Mrs. Ifeoma Amos Lopwus, my children, my younger brothers Mr. Lopwus Dumyil Mut'ngsp and Mr. Lopwus Danladi Mut'ngap.

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Lopwus Amos Mut'ngap

ABSTRACT

The purpose of this study was relationship between Physical Education teaching to the Development of Sports at Junior Secondary School in Plateau state. Four indices on the development of sports in the schools were considered. The factors considered are teaching of skills of sports/games, maintenance of sports facilities and equipment, mobilization or fund raising, sport competitions and workshops, conferences and seminars attendance. One major hypothesis and five sub-hypotheses were formulated. Related literature were consulted and reviewed. The research design used for the study was ex-post facto. The instrument used for data collection was the questionnaire which was vetted for face and content validity. Two hundred and fifty (250) questionnaire were administered to the respondents and two hundred and thirty (230) (92%) were dully filled and returned. The data collected was analysed and descriptive statistics and pearson product moment correlation co-efficient were obtained. The findings revealed that there were significant relationship between mobilization or fund raising, maintenance of facilities and equipment and Physical Education teachers involvement in workshops, conference and seminars and the development of sports. Based on the findings of the study the researcher recommended that Physical Education teachers should continue to demonstrate commitment to teaching Physical Education practical with emphasis on teaching of skills of sports/games to develop skills of sports among student-athletes being the foundation to the development of sports. Physical Education teachers should continue to liaise with school management, through ministry of education with corperate organizations, non-governmental organization (NGOs) and philanthropists in their state to mobilize or raise fund to keep sports programmes in their respective schools alive. Sports facilities and equipment provided should be in large quantity, functional and be well maintained. Also, Physical Education teachers should always seek sponsorship from private individuals, and their school management to attend workshops, conference and seminars, in order to keep abreast with latest development in Physical Education and sports programmes.

TABLE OF CONTENTS

COVER PAGE

TITLE PAGE - - - - - - - - - i

DECLARATION - - - - - - - - - ii

CERTIFICATION - - - - - - - - - iii

DEDICATION - - - - - - - - - iv

ACKNOWLEDGEMENTS - - - - - - - - v

ABSTRACT - - - - - - - - - - vi

TABLE OF CONTENTS - - - - - - - - vii

LIST OF APPENDICES - - - - - - - - ix

LISTS OF TABLE - - - - - - - - - x

OPERATIONAL DEFINITION OF TERM - - - - - xii

CHAPTER ONE INTRODUCTION

1.1 Introduction - - - - - - - - - 1

1.2 Statement of the Problem - - - - - - - 5

1.3 Research Questions - - - - - - - - 6

1.4 Purpose of the Study - - - - - - - 7

1.5 Significance of the Study - - - - - - 8

1.6 Basic Assumptions - - - - - - - - 9

1.7 Hypotheses - - - - - - - - 9

1.8 Delimitation of the Study - - - - - - 10

1.9 Limitation of the Study - - - - - - 11

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction - - - - - - - - 12

2.1 Teaching Skill of Sports/Games - - - - - 13

2.2 Sports Development - - - - - - - 23

2.3 Sports Competitions - - - - - - - 28

2.4 Mobilization or Fund Raising - - - - - - 58

2.5 Maintenance of Sports Facilities and Equipment - - - 65

2.6 Workshops Conferences and Seminars - - - - 76

2.7 Roles of Physical Education Teachers to the Development of Sports - 86

2.8 Summary - - - - - - - - 90

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction - - - - - - - - 93

3.1 Research Design - - - - - - - 93

3.2 Population - - - - - - - - 94

3.3 Sample and Sampling Technique - - - - - 96

3.4 Instrumentation - - - - - - - 97

3.5 Validation of Instrument - - - - - - 98

3.6 Procedure for Data Collection - - - - - 98

3.7 Statistical Technique - - - - - - - 98

CHAPTER FOUR: PRESENTATION OF RESULT AND DISCUSSION

4.0 Introduction - - - - - - - - 100

4.1 The Demographic Characteristics of the Respondent- - - 101

4.2 Opinion of Teachers Respondents on Teaching Skills of Games/Sports 103

4.3 Opinion of Teachers on Sports Development - - - 104

4.4 Opinion of Teachers on Maintenance of School Sports Facilities and Equipment - - - - - - - 106

4.5 Opinion of Teachers on Mobilization or Fund-Raising- - - 108

4.6 Opinion of Teachers/Respondents on Workshop, Conferences and Seminar - - - - - - - 109

4.7 Test of Research Hypothesis - - - - - - 110

4.8 Discussion - - - - - - - - 116

CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Summary - - - - - - - - 120

5.2 Conclusion - - - - - - - - 122

5.3 Recommendation- - - - - - - - 123

5.4 Suggestions for further Studies - - - - - 124

References - - - - - - - - - 125

LIST OF APPENDICES

Appendix A	Questionnaire - - - - - - -	142
Appendix B	Names of Schools in Three Educational Zones under each local Government - - - - - - -	150
Appendix C	Sample of Distribution School and Respondents - -	179
Appendix D	Letter of introduction I - - - - -	189
Appendix E	Letter of introduction II - - - - -	190
Appendix F	Request to Vet Questionnaire - - - - -	191
Appendix G	Letter of Permission - - - - - -	192

LIST OF TABLES

Table 4.1 The Demographic Characteristic of the Respondents/ Teachers. - - 101

Table 4.2 Opinion of Respondents/Teachers on Teaching of Skills of Games/Sports - 103

Table 4.3 Opinion of Respondents/Teachers on Sports Development - - - 104

Table 4.4 Opinion of Respondents/Teachers on Maintenance of School Sports Facilities and Equipment- - - - - - - 106

Table 4.5 Opinion of Respondents/Teachers on Mobilization or Fund-Raising - - 108

Table 4.6 Opinion of Respondents/Teachers on Workshop, Conferences and Seminars - 109

Table 4.7 Opinion of the Respondents/teachers on Relationship between Teaching of Skills of Games/Sports, the Development of Sports, Maintenance of Facilities/Equipment, Mobilization or Funds Raising, Workshops, Conferences and Seminar - 111

Table 4.8 Pearson Product Moment Correlation (PPMC) Statistics on Relationship between Relationships of Physical Education Teachers Teaching of Skills of Sports/Games and Development of Sports in Plateau State Secondary Schools. - 112

Table 4.9 Pearson Product Moment Correlation (PPMC) Statistics on Relationship between Physical Education Teachers Teaching and the Development of Sports in Plateau State. - - - - - - - - 113

Table 4.10 Pearson Product Moment Correlation (PPMC) Statistics on Relationship between Maintenance of Facilities and Equipment by Physical Education Teachers Teaching and the Development of Sports in Plateau State. - 114

Table 4.11 Pearson Product Moment Correlation (PPMC) Statistics on Relationship between Physical Education Teachers Teaching Mobilization or Fund Raised and the Development of Sports in Plateau State. - - - - 115

Table 4.12 Pearson Product Moment Correlation (PPMC) Statistics on Relationship between Physical Education Teachers Teaching Workshops, Conferences and Seminars - - - - - - - - - - 116

OPERATIONAL DEFINITION OF TERMS

1. Relationship: To find out similarities and disimilarities that exists between two distinct variables.
2. Physical education aspect of education that focus on, five dimensional developments of learners/students through sports knowledge. The five dimensional development are; physical, mental, emotional, social and moral.
3. Teaching: To impart, to educate, create awareness, inform, enlighten and keep abreast with rudiments that concerns the development of sports.
4. Development of Sports: Encompasses commitment of physical education teachers to teaching of skills of sports/games, maintenance of facilities/equipment, mobilizing funding to increase sporting activities, inviting professional sport experts to always deliver papers on trends of sports, teachers exposure to workshop conferences and seminars to be abreast with new development on sports as well as seek sponsorship for physical education and sports programmes.
5. Sports competitions: Organization of all ages sports competition, which encompasses all year round and periodic planning and administration of sports/games for the junior, intermediate and senior student-athletes as well as teachers and parents in secondary schools and other institutions at all levels..

LIST OF APPENDICES

Appendix A	Questionnaire - - - - - - -	142
Appendix B	Names of Schools in Three Educational Zones under each local Government - - - - - - -	150
Appendix C	Sample of Distribution School and Respondents - -	179
Appendix D	Letter of introduction I - - - - -	189
Appendix E	Letter of introduction II - - - - -	190
Appendix F	Request to Vet Questionnaire - - - - -	191
Appendix G	Letter of Permission - - - - - -	192

CHAPTER ONE

1.1 INTRODUCTION

Sports and Physical Education are inseparable, usually they are jointly taught together at the secondary schools by Physical Education teachers all over the world, (Jill 2010; Bucher and Wuest 2006). In Nigeria and indeed Plateau State Sports and Physical Education are offered and mostly taught at the junior secondary schools (Kuffo, 2012; Mgbor, 2005). Sports development at secondary schools, however depends largely, on the expected roles performed by Physical Education teachers in teaching Physical Education (Kuffo; 2014; James 2013). Sports development in Nigeria, and Plateau State in particular, is faced with a number of challenges; prominent among, which are; shortage of qualified personnel (Physical Education teachers). Lukewarm attitude of Physical Education teachers to teaching Physical Education skills, of sports/games, lack of regular organization of competitions, poor maintenance cultures of facilities and equipment, lack of adequate funding, non-innovative ability by Physical Education Teachers to mobilise funds, decayed status of facilities and equipment (infrastructures), inadequate qualified Physical Education teachers, lack of passion to teach the basic skills of games/sports practically, non-exposure of Physical Education teachers to workshops, conferences and seminars and lack of periodic organisation and administration of secondary schools sports competitions by Physical Education teachers (Kim 2008; Warner and Sharon 2007; Ladani 2007; Bucher and Wuest 2006 and Mgbor 2005).

Mgbor (2005) reported that most schools in the rural communities do not have Physical Education teachers, sports facilities and equipment due to lack of positive value orientation towards this subject. The researcher over the years has observed how sports facilities, such as

pitches, have been converted into agricultural farms. Sports halls have been converted into assembly halls and school central stores. In some secondary schools, gymnasia have been converted into social gathering halls instead of halls for students to watch various sports films. Thus, some of these challenges have posed serious problem to the development of sports in secondary schools not only in Plateau State but in Nigeria as a whole.

The level of sports development in Plateau State secondary schools still has much to be desired. This has been a matter of serious concern to the researcher. Although the National Policy on Education (2004-07), and the National Policy for Sports Development (2004-07) stated clearly that Physical Education and Sports is compulsory at the Junior Secondary level in Nigeria, this important subject is yet to be given the recognition and the attention it deserves.

The Nigeria School Sports Federation (NSSF), which came into being in 1976 as the brain child of the All Nigeria Conference of Secondary Schools Principals with the sole objective to encourage high level of sports development was also meant to promote continuous organisation and administration of intramural and extramural sports competitions in Nigerian secondary schools and to serve as a bank where young students could be sourced for future national sports competitions (Kabido, 1996; Uyah, 2009).

According to Omuruan (1996) Physical Education and sports cannot be divorced, as both accord the Physical Education teachers in a strategic role in the attainment of sports development. This implies that development of sports at post-primary level of education is the role of competent Physical Education teachers while teaching Physical Education. This could be achieved through continuous organisation and administration of sports competitions for students in their schools.

On the other hand, Bucher and Wuest (2006) also itemized planning sports competitions, conducting research in sports and Physical Education, administration and management human and materials (students-athletes and pitches) guidance and counselling on participation in Physical Education activities, intepretating the worth of Physical Education and sports to student-athletes and the general public being the roles of Physical Education, are the bedrock of the development of sports in secondary school at all levels.

Similarly, Kuffo (2014) opined that the expected roles of Physical Education teachers being the fulcrum of Physical Education in the development of sports in schools includes; mobilization of funds, motivation of students-athletes, educating parents individually and collectively stressing the need of students-athletes to develop interest in Physical Educaion and sports, educate the general public, non Physical Education teachers to the importance for mass participation in sports, conducting measurement and evaluation, conduting schools, community, religious recreational programmes, conduting sports clinic for young athletes and children, construction or improvisation of sports facilities and equipment.

Lawrence (20014) also listed required roles of Physical Education teachers in teaching Physical Education to the development of sports to includes; constant supervision of student-athletes during games, teaching Physical Education with passion, organizing radio talks on school sports and writing books on Physical Education and sports. In the same vein, to successfully advance the course of sports and Physical Education, Physical Education teachers are required to liase with principals or school management and government, through ministry of education, parents teachers association (PTA), communities opinion leaders (CPLS) non-government organizations (NGOS) politicians, philanthropists, corporate organizations and

multi-nationals organizations out of their corporate social responsibilities contribution programmes and prosecute sports programmes for students (Dinsmor 2010; Williams 2010; Siedentop 2007; Olusegun 2003 and Kochher 2003). The researchers further maintained that the responsibility of sports development in all institutions at all levels, pivots on collaborative efforts of stakeholders.

Also David (2014) stated that it is the responsibility of Physical Education teachers to device good innovative measures and attract sponsorship programmes and develop schools sports while teaching Physical Education. The author listed some of these innovative measures among others to include; launching of sports magazine governorship competition, senatorship sports competition and award presentation to best sports sponsorship governor in the state and possibly in each region.

The performance of the aforementioned roles expected by Physical Education teachers has significant contributions towards the development sports in secondary schools. For instance, there can be no meaningful development of sports, without adequate funding. Therefore Physical Education teachers have a vital role to play in fund-raising or mobilization to procure sports facilities and equipment for competitions and development. For them to succeed, they can liaise with the school administrators, the school communities, Parents Teachers Association (PTA), non-governmental organisations (NGOs) religious organisations, communities opinion leaders (CPLs), politicians and philanthropists and multi-national organisations to contribute, to the funding of sports programmes and competitions in Nigerian secondary schools especially Plateau State, (Dinsmore, 2010; William, 2010; Jill, 2010; Siedentop, 2007; Magnuson, 2003; Kochher; 2003; Oluseguns 2003,).

There are ways that could be used for development of sports, in secondary schools in Nigeria, particularly Plateau State. These include mobilizing or raising fund, successful planning as well as the organisation of intra-mural and extra-mural sports competitions. Others are Physical Education teachers attendance to workshops, conferences and seminars, proper administration or management of sports programmes and competitions, provision of adequate and standard sports facilities and equipment, mass participation of students in sporting activities, quality coaching or drilling program, proper management adequate of sports facilities and equipment, as well as commitment to teaching basic sports skills to students (Siedentop 2007; Adeola, 2003).

However, it is not certain whether Physical Education teachers in junior secondary schools in Plateau State are contributing adequately to development of sports as part of their professional role or responsibility. Thus, the study was conducted to assess the role of Physical Education teachers in the development of sports in Plateau State.

1.2 Statement of the Problem

Students' zeal to sports participation depends largely on the capacity of the Physical Education teachers at all levels. To achieve the development of sports as desired by schools and student-athletes at all stages, the effectiveness, commitment and ability of Physical Education teachers are essential (Ademola, 2005: Mgbor, 2005; Murray, 2002).

Of recent however, the development of sports at national, state and local government levels is faced with numerous problems. Some of these problems are; shortage of funds, decayed status of facilities and equipment (infrastructure), dependence of some schools on other schools,

for facilities and equipment, lack of periodic organisation and administration of competitions, Physical Education teachers' negative or non commitment towards the maintenance of sports facilities and equipment, Physical Education teachers, lack of exposure to workshops, conferences and seminars, teachers, common practice of teaching other science subjects like Integrated Science, Agricultural Science or Biology at the expense of teaching Physical Education. For quite sometimes now, there have been no adequate records of competitions as well as development of sports, especially in secondary schools in Plateau State. The diminishing inter-secondary schools sports competition, may not allow students with talents in various games/sports to be identified. Thus, this study is designed to investigate the relationship of Physical Education teachers teaching the development of ports in Plateau State.

1.3 Research Questions

The research was guided by the following questions:

1. Is there any significant relationship between teaching basic skills of sports/games and the development of sports in Plateau State Secondary Schools?
2. Is there any significant relationship between organisation and administration of sport competition and the development of sports in Plateau state secondary school?
3. Is there any significant relationship between maintenance of sports facilities and equipment and the development of sports in Plateau State Secondary Schools?
4. Is there any significant relationship between mobilization or fund raising and the development of sports in Plateau State Secondary Schools?

5. Is there any significant relationship between Physical Education teachers involvement in workshops, conferences and seminars and the development of sports in Plateau State Secondary Schools?

1.4 Purpose of the Study

The purpose of the study is to assess the relationship of Physical Education teachers in teaching the development of sports in Plateau State secondary schools.

Therefore, the specific purposes of the study are stated as follows:

1. To assess to what extent Physical Education teachers contribute to the development of sports in Plateau State secondary schools through the teaching of basic skills of sports/games.
2. Find out if adequate or periodic organisation and administration of sports competitions carried out by Physical Education teachers could promote the development of sports in Plateau State secondary schools.
3. Find out if the maintenance of sports facilities and equipment by Physical Education teachers contributes to sports development in Plateau State secondary schools.
4. Find out if mobilization or fund raising carried out by Physical Education teachers would be a means to the development of sports in Plateau State secondary schools.

5. Find out if Physical Education teachers involvement in or organise workshops, conferences and seminars would stimulate development of sports in Plateau State secondary schools.

1.5 Significance of the Study

At the end of the study, the outcome of the investigation would go a long way to help justify the following:

1. It is hoped that the level of commitment of Physical Education teachers to the development of sports in Plateau State secondary schools would improve.
2. It is believed that the report of this study would serve as pioneering document for other researchers in the development of sport particularly in secondary schools in Nigeria.
3. It is sure that this study would improve and broaden the scope of Physical Education teachers in organising and administering sporting activities in Plateau State secondary schools.
4. It is believed that the report of this study would be useful to government to plan and implement policies that will add to the development of sports in Nigerian secondary schools.
5. It is hoped that the report of this study would stimulate the Plateau State government to pay more attention to the development of secondary schools sports.

1.6 Basic Assumptions

The following assumptions have been made for the purpose of this study:

1. It is assumed that Physical Education teachers in Plateau State secondary schools teach basic skills of games/sports as their role to student.
2. Physical Education teachers in Plateau State secondary schools plan and organize sport competitions as their role in teaching students.
3. Physical Education teachers in Plateau State secondary schools maintain sports facilities and equipment as their role when teaching students.
4. Physical Education teachers mobilize or raise funds and utilize them and ensure sports facilities and equipment provided for games/sports and competitions in Plateau State secondary schools are in good quantity and quality.
5. Physical Education teachers in Plateau State secondary schools play their role in organizing workshops, seminars and conferences when teaching Physical Education in the of sports.

1.7 Hypotheses

On the basis of the research questions and assumptions, the following null hypotheses have been formulated.

A. Major Hypothesis:

There is no significant relationship between the role played by Physical Education teachers teaching and the development of sports in Plateau State secondary schools.

Sub Hypothesis

1. There is no significant relationship between teaching basic skills of sports by Physical Education teachers and the development of sports in Plateau state secondary schools.
2. There is no significant relationship between organisation and administration of sports competitions by Physical Education teachers and the development of sports in Plateau state secondary schools.
3. There is no significant relationship between maintenance of sports facilities and equipment by Physical Education teachers and the development of sports in Plateau state secondary schools.
4. There is no significant relationship between mobilization or fund raising by Physical Education teachers and the development of sports in Plateau state secondary schools.
5. There is no significant relationship between Physical Education teachers' involvement in workshops, conferences and seminars and the development of sports in Plateau State secondary schools.

1.8 Delimitation

The study was delimited in the following areas:

1. Physical Education teachers teaching Physical Education and the development of sports in Plateau State secondary schools.
2. The study is delimited to Physical Education teachers teaching the following variables:

Physical Education teachers' teaching of skills of games/sports, maintenance of sports facilities and equipment, mobilising or fund raising, planning and organizing secondary schools sports competitions, and involvement or organisation of workshops, conferences and seminars.

1.9 Limitation

The limitations of this study are as follows:

1. It was difficult for the researcher to ensure that the respondents accurately expressed their feelings while filling in the questionnaire. Thus, the researcher explained to the respondents how to respond to the question.
2. The researcher could not retrieve the entire questionnaire from the respondents. Some respondents lost the questionnaire administered on them while some returned them very late.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Sport development in the Europe, America, Africa, Nigeria and Plateau State secondary schools in particular, cannot be anchored only on participation in sports or winning of medals or trophies alone. It includes Physical Education teachers roles in teaching, student-athletes basic skills of games/sports, organizing and administering intramural and extramural sports competitions, construction of more sports facilities and procurement and improvising of equipment, maintenance of existing and available sports infrastructure, mobilization or funds rising, organisation of workshops, seminars and conferences.

These roles are expected to be passionately carried out by Physical Education teachers while teaching in secondary schools. This can be achieved through short as well as long term plan for the success and progress of sports and Physical Education in the schools in order to attain excellence in competitive sport programmes as well as in over all development of sports.(Dinsmore, 2010; Zamani, 2008; Thompson, 2000; Ige, 2000; Kabido, 1996).

The purpose of this study was to assess the relationship of Physical Education teachers in teaching and the development of sports in Plateau State. In order to achieve this, relevant materials such as journals, theses, dissertation, textbooks, as well as seminar papers were consulted and reviewed under the following:

1. Teaching skills of sports/games.
2. Sports development

3. Sports competition

4. Maintenance of sports facilities and equipment

5. Mobilization or funds raising for sport competitions

6. Involve or organize workshops, conference and seminars on sports development.

2.1 Teaching of Skills of Sports/Games

Waydra (2012) reported that applying discourse method is the best way of imparting quality skills of games/sports into students. Discourse method implies teachers explaining how a skill is performed to student. What students expect to acquire is accompanied with practical exercise demonstration by the teacher. The teacher plays a serious supervisory role when student-athletes are performing, the exercise. And this aids to the mastery of the skills by the student-athletes. This should be done from the beginning, through practical lessons which form the basic background to transform the students into athletes with good performance and in turn produce student-athletes with excellent result during sports competitions. Appreciable display of student's skills in competition is the product of positive commitment of Physical Education teachers who must have taught the students the rudiments of sports skills during games (Chappelate, 2005). The researcher stressed that positive commitment of Physical Education teachers who have taught the fundamental skills of games to students will constantly use varieties of media including demonstration, micro teaching, macro teaching method, group method, verbal method (Descriptive), creating coaching session and active supervision and monitoring of students on the field during games in the evening. The use of practical demonstration helps to mould student-athletes skilfully. Physical Education teachers are expected to spend more time to drill students on the skills of sports to secure confidence in the student in winning competitions.

Blakemore (2014) opined that ineffective teaching of skills of sports/games retards students' interests in sports. In orders to promote students interest into sports, Physical Education teachers expects, to be effective to the teaching of skills of sports/games.

Renson (2014) reported that the duty of Physical Education teachers is to impart of skills sports/games into students. Well equipped skilled student-athletes compete favourably at competitions with counterparts with less stress. The researcher further stated that imparting skills of sport/games is the incubation and veritable tools for best sports performance as well as development.

A school with Physical Education teachers, who approach the teaching of the fundamental skills of sports with good principles, laid the seed for the promotion of physical education and sports growth and development in their institutions, and the society at large (Kaivo, 2008). Teaching the basic skill of sports/games is not associated to sports development. It is, an independent mechanism that can only help to stimulate student-athletes, to appreciate the contents of sports and be into practice it for development (Ahmadi, 2012).

Physical Education teachers as sport experts, in secondary schools are to train and retrain or teach new techniques and tactics, to facilitate skill development into student-athletes. Emphasis must be on discipline, hard work, dedication and commitment. Encouragement, support and directly teaching and developing mental, Physical Skills, social behaviour and emotional support should be the priority of Physical Education teachers during teaching/coaching students-athletes skills of sports (Ojeme, 2012; Kabido, 1996). Rigorous teaching of Physical Education practicals of skills of sports/games, by Physical Education teachers guarantees, the basis for the introduction or building of sports habits into the school

student-athletes. A school with teachers, in the habits of practicing sports enhances sports development (Ahmadi, 2012). According to Hermann (2012) organised group teaching of basic skills of sports/games promote the contents of sports. Therefore, Physical Education teachers, expect to initiate and organise teaching skills of sports /games competitions to students-athletes in consonance with their strength and age.

Another method, to teach and improve skills of games/sports performance of students, is for teachers to adopt psychological training skills. Psychological training, involve the use or application of sports athletic films to see how skills of sports/games are performed (Ovenseri 2012; Denis 2005).

Applications of psychological training method skills to teach Physical Education practical to students, by Physical Education teachers helps promote confidence, performance as well as development in sport/games. It creates long lasting psychological memory, about basic skills of sports/games. Physical Education teachers' are required to adopt the use of mental rehearsal or practice and sports films, for students-athletes to watch how skills of sports/ games are performed (Chom, 2012; Siedentop and Tennehill, 2012).

Bails and Rossi (2014) reported that Physical Education teachers' are expected to equip students with requisite skills and knowledge of sports/games for optima performance in competitions. The researcher, further stated that among some of these skills and knowledge, includes; psycho-social, moral and mental alertness for sports/games.

Williams (2000) reported that Physical Education teachers, through teaching the basic skills of sports to students during lesson period stand to identify, train and retrained, good

prospective athletes who could become sports ambassadors of their school. He stressed that it is not only, in inter-house or inter schools that qualified teachers to fish out good students-athletes. He listed the platforms to be used to identify the student such as: Physical attribute, organizing sporting competitions based on ages, class, sex and exposure to competition. In similar opinion Domfeh and Venkatswarlu (2012) reported that teaching basic skills of sports/games together with teaching practical aspect of Physical Education to student-athletes are inseparable concepts. The researches maintained that are ingredients that equipped students with all the content of sports promotion as well as development. The researcher shares the same opinion with the aforesaid researchers.

Venkateswarlu (2007) reported that emphasis on teaching practicals skills of sports/game to students is one of the effective means to promote the mastery of skills of sports in student. This translates into developing psychological well-being of the students. At competition levels, impressive performances are reflected in a school, where the Physical Education teachers have dedicated their strength to the teaching of basic sports skills to their students. Physical performance in sports competitions by student-athletes of a school is the reflection of thorough teaching of motor skills to the students. Teaching motor skills activity is similar to teaching sports skills which involves rehearsals or practices from time to time which would lead to the mastery of the skills of the games (Weingberg, 2009; Kaivo, 2008). Physical Education teachers promote sports development when training of student-athletes is anchored on long term skills programmes. Long term training skills entails developing the student on gross motor skills, according to brain function, social skills, emotional skills, leadership skills, imaginative skills, self confidence, self esteem and reasoning ability (Kleimman, 2012). Teaching of skills of sports/games on well structured programme that develop sports, but teaching student-athletes to

train on their own with one another on specialized skills of sports/games makes the students professional (Jurry, 2011). Vygoski (2012) asserted that teaching Physical Education practical is not only process of transmitting sports skills to display performance; rather, a process of commitment by professional Physical Education teachers to develop pre-existing skills in the student to maintain sport development. The teachers are expected to establish social characteristics with students who are trainees while in game situation.

The achievement of excellence in sports development, for its own sake usually, implies that Physical Education teachers, have to be reporting to school authorities or principals the state of sports facilities and equipment every term or each session. Most facilities and equipment are in substandard shapes, perhaps because teachers do not draw the attention of principals to them (Anejo, 1987).

Good performance or result in sports competition is driven when Physical Education teachers, outline external mechanism or forces for the students. These mechanisms includes: provision of available facilities and equipment, conducive environment, method and teaching techniques, consistent use of sports infrastructures, extrinsic motivation like praises, award or trophies, good training and practice programme, personality and social life. Also, relevant literature should be made available for student in line with their ages and sexes. (Yoo and Kim, 2012). Lawrence (2002) asserted that Physical Education teachers can develop skills of sports in student's secondary school, when they have identified the athletes and formed a scheme of drilling, training session and retention in them. This can be done through team sport and skills competition, such as playing soccer, with preference on dribbling, or scoring; badminton with preference on service; hockey with emphasis on stoppage. This means bringing together old

sport men who are talented in the village to play sports with the students of the school. This method will afford the young ones to learn skills from the old sport men on skills development and execution.

In the same vein, Fortin (2010) stated that talent identification and teaching of skills of sports/games are catalyst factor to sports development. Therefore, the major role of Physical Education teachers are expected to embark on sports competitions to identify good students for sports. He maintained further that, teachers can easily notice gifted student in all sports/games at practical game lessons. Having discovered such students, the teacher then adopts coaching programmes based, on the skills identified in accordance with the psychological and physiological characteristics of the students. This stands to give birth to the mastery of skills and good performance proficiency in sports competitions. Fortin, stressed that student can hardly achieve best result in performance in competitions without proper coaching or drilling on skills for perfection.

Thomson (2009) reported that results obtained from athletes in competition are the product of professional drilling or teaching of the fundamental skills of sports by Physical Education teachers, who, must have spent some period or years to impart new skills in the individual players or students. The author emphasised that Physical Education teachers, should be more oriented in practical aspect of Physical Education and sports with their students. On the other hand, Williams (2000) submitted that perceptual and cognitive sports skills conditioning programmes should be adopted; by Physical Education teachers in teaching stimulate sports development and excellence. The researcher further stressed that is the responsibility of Physical Education teachers, to hunt for student athletes and mould them on specific skills of

sports/games according to their various qualities. Poor teaching of skills of sports/games to students produces half baked students-athletes and in turn leads to sport underdevelopment in schools. Tockson (2003) reported that execution of good skills of sports/games by students in schools competitions is a reflection of mental knowledge being conditioned by Physical Education teachers. This in turn transforms students to national and international sports champions. Some of the specific teaching skills of sports/games are dribbling, goal keeping ability, kicking ability, shooting and positioning athletes on the "mark set go" (track and field events).

Waydra (2012) reported that the effective teaching of skills of sports/games practically, leads to effective sports performance of student-athletes in competition. Teaching the basic skills of sports/games to students-athletes, by Physical Education teachers is to laying a strong foundation and equips the student-athletes with the cognitive, psycho motive and affective domains of sports skills manipulation. The author further stressed that the back bones of sports/games are movement ability. He further stated that it is imperative, at the beginning students to be groomed on the defined related skills of sports/games, which are as follows:

- **Cognitive Domain:** This focuses on thinking during playing games/sports.
- **Psychomotive Domain:** This deals with doing or action while playing games/sports.
- **Affective Domain:** This deals with feelings i.e. touching the ball or implement.
- **The Cognitive Domain:** This is expected of Physical education teachers to ensure that student-athletes acquire the right knowledge, idea, or technique of a particular sport that they will be able to apply frequently and appropriately during competition.

- **The Psycho Motive Domain:** The teachers are expected to develop or impart motors skills and movement techniques into the students professionally.

- **The Affective Domain:** This entails the teachers to promote values, social skills and enhance the spirit of sports development into the students. These are primary roles which Physical Education teacher are expected to impart into students right in the classroom, when teaching and while in the field, playing practical games.

The performance of student-athletes in sports competitions is a demonstration, of how they must have been equipped, with motor movement skills (Bucher and Wuest, 2006; Hoeger and Sharon, 2007).

The importance of Physical Education class is for teachers to teach students the basic techniques on how to execute skills of sports/games. There cannot be professional student-athletes in the absence of thorough mastery of the fundamental skills of sports, learned during class room situation with Physical Education teachers as the driving agent (Hines, 2011).

Edwin (2012) opined that sports development is all about Physical Education teachers' making student to be well equipped and be in-depth in practical skills of sports/games. This is achieved through long term participatory in practical training on skills of sports and games. Emphasis must be paid on quality communication of method skills sports, practically to the student-athletes. On the contrary, Gray (2005) reported that some Physical Education teachers do not have the competency to use simple and clear sports terminologies to communicate sports skills to students. And explain the procedures of how skills of sports can be executed to students during games. Thus, lack of in competency sports skilld, derails the performance as well as the

development of sports, in secondary schools either in class or competition situation. The researcher further stressed that the roles of Physical Education teachers are to groom students in sports, applying effective procedures of training and communication skills in recognition of their interests, ages and limitations.

Students cannot be perfect in executing good skills of sports in schools, without proper monitoring and positive classroom management and administration of practical class during lesson, by the Physical education teacher. In this wise, it is the responsibilities of Physical Education teachers, to ensure that there are available sports instructional aids or apparatus that would help student to visualize various sports actions are displayed. These instructional aids include television, videotape, sport cassettes, parallel bars, vaulting box, chase and baton (Adiole, 2008; Bucher and Wuest, 2006 and). Uever (2006) on the other hand opines that, it is the responsibility of Physical Education teachers to produce competent student-athletes with proficient, skills in sports/games who can compete in sports favourably at state, national and international levels. The researcher therefore, maintained that Physical Education teachers in teaching Physical Education should ensure that the following basic requirements to enhance practicing skills of sports/games are provided:

- Adequate space for facilities such as standard play ground, practicing walls, sports hall or room and store office.
- Essential purchase and supply of sport equipment and parents support students with all sports materials.
- Essential text or reference books.

- Government sponsorship of teachers to workshops, of Physical Education conferences and seminars to up-date their professional knowledge on sports for promotion and development.

- Available and equipped Physical Education school library.

- Well equipped gymnasium with scientific fitness laboratory to conduct experiment.

- Interested and highly motivated students with favourable contestable sports skills.

Chappelate (2005) asserted that the effective method of teaching basic or fundamental skills of sports/games, by Physical Education teachers at all levels hinged on the following fundamentals:

- The teacher must be a practical coach with demonstrable body movement skills.

- The teacher must have adequate planning and good organisation ability.

- The teacher must be knowledgeable of his subject matter and demonstrate adequate sport spirit.

- The teacher must have the ability to effectively use all sports instructional materials and activities professionally.

- The teacher must possess motivational skill and enthusiastic sports spirit.

- The teacher must be sensitive to student-athletes psychology as well as perceived physical, emotional, social and mental abilities.

- The teacher must be innovative or improvisable of sports materials.

- The teacher must be sports goal oriented.
- The teacher must be knowledgeable about all the rules and regulation of games.
- The teacher must be knowledgeable about all the legal issues of sports and be able to apply them professionally during games and competitions.
- The teacher must be able to adopt guided mental simulation (GSM) strategy during practical skills especially when facilities and equipment are grossly inadequate. GSM means verbal demonstration of skills with body action.

2.2 Sports Development

Development of sports in secondary schools according to (European Sports Charter 2012) refers to improvement in facilities and equipment, funding and sponsorship of competitions. It also includes students mass sports participation in schools competitions.

Aberdeen (2014) stated that the development of sports conceptualizes good state of sports infrastructures where massive participation in sports are witnessed and sustained by students and perceived satisfactorily within an environment and school.

Aberdeen (2014) opined that development of sports contextualizes contents result. This implies that student's attitudes are encouraged and attractive to continuous participation in sports without any impediments or handicapping conditions. Student's attitudes to sports are sometimes, handicapped because of sub standard infrastructures, sponsors and discourage attitude of Physical Education teachers to sports (Blackemore, 2014). Schemp (2014) opined that development of sports constitutes avenue where sporting activities are reinforce. Reinforced

sports entail adequate time given to sponsorship training program and provision of facilities and equipment.

Schemp (2014) purported that development of sports refers to adequately implementation of sports policies, significant allocation of resources, time and proper camping programmes, accompanied by student constant participation in sports.

Beecher (2014) stated that the development of sport is not only about frequent competitions, functional state of infrastructures, teaching skills of sports/games, funding sports programs, but it also involve well articulated long term planning and implementable policies of sports by well informed and knowledgeable Physical Education teachers or sports scientist alongside teaching Physical Education.

Australia Sport Commission (2014) asserted that development of sports cannot stand in isolation to students, athletes or (sport man and women) development and quality and quantity infrastructures. The researcher maintains that students-atheletes should be seen practicing sports on the pitch comfortably.

The development of sports at all levels is associated with all elements of competitions organised by physical education teachers. Sports development in Secondary School requires; infrastructure, experts, finance, interest of participants, Physical Education teachers and proper organisation of competition to drive the development of sports to the expected levels (Ahmadi, 2012).

The development of sports implies the functional state of both human and material resources at all levels. The functional background where players, students, athletes or sports

lovers are seen partaking in all categories of sporting activities, all the time with sports quality infrastructures in use and meeting their desire (Renson, 2014).

According to Kuffo (2012) development of sports connotes periodic organisation of inter-house sports competitions, passionate care towards sports facilities and equipment, people or students participation in all form of sports competitions and a well organized sports programmes. Development of sports is defined as the process of continuous improvement of sports structures, competition or programmes in order to create societal condition conducive for physical , mental emotional and social fitness for students (Participants) for effective fulfilment and self – actualization (Ebomiyi, 2012).

Aberdeen (2014) reported that development of sports pivot on effective and standard organization and administration of classic sports to student-athletes, providing the students athletes with opportunity to showcase abundant talents in sporting activities of their choice.

Kabido (1996) stated that development of sports means establishment pyramidal sport programmes, facilities and equipment and promotion of public awareness through well organized workshops, conferences and Seminars and re-training re-orientation of physical Education teachers who are knowledgeable, experienced and competent. The researcher maintained that these components significantly contribute to vertical as well as horizontal development of sports in all spheres.

Development of sports is that process by which quality opportunities are provided for students to enjoy participation in different types of sporting activities irrespective of age, gender and interest (Christ, 2012).

Development of sports according to Australia Sport Commission (2014) is defined as that broad effective and well coordinated, organization and administration of both human and material resources in order of preference. It tells what comes first, who comes first at the appropriate time and date. The researcher further emphased the, sole aim of the arrangement must be to achieve a set goal. Development of sports is defined as effective programmes of sports activities carried out on available qualitative and quantitative prepared infrastructures. The programmes should thrive to promote sense of pleasure to students (Schemp, 2014).

National Association for Sports and Physical Education (2014) opined that development of sports critically, revolves round on comfortable sponsored number of competitions, within and outside schools. Some of these competitions according to the researcher are inter-class, inter-houses, inter-age and inter gender. The researcher, emphasised that, these competitions should be accompanied with the motive to stimulate and sustain students in sports activities.

National Association for Sport and Physical Education (2014) reported that development of sports embodied prioritization of sports action plans and implementation. The researcher, listed the major priorities to the development of sports as equipping students with all the requisite skills of games/sports in class room situation, attention paid to effective organization and administration of competitions, available funds, functional infrastructures and the exposure of students and teachers to techniques that promote and sustain sports activities, example, electronic sports/games, drilling students on how to handle equipment and team sports.

Zamani (2013) opined that development of sports centres on human and infrastructural development. The researcher dwells on effective training of students, sports competitions

received or replacing rehabilitating and maintaining all sports facilities and infrastructure all the time.

Information communication technology (ICT) is critical to the development of sports in the 21st century. It broadens, exposes and advances of student-athletes knowledge on latest sports issues. Therefore, Physical Education teachers are required to initiate practical platform, for student-athletes programming on ICT in secondary schools (Schemp, 2014).

Development of sports occurs in different aspects under the following indices to includes; commitment of Physical Education teachers to teach the practical and the theoretical aspect of games/sports as the basis of sports proficiency in skills, planning and administration of competitions, maintenance of facilities and equipment, mobilization for availability of funds to exposure of teachers to workshops, conferences and seminars to be abreast with trends of sport (European Sport Charter, 2012). According to Storhart (2012) development of sports is defined as institution of itself, being played and enjoyed all over the world by all ages, sexes, religious and status. Some of the sports are different while some are similar in certain quarters of Africa, Nigeria, and Plateau State Physical Education teachers in particular, are central to the art of organising the sports competitions.

Aberdeen (2014) asserted that development of sports revolves round on proper and purposeful laid down ideological and philosophical orientation of nation's sports. In Nigeria, particularly, Plateau State secondary schools, Physical Education teachers are required to put in place, a sustainable pursuit ideology and philosophy for sports. The researcher maintains that the purpose for secondary schools sports competitions, should centered on hunting, training,

monitoring or nurturing future skillful and professional sports champions, for the nation with background at state developments.

Schemp (2014) opined that development of sports means achievements. Achievement in the development of sports encompasses a situation where intra mural and extra mural competitions produces standard and appreciable results at secondary schools levels. The researcher further lamented that sports in most African and Nigerian secondary schools, particularly Plateau state, are under achieved as well as under developed. Intra mural and extramural competitions are not given the desired attention as obtained in Europe and America.

2.3 Sports Competition

Apart from teaching student-athletes theory and practical of sports/games during lessons, Physical Education teachers are saddled with the task to prepare the student for competitions. Competitions could be traditionally, carried out by well planned or organised sports events within and outside the school. This is achieved by combination of good human material and financial resources (Anderson, 2010). The duties of Physical Education teachers are to always design or organize sports competitions being the antidote of the development of sports. The philosophy of a school is to raise the flag of its school above others, through sports. In the same vein, the immediate aim of Physical Education teachers, in teaching Physical Education is to project the image of the school to the wider world, by application of sports competitions having discovered the hidden potentials student (Bucher and Wuest, 2006).

Zamani (2013) asserted that lack of time commitment by Physical Education teachers and student-athletes e.g. to sporting activities, retards the development of sports at the secondary

schools. In order to set sports on path of development, Physical Education teachers and students-athletes should be fully committed to sporting activities.

Pill (2014) asserted that all the famous athletes (sport men and women) all over the world are product of secondary schools sports competitions organized, by Physical Education teachers, custodian of sports and Physical Education. The researcher further stated that secondary schools sports competitions, remains veritable avenue to the development of sports in the secondary schools, all over the world. And the competitions should be emphased in by Physical Education teachers.

Okogu (2014) asserted that development of sports places Physical Education teachers in central position. The researcher says the central position, Physical Education teachers played in the development of sports includes: amendment of infrastructures, supervision, collaboration with corporate organization and guidance in the organization of students on sports programmes.

Beecher (2014) reported that lack of organized quality sports competitions, have undermined its development at secondary schools. In order to bring back sports to road map of development of Physical Education teachers, are required emphasis on quality games and competitions. Physical Education teachers as sports, operator programmes are expected to initiate build and emphases sports education and cognate training programme to student attest in schools while teaching Physical Education in schools (Aberdeen, 2014).

Kalvango (2014) stated that lack of serious and sustainable sports competitions constitute negative effect to the development of sports to all institutions at all level. In the case of

secondary schools, particularly plateau state, most Physical Education teachers, demonstrations lukewarm attitude to regular competitions with students.

Kimball and Hoppel (2012) opined that Physical Education teachers are the front line personnel in the development sports in secondary school all over the world. The teachers' role should be about institutionalising, sporting culture and improve the student capacity to engage more and more in sports competitions. Physical Educations teachers are expected to always engage relentlessly in the organization of sports programmes or competitions, to identify and groom talented students-athletes in the secondary schools, with a view to develop sports at the states (Larry and David, 2004).

In the 70s and 80s at secondary schools level, principal's cups were organized. Today, in most schools, students only here about it. Therefore, Physical Education teachers are expected, to reinvent or revives principal's sports competitions for students at the various secondary schools for development of sports (Danlami, 2012). Governors cup in most states in the old good days that use to be the vibrant source of secondary schools sports events as well as development are no more existing in the states. Physical Education teachers, who should have made the competitions a phenomenon no longer, attach priority to it. Indeed, plateau state Physical Education teachers are good example of this neglected responsibility. To bring back sports development, in secondary schools, there is a need for teacher in the state to revive back governor's cup competitions (Danlami, 2012; Venkkateswarlu, 2000).

Aberdeen, (2014) asserted that development of sports are required to be build on diverse means of income tailored towards the promotion of sports competitions.

Pill (2014) stated that lack of collaborative efforts between Physical Education teachers, the handlers of sports and Physical Education and stakeholders, seems to be the cause of secondary schools sports inactiveness, at the state levels. Schools sports inactiveness, leads to under development both human and material resources i.e. students athletes and infrastructures.

Kalvango (2014) asserted the most Physical Education teachers, seems not to articulate effective sports programme in secondary schools. Age groups competitions such as under 13 years, 17years and 20years should form the principles and ideology for sports development at the schools both at the rural and urban settings.

Armour and Makopoloud (2010) Physical Education teachers are required to raise the Profile of the development of secondary schools sports development through a well crafted sports participatory programmes e.g. Inter-gender, age, class and schools sports competition in schools. According to Kuffo (2012) the burden Physical Education teachers, should be to develop sports in secondary schools. The teachers have to ensure that students enjoy participation both outdoor and indoor sporting activities. Varieties of sports programmes have to be created, in the school for students different interests. Poor planning of secondary schools sports programmes have resulted to declined of sports performance as well as development at all levels. Physical Education teachers are required to be thorough and rigorous in planning sport programmes for competitions in order to develop sports in Nigeria and in plateau state secondary schools in particular (Barry, 2012).

Cowie (2014) reported that Physical Education teachers are expected to be constantly in-charge, superintending over the structures of the development of sports. The author listed structures of development of sports as; effective pattern of sports programmes, total time

commitment to sports activities, health status of students-athletes and pattern of psychology to sports building.

Blakemore (2014) reported that Physical Education teachers are required to institutionalise a sound and objective sports and Physical Education programmes for students', mass participation at the secondary schools as indices to the development of sports. On the other hand Beecher (2014) opined that absence of sound aims and objective sports and Physical Education programmes for students' mass participation undermined the process of the development of sports, at the secondary schools in Africa, Nigeria and particularly Plateau State.

Pill (2014) reported that the development of sports in secondary schools essentially placed Physical Education teachers' at the centre. The teachers are expects to pay more attention on frequent qualitative and quantitative teaching Physical Education and sporting competition without compromise.

Sport enhances mental, physical, sociological, physiological, psychological, emotional and moral efficiency of students (Man). Therefore, Physical Education expects to re-dedicate enough or quality time, to the development of sports through regular competitions (Margret and Mitchel, 2014).

Sports activities in secondary schools for students', are squared or centred on social traits, talents cultural beliefs, different background values, tension are eased, recreational values, optionally exchanged and appreciated. In view of this, Physical Education teachers, expects to articulate qualitative sports programme, with aims and objective to be appreciated by students, (Renson, 2014).

Schemp (2014) reported that most students have lost confidence in sports over decades. Therefore, Physical Education teachers are required to boost student's confidence in sports. Use of different competitive sports, integrating traditional sports as well as leisure activities is important and should be applied.

Beecher (2014) reported that climatic condition; determine student'-athletes' performance during sports competition and development. For good result to be achieved, Physical Education teachers are expected to choose a good topography, weather and site for student-athletes' camp.

Physical Education teachers as well as sports specialists are the ones "on the ground" with students and equipment. It is their role to initiate sports policies and give to government for deliberations yearly for sport development (Larry and David, 2004.) Physical Education teachers the frontline of sport policies implementation do not perform their expected role. This act has made the process of the development of sports in Nigeria secondary schools, particularly, Plateau State to be left at the mercy of the government, instead of the teachers.

Beecher (2014) reported that Physical Education teachers are required to awaken the consciousness of community with students' sports programmes. Physical Education teachers expect to initiate sporting activities for students and parent within their environments.

Absence of strong student–athletes based, schools sports programme affects development of sports. To place sports on road map of development, Physical Education teachers, are required to reverse back to the olden days of prompt effective inter-house schools sports competitions (Beecher, 2014).

Cowie (2014) opined that Physical Education teachers are expected to build sports enthusiasm in secondary schools. The aim of the programme should center on, promoting healthy, active and academic productive life style among the students.

Renson (2014) opined that Physical Education teachers are expected to design secondary schools, sport programmes attractive for sponsorship. The programmes should be such that corporate organization, private individuals, multi-nationals and non-governmental organization would sponsor their area of interest at both intramural and extramural competition.

The major task of Physical Education teachers is to guarantee effective implementation of sports policies. To achieve this, the teachers should promote superlative sports competitions (Mitchell and Rossi, 2014).

Michell and Boyee (2014) assert that responsibility of Physical Education teachers is to build students conscious for effective sporting activities or programmes. The sports programme should be designed to attract students reorganizing their limitation and delimitation.

Blakemore (2014) asserted that Physical Education teachers are required to build confidence of sports in students. Confidence in sports is built through effective schools competition and evening games. In the competition, experienced and talented students are combined and compete on all sports.

Beecher (2014) opined that the duty of Physical Education teachers should be angled to the logic of the development of sports in secondary schools. Pyramedia/sports competitions should be the focal points of the school programmes. All opportunities for all student-athletes participation in practice and competition should be emphasized.

Bails and Rossi (2014) reported that Physical Education teachers, expect to initiate pragmatic sports performance indicators for student-athletes. Formative, summative, normative and evaluative sports programmes should be accorded priority in the school as the indicators. The author further stated that the teachers are expected to outline clearly all determining indices of development of sports e.g. early release of funds, early competitions, and appraising performances of student-athletes after competitions.

Chom (2012) reported that Physical Educational teachers are the role model of sports development in secondary schools. To be a role model, teachers should show a defined and unconditional love and purpose to sports activities (Venkateswarluy, 2001). Illo (2012) stated that the primary responsibility of Physical Education teachers is to be "image-maker" of sports developments. The teachers are expected to use sports competitions to promote and defend the ideals of secondary schools sports. Teachers are to ensure that sports, growth and development survive and be sustained. The teachers need to create awareness on the values of schools sports. A well-organized and sustained competition sports programme should, be used as the only means for sports development (Illo, 2012).

Donnie and Michael (2014) opined that the core duty of Physical Education teachers is to reinforce the character of sports practice in students. Lay down foundation, for continuous sports competitions, targeted to promote sustainable development should be the art of teaching. Zamani (2014) posited that the good old days foundation laid for sports in the 60s, 70s, 80s ideology seem to have been ignored by Physical Education teachers. To bring back the goods day, determine positive behaviour or zeal for sport participation in students should be rejuvenated and emphasized.

Blakemore (2014) opined that code of conduct, enhances discipline and responsibility to sports participation as well as development. Therefore, Physical Education teacher, are required to initiate and implement code of conducts of sports to moderate the students consciousness to sports.

Cowie (2014) reported that Physical Education teachers are required to expand the focus of sports activities. Vibrant and expanded platform, to which interest of every students in all sports/games should adequately considered in the programming.

Bails and Rossi (2014) opined that Physical Education teachers are should promote the healthy life style of the students. To achieve this, the culture of both in and outside school sports competitions should be critical factor of sports programmes.

Hermman (2012) asserted that "The objectives of all secondary schools sporting activities or competition is not to make champions, but to make contributions in building development of sports in a given society". The product of his thought was to develop sports through the organisation and administration of sports activities to student. In the same opinion with Hermman 2012, the researcher stated that the overall objective of organizing and administering secondary schools sport competitions by Physical Education teachers should be to promote sports development within their immediate domain (state) using student and stakeholders as combine as agents.

In the early 70s to 80s conglomerates like's lever brothers, Cadbury, nestle, unileaver were sponsors to secondary schools sports competitions. In the 21st century are telecommunications like Mtn, Glo, Airtel, Etisalet and Starcom. Physical Education teachers, in

most schools particularly Plateau State lave failed to seek sponsorship from these conglomerates and telecommunication companies and willing individuals to organize sports programmes or competitions (Danlami, 2012). The core responsibilities of Physical Education teachers should be to inspire student into sports participation. This could be done by increasing the efficiency of the students in school sports participation (Edwin, 2012). On the other hand, Cooper (2012) asserted that Physical Education teachers demotivate students' spirit or interest to sport when lukwarm attitude is demonstrated low or weak interest to sport practice. Weak interest of teacher to sports reflects their late preparation to secondary schools intramural and extramural competitions. Barry (2012) opined that for Physical Education teachers to rekindle or revive sports development in secondary schools, the teachers should pre-occupy their sports calendar with early preparation. The process for intra and inter school competition should be in intensified. Siedentop and Tannehill (2012) stated that sports performance as well as development at the secondary schools, all over the world is the product of good preparations. Physical Education teacher should ensure that schools sports are prompt and strictly adhered to the ideology, mission and vision of sports development.

Schemp (2014) reported that Physical Education teachers are required to create platform for students to develop their sports potentials. Every student in a school is endowed with one or two hidden form of sports of potentials. For the potential to manifest, recognized and appreciated Physical Education teacher's experts to organize and administer sports competitions regularly.

Bails and Rossi (2014) purported that sports programmes are bound to encounter monumental challenges, absence of worthy sponsorship programme. Therefore, Physical

Education teachers are required to advertise content and sports programme, qualitatively worth for sponsorship to interest groups within immediate environment.

Aberdeen (2014) reported that Physical Education teachers are expected to provide innovative platform for students, optimal performance and development of sports. The platform includes; longitudinal training programmes, training on skills performance and training operate and protect sports equipment.

Bail and Rossi (2014) opined that the responsibility of Physical Education teachers is to set up high sport performance sports index. The researcher stated that, performance index, should be to improve on laid down cardinal objectives of secondary schools sport. The objectives among others includes: students sports competitions instrument for unity and project schools image to wider world.

Physical Education teachers should create a forum for student athletes to interact with succeeding athletes of international and national levels. The interaction should through: seminars, lecture, and discussion with the champions. This would help motivate the willing participation students (Pill, 2014).

The problem with sport development in Nigeria is that, the famous grassroots sports competitions which used to be backbone and solid structure of sports have been neglected. Therefore, to bring back development of sports in Nigeria secondary schools, particularly, Plateau State, Physical Education teachers, are expected to re-activate or revive culture of competitions among the schools in all strata, hence young out are sports champions are gotten from the secondary schools (Cowie, 2014).

Regan (2012) opined that lack of evaluation of secondary school sports programme every after competition under mind the process of its development. Physical Education teachers expect to constitute evaluation mechanism. Evaluative of sport committee should be in placed in schools to keep re-assigning or re-appraising the stages of competitions. The researcher maintained that evaluation of sports programme is critical to the development of sports.

Herman (2012) reported that discipline to sports participation promotes good performance as well as development. Physical development teachers should ensure that student-athletes respect and be committed to school time table of sports/games and competitions. Storhart (2012) reported that Physical Education teachers are required to always mobilize student-athletes to imbibe the culture of engaging in inter-school sporting activities within the schools system. The author stressed, that teacher should mobilise students to engage in schools competitions within school as integral component of sports development at all levels. Uever (2012) asserted that Physical Education teachers that have developed positive character to sports fundamentally, equally developed have sports in their various schools. The researcher stressed that student and discipline for sports reflects character of teachers or attitude to sporting activities.

To return secondary schools sports to its greatness as well as development, Physical Education should show commitment to solicit funds in planning all sports programmes (Encyclopaedia of sports and games, 2006; Moronfolu and Ogunsemore, 2004).

Okogu (2014) reported that the values of sports competition that used to be the cardinal principal to secondary schools sports development have been diminished. Most Physical Education teachers, ignores the contribution of principals who make environment conducive for

sports programs. The researcher further maintained that, Physical Education teachers are required to revive principals' supports sports programme in schools.

Donnie and Michael (2014) posited that Physical Education teachers are expected spear head regular and sustainable sports competition at the secondary schools. The author further stated that, sports enthusiastic spirit should be the template, and be emphasized to student-athlete at the time.

Margret and Mitchell (2014) reported that it is the duty of Physical Education teachers, to design a wholistic road map for regular sports programmes to student–athletes at secondary schools. The researcher further maintained that, the programmes should cover all the components of sports such as recreation, mountaineering, camping, combat and non-combat sports.

Physical Education teachers have allowed sports development at secondary school to be in jeopardy. Physical Education and sports and quality life of student in secondary schools are closely inter-connected. Therefore, Physical Education teachers should be committed towards the development of sports. This can be achieved through developing sport programmes for mass participation throughout the year. There is need for Physical Education teachers, to provide various kinds of recreational facilities for activities, seek sponsorship for sporting competitions. Over dependence on government for sport programmes has largely posed a great challenge to secondary school development of sports, especially in Plateau State (European Union, 2010). Holger (2012) reported that it is the role of Physical Education teachers is to produce Student-athletes with competent knowledge of sports to become life time career sports men and women, but not only to prepare students for competitions glory. The researcher stressed that, regular

sports competitions are the back bone of life time sports among female and male students-athletes in secondary schools.

Akindele (2011) opined that it is the responsibilities of Physical Education teachers to seek collaborations between state governments and Local Government Area through the head quarter of the zonal inspectorate of education in each zone to sponsor sport competitions. The core job of Physical Education teachers is to inspire student into sports participation. This could be done by increasing the efficiency of the students in school sports participation (Edwin, 2012).

Aberdeen (2014) opined that Physical Education teachers are sole developers of sports. And they are expected to lay an impactful foundation for philosophy of development of sports in secondary schools. The researcher stated that the teachers should perceive sport development beyond schools, states nation and international dimension. Aberdeen further stated that the teachers are to craft secondary schools development philosophy programme on five result oriented pillars among which are; competitions, available founds, students athletes physically and psychologically fitness preparedness and exposure to workshops, seminars and conferences.

Australia Sport Commission (2014) reported that Physical Education teachers are expected to plan effective multi-dimensional sports competitions, framework or backbone of sport development. The researcher stated that multi-dimensional sport competitions captured and satisfied all the interest group within a school system e.g. sexes, students and teacher, teachers and teachers, administrators and students events.

Okogu (2014) asserted that Physical Education teachers are wholistically responsible to the preparation and development of sports. The teachers are required to culture the students mind on consistence sports competitions.

Davwat, et-al. (2007) argued that development of sports in secondary schools, places Physical Education teachers at the nucleus. The teachers are to plan, administer and organize different types of sporting competitions within and outside, the school in the form of intramural and extramural school sports events. Basically, the aim of school sports is to identify and develop gifted sports boys and girls who can represent the school at competitions. The researchers, Itemised schools competitions as mechanism in the development of sports to includes:

1. Inter-class competitions.
2. Inter-house sport competition
3. Inter-school sport competition
4. Inter sex competition

The researchers further reported that, the major sports in secondary schools today are:

1. Athletic (track and field's)
2. Soccer game only

Other sports have been neglected due to the absence of infrastructure, negative zeal of students to sports and Physical Education teacher's deficiencies. Physical Education teachers in secondary schools are the most important agents of sport development. The authors emphasised that teachers are to be seen to initiate, organize sports programmes, extend their duties to source

for local sports instructional aids, monitor sports activities in the school, keep records of the performance of students for sports committee and mobilize financial support for school competitions. Physical Education teachers in schools used to be passionate, about Physical Education and sports and as a result, devised variety of means to plan and organise sports in order to promote the status of their school (Mgbor, 2005).

Physical Education teachers, expect to improve sport participation to students in the school system through these three levels:

- Instructional sport participation/competition.
- Inter-mural sport participation/competition.
- Extra-mural participation, interscholastic participation.
- **Instructional participation:** involves students taking part in informal learning experiences in sports/games through Physical Education lesson under the guidance of a qualified and competent Physical Education teacher who is a sport teacher. During this lesson, students are taught the basic knowledge of sports/games skills. Students are enabled to acquire desirable attitude and disposition accruable by experience. Thus, the students become physically educated, enriched and positioned to develop passion for sport. As such, instructional sports participation is a key to improvement of sports activities in schools and they form the bases to the development of sports.
- **Intramural sports competition or participation:** should be uncompromised sport programme by teachers to students. Varieties of sports or games are put in place by teachers to offer opportunities to students for choice participation regularly. It is the veritable mechanism to school sports development.

Extramural or scholastic sports completion or participation:

This is one that wider opportunities are given to students for competitive sport with others to transform other schools. The hallmark of today's schools sports took its root from extramural sports programmes. Knowledge and skill are acquired and socio psychological benefit about sports is earned. These account to the development of sports in secondary sports (George 2000, Anyagu, 2012).

Schmeltzer (2012) asserted that the bedrock to the development of sports in of secondary schools depends on the measures, Physical Education teachers adopt to promote all age inclusive sports competitions or participation within a school. All age inclusive sports competitions are: junior, intermediate and senior athletes sports competition, some which are, football, handball, hockey ball, badminton ball, tennis,100m, 2oo 4 x 4m relay.

Ladani (2008) stated that organisation and administration of sporting events in secondary schools being the role of Physical Education teachers are parameters or indices which enhance development of sports. To organise sport activities to student-athletes in all categories, teachers have to be patriotic to sports and Physical Education. It is the role of Physical Education teachers to form a committee among themselves who would always work out plans for interactions with the government. The interactions must be to ensure effective sports participation among secondary schools yearly without challenges (Ahmadi, 2012).Beaudoin and Christina (2012) postulated that the supremacy of development of sports in secondary schools lies strongly on how Physical Education teachers harness the talents of student through a well organisation of sports programmes or competitions.

The overall function of Physical Education teachers in secondary schools is to suppretent over the development and progress of sports. This function, entails strategic planning of all sports programmes with long term determination, defined action plans, or with organise mission and purpose to achieve impressive set goals. Strategic planning suggests teachers' careful studies of the weaknesses and strengths of process of development of sports in secondary schools (Itayonande, 2012; Edwin, 2012; Gasol, 2012).

Spafford (2012) opined that, Physical Education teachers' responsibility is to inspire and sustain student into sports participations. Physical Education teachers are magnetic agents that institutionalise, sports on track of development. To achieve this, the teachers are expected to increase the volume of sports participation for student-athletes per team or each term (George, 2012).

Anyagu (2012) reported that to make secondary schools sports melting point of development in Africa, Nigeria, and Plateau State in particular, Physical Education teachers have to revive the deteriorated state of inter-house and intra-secondary schools sports competitions. They should initiate schools sports thrust policy system for 'all' annual sports/games competition. The researcher stressed that teachers, should ensure the policy is captured in the state government yearly budget.

Secondary schools sports competitions being the bedrock to development is the function of Physical Education teachers' commitments or patriotic spirit to Physical Education and sporting activities (Philpe, 2012). Sports in secondary schools can not develop without supports to competitions by Stakeholders. Therefore, Physical Education teachers have to attract investment in sports by use of stakeholders in their respective environments. The investment can

be termed cash donations, facilities and equipment, teacher sponsorship to workshops, conferences and seminars, (Schmeltzer, 2012). Onifade, (2002) reported that development of sports required cooperative efforts of Physical Education teachers from the early stage of planning and organisation structure of competitions. This involves the parents, community leaders as board members or committee, patrons of schools clubs, schools prefects and Parents Teachers Association executive. Physical Education teachers should liaise with these officials for their inputs financially, morally and with sports equipment.

Rusking (2012) reported that organised periodic sports competitions alone do not promote development of sports, but the interest of teachers and student to sports plays a major role in the development of sports. Rately (2011) reported that Physical Education teachers can develop or propel sports development at post-primary institutions by laying the foundation for goal oriented sports programmes. Teachers are to implore timelines to identify prospective athletes for schools, state and national competitions. Ojerme (2000) asserted that Physical Education teachers, who do not create opportunity for either annual or all year round schools sports competitions have decided to structure the sports on non-development angle. A state or nation where student are not heard or seen outside or on the field for any form of sports is not experiencing sport development. NASPE (2012) reported that, most Physical Education teachers are not in tune with the necessity to organize all – session – all ages sports competitions with their schools, zones and states.

Secondary school sports are prime factors to development of sports not at state levels alone but national. In the light of this, Physical Education teachers who do not pre-occupys their school terms with of sporting events, make such school to be identified with non-sports

development(Beaudoin and Christiania, 2012).On the other hand, Okwori (2004) reported that planning and organizing sports activities in schools do not isolate the role of parents. It is therefore, expected of competent and intelligent Physical Education teachers to incorporate the parents into the activities that of promotes sports in secondary schools. The teachers are to announce to the parents the days for school sports competitions as well as invite the parents to witness and participate. This will boost the moral of the student.

UNESCO (2003) reported that all forms of sports planning, organizing and administration, by Physical Education teachers, particularly, in developing nations, including Nigeria, centres only on soccer and athletics. The organization further stressed that other sports like hockey, handball, tennis, table tennis, swimming, basketball, cricket ball, badminton, boxing, gymnastics, and dance as well as recreation, both outdoor and indoor are neglected. This negative attitude is found as a result of Physical Education teachers, inability to use their professional knowledge and competency, to source for money and put infrastructures in place to accommodate planning and organisation of all the neglected sports. Thus, this affects sports development. And it could be best asserted that this attitude of neglect is prevalent with Physical Education teachers in Plateau State secondary schools.

Planning, organizing and administration of sports competitions are catalyst factors to the development of sports, by Physical Education teachers includes; controlling and coordinating both human and material resources. During planning and organisation of sports competitions, for the purpose of results, the teachers need to use their initiatives, intelligence, creativity, fitness capacity and human relationship to succeed (Hoeger and Sharon, 2007; Bucher and Wuest, 2006).

Wooley and Marx (2014) Opined that the primary purpose of physical education teachers is to in still sporting character and passion among student-athletes in secondary school, at the states levels. Sporting character and passion in students enhances the development of sports.

Aberdeen (2014) reported the development of sports in secondary schools, essentially. Places Physical Education teachers at the centre and expected to frequently put in qualitative effort to sports competitions and other than interest to teaching theory during school session as sports and Physical Education are identical twins.

The instrumentality to development of sports at whatever level is private sector and corporate bodies' sponsorship. The Physical Education teacher needs to attract the private and corporate bodies to sponsor competitions on the following categories; junior secondary school class 1, 9-14years, intermediate junior secondary school class 2, 15-18years and senior secondary school classes JSS 3, 18-20years. As all inclusive aged, competitions enhance s development of sports at all levels (Holger, 2012).

Wrong selection of athletes, poor planning of training, lack of student's motivation, and commitment to coaching i.e. evening games and maintenance of equipment are the major factor that contributes to poor performance level in secondary school competitions. Putting these in the right frame work for development of sports is the fundamental role of Physical Education teachers (Hines, 2011).

Anderson (2010) opined that Physical Education teachers as planners, organizers and administrators of sports expect epitomise focus, integrity, resourcefulness and competency. The researchers stressed that teachers, should possess broad based written and oral sports

communication skills. These traits would give the teachers the advantage to harness and promote sports development in the school. Planning connotes careful selection of both human and material resources to decide in advance. Organisation dwells on arranging step by step with assigning to group of individuals with a view to integrating with the purpose of action to achieve a set goal. For sports development, planning and organizing involve process of arranging relationship among people, engaged in common sports enterprise. Organisation is characterized with directing, guiding, controlling, coordinating, communicating, motivating, and evaluating the responsibility given to determine progress and taking decision for development (Ladani, 2007; Best, 1966).

Planning sports programmes implies that non Physical Education teachers, with ideas of sports are included in the process and execution of the sporting activities. Traditionally, the procedural preparation must be seen to give room for short, medium and long term objectives, e.g. age and class competitions and the mechanism to sustain growth and developmental frame work should be considered. Thus, in this concept, the training of the students through the availability of sports facilities and equipment deserves serious concern or priority (Ojeme, 1998).

Williams (2010) opined that planning or organizing sports competitions as well as development, by Physical Education teachers, concerned with the formulation of strategies for the future. Basically, it places the teachers on the advantage to assess facilities and equipment, to meet some specific goals. The human response involved in planning should be billed on workshops and seminars to get students acquainted with the rudiments of the sport so that they can attain maximum performance. However, William outlined types of planning for sports development to include:

1. Degree of comprehensiveness of competition.
2. Basic instruction necessary to deliver result of the competition.
3. Scope of the competition i.e. centralization of the activities, materials and strategies to achieve success.
4. Purpose of set target/goal to attain during competition.
5. Duration i.e. time frame to start and finish competitions.

The development of sports in Nigerian secondary schools has been faced with problems due to failure, by Physical Education teachers to prepare or plan early for sports activities. In order to obtain satisfactory results in the planning and organisation of sports programme, there is the need for a wider selective and integrative approach of human resource management (Hassan, 2009). Abdullahi (2000) stated that most Physical Education teachers pay less attention to increase as well as organisation of sports competition in schools. As such, students urge to school sports participation are also less. This, illed commitment breeds under development of sports in most states secondary schools in Nigeria and Plateau State in particular.

Ebomiyi (2012) opined that student's participation in schools competition is not the only indices to development of sports. But other strategies like maintenance of sports infrastructures, funds generation, publicity of sports programmes, and preparation of sports competitions and sponsorship of various sports competition mapped out by Physical Education teachers are more important to the development of sports in secondary schools.

Sports competition as well as participation is Special Avenue for sport activities where by students learn the skills, techniques and strategies from different individuals/students, opposite teams or schools for sports development (Ebomiyi 2012).

Continous sports participation or completion improved student's performance. Responsibilities of the Physical Education teachers should be to ensure that students are engaged in continuous sporting activities in schools in order to drive the development of sports (Abdullahi, 2000; Ojeme, 1988).

Less attention to continuous schools completion by Physical Education teachers make a lot of students with talents to remain hidden. This case has contributed to the problems or challenges of sports development in Nigeria and particularly in Plateau State (Bike, 2013).

Early preparation of sports programme enhances ultimate good performance as well as development. The Physical Education teacher are expected to stimulates sports development by consciously putting in place, a routine calendar for sports and competition to drive students spirit to sports (Lori and Rink, 2003; Bitrus, 2011).

Ojerme (2000) reported that Physical Education teachers, as planners and organizers of sports in secondary schools, have to realize that parents as members of the school community whose contributions to sport development are very crucial. Therefore, teachers should form diplomatic network or relationship with the parents in planning or organizing of sports planned programmes. The teachers should consider zoning in terms of hosting competitions in each zone. This will go a long way to foster a sense of belonging among, the parents, opinion leaders and physical education teachers. The researcher stressed that parents, opinion leaders and non-Physical Education teachers at all the stage of planning and organizing competition have to be involved. Also, promote sports development in secondary schools sports, Physical Education teacher should friendly environment for family and parents should be considered. This would foster consistent support to sports in parents (Akindele, 2011; Lori and Rink, 2011).

Quality sport programmes cannot stand as an entity without quality Physical Education and sports support policy initiative and implementation. Physical Education teachers, face a lot of challenges in schools sports promotion. Therefore, it is the duty of Physical Education teachers to identify with sports policy makers and ensure that the policies crafted are fully implemented in schools to enable it drive development (National Association for Sport and Physical Education NASPE, 2011). Murry (2011) reports that, regular sports competitions organised for student-athletes in post-primary schools by Physical Education teachers are milestone to sports development. The teachers should extend wider contact with cooperate organisations and individuals for sponsorship instead of depend on government for fund provisions. Planning and organisation of sports competitions involve human and material resources. Non physical education teachers and other community people with sport ideas, knowledge and experience in sports should be incorporated. To a great deal they should form part of organisational structure of sports competitions or programmes (Park House and Pitts, 2005).

The effective planning and implementation of sports programmes and projects depends largely on the competent and innovative ability of Physical Education teachers (Dennis, 2012). Pangrazi et-al (2011) reported that Physical Education teachers are required to promote sports enthusiasm among student, community, general public as core elements or instruments of sports in America. They planned sports programmes in schools includes: recess, active sports programmes/activities, and after-school programmes, school community linkages sports programmes, i.e. making sport participation or promotion all round season. The researcher theory was premised on providing health benefit to students and the America youth in general. The role required of Physical Education teachers in Plateau State, and by extension to Nigeria should

apply same. The researcher explained planning sports programmes/activities for development as follows:

1. Recess or vacationing and actual sport programmes: means students observing some form of sport opportunities in participating in sport activities while on midterm break especially, boarding students. Transport sport car is provided to the students willing to be part of the programme.
2. Schools sport programmes: means school intramural and club programmes where sport practices are observed by student within school.
3. After-school sports include competitive team sports, clubs, classes training, recreational activities and intramural sports or non athletic activities that involve Physical Activities.
4. School-community linkage connotes building institutionalise relationship with community based providers for Physical Activities and sports. In this, the school through Physical Education teachers, makes facilities available to community based organisations during, after-school, weekend and in summer or holiday periods. Also the school collaborates with community organisations while parents provide transport during the sporting activities in order to bridge the barrier to shortages facilities.

Planning or organizing effective secondary school sports competition in Australia in 1986 was hampered as a result of government inability to initiate developmental strategies. This singular act, prompted Physical Education teachers, in the country to advocate the establishment of the Australia Secondary Schools Sport Foundation in same year. The foundation was charged with the mandate to oversee and strategise sports performance, development and business at the secondary school level. In view of this, and of equal importance, Physical Education teachers in

Nigerian and Plateau State in particular are required to advocate the establishment of the same type of foundation (Dennis, 2012).

To comply with the requirement of sport development, annual planning or organizing secondary schools sport events, Physical Education teachers, should device ways through which revenue will be generated. No school exists without its old boys/girls (alumni). Teachers who know their jobs professionally, provides linkage with ex-students (alumni) men and women. Sports are the most reliable and vital tool to propagate image of a school. Sponsorship of sports programmes and teachers could come from the ex-boys and girls (Russell et-al, 2011).

Motivation energises development and productivity in an organisation. Therefore, the development of sports in Secondary school, expects Physical Education teachers to plan sports competition, the whole process should be occupied with incentives means, in order to induce-students for higher results. Successful application of motivation (incentives) technique, by Physical Education teacher depends on their knowledge about the students and the environment (Sivan, 2011; Moreno et-al, 2011).

Waydra (2012) identified the following as the main problems facing the development of sports in secondary schools in Brazil, Norway, Australia including Nigeria and emphased that planning programmes for the development of sports, should be centered on:

1. Preparation
2. Monitoring student athletes early after their discovery.
3. Training condition of student athlete in camp.
4. Inducement of student athletes.

Preparations

Preparation is one key a factor that helps in sport performance as well as development. Better prepared students provide best result in their chosen sport/game than gatecrashers. For example students that were discovered early in life and properly managed, develop confidence, professional skills, tend be psychologically balance and are prepared to work and cope with any kind of rigor during competitions.

Training condition of student-athletes in camp: Mean Physical Education teachers should adhere strictly to training programmes of discovered athletes among students. The training should be period.

Monitoring Student-Athletes

Early after their discovery; this concern Physical Education teachers who intensive by monitoring of Student athletes that must have distinguished themselves in sports performance more than their colleagues while in competitions.

Inducement sees student-athletes as customers with needs. E.g. instant cash, television gifts e.t.c. Hines (2011) reported that the European Athletic Association of Physical Education teachers identify building and maintaining customer's satisfaction with student-athletes to the development of sports in secondary school as follows:

- Identify the individual student-athletes capacity and drill him/her for sports practice.
- Watch for the mission and vision sports to promote sport development
- Allow them to perform their respective roles to the best of their ability.
- Allow them to pursue continuous personal sport development career

- Prepare student-athletes to be better in sports.
- Provide them with their needs. E.g. thinking like them, meet with them, assist them with their immediate needs. Therefore, Physical Education teachers we expected to adopt same trend to drives sports development in their various schools

Sports at Secondary Schools

Physical Education was recognised as compulsory in junior secondary schools, late has been made optional. Sports are the bedrock of Physical Education and being the practical aspect of it. Sports participation by student-athletes forms the basis of its development. This is important, due to the active role it plays in shaping the student-athletes, mentally, socially and emotionally. Therefore, sports competitions should be emphasized at the secondary schools level (Akintunde and Akintunde, 2012).

The need for secondary sports competitions was advocated and ensured emergence by All Nigerian Secondary School Principals (ANCOSSPS) in 1976. The basis was to promote sporting activities, unity and scouting of athletes among all secondary schools in Nigeria (Uyah, 2006; Miller, 2002).

Secondary Schools Sports in Plateau State

Plateau State was created in 1975 by the military era of General Yakubu Gowon, while the Nigerian Secondary Schools Sports Federation came into being in 1976. Immediately, after Plateau State Secondary Schools became registered members of the federation as a result of the passion for sports by the state. Plateau State, with then included Nasarawa State, organised intramural and extramural sports competitions on a regular basis.

From 1996 to date, the expected annual intramural and extramural secondary schools competition have declined with no promptness and commitment to its calendar. Below is the period of the competition in the state. History of the competition in the state:

1996 no competition

1997 no competition

1998 no competition

1999 1st – 7th November Government Secondary School, Shandam competition held.

2000, no competition

2001 no competition

2002 no competition

2003 no competition

2004 no with is of November Government Secondary School, Shandan competition held

20055th-10th November Government College competition held

2006 no competition

2007 3rd-5th Government Secondary School, Dangi completion held

2008 no competition

2009 no competition

2010 no completion

Sources; Ministry of Education Inspectorate Sports Unit Plateau State, Jos 2011

The situation above reflects the fact, that the expected development of sports, in Plateau State secondary schools has been skewed. This, therefore, necessitated the researcher to assess pathetic trend, Physical Education to the development of sports in secondary schools in Plateau State.

2.4 Mobilization or Funds Raising

The functions and productivity of all organisations are anchored on funds. Therefore, finance in the organisation and management of sports competition is important. Adequate funds allocation leads to success in any sport business. Also, adequate by funds utilization by Physical Education teachers helps to procure, replace sport equipment and maintain facilities. It also serves as motivator for student-athletes (Mcdonal, 2012). On the contrary, Mgbor (2005) reported that inadequate funds allocation poses a serious threat to good position of facilities and equipment. And also demotivate Physical Education teachers, and student-athletes to practices sports. It also impedes their zeal of sports participation. The researcher stressed that the low zeal translates to poor sports performances in competitions, and determines the direction of the development of sports in school.

Shortage of funds has been one of the greatest challenges to the development of sports from all dimensions. To meet up these challenges, Physical Education teachers have to funds raising committee. The researcher further stressed that fund raising committee is latest strategy in the 21st century, to which funds are attracted to sports industry at all levels (Mitchel and Boyee, 2014).

Aberdeen (2014) submitted that Physical Education teachers are required to implore a working relationship with stakeholders at all levels to sponsor all sports programmes within their immediate environment, while teaching Physical Education subject.

Lawrence (2014) reported that Physical Education teachers should create a productive vision and mission to involve a defined laid, down, pursuit and principled source for sports sponsorship activities.

Funds judiciously used by Physical Education teachers remains vital instrument through which decision concerning management of sports facilities and implementation of sports policy can be actualized (Rodic, 2010). Chappelate (2005) stated that in order promote sport development in secondary schools professional Physical Education teachers should approach civil society organisation, international development agencies and multinationals institutions to share the burden of sport development at secondary schools level. The researcher underscored lack of courage by Physical Education teachers for their in ability to aggressively, used their initiative to mobilized or seek financial support from available multinational corporations, wealthy individuals and politicians at their states or disposal to build and restore sports infrastructures in secondary schools. Waydra (2012) also reported that, non availability of funds to Physical Education teachers prosecute sports activities in schools reduced volume good number of sporting activities of most schools. Sports performacneces in some secondary schools in Africa, Nigeria and, Plateau State especially, have declined because the teachers have failed in their duty to source for funds. Spafford (2012) on the other hand, opined that, sports competitions are not hold periodically due to in adequate funding. Inability of Physical Education teachers at state to constantly to organize sports competitions speaks volume of sports

underdevelopment particularly in Plateau State secondary schools. The researcher share the same opinion with Spafford (2012) wish to state that, Physical Education teachers' should be more innovative to source financial assistance, from the willing individuals and organisation to organise secondary schools sport events on periodical basis in order to drive sports development at all level.

Most Physical Education teachers lack fundamental operational principles to sports development in Africa, Nigeria and particularly Plateau State Secondary Schools. The fundamental operational principles to the development of sports, involve creative channels for sponsorship programs at all levels. And also use of media coverage during sports competitions and game activities, to promote or project the content and context of sports to the public (Schemp, 2014).

Beecher (2014) opined that Physical Education teachers are expected to initiate, build and manage broader channels of funds for sponsorship sports programmes yearly, while teaching Physical Education course.

Adiat (2010) reported that funds raising is the alternative means to generate additional money to finance sports programmes or competitions. It is a means of soliciting for sponsorship for sport events. Developed countries like the United States of America, United Kingdom, Greece and Sweden call it sport marketing. Sport sponsorship is a modern concept in sports marketing. The researcher further maintained that, sport sponsorship involves luring co-operate bodies or organisations and individuals to donate, monies, equipment or facilities, televise sport competitions, grant debate or discussion on sports events on radio or television, construct billboards with athletes or players of certain games in sports. Appeal fund launching dinner, the

commonest form of fund raising, known to Nigeria, it has been used, raise funds for several projects in most communities in Nigeria. This can equally be used or applied or extended to raise money for physical education and sports development in secondary school as well. When appeal fund lunching or fund raising dinners are organized, it often attracts and motivate organisation to donate money at such occasions. It can therefore, be very good opportunity to raise fund for the development of sport programmes. This source, if properly exploited by Physical Education teachers, can be a great source of funding to develop sports in secondary schools, particularly in Plateau State (Bitrus, 2011; Thoma, et-al, 2010).

Uya (2012) reported that it is the responsibility of Physical Education teachers to develop, valued modalities of financial income to support government effort and prosecute all sports activities, at all times in the course of teaching Physical Education in school.

Co-operate bodies like banks, bottling companies, communication industries, oil and gas industries have cooperate social responsibility should be approached for assistance of sponsorship. Sponsorship of sports programmes by cooperate bodies or individuals can be perceived from two dimensions; either for philanthropic or return in investments. Therefore, Physical Education teachers should approach organisations for sport sponsorship with defined set objectives (Adait, 2010; Consiglio, 2009).

Government or school management at all level alone cannot provide funds to foster sports development in secondary schools. Physical Education teachers, need to collaborate with all necessary stakeholders to pull funds together and advance sport programmes (Regan, 2012). The researcher shared the opinion with Naul (2012).

Sourcing sponsorship for the development of sports requires experts. Physical Education teachers as experts with strategies in place credibly influenced to develop sports at post Primary schools. Use of well communication languages to pass message to sports consumers correctly transcend to donating funds, for competitions (Bude and Stanly, 2011). Maris (2012) reported that there is a popular incidence of overreliance on government for funds by Physical Education Teachers at all level. This incidence affects effective accomplishment of organisation and administration of secondary schools sports competitions, particularly in plateau state. Physical Education teachers as sports specialists or experts to identity with student-athletes, parents and the communities and discus the advantages of sports with them through the media. This would gear up sports participation among secondary schools students, (David, *et-al,* 2003). Funds can be mobilized to develop secondary schools sports through the following components; launching sports magazines covering the history of sports in the state, honouring private individuals or organisations who have and are sponsors of sports appeal funds for the purchase of sports indoor instruments or electronics, sports attires, award to the best government on the promotion secondary schools sports in the state. Therefore, the job or role Physical Education teachers' must be afore said to initiate the strategies (Dismare and Bally, 2011). Physical Education teachers, seems to have failed, to exercise their role or responsibility to mobilise additional funds from the private sector to support sports development programmes (Fairdougn and Sing, 2005). Sports sponsorship partnership programmes are vital requirements for the development of sports at all levels. The relatively high overhead costs associated with financing of sports programmes such as camping, training and competition s continue to hinder its development. It is necessary for Physical Education teachers to evolve measures and encourage greater financial support for sporting activities in Nigerian secondary schools (Fung and Ngk, 2011).

Wining as an aspect of sports development and promotion cannot hit optimal levels without Physical Education teacher's desirable efforts to source funds judiciously used, applied for its purpose. The duty of teachers should be, to influence all year round sports activities in secondary schools through a variety of ways of sourcing funds or financial assistance at the state (Philpe, 2012). Kimball and Hoppel (2012) reported that is the responsibility of Physical Education teachers is to source for funds to keep sports tournament alive in their schools for development. The provision of funds to meet up with sports demand is not the role of government alone. Adequate financial supports are to be sought within and outside the school community. Sports sponsorship is an evolutionary process in Nigeria. To a great deal, Physical Education teachers at secondary schools should not see sport development as a self responsibility (Starouwsky, 2011). Walliser (2011) reported that the role of Physical Education teachers is to raise funds and make them available. Funds are the instruments which can be used to coordinate and manage sporting events in schools.

Ojerme (1998) on the other hand asserted that funds are not mainly to be used, by Physical Education teachers to maintain sports infrastructure, but can also be utilized to organize schools tournaments and to buy trophies to reward best performing athletes.

Funds are the main instrument, Physical Education teachers should use to implement sport programmes for students in schools. Physical Education teachers in the 21 centaury expected to attract funds from religious, organisations, public and private groups, communities and opinion leaders in their communities (Spafford, 2012).

The Development of sports in most African, Nigerian and Plateau state secondary schools, in particular has been undermined by insufficient funds. Physical Education teachers,

find it difficult to provide standard sport facilities and equipment. This has therefore, made sport specialists and Physical Education teachers unable to form sports school clubs, buy trophies, use incentives, give bonuses, and buy relevant literature keep in libry for students to use and to be informed about Physical Education and sports development. Schools that suffer from financial problems hardly feature in extramural international sports competitions (Nicholas, et-al, 2009; Chapel, 2009). The author used their country Botswana as one of the countries in Southern Africa with very vibrant economics of sport specialties and Physical Education teachers to explore means of sourcing funds for sport development in his country. The researchers further stressed that the supply and utilization of adequate fund is essential for growth and development of sport competitions, in post primary school. Good use of available funds will ensure the proper organisation of all forms of sporting competitions and Physical Education practical classes to discover hidden talents at all spheres.

Lehtone (2009) reported that for Physical Education teachers to organise sports/games effectively in any institution of learning, constant funds are needed. The researcher further stressed money that the teachers would use to buy television, video and cassettes and keep in the school sports hall for the use of students. Also, same money teachers would use to give sports allowance to the students during competitions. The demand for funds has become a perennial constraint to Physical Education teachers. Development of sports, in school is not only about management alone; it also relates to appropriate utilization of funds by teachers. To make sports competitions prompt, teachers are expected to organize sponsorship programmes in conjunction with cooperate organisation non-governmental organisations (NGOS) and philanthropists within their state with (Kimball and Hoppel, 2012).

2.5 Maintenance of Sports Facilities and Equipment

For sports to in of secondary schools, Physical Education teachers should ensure facilities and equipment are replaced, and adequately available for the student-athletes' use during sports competition. Students are motivated to participate in games and sports competitions when sports facilities and equipment are available, good shape, free from causing injuries, and accessible. Conversely, inadequate and sub-standard sports facilities and equipment do not enhance sports participation by students (Ige, 2000). The researcher stressed that sports events yield good result, only when Physical Education teachers recognise that it is their roles are to ensure sports facilities and equipment are functionable. The purchase of sports equipment should not be exclusively left to government alone. Physical Education teachers should ensure that quality equipments are purchased and readily available to student-athletes Physical Activities and sports. Quality equipment, other than inferior ones are important ingredients must concern the teachers. High quality sports equipment reflects the status of student's participation in schools sporting events (Danlami, 2012).

Similarly, Pill (2004) stated that to develop sport in secondary schools Physical Education teachers are required, to pay full attention to massive renewal and construction school sports facilities and equipment all the time as handlers of sports and Physical Education as a subject.

Schemp (2014) asserted that systematic implementation of sport policy positively, affects development of sports. Implementation of sports policy is the only instrument that drive sports development at all levels. Some schools, particularly private, do not have, sports complexes to

talk of commitments to sports competitions. Principals or administrators of some government schools hijacked the policy as they perceived sport as not an academic discipline to students.

Kalvango (2014) opined that Physical Education teachers are required to effectively mobilize available human and materials and put to use for the attainment of the goals sports development.

NASPE (2012) opened that the problem to the development of sports in Nigeria, plateau state secondary schools inclusive revolves round on non-proportionate number, facilities. Government and teachers often talk of development sports, but no concrete efforts are taken to address the constraints of facilities. Worst of the factor, is that teachers have allowed most pitches to turn to agricultural farm. They no longer protect sports facilities. Edwin (2012) asserted that Physical Education teachers should ensure that sports pitches (facilities) in secondary schools are in good condition. Poor or bad pitches (facilities) affects, or hampers quality and overall performance students in both games and competition situation. The researcher further stressed that sports in Nigerian secondary schools, are face with numerous challenges because most Physical Education teacher, seems not to perform their expected functions or role especially, in the area of commitment to maintenance of pitches (facilities) and improvising local ones. Sports policies formulated by government, over the years have been left hanging or not implemented. Chappelate (2005) opined that Physical Education teachers are required, by profession in secondary school to draw up budget and submit to government, through their (principal) administrators for facilities and equipments to run sporting activities.

Blakemore (2014) asserted that one of the major challenges to development of sports, at all levels, is infrastructural decayed and defects. The researcher emphasised that to make sports

attractive to student, Physical Education teachers have to pay attention to continual replacement, renewal and reshaping the infrastructures.

Beecher (2014) asserted that the dilapidated sports infrastructures in developing countries are clear signs of challenges to the development of sports to most of the countries. The researcher listed some the countries with the challenges among others to includes: his countries Trinidad and Tobago, Ghana, Togo, Sudan, Liberia, Serra Leon and Nigeria. Beecher further stated that to address the challenges Physical Education teachers, in the affected countries should always invest quality time to source money and upgrade all sport infrastructures.

Okogu (2014) opined that most Physical Education teachers, lack creative ability to improve sports infrastructure in their various schools for student-athletes constant competitions. The researcher's emphases that improved and available infrastructures motivate student-athletes into regulars' sports practices.

Christ (2012) reported that Physical Education teachers are expected to effectively, pay attention to the protection sports facilities and equipment. Lack adequate, protections of facilities and equipments have made them to worn out. As a result, not all form of sporting events is in practice.

Okogu (2014) reported that abandoned road maps to the development of sports, by Physical Education teachers negates the process of secondary school sports development in Nigeria and particularly Plateau State. The researcher, cited instance of the roadmap with lack of resuscitation of obsolete sports facilities and equipment, in most schools particularly, in the rural areas.

On the other hand, in a situation where players, students, athletes are not seen playing or taking parts in all categories of sports with infrastructures not in use, meeting their desire sport all the time, sports is said to have challenges and underdeveloped (Schemp, 2014)

Organisation and administration of secondary schools sports as well as development, is a social process, concerned with identifying, maintaining, motivating, controlling and unifying and organized human (student-athletes) and materials resources (facilities and equipment) within the integrated (schools) system is designed purposely to achieve predetermined objectives of the development of sports at all levels (Schmeltzer, 2012). Development of sports in secondary schools, according to Philpe (2012) means utilization of adequate human resources (student-athletes), facilities, equipment, harmonization of relationship and interaction (Physical Education teachers and student-athletes) to foster the attainment of the goals of sports continuously. Mohammed (2013) reported that it would be very impossible, to achieve satisfactory results from student whose training facilities and equipment are inadequate or substandard. School authorities or a nation can only receive, expect results and achieve positive performance from its student when there are available and standard sports facilities and equipment accessible to the student-athletes. Physical Education teachers are required to assign procedures for proper saved keeping of sports equipment in the schools. Procedures for the supple or release of equipment to student - athletes for games and sports competitions, should be established and clearly spelt out (Danlami, 2012).

Atermier (2012) opined that Physical Education teachers' in secondary schools custodian of sports constitute significant role to making sports facilities and equipment adequate for sports

competitions to both teachers and students. Adequate sports infrastructures remains a vital factor that guarantee the promotion of sporting activities in the schools.

Provision of sports infrastructures is not the duty of government alone but a combined responsibility of Physical Education teachers, government, the private sector and other stakeholders in the community. To achieve available infrastructures teachers, should involve the private sector and stakeholders in the supply. This can be done through appeal, funds from community sports support club community heads and elders with love for sports as members (Siedentop, 2007; Abubakar, 2000).

Rusell et-al, (2011) reported that lack of facilities and equipment, affects sporting practices in schools when facilities and equipment are absent or scarced. This means that Physical Education teachers have failed. Physical Education teachers in secondary schools no longer improvise sports facilities and equipment and make them readily available for student athletes and sports lovers. This explains why most schools do not participate in many sporting activities, especially during competitions. Most have reported to practicing few sports or being out reality with sports. Akmtude and Akintunde (2012) also reported that most secondary schools in Nigeria's rural areas are grappling with the challenges of absence of sports facilities and equipment. This phenomenon has destroyed sports performance in most schools. Sports competitions have become stunted in most Nigeria's secondary schools and Plateau State in particular as marking Physical Education teachers', lukewarm attitudes toward making sports facilities and equipment unaccessible in their schools (NASPE, 2012). Andersan (2010) asserted that most Physical Education teachers fail to improvise sports equipment and upgrade complexes as their pertinent roles. Some of the facilities and equipment, teachers could improvise are;

hockey stick, batons, pole vault stick, net for soccer, handball, and hockey, goal post for soccer, tennis and table tennis bat. The ability of the Physical Education teachers to improvise, go a long way to enhance participation in sports (Ladani, 2007). This can be achieved by constituting a students' committee headed by the game prefect. Facilities are fixed or immovable items, always stationary in the field e.g. goalpost, pitches of all games, swimming pool. Whilst equipment are movable materials which can be carried to the sport complex for use and back to school store after use e.g. batons, whistles, net.

Zamani (2013) reported that sports facilities and equipment maintenance, required team approach. The author stated that Physical Education teachers are required to collaborate with many stake holders and provide or make all sports facilities and equipment, available for students.

It is evident, that some schools live on borrowed sports facilities and equipment from neighbouring schools. This practice therefore, undermines sport promotion and development in schools. Physical Education teachers should ensure that such affected schools have school sports bus, to help in transporting the student athletes to access facilities and equipment for both games and sport competitions. This evidently points to boosting sport participation and development in the affected schools (Vygotski, 2012; Igbanugo, 1999). Physical Education teachers played central role, in seeing to the provision of quality facilities and equipment to promote sports participation in secondary schools, United State of America. They ensure the facilities and equipment provided, by advocating government, individuals and corporate entities involved. This noble initiative came with the instant occurrence of obesity noticed among students in post-primary schools in the early 1950. The aim of the advocacy was to promote Physical Education

activities and sports participation among American students, non students and the general public, primarily, to protect the future of America. A similar role is expected of Physical Education teachers in Plateau State and Nigeria at large (Russell, et-al, 2011).

Most sports facilities and equipments in secondary school in Nigeria, particularly Plateau State are exposed to rain and sun. A good example of some these schools are Government College Pankshin, Government College Jos, Government Junior Secondary School, Bwalbwang, Government Junior Secondary School Kabong, and Government Junior Secondary School Kuka. Facilities and equipment spend the whole year in the rain and sun. The life span of facilities and equipments exposed to rain and sun becomes shortened. (Ovenseri, 2012; Abubakar, 2008). During the colonial era and shortly after, in Nigeria, student- athletes used bamboo for pole vault, stick as batoon relays, and goal post for soccer. All these were locally improvised material, by Physical Education teachers. These efforts were made to make facilities and equipment readily available for student-athletes for mass participation in Physical Education and sports. Today, most Physical Education teachers depend, solely on government to provide facilities and equipments both in quantity and quality. Physical Education teachers no longer source for local materials within their environment and improvise to complement government efforts (Okwori, 2004). A lot of secondary schools in Nigeria, particularly plateau State are faced with incidents of scarcity or shortages of sports facilities and equipment. These have limited the intensity or numbers of student-athletes in mass participation in sporting activities. And also, have compelled them to concentrate on few sports instead of all (Danlami, 2012; Dabo, 2009).

Major thrust of sports participation and development in schools centres on quality of facilities and equipment. It is very impossible to make brick without straw. Also, it is impossible

for Physical Education teachers, to teach games in the evening to students and organize success sports competitions, without sufficient and standard facilities. Thus, the teachers should ensure that status of facilities is not compromised either by omission or commission. Teachers should involved stakeholders to form part of the providers and maintenance of sport facilities (Aderomo, 2004; Victor, 2008; Ladan, 2007).

The proximity of sports facilities to most Nigerian secondary schools domain are sometimes not considered by the owners. School owners; only have sports existing on papers or in principles but not in practice. This pathetic condition remains counterproductive to sports development in secondary schools. It is so due to the inability of most Physical Education teachers to influence active sporting activities in their schools (Akindele, 2011).

Regan (2012) reported that sports participation required adequate facilities and equipment to practice and play sports/games, in order to attracting fans or spectators. Physical Education teachers should involve the public, private partnership financing to have facilities and equipment adequate. Teachers are to persuade states and local government to issue bonds, on the capital market to finance capital expending on sports in secondary schools. Also they should request companies and philanthropists to renovate sports arenas construct and donate equipment to their schools especially with such structures named after them. The researcher, share them opinion with (Regan, 2012).

Ojeme (2000) stressed that “having the right quality and quantity of sports facilities and equipment form an integral part of sport development at levels”. Therefore, Physical Education teachers in post-primary schools are the corner tone to influence the provision of quality and

quantity sports facilities and equipment by liaising with schools authorities and government to procure them.

An extract from Vision 2010 main reports maintained that, "despite the effort of the government in the development of sports infrastructure and facilities, inadequacies are pervasive while existing facilities are not properly maintained. For participation and sports development, to achieve results, facilities must be made available and save to cater for all and be free from danger, and protected by the Physical Education teachers for all sports programmes (Murray, 2000; Dennis, 2012). According to Akintundde and Akintunde (2012) Vision 2020 National Technical Working Group on Sports Development maintained that "competitions are organised in order to make champion athletes compete for supremacy, having gone through a systematic training programme to enhance quality or optimal performance for sports development in secondary schools. There is need for Physical Education teachers to plan and organise more sports competition for all secondary schools students into the state. Hence lack of adequate organized sports competitions contributes to poor performance in secondary schools sports at all levels.

Kabido (1996) reported that sports development does not only centre on mere availability of facilities and equipment in an organisation but state of function of those available facilities and equipment. The safety of sports infrastructures, by means of good maintenance culture helps to popularise. This can be witnessed by constant participation in various sporting events. In a similar view (Aotearoa, 2012) postulated that seminars, workshops and conference helps to educate Physical Education Teachers about the maintenance of sports facilities and equipment. He observed that Physical Education teachers can take good care of sports facilities and

equipment by means of inventory taking good record of keeping culture, with a view to replacing them. He further said that, helps make teachers to place premium on maintaining existing facilities and equipment and avoid going back to the experience of the past, whereby existing facilities were not adequately taken care of.

It is impossible to obtain satisfactory results from student-athletes whose training facilities and equipment are inadequate and sub-standard (Oloruntoba, 2005). He further stated that in the 19th century, secondary school students used bamboo pole for pole vaults, ran on bear foot, use bamboo as batons to run relay races. He observed that era retarded sport participation and development as a result of fear of injury sustained by students.

UNESCO (2003) reported that sport development in post primary schools in developing countries is at a slow pace, compared with that of developed countries. This results to lack of (infrastructure) facilities and equipment in schools. There is a gap in sporting participation between student-athletes the rural and urban communities. Lack of infrastructural maintenance culture, by Physical Education teachers accounts for gap. UNESCO (2003) stated that African countries studied were Benin, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Camoros, Djiboute, Equatorial Guinea, Ethiopia, Gambia, Ghana, Kiyibati, Mozambique, Zambia, Niger, and Nigeria. However, Nigeria where plateau state is located was ranked (16) on the average as the least developed in terms of schools sports. UNESCO further stressed that, the money that should have been used to build school sports facilities (infrastructures) and equipment to drive sports development is being diverted as a result of corruption among administrators and Physical Education teachers.

NASPE (2012) reported that the limited sports facilities and equipment, in most African post-primary schools are not used for constant sport training but only used during competitions. Development of sports in post-primary schools is faced with scarced infrastructures. Therefore, development of sports centres only on the practice of football, hand ball, volley ball and athletics (field and track) the most dominant sports in African schools. NASPE (2012) suggested that Physical Education teachers as sports specialists or honory coaches in African countries Nigeria for instance and plateau state in particular should ensure the available of sports facilities, and equipment both in schools attract full participation and development as in developed worlds.

Ladani (2008) asserted that the state of sports facilities in Nigerian secondary schools, including plateau state are generally deserted in nature overgrown with grasses and shrubs. Hardly any public school can boast of standard, clean pitch or court. The researcher maintained that this phenomenon cannot engender any sense of sport practice and competition for development in the schools system. Thus, Physical Education teachers have not realised is their duty to keep school sports complexes attractive, through routine cutting off the grasses and upgrading pitches. Organisation and administration of sports, by Physical Education teachers largely depends on safety of facilities and equipment. Most Physical Education teachers and students in Nigerian secondary schools are exposed to dangerous facilities and equipment hence unhealthy to development of sports (Sullivan, 2011, and Tackson, 2005). Venkateswarlu (1999) opined that duty of Physical Education teachers is to protect all sports infrastructures by prompt inspection and supervision of the state of available facilities (infrastructures) and equipment of their schools. This makes them remain in good shape for use by the student. The researcher maintained that students, get stimulated to practice sporting events based, on how available

functionable and accessible facilities and equipment to students. Worn out, bad and substandard infrastructure and equipment demoralize student-athletes (Coelho, 2000).

Development of sports centered on the quality and quantity of facilities and equipment. In a situation where they are too costly for government, Physical Education teachers, should seek joint effort with politicians, religious bodies, pressure groups and traditional leaders, mostly owners of land tenure system for sports complexes. Teachers should create awareness of health benefit on Physical Activities, stressing that health cannot be achieved without sporting activities or Physical Education activities by members of the community. The Physical Education teachers are required to advise when selling land for building schools, to consider the needs for sport facilities to the buyers. Secondary schools with available sports facilities promote sports participation as well as development. Teachers should encourage politicians and philanthropist to build both indoor and outdoor sports facilities to schools. As was done in the days philanthropist, like Chief Adedoyin Ogundoyin, Chief M.K.O Abiola and Chief Raheem Adejumo of western Nigeria who contributed in building providing sports facilities and sponsorship of sports in the western region in 60s and 70s (Akintunde and Akintunde, 2012).

2.6 Workshops, Conferences and Seminars

The essence of being in a profession and an organisation is to develop self, profession and the organisation. This can be done through, gaining information. Information brings about changes and acquaintance to new trends. The responsibilities of Physical Education teachers should always be to organize workshops, conferences and seminars on sports in their school (Hoeger and Sharon, 2007). The authors emphasised that Physical Education teachers, are required to invite senior sports professional's colleges from tertiary institutions and to deliver

lectures on Physical Education and sports trends to enhance development. Physical Education teachers ordinarily, are supposed to go for conferences, symposia and workshops on sports matters. Workshops, conferences, seminars and symposia are the major avenues to expose and keep teachers abreast with current issues about Physical Education and sports development at all levels (Zamani, 2008; Venkartswarlu, 1999; Siendentop and Tennihill, 2007).

Achievement in the field of sports in most developed countries directly, are linked with the exposure of the Physical Education teachers to conferences, workshops and seminars on physical education and sports (Naul, 2012). Technology in sports positively has correloation with achievement in Physical Activities and competitive sports as well. It is important; Physical Education teachers to be exposed to information communication technology (ICT) to drive sports development in schools through research using the information and communication technology (Brain, 2012).

Study conducted by Barry (2010) revealed that most Physical Education teachers in secondary schools do not adequately participate or organize conferences, works hops or seminars in Physical Education and sports , and when they do, it with little or no impact. The socials responsibility expected of Philanthropists, Non-Governmental Organisations (NGOs), and multi-national for assistance or sponsoring Physical Education teachers, to workshops and conferences is yet to be practically realized in most Nigerian secondary schools. This is so, because the teachers have not demonstrated efforts as their role to reach out to these stakeholders to support them in their social corporate responsibility. Sponsorship of teachers to attend seminars, workshops and conferences in their fields of endeavour is not the responsibility of their employers alone (Williams, 2012; Olumba, 2005). The researcher share the same opinion with

Williams and Olusegun 2012 and wish to state that Physical Education teachers, should intensified effort to seek sponsorship for Physical Education and sports programmes from available philanthropist non-governmental organisation and multinational corporations at the state.

Sports just like languages are keys to doors, opening as it unites and prevent needless war strife. Physical Education teachers have to collaborate with non-governmental organisation philanthropists and religious organisations at state levels, to organise series of workshops, conferences and seminars, on how to promote secondary schools sporting activities as factor to sports development (Ovenseri, 2012). Beaudoin and Christina (2012) reported that development of sports revolves round improving human and material resource development. Human resource development connotes equipping Physical Education teachers with knowledge on sports through workshops, conferences or seminars. In similar view Fortin (2010) asserted that attending workshops, seminars and conferences is the best form to acquaint Physical Education teachers, with new ideas and variety of strategies on contemporary issues that concerns Physical Education and sports development. Africa and some other developing nations and other continents are currently grappling with the challenges of sports development. Therefore, the author emphasized that Physical Education teachers, at all levels have not played their role and come up with a framework for mandatory organisation of workshops, seminars and conferences to Physical Education teachers in post-primary schools, the custodian of schools sports development in the rural areas.

On the other hand, Murray (2000) defined the following concepts based on their importance to Physical Education teachers teaching Physical Education in relation to development of sports at all levels as follows:

Workshops: Is defined as a forum in which a group of people of the same interest in a profession gather together to share knowledge and experience on a topic in their area or subject. For example, Physical Education teachers gather to discuss the alternative to sponsorship of secondary schools competitions.

Conference: It is an opportunity where a people of same profession and interest gather together and brainstorm on matters that affect their profession. This is a forum where elements of exhibition of the products of work are made. E.g. Physical Education teachers and to improvise, baton, rocket for tennis, hockey and badminton are made.

Seminar: Is defined as a forum where a group of teachers (professionals), lecturers of an institution or school come together to study or discuss on a particular topic in their area of specialty e.g. sports development in Nigerian secondary schools, and athletic talents hunt.

He enumerated their importance to include:

- Broadening the horizon of teachers on matters that concern Physical Education development of sports.
- Strategize methods best practice of teaching sports skills and innovations of development of sports.
- Exchange ideas on planks to promote student-athletes participation in sports as well as development.

- Equip teachers with initiative on diversification of Physical Education curriculum models.
- Share innovative ability on organisational strategies on the development of sports.
- Expose teachers on methods to improve individual and team responsibilities on development of sports.
- Gain knowledge on procedures to promote sports competitions.
- Gain knowledge on challenges to Physical Education and the development of sports.

National Association of Physical Education, NASPE (2008) reported that for sports to reach optimal level of development in post-primary in the third world, the Physical Education teachers consciousness needs to be awakened on development of schools sports. Teachers are supposed to be involved in seminars, workshops and conferences on Physical Education and sports. Meeting people and sharing ideas new information is learnt and acquired. The positive side of workshops, seminars and conferences on Physical Education and sports account to the development of sports.

Parameters which provides Physical Education teachers and students with basic opportunity and principle on development of sports, lies on the quality and quantity of workshops, seminars and conferences the teachers access. Most Physical Education teachers still live in the past about the method, tactics, rules and regulations of sports in the 21st century. Information Communication Technology (ICTs) is somehow alien to the teachers. Schools in Nigeria are not aware of sports laboratory technology and gymnasia with content equipment like electronics i.e. television, films, and video portable sensor larger electronlyngram (EDG)

optrelectron Information Communication (IC) and film digitization equipment, aerobic tester and others (Oseler, 2011).

Physical Education teachers as planners and organizers of sports must realise that they work with students and people who are sports consumers in an environment that changes regularly. Therefore, the teachers have the responsibility to identify what the sports and consumers wants. In this light, expect to identify or palterner with potential consumers for support and organises workshops, conferences and seminars on the growth of Physical Education and the development of sports (Overseri, 2012). Naul (2012) reported that the development of sports to a great extent can hardly manifest in isolation from the knowledge and idea, Physical Education teachers must have gained. Workshops, conferences, seminars or career days are opportunities which teachers gain, update, widen and deepen their knowledge. The researcher emphasized that at workshops, conferences, seminars or career days, teachers have access to discussion of papers, books, journals, cassettes and videos on topical issues concerning sports promotion and development.

Staurouwsky (2011) opined that sponsorship is cash and/or in-kind fee paid to a property typically, in sports and provision of equipment for famous athletes, school or sport team in exchange for brand recognition. Sponsor, earns popularity to corperate entity and individual. Sponsorship in sport could be training ground for leadership, management techniques of teachers and work force students. The author maintained that, Physical Education teachers can seek sponsorship to research on sport development from corporate companies. The companies could sponsor the sport activities of a school termly, yearly annually or biannually.

Sports have advanced, from mere student to field or pitch and from teachers' dimensions to the scientific age. School managements (principals) are expected to ensure that Physical Education teachers enrol in periodic training and retraining programmes, especially on the use of Information Communication Technology (ICT) through conferences or organizing career lectures on Physical Education and sports challenges. This helps update the teachers' knowledge, on current training programmes and prevailing ideas on sports development. Although financial constraints tend to undermine the process; to achieve this Physical Education teachers ought to venture into fund raising to meet some of the predicaments. Failure of teachers to get new ideas about Physical Education and the development of sports stagnate the promotion of their respective schools (Davis, 2008; Kabido, 1996; Kuffo, 2012; Amuchi, 2003).

United National Inter-Agency Task Force Report of the Development of sports and Peace (2003) asserted that the advantages of workshops, seminars and conferences to Physical Education teachers are unquantifiable. It is in the course of meeting colleagues, and rubbing minds on challenging issues on sports, necessary solutions are derived. Similarly Adiat (2007) stated that during workshops and conferences, Physical Education teachers expect to assume the role of public relation officers and advertise the prospect of sports developments in their respective schools. A sizeable numbers of rural secondary schools in Nigeria do not have schools sports sponsorship, sports support associations, and financial schools teams that would be seeking support for sports activities in their communities. The researcher further stressed that teachers exposure to conferences and workshops, affords them great opportunity to upgrade their knowledge about development of sports. Workshops, conferences and seminars and career lectures constitute platforms of change in the level of perception of individual teachers on Physical Education and development of sports. Year in year out, policies on development of

sports emerge, with a view to place Nigeria's sports on an acceptable international competitive scene. The 2009 Policy on the development of sports stated that sponsorship of sports in all schools involved the federal, state and local governmentsand stakeholders. Therefore, it is pertinent that, Physical Education teachers in post primary schools form functional associations like Plateau State Physical Education teachers Association of Secondary Schools. The association would source resource persons within and outside to lecture members on variety of issues on Physical Education and development of sports (Evans, 2010; Dabo, 2009).

Walliser (2011) reported that the growth and development of sports industry in secondary schools, at all levels depends, largely on the avenue explored by the extent to which Physical Education teachers to attract investment into it sponsorship. Sports sponsorship (investment) could be for training of teachers in sports leadership, sponsorship of staff(s) teachers on sport radio debates and analysis, sponsoring athletes on camp, donating t-shirts/jerseys, souvenir balls to teams or clubs to compete. Sport sponsorship has evolved into a vast business enterprise, encompassing various components of development. State High School sports athlete components in the United States of America as at 2007 gulped over $26 billion sports sponsorship with an estimated amount of over $14 billion in 2008 spent on North American State High School which is equivalent to state secondary schools in Nigeria. These monies were spent on training Physical Education teachers, development of sports, coaching programme i.e. games in the evening, provision of literature, internet cafe (sports technology), sport video films with television for indoor sports programmes, sport/gymnastic building and journals. Also interscholastic sport planning and organisation were not left un-attended. This philosophy of high school sports events has been in existence in America since 1960s. This noble idea was the brain child of Physical Education teachers of the state high schools in United States of America in

collaboration with national high school Physical Education Teachers association. Therefore, Physical Education teachers in Plateau State and Nigeria, expect to do same for the development of sports in secondary schools (Wartella, 2011).

Victor (2008) reported that workshops, conferences and seminars are vital impetus or and motivation to job satisfaction as the attached to fringe benefits and allowances. In view of this, Physical Education teachers are expected to benefit from workshops, seminars and conferences. Within this context, teachers stand to feel a sense of belonging and recognition on the job. Victor (2008) further maintained that growth and development of sports, in an organisation depends on its commitment to workshops, seminars and conferences. This also does not exclude Physical Education teachers within the context of development of sports in secondary schools of Plateau State. The researcher further reported that workshops, conferences and seminars for Physical Education teachers, constitute cornerstone to the development of sports at the grass root. Apart from primary schools, secondary school is the next level where sports development is clearly needed. The Physical Education teachers should be equipped with prospective innovations and challenges to the development of sports. Physical Education teachers, deserve state association and sports support clubs, for funds sourcing and to invite senior colleagues to give lectures on current trends on sports sponsorship for attendance of various conferences.

Carter (2007) reported that it is the duty of Physical Education teachers to select potential student-athletes and decides where to camp, train, and lodge. Also, identify the kind of food to eat before, during and after competition. It is also their responsibility to identify the type of people to assist in the planning and organisation of competitions. Teachers' inability to plan and organise sports competitions either, within or outside inhibits sports development. Physical

Education teacher are expected to primarily, teach Physical Education and in addition, execute the function of planning, organizing and administering all secondary schools sport competitions. These sports competitions includes; intramural and extramural sporting activities. The planning, organizing and administration of the sporting activities in schools are always pre-competitions (Siedentop and Tennehill, 2012).

The sports administrative duties and role of Physical Education teachers to the development of sports summarized as follows:

a. Supervision of plant equipment
b. General maintenance, repair and replacement of equipment and sports facilities.
c. Establishing office regulation and procedures and carrying out departmental polices.
d. Formulating and administering sports budgets.
e. Conducting inventories of sports events and students' performances, facilities and equipment during games and competitions and others.
f. Preparation and presentation of reports about games and competitions.
g. Making arrangements of athletics sports programmes preparing schedules for class sporting activities (Kleimman, 2012; Zamani, 2008).

Shilbury (2000) reported that the roles of Physical Education teachers, while teaching Physical Education, involve planning or organizing and administering sports, coaching programme, coordinating the sporting activities in school and incorporating community opinion leaders as match commissioner and serves as members of the sports events. And also, form sports interest groups within their immediate community to promote sport programmes of the

school in a broad spectrum. Monitoring and evaluation team of sports programme, using committee should be encouraged and emphasised, by Physical Education teachers in secondary schools for result to be obtained (Dabo, 2009).

2.7 Roles of Physical Education Teachers teaching to the Development of sports

Apart from teaching Physical Education in school, quite a number of Physical Education teachers, for unsubstantiated reasons or out of ignorance do not know that it's their role to perform and develop sports in secondary schools. Below are the expected roles:

1. Plan or organize and administer sports competitions.
2. Supervise, inspect and maintain sports facilities and equipment.
3. Teach with passion and commitment all the practical are theory skills of all sports or games to student-athletes or advancing sports knowledge to students.
4. Use their initiative to mobilize funds for sporting events to be successful all the time.
5. Be the vanguard of publicizing the importance of sports programmes and activities to their immediate communities.
6. Serve as guidance and counsellors to athletes and parents on sports participation.
7. Scout for sports talents and trainers/groomers.
8. Serve as athletic directors.
9. Be implementers of sports policies.
10. Serve as sports organizers of workshops, conferences, seminars and career developers
11. Serve as sport consultants and clinic managers

12. Serve as sports officials.
13. Serve as coaches.
14. Sport journalists/marketers
15. Sports psychologists
16. Physical Education/sports teachers
17. Researcher in sports programmes and development
18. Physical Education teachers for the physically challenged.
19. Curriculum designers and implementers
20. Recreational designers and programme directors
21. Exercise and sports scientists
22. Sports facilitators learning process and professional teachers model
23. Resource Physical Educationists
24. Administrator of intramural athletic programmes
25. Administrator and teachers of Physical or Health Education
26. Serve as organizers of workshops, conferences, seminars or career day
27. Bring about overall sports development and progress to schools for student-athletes.
28. Improve sports practice among student-athletes in secondary schools.
29. Report the state sport facilities and equipment to school authority/principal
30. Recommend student good student in sports to principal and Government for scholarship (Williams, 2010; Zamani, 2008: Moss, 2010: Williams, 2010).

As indicated in the National Policy of Education 2007 of the Federal Republic of Nigeria, Physical Education should be taught as a compulsory subject in Nigerian junior secondary school

classes though optional today. Physical Education teachers are charged with the responsibilities of developing sports alongside teaching Physical Education as a subject at the secondary school (Doolittle, 2007; Federal Republic of Nigeria, 2004- 2007).

In addition, the following are the responsibilities as well as roles which Physical Education teachers are expected to bear in mind while teaching Physical Education to the development of sports:

a. Organizing sports events of secondary schools in the state annually.
b. Management of secondary schools sports facilities and equipment in the state.
c. Planning of secondary school sports programmes in the state.
d. Ensuring prompt release of games fees (Funds) and their utilization for sports events in the secondary schools in the state.
e. Keep all records and performance of athletes in secondary schools to serve as a data bank in the state for future purpose.
f. Responsible for organizing sports/games activities for students after school hours.
g. Organize mountaineering picnic and recreational activities to students.
h. Ensuring that quality and quantity of all sporting facilities and equipment in secondary schools in the state are available.
i. Responsible to integrate parents, philanthropists and community leaders in the campaign about the important of reward to students-athletes in involving in secondary schools sports competitions in the state.
j. Responsible for improvement of sports facilities and equipment in secondary schools in the state where necessary.

k. Teaching Physical Education and sports with all commitment at all times.

l. Responsible for improvisation of sports facilities and equipment in secondary schools in the state where necessary.

And need to form an association of Physical Education teachers to orient themselves and students on the great importance of sports in the state (Storhart, 2012; Perfetto, 2010; Lehtone, 2009; Kochher, 2003; Magnusson, 2003; Kim 2008; Nwaoru, 2002; Naik, 2002).

Evans, (2009) reported that it is the role of Physical Education teachers to drive or influence development of sports in circuitous perspective. The teachers' responsibility is to routinely organize inter-house and inter-schools sports competitions to discover hidden talents among the students. They are to constantly, consult the student-athletes as their parents and remain connected with them. Undefined goals of sports competitions have accounted for low participation of Nigerian schools students. The function of Physical Education teachers, is to direct the goal of schools sports. This can be done through a programme, of training and retraining to discover hidden student athletes (Siedentop and Tennehill, 2012).

Charles (2010) asserted that sports cannot move forward without the presence of quality Physical Education teachers in the schools. Physical Education teachers hold the key to the growth and development of sports. Physical Education teachers embodied discoverers, builders, projectors and directors of sports affairs and remains the ultimate developers of secondary school sports of Nigerian and Plateau State to be specific (Atermier, 2012; Zamani, 2008).

2.8 Summary

Many developed countries have achieved much in the development of sports, as a result of Physical Education teachers' commitment to teaching skills of sports/games to students through periodic organisation and administration of sports competitions at secondary schools. In addition, constant sports competitions organized, by Physical Education teachers, to student among in the secondary schools as the foundation for the discovery hidden talented athletes, to trained and re-trained for schools champions national and international competitions also contributed to the development of sports. With the help of information communication technology in sport, athletes in the developed societies have proved to attain international excellence above the developing nations at all levels in terms of the development of sports (Jill, 2010; UNESCO, 2003).

The commitment of Physical Education teachers in the developed world to maintenance of existing sports facilities and equipment, (infrastructures) and possession of scientific training method with modern technology of sports have made sports to witness positive achievement and development. It also, gives them an edge over and above their counterparts in the undeveloped countries. Lack of access to standard facilities, equipment, motivation, as well as the ineffective teaching of basic skills of sports/games poses a threat to the development of sports in secondary schools (NASPE, 2012, Mgbor, 2006).

Poor planning or organisation and administration of sports competitions, ignorance and inability by Physical Education teachers in most Nigerian secondary schools to mobiles funds, organise sports competition, non diversification of Physical education curriculum and non commitment of most Physical Education teachers to teach physical education and sports in

Nigeria and specifically in Plateau State secondary schools often constitute great impediments to their growth and development (Hines, 2011; Ibrahim 2005). This is not an acceptable situation given the abundance hidden gifted student-athletes, with different sports potentials in Nigerian secondary schools and Plateau State secondary schools.

Also, problems of fund raising and their utilization for sporting activities by Physical Education teachers and sports sponsorship problems, irrelevant literatures constitute great challenges to the development of sports in Nigeria's secondary schools. In the same vein, failure of secondary school authorities to always involve Physical Education teachers in workshops, conferences, seminars, limits the development of sports. In addition, state government's lukewarm attitude toward secondary schools sports competitions contributed negatively, in the development of sports in most post primary schools in Plateau State particularly (Hines, 2011; Ibrahim, 2005; Lehtone, 2009 and Waydal et-al 2009; Ige, 2000).

Zamani (2007) stated that lack of commitment to teaching physical and sport, by Physical Education teachers, create negative impact to the development of sports, other factors are improper record of student-athletes performances in sports in secondary schools, unconducive atmosphere for them, lack of proper protection or supervision, of sport facilities and equipment, absence of improvisation by Physical Education teachers. Similarly, comatose or decayed state of sport facilities and equipment (Infrastructures), non exposure of Physical Education teachers to seminars, workshops and conferences and lack of evaluation of sport competitions programmes in Nigerian post-primary schools are also militating factors against the development of sports especially in Plateau State secondary schools.(UNESCO 2003; NCE/DSL 2000; Kabido 1996; Onifade

Ladani (2007) submitted that to get excellent achievement from student athletes in sports, both intrinsic and extrinsic motivation must occupy centre stage during planning or organisation and administration of sports competitions in schools at all levels. The researcher further stressed that the motivation is a driving force that high proficiency and achievement in student-athletes and Physical Education and sports. Ladani further emphasised that Physical Education teachers, as planners, and organizers of sports in schools, deserve motivation from government, private individuals and corporate organisations. Thus, this would energise the teachers' performance in Physical Education and the development of sports. Tangible rewards in the form of houses, cars, money, scholarship, trophies and plots of land, television sets and fridges should be given to athletes. On the hand, teachers are expected to motivate student-athletes to put in their best in sports. Award of other incentives are external stimuli that individuals likes, wants and wish to obtain. Physical Education teachers are to implore all these as devices in the process of planning and organizing sports competitions in order to stimulate student-athletes performance in student-athletes and the development of sports in secondary schools sports (Hoeger and Sharon, 2007, Lawrence 2004; Charles, 2005; Rally and Kingson, 2000).

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

The purpose of this study was to assess the role of Physical Education teachers in the development of sports in Plateau State. This chapter is therefore, concerned with the methods and procedures adopted in the conduct of the study. The methods and procedure adopted included the following:

3.1 Research design

3.2 Population

3.3 The sample and sampling technique

3.4 Instrumentation

3.5 Validity of instrument

3.6 Procedures for data collection/administration of questionnaire.

3.7 Statistical techniques used in data analysis

3.1 Research Design

The research design adopted by the investigator was the ex-post-facto research design as the study is non-experimental in that, no independent variable was manipulated. Descriptive research is chosen on the premise that, it places the researcher in a position to look at the existing data. Also, it sought to find out the factors that are associated with certain occurrences, outcomes, conditions, Oluwa and Asekun (2010).

3.2 Population

The population for this study consisted of two hundred ninety-six (296) Physical Education teachers, found in the four hundred and fifty (450) junior secondary schools, in the three (3) educational zones of Plateau State. The three educational zones are: Northern, Central and Southern zones. The two hundred and ninety-six (296) Physical Education teachers comprised of one hundred and sixty-seven (167) principals who are Physical Education Specialists, ninety-five (95) inspector also Physical Education specialists and twenty-five (25) inspectors also Physical Education Specialists. **See Appendix B** for the teachers' population.

Table 3.2: Distribution of Population of the Teachers in the three zones

S/ No	Name of Educational Zones	Number of P.E Teachers	Number of principals who are PE specialists	Number of P.E Specialists who are Inspectors	Total
1	Zone A Northern zone 1. Jos-North as H/quarters 2. Jos-South 3. Bassa 4. Barkin/Ladi 5. Ryom 6. Jos-East				
	Total	**74**	**54**	**9**	**137**
	Zone-B Central Zone 1. Mangu as H/quarters 2. Pankshin 3. Bokkos 4. Kanke 5. Kanam				
	Total	**52**	**30**	**9**	**91**
	Zone-C Southern Zone 1. Lantang North as H/Quarter 2. Langtang South 3. Mikang 4. Wasse **5.** Quanpa'an				
	Total	**41**	**20**	**68**	**68**
	Grand Total	**167**	**94**	**25**	**296**

Source: Department of Research and statistic Ministry of Education Headquarter Jos Plateau State, 2011.

3.3 Sample and Sampling Technique

In order to achieve the purpose of the study stratified random sampling technique was used to draw the sample out of two hundred and ninety-six (296) Physical Education teachers in the three (3) strata of the study. The schools thus, were purposively stratified into three (3) strata, in the three educational zones namely: Northern zone, with 30 teachers in Jos North, 30 teachers in Jos South and Bassa 10 teachers due to number of schools; Central with Mang 30 teachers, Bokkos 30 teachers and Pankshin 30 teachers and southern with Qua'anpan 30 teachers, Shandam 30 teachers and Langtang 30 teachers in the Southern zone.

In the selection of the teachers in each stratum, the name of the schools where the teachers were found was written squized put in side, a cap and kept on ground and picking was done by three (3) assistant researchers in each zones. The picking was done one after the other until the required numbers were selected for the study. Tight, and Blaxter (2010) suggested in any population of two hundred to one thousand (200-1000), two hundred to two hundred and fifty 200-250 sample size can be used to represent the whole population. Based on this assertation, the researcher used two hundred 250 Physical Education teachers by which two hundred and fifty (250) questionnaires were administered on the teachers in the schools, in the three educational zones of the state.

Below are the statistics and number of the schools purposively selected in the education zones:

Zone A (Northern)		**Zone B (Central)**		**Zone C (Southern)**	
Jos North	30	Mangu	-30	Langtang North	-30
Jos South	30	Bokkos	-30	Shandam	-30
Bassa	10	Pankshin	-30	Wasse	-30

Total: Number of schools in Northern 70. Total: Number of schools in central 90. Total: Number of schools in southern 90.

Grand Total = 250 schools

See Appendix C for the population sample distribution of the schools and respondents.

3.4 Instrumentation

The research instrument used for the collection of the data was the questionnaire developed by the researcher: the questionnaire contained two sections, A and B. section A contains personal information about the respondent while section B was further broken down into sub-sections focusing on the following variables teaching skills of sports/games (B1), sports development (B2) maintenance of faculties and equipment (B3) mobilization or fundraising (B4) and workshops conferences and seminars (B5) respectively.

On a five (5) point Likert scale where the respondents indicated their degree of agreement or disagreement to a given **SA=Strongly Agree (5 points), A=Agree (4 points), UD=Undecided (3 points), DA= Disagreed (2 points), SD=Strongly Disagreed (1 point).**

3.5 Validity of Instrument

Questionnaire was used as an instrument for data collection as it allows for true and comfortable validation of content of research instrument by experts or professionals in their fields. (Bello and Ajayi, 2001) Thereafter, a draft questionnaire was submitted to the supervisors to correct so as to improve its quality. After corrections were made the draft questionnaire was distributed to four jurors from the Department of Physical and Health Education, Ahmadu Bello University, Zaria as one from education department to vet in order to determine its phase and content validity. After incorporating their suggestions and corrections made by the jurors, the final draft of the questionnaire was prepared by the researcher and administered.

3.6 Procedures for Data Collection

A total number of two hundred and fifty (250) copies of questionnaire were distributed to the respondents in the three (3) educational zones by the researcher with the help of (9) research assistants i.e. three (3) in each zone. Two hundred and thirty (230) questionnaires were retrieved and used for analysis, while thirty (20) were lost. A letter of permission was given to the researcher from the 1st supervisor in the Department of Physical and Health Education introducing him to the principals and respondents of the selected secondary schools in both government and private schools.

3.7 Statistical Technique

The data from the respondent were analysed by collection using descriptive Statistical Packages for Social Sciences (SPSS) at the Iya Abubakar Computer Institute.

i. Descriptive statistics, percentage, mean and standard deviation were applied to find out the relationship of Physical Education Teaching to the sports development in Plateau State secondary schools.

ii. Pearson Product Moment Colleration Co-efficient (PPMCC) was used to analyse the data collected on the hypotheses from the respondents to find out the relationship between them.

iii. All the hypotheses were tested at alpha level of 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents and discusses the results obtained from the analysis. A total of 230 (92%) questionnaire were returned out of the 250 that were administered. The first part of the analysis is under sub-sections. Section one presents bio data variables distribution through frequencies and percentages. Section two presents, the mean responses of the various components in the development of sports indices. Section three presents interpretations of the research hypotheses. The Pearson Product Moment Correlation to test for presence or absence of significant relationships. All hypotheses are tested at 0.05 alpha level of significance using Pearson Product Moment Correlation Coefficient. The fourth section of the chapter presents the summary of the major findings of the study.

Table 4.1 The Demographic Characteristic of the Respondents.

Age Range	**Frequency**	**Percent**
18 - 20 yrs	5	2.2
21 - 30 yrs	143	62.2
31 - 40 yrs	67	29.1
41 yrs and above	15	6.5
Total	**230**	**100.0**
Gender	**Frequency**	**Percent**
Male	158	68.7
Female	72	31.3
Total	230	100.0
Educational qualification	Frequency	Percent
NCE/Diploma	147	63.9
B.Ed, B.Sc, HND	74	32.2
M.Sc, M.Ed	9	3.9
Total	**230**	**100.0**
Position held at present	**Frequency**	**Percent**
Principal	12	5.2
Vice principal	37	16.1
Physical Education Teacher	82	35.7
Games Masters/Mistress	84	36.5
Sports Coordinators	15	6.5
Total	**230**	**100.0**
Working Experience	**Frequency**	**Percent**
1 - 5 yrs	20	8.7
6 - 10 yrs	101	43.9
11 - 15 yrs	62	27.0
16 - 20 yrs	28	12.2
21 yrs and above	19	8.3
Total	**230**	**100.0**

The table 4.1 above reveals the age ranges of the form or graphic teachers respondents. It revealed that only 5 (2.2%) of them are between 18 – 20 years while 143 others representing

62.2% are between 21 – 30 years while 67 others representing 29.1% are between 31 – 40 years while the rest 15 representing 6.5% are from 41 years and above.

A total of 158 of the teachers/respondents representing 68.7% are males while the remaining 72 (31.3%) are females.

It also revealed that a total of 147 (63.9%) of the respondents are NCE/Diploma certificate holders as against 74 (32.2%) others that have B.Ed/B.Sc/HND certificates and the remaining 9(3.9%) of the respondents/teachers are M.SC/M.Ed certificate.

An understanding of the above table reveals that 12 of the Physical Education teachers respondents with 5.2% held the post of principals, while 37 (16.1%) others are vice principals as against 82 others with 35.7% held positions of Physical Education teachers, while another 84 (36.5%) hold the post of Games Master/Mistress and the rest 15 with 6.5% hold the position of Sports Coordinators.

The outcome of the above, also reveals that 20 of the respondents with 8.7% have between 1 – 5 years working experience while 101 (43.9%) have between 6 – 10 years of working experience as against 62 (27.0%) with 11-15 years of experience while 28 (12.2%) have between 16 – 20 years of experience and the rest 19 (8.3%) have over 20 years working experience.

Table 4.2 Opinion of Teachers Respondents on Teaching Skills of Games/Sports

S/ no	Items	Mean	Std.dev	Std.Err
1	Physical Education teachers use demonstration method to teach skills of sports/games to students always	4.2826	.87217	.0541
2	Physical Education teachers show enough passion and commitment in teaching skills of sports/games	4.2043	.7968	.0525
3	Physical Education teachers supervise and correct students during execution skills of sports during games	4.2348	.6717	.0447
4	The provision of sport video films and cassettes for students how skills of sports/games are performed is the priority of Physical Education teachers	2.6043	1.1233	.0740
5	Physical Education teachers take time to drill students on various skills of sports/games with passion	3.3522	1.1718	.07720
6	Emphasis is being placed on teaching practical skills of sports/games than theory by physical education teachers	3.1696	1.1491	.0757
7	Teachers use students who are proficient and skilful in practical to teach their colleagues sports/games skills	3.2565	1.2360	.0815
Aggregate Mean Scores		**3.5863**	**1.0029**	**0.0656**

The table 4.2 above presents the responses on Teaching Skills of Sports/Games. The highest mean score of 4.2826 of the items under the teaching of Skills of games/sports in Plateau state shows that Physical Education teachers use demonstration method to teach basic skills of sport to students always. In the same vein it further confirms that Physical Education teachers supervise and correct students during execution skills of sports during games as this item

attracted the second highest mean score of 4.2348. The table also shows that there is significant relationship between Teaching Skills of Sports/Games and the development of sports in Plateau State being the role played by Physical Education teachers. With overall aggregate mean scores of 3.5863 is higher than the 3.50 level of decision.

Table 4.3 Opinion of Teachers on Sports Development

s/no	Items	Mean	Std.dev	Std.Err
1	Inter house sports competition is periodically organized in secondary schools for students by Physical Education teachers.	3.6000	1.2500	.0824
2	Competitions between schools inter-house are termly organized in my schools	3.5913	1.1958	.0788
3	There are well organized sports competitions for secondary schools in the state	4.2260	1.0462	.0689
4	Teachers make sure facilities & equipment for competitions are in standard form and good quality	4.0782	1.0051	.0662
5	The few available facilities are well taken care of	4.1826	1.0994	.0725
6	Secondary schools in the state participate in the various competitions outside the state	4.1869	1.0318	.0680
7	Some secondary schools in the state have won medals at the national competitions	3.9043	1.1202	.0738
Aggregate Mean Scores		**3.9670**	**1.1069**	**0.0729**

The table 4.3 above reveals the level of responses on the relationship between Physical Education teachers teaching and the development of sports in Plateau State. The highest mean score of 4.2260 of the items under the Sports Development in Plateau State is that there are well organized sports competitions for secondary schools in the state. In the same vein, Secondary schools in the state participate in the various competitions outside the state. The table also shows that there is significant relationship between sports development and the teaching of Physical Education by the Physical Education teachers in the development of sports in Plateau State. With the aggregate mean scores of 3.9670 is higher than 3.50 level of decision.

Table 4.4 Opinion of Teachers on Maintenance of School Sports Facilities and Equipment

s/no	Items	Mean	Std.dev	Std.Err
1	Sporting facilities and equipment are functional in your school	3.100	1.1497	.0758
2	Inspection of facilities is the priority of Physical Education teachers	4.1260	1.0562	.0696
3	The sports facilities provided in the schools are adequately maintained	3.7565	1.2479	.0822
4	Maintenance of sports facilities are the priority of Physical Education teachers	3.9695	.9031	.0595
5	Teachers in secondary school show commitment towards maintaining sports facilities	3.7391	.9538	.0628
6	Physical Education teachers demonstrate effort to upgrade and plant carpet grasses on sport pitches and donating sports equipment	3.7565	1.2479	.0822
7	Physical Education teachers always demonstrate efforts to paint and re-paint, and draw lines of all pitches	3.0217	1.180	.0778
8	Physical Education teachers always demonstrate effort to planting carpet grasses (grassing) pitches grade, cut grasses on sports pitches.	3.9869	.9321	.0614
9	Repairs and replacement of damage sports facilities are always the priority of Physical Education teachers	3.5782	1.2128	.0799
Aggregate Mean Scores		**3.6704**	**1.0981**	**0.0723**

The table 4.4 above reveals the level of responses on the relationship between maintenance of school sports facilities and equipment and development of sports in Plateau State. The highest mean score of 4.1260 of the items under the maintenance of school sports

facilities and equipments in Plateau State shows that inspection of facilities is always the priority of Physical Education teachers while teaching Physical Education in the state. Also, the result confirms that, Physical Education teachers always demonstrate effort to planting carpet grasses as the item attracted the second highest mean score of 3.9869 with details showing that 29 of them strongly agreed, while 183 others agreed, 4 were undecided, and the rest 14 disagreed.

The table also shows that there is significant relationship between Maintenance of school sports facilities and Equipments and the development of sports in Plateau state. While the aggregate mean scores of 3.6704 higher than of 3.50 level of decision.

Table 4.5 Opinion of Teachers on Mobilization or Fund-Raising

S/No	Items	Mean	Std.dev	Std.Err
1	Physical Education teachers always solicit for funds from corporate organizations philanthropists in the society to organise sports competitions	4.0086	.7962	.0525
2	The funds sourced by physical education teachers are always adequately and judiciously utilised for secondary school sports competitions	2.9565	1.1589	.0764
3	The funds sourced for the development of sports are always diverted for other activities by Physical Education teachers	2.7521	1.1386	.0751
4	Physical Education teachers demonstrate innovative ideas for their quest for sponsorship sport competitions.	4.1826	1.0998	.0725
5	Physical Education teachers, source funds from (PTA) to organize and administer sports competitions	3.2434	.9898	.0652
6	Physical Education teachers, school management and (PTA) collaborates to source fund and sponsor competitions	3.8304	1.1250	.0741
7	Teachers source funds from non-governmental organisations for sport programmes	3.8043	.9509	.0627
8	Teachers use old boys(alumni) to organize appeal fund raising for sports programme	3.3478	1.0497	.0692
9	Physical Education teachers make self sacrifice towards the development of sports, by personal donation e.g fuelling school sports bus to competitions	4.0521	1.1746	.0774
Aggregate Mean		**3.5753**	**1.0537**	**0.0694**

The table 4.5 above reveals the level of response on the relationship between Mobilization or Fund Raising and development of sports in Plateau state. This shows that highest

mean score of 4.1826 under the Mobilization and Fund Raising signifies that Physical Education Teachers in the course of teaching Physical Education, demonstrate innovative ideas in their quest for sport and always solicit funds from corporate organization to organize sport competition in the state. While the aggregate mean scores of **3.5753** is higher than the 3.50decision level.

Table 4.6 Opinion of Teachers/Respondents on Workshop, Conferences and Seminars

S/No	Items	Mean	Std.dev	Std.Err
1	Physical Education teachers benefit from workshops, conferences and seminars attendance from their school authorities make self-sacrifice towards sports development by personal sponsorship of such trips.	4.2869	.8884	.0585
2	Physical Education teachers invite professional colleagues from tertiary institutions to present papers on current issues in sports	3.5782	1.1092	.0731
3	Physical Education teachers solicit support to attend workshops, conferences and seminars from corporate organisations	3.6130	1.2099	.0797
4	Physical Education teachers attend workshops, conferences and seminars always in order to update their knowledge on sports	3.4782	1.1667	.0769
5	Physical Education teachers solicit for sponsorship to attend workshops, conferences and seminars from their immediate host communities, philanthropists on sports development programme	4.1086	.9729	.0641
6	Parents Teachers Association (PTA) and school administrators give support to Physical Education teachers to attend workshops, conference and seminar on sport develop programmes	3.8391	1.2107	.0798
7	Teachers seek sponsorship to organize or go for workshops, conferences and seminars from nongovernmental organisations	3.9521	.8903	.0587
	Aggregate Mean score	**3.8366**	**1.0640**	**0.0701**

Table 4.6 above reveals the level of responses on the relationship between workshop, Conferences and Seminars and the development of sports in Plateau State. Reasons being that highest mean score of 4.2869 under the workshop, Conferences and Seminars signifies that Physical Education teachers in the course of teaching Physical Education from workshops, conferences and seminars attendance from their school management and also solicit funds from their immediate host communities, philanthropists to attend workshops, conferences and seminars. While the aggregate mean scores of **3.8366** is higher than the 3.50 decision level.

4.7 Test of Research Hypotheses

The hypotheses formulated in the study in order to give valid statistical explanation to the question and objectives of this study are tested in this section. The hypotheses are tasted as follows:

Major hypothesis: there is no significant relationship between Physical Education teaching skills of sports/games. Maintenance of facilities and equipment, mobilization or fund raising, workshops, conferences, seminars and the development of sports in secondary schools of Plateau State.

Table 4.7 Opinion of the Respondents on Relationship Between Teaching Basic Skills of Games/Sports, the Development of Sports, Maintenance of Facilities/Equipment, Mobilization or Funds Raising, Workshops, conferences and Seminar

Variables	**No**	**Mean**	**Standard Deviation**
Teaching basic skills/game/sport	230	25.1043	4.87104
Sport development	230	22.0057	4.47013
Maintenance of facilities/Equipment	230	28.8043	7.30382
Mobilization or funds raising	230	25.0174	5.58145
Workshops, conferences/seminar	230	19.7478	5.07383
Total development		**95.5784**	**27.30029**

Expected score = 29.7 = less than

The result of the descriptive statistic, mean and standard deviation was used to the hypothesis.

Table 4.3 shows that the expected mean of 29.3 is less than the observed total mean of 95.5784. Therefore the null hypothesis is rejected. Any observed mean that is less than 29.7 shows that there is positive in development of sports. Any mean that is equal or greater than 29.7 shows that there is positive development of sport in terms of Physical Education teaching skills of sports/games, maintenance of facilities and equipment, mobilization or fund raising and in attendance of workshops, conferences and seminars in secondary schools. This therefore, shows that Plateau State secondary schools do not teach Physical Education role effectively to the development of sports in the secondary schools.

There is no significant relationship between the teaching skills of sports/games, organisation of competitions, facilities and equipment maintenance, mobilization or funds

raising, workshops, conferences and seminars attendance and development of school sport in Plateau State.

Hypothesis One: There is no significant relationship between teaching sports skills of sport/games and the development of sports, in schools in secondary schools in Plateau State.

Table 4.8 Pearson Product Moment Correlation (PPMC) Statistics on Relationship Between Relationships of Physical Education Teachers Teaching Skills of Sports/Games and Development of Sports in a Plateau State Secondary Schools.

VARIABLES	**N**	**MEAN**	**S.D**	**CORRELATION INDEX R**	**DF**	**SIG (P)**
RELATIONHIP OF PHYSICAL EDUCATION TEACHING TO THE DEVELOPMENT OF SPORTS	230	120.6826	22.47559	.820**	228	0.000
Teaching of Skills of Games/Sports in Plateau State.	230	25.1043	4.87104			

df 288 P <0.05

The result revealed that there is a significant relationship between Physical Education Teaching of Skills of Sports/Games and the development of sports in Plateau State. This is because the calculated significant (p) value of 0.000 is less than the 0.05 alpha level of significance while the correlation index r level of 0.820 at df 228 i.e. Is less than one (1). The null hypothesis is hereby rejected.

Hypothesis II: There is no significant relationship between the development of sports and physical education teaching in secondary schools of Plateau State.

Table 4.9 Pearson Product Moment Correlation (PPMC) Statistics on Relationship Between Physical Education Teachers Teaching and the Development of Sports in Plateau State.

VARIABLES	N	MEAN	S.D	CORRELATION INDEX R	DF	SIG (P)
RELATIONHIP OF PHYSICAL EDUCATION TEACHING TO THE DEVELOPMENT OF SPORTS	230	120.6826	22.47559	.826**	228	0.000
Sports Development in Plateau State.	230	22.0087	4.47017			

df 228 P < 0.05

The result of the major hypothesis revealed that there is significant relationship between Physical Education teaching and the development of sports in secondary schools. This is because the calculated significant (p) value of 0.000 is less than the 0.05 alpha level of significance of 0.826 at df 228 ie. Is less than one (1). Hence, the null hypothesis is hereby rejected.

Sub Hypothesis III: There is no significant relationship between maintenance of sports facilities and equipment by Physical Education teachers and in the development of sports in secondary schools of Plateau State.

Table 4.10 Pearson Product Moment Correlation (PPMC) Statistics on Relationship Between Maintenance of Facilities and Equipment by Physical Education Teachers Teaching and in the Development of Sports in Plateau State

VARIABLES	N	MEAN	S.D	CORRELATION INDEX R	DF	SIG (P)
RELATIONHIP OF PHYSICAL EDUCATION TEACHING TO THE DEVELOPMENT OF SPORTS	230	120.6826	22.47559	.847**	228	0.004
Maintenance of School Sports Facilities and Equipment in Plateau State	230	28.8043	7.30382			

df 228 P < 0.05

The result of the hypothesis revealed that significant relationship between the Physical Education teaching in the Development of Sports and Maintenance of School Sports Facilities and Equipment in Plateau State. This is because the calculated significant (p) value of 0.004 is less than the 0.05 alpha level of significance at a correlation index r level of 0.847 at df 228. Hence, the null hypothesis is hereby rejected.

Sub Hypothesis IV: There is no significant relationship between mobilization of funds raising by Physical Education teachers and the development of sports in secondary schools.

Table 4.11 Pearson Product Moment Correlation (PPMC) Statistics on Relationship Between Physical Education Teachers Teaching, Mobilization or Fund Raised and in the Development of Sports in Plateau State.

VARIABLES	N	MEAN	S.D	CORRELATION INDEX R	DF	SIG (P)
RELATIONHIP OF PHYSICAL EDUCATION TEACHING TO THE DEVELOPMENT OF SPORTS	230	120.6826	22.47559	.811**	228	0.001
Mobilization of Fund-raising by Physical Education Teachers in Plateau State	230	25.0174	5.58145			

df 228 P < 0.05

The result of the major hypothesis revealed that significant relationship between Physical Education teachers, mobilization or funds raised and teaching the Development of Sports in Plateau State. This is because the calculated significant (p) value of 0.001 is less than the 0.05 alpha level of significance at a correlation index r level of 0.811 at df 228. Hence, the null hypothesis is hereby rejected.

Hypothesis VI: There is no significant relationship between the involvement of Physical Education teachers in workshop, conferences and seminars and sports development in secondary schools.

Table 4.12 Pearson Product Moment Correlation (PPMC) Statistics on Relationship Between Physical Education Teachers Teaching, Workshops, Conferences and Seminars and the Development of Sports in Plateau State.

VARIABLES	N	MEAN	S.D	CORRELATION INDEX R	DF	SIG (P)
RELATIONHIP OF PHYSICAL EDUCATION TEACHING TO THE DEVELOPMENT OF SPORTS	230	120.6826	22.47559	.803**	228	0.001
Workshops, Conferences and Seminars in Plateau State	230	19.7478	5.07385			

df 228 P < 0.05

The result of the major hypothesis revealed that there is significant relationship between Physical Education teachers teaching skills of sports/games, competition, Workshops, Conferences and Seminars and the development of sports in Plateau State. This is because the calculated significant (p) value of 0.001 is less than the 0.05 alpha level of significance at a correlation index r level of 0.803 at df 228. Hence, the null hypothesis is hereby rejected.

4.8 Discussion:

Major hypothesis: in table 4.7, this hypothesis takes into consideration the relationship of Physical Education teaching to the development of sports in Plateau state. This dependent variable comprised of five components which includes Teaching skills of games/sports, Sports development, maintenance of school sports facilities/equipment, Mobilization or fund-raising, by Physical Education teachers and workshop, conferences and seminars attendance for the development in junior secondary schools.

The study revealed that there is significant relationship between teaching skills of sports/games by Physical Education teachers and the development of sports in secondary school of Plateau State. This implies that the teaching of skills of sports/games significantly related to the development of sports. In this regards, aggregate mean of 3.5863 which was greater than the 3.50 level of decision rule further confirms this outcome. According to majority of the respondents Physical Education teachers use demonstration method to teach skills of sport/games to students always. Physical Education teachers supervise and correct students during execution skills of spots during games. This agrees with Umeifekwem, (2005) who asserted that Physical Education teachers should teach students skills as to improve performance and development of sports during games and sports.

Also, the study revealed that there is significant relationship between fund mobilised or raised by Physical Education teachers and the sports development in secondary schools of Plateau State. This means that the level of development of sports is significantly affected with the role played, by Physical Education teachers in the state in teaching Physical Education, through mobilised funds for sports programmes and commitment to maintenance of sports facilities and equipment. This is confirmed, from the result of the opinion of respondents, whose aggregate mean response of **3.9670 is** greater than the 3.50 level of decision rule. They are of the high view that there are well organized sports competitions and development of sports, for secondary schools in the state and also believe very strongly that. Secondary schools in the state participate in the various competitions within and outside the state. This confirms the opinion of Kimball and Hoppel (2012) who opined that the Physical Education teachers are the front line personnel in the development sports in secondary school all over the world by consistent organization sports in school.

Furthermore, the study revealed that there is significant relationship between maintenance of sports facilities and equipment, by Physical Education teachers and the development of sports in Plateau state. According to the respondent's response, the Inspection of facilities play role in the development of sports state in this regards, and Physical Education teachers always demonstrate serious effort to planting carpet grasses. The Aggregate mean score on this component was 3.6704 which is higher than the 3.50 level of decision rule. This outcome was in confirmation of (Vygotski 2012; Igbanugo 1999) who both asserted that physical education teachers have played central role in seeing to the provision of quality facilities and equipment to which promote participation in sports in secondary schools. This outcome was also supported by Stawart (2010) who asserted that improvisation of sports equipment and upgrading complexes as complement, or supports, are pertinent roles of the Physical Education teachers. The researcher further stated that some of these facilities and equipment that teachers can improvise include grasses goal post and nets for soccer and tennis and also bat for table tennis.

The study also, revealed there is significant relationship between sports competition organised and funds mobilized or raised, by Physical Education teachers and the development of sports in Plateau State. This implies that the capability of Physical Education teachers to mobilize and raise fund has direct effect on the development of sports in Plateau State. This explains why over whelming majority of the respondents believe very strongly that Physical Education teachers always solicit for funds from corporate organisation societies to organize competitions. And they also, benefit from workshops, conferences and seminars attendance from their school authorities in the state. The aggregate mean score of the responses in this regard was 3.5753 which is, higher that the 3.5 level of decision rule further confirms the outcome of this hypothesis. This is supports Chappel (2005), Adait, (2007); and Stawart, (2010) who all stated

that in order to improve sports development in secondary schools; Physical Education teachers should approach community organisation, international or corporates organization to share the burden of development of sports at secondary schools.

Finally, the study also revealed that there is of significant relationship between exposure of Physical Education teachers to workshops, conferences and seminars and the development of sports in Plateau State. In other words, the level of Physical Education teachers, exposure to various workshops, conferences and seminars is important to the development of sports. The aggregate mean scores in this regards were 3.8366 which is higher than the 3.50 level decision rules which confirms this result of the hypothesis. Majority of the respondents, were of the views that, Physical Education teachers, benefit from workshops, conferences and seminars attendance from their school authorities in the state. And they also, solicit for sponsorship to attend workshops, conferences and seminars from their immediate host communities, philanthropists on the development of sports programme. This was in support of Naul (2012) who opined that achievement and development in sports, in most countries is directly linked with the exposure of the Physical Education teachers to attend sports related conferences, workshops and seminars on Physical Education and sports.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS

This chapter summarises, concludes and offer useful suggestions as well as suggestions for further studies in the related field.

5.1 Summary

The secondary schools sports form the bedrock of the development of sports at the states levels. Sports and Physical Education are part of the integral education which contribute to the all round development of students, mentally, socially, emotionally and physically. The development of sports plays great significance to achieving these goals.

The Main Purposes of This Study are:

1. To assess the relationship between Physical Education teachers teaching skills of sports/games and the development of sports in secondary schools in Plateau state.
2. To find out if it is the responsibility of Physical Education teachers to develop sports in secondary schools Plateau State.
3. To find out if periodic sports competitions organized, by Physical Education teachers significantly related to the development of sports in secondary schools in Plateau State.
4. To find out if proper maintenance of sports facilities and equipment, by the Physical Education teachers, significantly related to the development of sports in secondary schools in Plateau State.
5. To investigate if funds mobilized or raised by Physical Education teachers significantly related to the development of sports in secondary schools in Plateau State.

6. To find out if workshops, conferences and seminars attendance by Physical Education teachers significantly related to the development of sports in secondary schools. In order to achieve these purposes of the study, some research questions were formulated. The researcher propounded six hypotheses; one major and five sub-hypotheses which guided the researcher in this investigation. A questionnaire was developed, specifically for Physical Education teachers, principals who are Physical Education specialists and inspectors who are also Physical Education specialists. The questionnaire contained statements on demorgraphic characteristics of the respondents and statements on teaching skills of sports/games, sports development, sports competitions, maintenance of facilities and equipment, mobilization or funds raising, workshops, conferences and seminars attendance. Before the administration of the questionnaire, it went through the researcher's supervisors for thorough, scrutiny and later to the jurors for both face and content validity.

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

Finding of the study revealed that:

1. There is significant relationship between teaching of skills of sports/games, by Physical Education teachers and the development of sports in secondary schools in Plateau State.
2. There is significant relationship between sports development and the teaching of Physical Education, by physical teachers in secondary schools of Plateau State.
3. There is significant relationship between sports competitions organized, by Physical Education teachers and the development of sports in secondary schools in Plateau State.
4. There is significant relationship between maintenance of facilities and equipment, by Physical Education teachers and the development of sports in secondary schools in Plateau State.
5. There is significant relationship between workshops, conferences and seminars attendance by Physical Education teachers and development of sports in secondary schools in Plateau State.

5.2 Conclusion

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

1. The feeling or perception of the respondents on the teaching of skills of sports/games, for the development of sports, by the Physical Education teachers in secondary schools in Plateau State signified that Physical Education teachers use demonstration methods to teach students during games situation, supervises and also correct student-athletes during practical games situations.

2. Sports competitions periodically organized by Physical Education teachers for student-athletes are the bedrock to the development in secondary schools in the state. Although not effectively provided.
3. Proper supervisor, inspection, cutting and planting carpet grasses being the priority of Physical Education teachers, for the maintenance of sports in the secondary schools in the state, even though they are not effectively given the desired attention.
4. Adequate mobilization of fund raising for prosecuting of sports programmes has direct-effect to development of sports in secondary schools in Plateau State through the teachers still lack innovability to do more.
5. There is significant relationship between maintenance of facilities and equipment, by Physical Education teachers and the development of sports in secondary schools in Plateau State.
6. There is significant relationship between workshops, conferences and seminars attendance by Physical Education teachers and the development of sports in secondary schools in Plateau State.

5.3 Recommendations

Base on the findings and conclusion of the study, the following recommendations has been made;

1. Physical Education teachers should continue to demonstrate commitment to teaching Physical Education, with emphasis on teaching skills of sports/games to develop skills of sports among student-athletes being the foundation to the development of sports.

2. Physical Education teachers should continue to liaise with school authorities, through ministry of education, corporate organizations, non-governmental organization (NGOs) and philanthropists in their states to mobilize or raise funds to keep sports programmes in their respective schools alive.
3. Physical Education teachers should always seek sponsorship from private individuals, and school authorities or management to attend workshops, conference and seminars, in order to keep abreast with latest development in Physical Education and sports.
4. Physical Education teachers should always ensure that Physical Education and sports facilities and equipment are provided in large quantity, in functional state and continuously maintained.
5. Physical Education teachers should, form time to time organize special games such as foot ball, hand ball and athletic competitions for wealthy individual or corporate organization who donate funds for the development of sports as a mark of appreciation. And in order to ginger them and others to donate more.

5.4. Suggestions for further studies

In the study, it was found that Physical Education teachers face some challenges that made them not to effectively perform their expected roles in teaching Physical Education and the development sports in the secondary schools of Plateau State. It would be of academic interest to find out why teachers faced challenges in not performing their expected role effectively in the development of sports at the secondary school level in Plateau State and perhaps Nigeria at large.

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APPENDIX A

FACULTY OF EDUCATION

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION

AHMADU BELLO UNIVERSITY, ZARIA

QUESTIONNAIRE

The researcher is a postgraduate (M. Ed) student of the above named department, who is conducting a research in partial fulfilment for the award of master's degree of education, in Physical education. The research topic is on the **"Relationship of physical education teaching to the development of sports in plateau state the development of Sports in Plateau State".** The researcher, therefore, seeks your cooperation to honestly answer the question by ticking (✓), the alternative that best represents your opinion or feeling in each Statement. Your responses simply represent's your opinion or feelings. All information provided will be used mainly for the purpose of this study and will be strictly treated as confidential. Please indicate your response by ticking (✓) the appropriate column.

SECTION A:

Demographic Characteristics of Respondents

1. Age:

18-20 years [ ]

21-30 years [ ]

31-40 years [ ]

41 years and above [ ]

2. Gender:

Male [ ]

Female [ ]

3. Highest Educational Qualification:

NCE/Diploma [ ]

B.Ed., B.Sc., HND [ ]

M.Sc, M.Ed, [ ]

Ph.D

3. Position Held At Present:

Principal [ ]

Vice Principal [ ]

Physical Education Teacher [ ]

Games Master/Mistress [ ]

Sports Coordinator [ ]

4. Working Experience:

1-5 years [ ]

6-10 years [ ]

11-15 years [ ]

16-20 years [ ]

21 years and above [ ]

SECTION B

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

Keys:

SA = *Strongly Agree* **A = *Agree***

U = *Undecided* **D = *Disagree***

SD = *Strongly Disagree*

(A)

S/N	TEACHING SKILLS OF GAMES/SPORTS	SA	A	U	D	SD
1	Physical Education Teachers use demonstration method to teach basic skills of sport to students always					
2	Physical Education Teachers show enough passion and commitment in teaching basic skills of sports.					
3	Physical Education Teachers supervise and correct students during execution skills of sports during games.					
4	The provision of sport, video films and cassettes for students to watch how skills of sports are performed is the priority of Physical Education Teachers.					
5	Physical Education Teachers take time to drill students on various skills of sport with passion.					
6	Emphasis is being placed on teaching practical skills of games than theory by Physical Education Teachers.					
7	Teachers use students who are proficient and skilful in practical to teach their colleagues sport skills					

B

	SPORTS DEVELOPMENT	SA	A	U	D	SD
8	Physical education teacher organised inter house sport competitions periodically+ in secondary schools					
9	Competition between schools inter house are termly organized by physical education teachers					
10	Physical education teachers take time to organized sport competitions in the state secondary schools					
11	Teachers do organize novelty games/sports competition in their schools for parents.					
12	Teachers make sure facilities and equipment for competitions are standard and good quality.					
13	Teachers ensures that the few available facilities are well taken care of					
14	Secondary schools in the state participate in the competition outside the state always.					
15	Some secondary school in the state have won medial's at the national competitions					

C

S/N	**MAINTENANCE OF SCHOOL SPORTS FACILITIES AND EQUIPMENT**	SA	A	U	D	SD
15	Sporting facilities and equipment are functional in your school.					
16	Inspection of facilities and equipment is the priority of Physical Education Teachers.					
17	The sports facilities and equipment provided in schools are adequately maintained.					
18	Maintenance of sports facilities and equipment are the priority of physical education teachers.					
19	Teachers in secondary schools demonstrate effort to grade, cut grasses, and plant carpet grasses on sport pitches and donating sport equipment always.					
20	Physical Education Teachers demonstrate effort to grade, cut grasses, and plant carpet grasses on sport pitches and donating sport equipment always.					
21	Physical Education Teachers always demonstrate efforts to paint and re-paint, and draw lines or dimension of all pitches (facilities).					
22	Physical Education Teachers always demonstrate efforts to planting carpets grasses (grassing) pitches.					
23	Repairs and replacement of damage sports facilities and equipment are always the priority of Physical Education Teachers.					

D

S/N	**MOBILIZATION OR FUND-RAISING BY PHYSICAL EDUCATION TEAHCERS**	SA	A	U	D	SD
24	Physical Education Teachers always solicit for funds from cooperate organisations and philanthropies to organise sports competitions.					
25	The funds sourced by Physical Education Teachers are always adequately and judiciously utilized for the secondary schools sports competitions.					
26	The funds sourced for sports development are always diverted for other activities by Physical Education Teachers.					
27	Physical Education Teachers demonstrate innovative ideas in their quest for sponsorship of sports competitions.					
28	Physical Education Teachers source fund from patents teachers association (PTA) to organise and administer sport competition.					
29	Physical Education Teachers and Parents teachers Association (PTA) collaborate to source fund and sponsor sports competitions.					
30	Teachers source funds from non-governmental organisations for sport programmes.					
31	Teachers use old boys (alumni) to organise appeal fund raising for sport programmes.					
32	Physical Education Teachers make self sacrifice towards sports development by personal donation e.g. fuelling school sport bust to competitions.					

E

S/N	**WORKSHOPS, CONFERENCES AND SEMINARS**	SA	A	U	D	SD
33	Physical Education Teachers benefit from workshops, conferences and seminars attendance from their school authorities.					
34	Physical Education Teachers invite professional colleagues from tertiary institutions to present papers on current issues in sports.					
35	Physical Education Teachers solicit support to attend workshops, conferences and seminars from corporate organisations.					
36	Physical Education Teachers attend workshops, conferences and seminars always in order to update their knowledge on sports.					
37	The teachers solicit for sponsorship to attend workshops, conferences and seminars from their immediate host communities, philanthropists on sports development programme.					
38	Parents Teachers Association (PTA) and school administrators give support to Physical Education Teachers to attend workshops, conferences and seminars on sports development programmes.					
39	Teachers seek sponsorship to organise or go for workshops, conferences and seminars from non-governmental organisations.					

APPENDIX B

Numbers of Schools In The Three Educational Zone Under Each Local Government. Are The in table below.

Zone a	No. Of school	Zone b	No of schools	Zone c	No of Schools
Jos North	48	Mangu	26	Langtang North	32
Jos South	39	Bokkos	32	Langtang South	16
Jos East	19	Pankshin	26	Shandam	36
Ryom	14	Kanke	26	Mikang	10
Barkin Ladi	23	Kanam	32	Qa-anpan	36
Bassa	23			Wasse	13
Total	179	Total	133	Total	138 Grand Total 450

ZONE A: Below are name of Schools.

JOS NORTH

1. Government College Jos, Zaria road
2. Government College Junior Secondary School, Jos.
3. Government Junior Secondary School, Rikkos
4. Government Junior Secondary School, Chwalnyap
5. Government Junior Secondary School, Gangare
6. Government Junior Secondary School, Gwong
7. Government Junior Secondary School, Jos
8. Government Junior Secondary School, Nasarawa Gwong
9. Government Junior Secondary School, Shonong
10. Government Secondary School, Agwan Rogo
11. Government Secondary School, Babale
12. Government Secondary School, Township Jos
13. Government Junior Secondary School, Kabong
14. Government Junior Secondary School, Naraguta
15. Government Junior Secondary School, Chivelnyap

16. Government Junior Secondary School, Yelwa-Zangam

17. Government Junior Secondary School, West of Mines

18. Government Junior Secondary School, Rot-Norong

19. Government Junior Secondary School, Kuwiri

20. Government Junior Secondary School, Laranto

21. Government Junior Secondary School, Tudun-wada

22. Government Junior Secondary School, Gwong

23. Government Junior Secondary School, Kabong

24. Government Junior Secondary School, Relevant technology Board

25. Government Junior Secondary School, Women Educational model centre

26. Abba Memorial College Abbatoir Gigiring, Jos

27. Baptist Academy Secondary Jos, Jarawa

28. Cherubim and Seraphim College, Nasarawa gwong

29. CONCIN Secondary School, Dadin-Kowa Jos.

30. Ecwa Secondary School, Farin gada

31. Jabal-un noor Int College, Bauchi, Ring Road

32. Nurudeen College, Laranto

33. Plateau High School, Laranto

34. St. John's College Jos Opposite Polo field

35. Toheed Secondary School, Air Port Road, Jos

36. University of Jos Demonstration Secondary School

37. Usama Arabic Secondary School, Rikkos

38. Usama Arabic school _yanshanu Rikkos

39. 1st Baptist Science Grammar School Yantraler

40. ECWA Staff Secondary, School – Alheri Zaria and

41. St. Louis College – Opposite Polo field

42. COCIN Headquarters Compound Jos

43. May Gottigh School – Utan Village

44. ECWA Secondary School – Utan –Rukuba Road

45. Hilcrest School Jos, kabong

46. ECWA Private Secondary School, Utan Zaria Road

47. Hayatu Islamic Secondary School, A/Rogo.

48. Al-Hila Secondary School, Rikkos

JOS SOUTH

1. Government Junior Secondary School, Bukuru
2. Government Junior Secondary School, Du
3. Government Junior Secondary School, Dum
4. Government Junior Secondary School, Giring
5. Government Junior Secondary School, Kufang
6. Government Junior Secondary School, Kuru
7. Government Junior Secondary School, Kwata Zawang
8. Government Junior Secondary School, Nyango Gyel
9. Government Junior Secondary School, Rantiya Gyel
10. Government Junior Secondary School, Sot-Vwang
11. Government Junior Secondary School, Vwang
12. Government Junior Secondary School, Ganawuri
13. Government Junior Secondary School, Gyel
14. Government Junior Secondary School, Kuru
15. Government Junior Secondary School, Rim
16. Government Junior Secondary School, Vwang

17. Government Junior Secondary School, Kung Bwanadu

18. Government Junior Secondary School, Hei Ray field

19. Government Junior Secondary School, Who/she

20. Government Junior Secondary School, Ganadap kuru

21. Government Junior Secondary School, Fwah-Apwa

22. Government Junior Secondary School, Hwak

23. Government Junior Secondary School, Chugwi

24. Government Junior Secondary School, Anglo –Jos

25. Beatrice Memorial College, Anglo-Jos

26. Educare chosen High School, Maingo Junction, Jos

27. Emmanuel International College, Ryfield, Jos

28. Industrial Training Fund Staff school, Kufang, Jos

29. National Veterinary Research Institute College, Vom Vet.

30. Zawan Comprehensive College, Zawan

31. Cocin Day Secondary School, Dandin-kowa

32. National Vetenary Research Institute (N.V.R.I) Demonstration College, Vom

33. Assemblies of God High Secondary, Express way Bukar

34. St. John's College, Vom

35. TCNN Secondary School, Bukuru

36. Rwangpam memorial College, Rahwol Kana B.

37. Ngwal Community Secondary School, Vwang

38. Zang-Secondary Community School, Bukuru

39. Toheed Secondary School, Old Airport Road

JOS EAST

1. Government Junior Secondary School, Fobur

2. Government Junior Secondary School, Fusa

3. Government Junior Secondary School, Kabong

4. Government Junior Secondary School, Maigemu

5. Government Junior Secondary School, Maijuju

6. Government Junior Secondary School, Narahuta

7. Government Junior Secondary School, Tudun-Wada

8. Government Junior Secondary School, Women Educational

9. Government Junior Secondary School, Yelwa Zangan

10. Government Secondary School, Federe

11. Government Secondary School, Zandi

12. Government Junior Secondary School, Goddong

13. Government Junior Secondary School, Kerkere

14. Government Junior Secondary School, Kudedu,

15. Government Junior Secondary School, Shere

16. Government Junior Secondary School, Goddong

17. Modern Center, Jos

18. St. Piran's High School, Jos East

19. United Faith Tabarnacle, Jarawa, Kogi

RYOM

1. Government Junior Secondary School, Rim

2. Government Junior Secondary School, Ganawuri

3. Government Junior Secondary School, Sopp

4. Government Junior Secondary School, Ryom

5. Government Junior Secondary School, Bachit

6. Government Junior Secondary School, Werreng

7. Government Junior Secondary School, Jol

8. Government Junior Secondary School, Rahoss

9. Government Junior Secondary School, Dum

10. Government Junior Secondary School, Shonong

11. BECO High School, Kwi

12. St Andrew's High School, Ganawuri

13. Hoss Community Secondary School

14. Christian Comprehensive Secondary School

BAKIN LADI

1. Government Junior Secondary School, Foron

2. Government Junior Secondary School, Sho

3. Government Junior Secondary School, Gashish

4. Government Junior Secondary School, Fan-Loh

5. Government Junior Secondary School, Kakwis

6. Government Junior Secondary School, Barkin Ladi

7. Government Junior Secondary School, Ropp

8. Government Junior Secondary School, Gassa

9. Government Junior Secondary School, Kara Bisichi

10. Government Junior Secondary School, Kura falls

11. Government Junior Secondary School, Ex-Ladi

12. Government Junior Secondary School, Marit

13. Government Junior Secondary School, Tusung

14. Government Junior Secondary School, Mazat

15. Government Junior Secondary School, Helpang

16. Government Junior Secondary School, Maildon-Taro

17. Government Junior Secondary School, Dorowa Tsoho

18. Government Junior Secondary School, Tusung

19. St. Johns V. Seminary, Mangu Road

20. Bathany Christian Academy, Bokkos Road

21. Emmanuel Academy, Gana Ropp.

22. St. Mark-Anglican Private Secondary School.

23. Gwol Prime Secondary School, Bakin Ladi

24. Baptist College, Kwoll

25. Messiah College, Gana Ropp

26. Dalo Memorial High School, Ladira Foron.

BASSA

1. Government Junior Secondary School, bu Bassa
2. Government College, Jengre
3. Government Junior Secondary School, Amo Katako
4. Government Junior Secondary School, Buji
5. Government Junior Secondary School, Buyo
6. Government Junior Secondary School, Fiska Mata
7. Government Junior Secondary School, Fiskanmata
8. Government Junior Secondary School, Kwall Basa
9. Government Junior Secondary School, Lemoro
10. Government Junior Secondary School, Rimi
11. Government Junior Secondary School, Binchin
12. Basa Comprehensive Secondary, Basa Town
13. Sambo Memorial Secondary, Ngre Basa
14. Government Junior Secondary School, Obene
15. Government Junior Secondary School, Kaskadi
16. Government Junior Secondary School, Zagun

17. Government Junior Secondary School, Miango

18. Hyde Memo Secondary School.

19. Ken Academy, Miango

20. Bassa Comprehensive Secondary School.

21. ECWA Secondary School, Miango

22. Methodist High School

23. Sambo Memo Secondary School.

Grand total = 177

ZONE B:

MANGU

1. Government Junior Secondary School Ampang West

2. Government Junior Secondary School Bwalbwang

3. Government Junior Secondary School, Daika

4. Government Junior Secondary School, Gipal

5. Government Junior Secondary School, Jakatai

6. Government Junior Secondary School, Jannaret

7. Government Junior Secondary School, Katul

8. Government Junior Secondary School, Kombul

9. Government Junior Secondary School, Langai

10. Government Junior Secondary School, Mangu Halle

11. Government Junior Secondary School, Mangun

12. Government Junior Secondary School, Pushit

13. Government Junior Secondary School, Abwor Dyis

14. Government Junior Secondary School, Bwai

15. Government Junior Secondary School, Chanso

16. Government Junior Secondary School, kerang

17. Government Junior Secondary School, Kombili

18. Government Junior Secondary School, Mangun

19. Government Junior Secondary School, Panyam

20. Government Junior Secondary School, Ramani

21. Community Secondary School, Katul

22. Gindiri GirHigh School

23. Mwaghavul community Secondary School, Daika Mangu

24. Mwansat College, Mangu

25. Pyan Community Secondary School, Gindiri

26. Zuwakal Community Secondary, Jipal

BOKKOS

1. Government Junior Secondary School, Harop

2. Government Junior Secondary School, Kopyal

3. Government Junior Secondary School, Maikatako

4. Government Junior Secondary Schoo,l Toff

5. Government Secondary School, Gawarza

6. Government Secondary School, Manguna

7. Government Secondary School, Richa

8. Government Junior Secondary School, Mushere,,

9. Government Junior Secondary School, Daffo,

10. Government Junior Secondary School, Tarangol

11. Government Junior Secondary School, Bokkos

12. Government Junior Secondary School, Mushu

13. Government Junior Secondary School, Mbar

14. Government Junior Secondary School, Ka Mwai

15. Government Junior Secondary School, Ruwi

16. Government Junior Secondary School, Gwande

17. Government Junior Secondary School, Sha

18. Government Junior Secondary School, Hok

19. Government Junior Secondary School, Ngokssar

20. Mangar Community Secondary School

21. St. Paul College, Kwatas

22. Christ Apostolic Church Secondary School, Kuba

23. Tum Owen Memorial Secondary, School, Kwatas

24. St. Paul's College, Kwatas

25. United Baptist High, Ngha But-Tenti

26. Evangelical Secondary School, Motelem

27. Andy Comprehensive College, Maikatako

28. All Nation Academy, Bashorong Batora Road

29. Daffo Mangai Community, Daffo

30. Akiluawa Secondary School, Fokos Bokkos

31. Mangar Community Secondary School, Mangar

32. Government Junior Secondary School, Garah,

PANKSHIN

1. Government Junior College, Pankshin
2. Government Junior Secondary School, Benedic Park
3. Government Junior Secondary School, Bet
4. Government Junior Secondary School, Dokpai
5. Government Junior Secondary School, Fier
6. Government Junior Secondary School, Jak
7. Government Junior Secondary School, Jibam
8. Government Junior Secondary School, Jiblik
9. Government Junior Secondary School, Jing
10. Government Junior Secondary School, Kagu
11. Government Junior Secondary School, Takkas
12. Government Junior Secondary School, Tal
13. Government Junior Secondary School, Wokkos
14. Government Senior Secondary School, Kagu
15. Government Junior Secondary School, Chakfen

16. Government Junior Secondary School, Chigwong

17. Government Junior Secondary School, Chip

18. Government Junior Secondary School, Jin

19. Government Junior Secondary School, Kotlang

20. Government Junior Secondary School, Nyelleng

21. Government Junior Secondary School, Pankshin

22. Government Junior Secondary School, Tingim

23. John Kwashi Memorial College, Pankshin

24. St Moris Academy

25. St. Helen's Anglican GirGrammer's School, Pankshin

26. United Tongfom College, Pankshin

KANKE

1. Government College Junior, Amper

2. Government Junior Secondary School, Gugur

3. Government Junior Secondary School, Kabwir

4. Government Junior Secondary School, Dawaki

5. Government Junior Secondary School, Forkhir

6. Government Junior Secondary School, Langshi

7. Government Junior Secondary School, Lebwit

8. Government Junior Secondary School, Lun Tabulung

9. Government Junior Secondary School, Lur

10. Government Junior Secondary School, Manja

11. Government Junior Secondary School, Nemel

12. Government Junior Secondary School, Nyelleng

13. Government Junior Secondary School, Shiwer

14. Government Junior Secondary School, Tomtom Garam

15. Government Junior Secondary School, Gugur

16. Government Junior Secondary School, Gyanggyang 1

17. Government Junior Secondary School, Kalashi

18. Government Junior Secondary School, Lebwit

19. Government Junior Secondary School, Gyangyang II

20. Anglican Lowland Academy

21. Hawa Memorial Secondary School, Mangu

22. Yakubu Gowan College, Sharam

23. Gonerit Memorial College, Fuwan Kabir

24. Yakubu gowon College, Sharam

25. Anglican Lowland Academy, Sonigi

26. Fundamental Private Secondary School, Kabwir Kanke

KANAM

1. Government Junior Secondary School, Zungum

2. Government Junior Secondary School, Bankilong

3. Government Junior Secondary School, Danji

4. Government Junior Secondary School, Gar

5. Government Junior Secondary School, Jarmai

6. Government Junior Secondary School, Kantana

7. Government Junior Secondary School, Kunkyang

8. Government Junior Secondary School, Masharkut

9. Government Junior Secondary School, Bankilong

10. Government Junior Secondary School, Dugub

11. Government Junior Secondary School, Gagdi

12. Government Junior Secondary School, Gidgid

13. Government Junior Secondary School, Kunkyam

14. Government Junior Secondary School, Kwalmiya

15. Government Junior Secondary School, Dengi

16. Government Junior Secondary School, Tunga

17. Government Junior Secondary School, Zalukan Rafi

18. Government Junior Secondary School, Kwalmya

19. Government Junior Secondary School, Kantana

20. Government Junior Secondary School, Gar

21. Government Junior Secondary School, Dugub

22. Government Junior Secondary School, Banklong

23. Government Junior Secondary School, Gar,

24. Government Junior Secondary School, Kaffel

25. Government Junior Secondary School, Garga

26. Community Secondary School, Gomsher

27. Kanam High School

28. Gar Community Secondary School, Dengi

29. Gwamlar Community Secondary School, Cewanar

30. Community Secondary School, Gomshir

31. Kanam High School, Dengi

32. Community Saturday School, Pidown.

Grand Total = 142

ZONE C:

LANGTANG NORTH

1. Government College, Lantang
2. Government Junior Secondary School, Dadur
3. Government Junior Secondary School, Gazum
4. Government Junior Secondary School, Lantang
5. Government Junior Secondary School, Limun
6. Government Junior Secondary School, Nacha
7. Government Junior Secondary School, Pil-Gani
8. Government Junior Secondary School, Shishiri
9. Government Junior Secondary School, Talbut
10. Government Junior Secondary School, Yashi
11. Government Junior Secondary School, Zamko

12. Government Junior Secondary School, Dinjor

13. Government Junior Secondary School, Funyallang

14. Government Junior Secondary School, Kumkwam

15. Government Junior Secondary School, Kwanpe

16. Government Junior Secondary School, Nacha

17. Government Junior Secondary School, Pangan

18. Government Junior Secondary School, Jemkur

19. Government Junior Secondary School, Talgwanga

20. Government Junior Secondary School, Dorowa

21. Government Junior Secondary School, Fajule

22. Government Junior Secondary School, Mabudit

23. Government Junior Secondary School, Dadin-Kowa

24. Cooper Memorial Secondary School, Lantang Town

25. Christian College, Aliyu Kama Road

26. Mimbar Comprehensive Secondary School, Pyayic

27. Useni Memorial College, Dadur

28. Gani Development College, Prison Yard, Langtang

29. Salama High School, Langtang

30. Litchway College, Pil Gani

31. Piga Community Model Yakot, Lantang

32. St. Peters Academy College, Langtang

LANGTANG SOUTH

1. Government Junior Secondary School, Mkur

2. Government Junior Secondary School, Mabudi

3. Government Junior Secondary School, Sabon Gida

4. Government Junior Secondary School, Tahbol

5. Government Junior Secondary School, Timbol

6. Government Junior Secondary School, Talgwang

7. Government Junior Secondary School, Doruwa Lantang South

8. Government Junior Secondary School, Fajul

9. Government Junior Secondary School, Kamkun

10. Government Junior Secondary School, Magama

11. Government Junior Secondary School, Pil-Gani

12. Government Junior Secondary School, Dadin Kowa

13. Nehemiah Memorial College, Sabon Gida

14. Baptist High School, Gamakai

15. Fak T. Comphrensive High Mabudi

16. Faith Cocin secondary school, Mabudi

SHENDAM

1. Government Junior Secondary School, Nyak

2. Government Junior Secondary School, Dokan Tofa

3. Government Junior Secondary School, Goepa'al

4. Government Junior Secondary School, Kalong

5. Government Junior Secondary School, Kuka

6. Government Junior Secondary School, Kwansan

7. Government Junior Secondary School, Moekat

8. Government Junior Secondary School, Ngoot-tugut

9. Government Junior Secondary School, Peoship

10. Government Junior Secondary School, Shar

11. Government Junior Secondary School, Shindai Shendam

12. Government Junior Secondary School, Yelwan Shendam

13. Government Junior Secondary School, Army barrack Shendam

14. Government Junior Secondary School, Biembiem

15. Government Junior Secondary School, Kalong

16. Government Junior Secondary School, Shendam

17. Government Junior Secondaty School, Lazu

18. Government Junior Secondary School, Orgoot Long,

19. Government Junior Secondary School, Shimaukar

20. Government Junior Secondary School, Duank wan,

21. Government Junior Secondary School, Peoship

22. Government Junior Secondary School, Kwansan

23. Messiah College, lpang Shendam

24. Nde Kopdang Memorial School, Shendam

25. St. Anthony Private School, Shendam

26. St. Berndettes College, Shendam

27. Winners College, Kuka

28. Baptist High Thig Garkawa

29. Shiek Gomi Memsense Kopgalwa

30. International Academy

31. Messiah College, Jet

32. Cocin Salvation Secondary School, Shendam

33. Grace of God College, Shendam

34. Christ the King Centenary College, Shendam

35. Our Lady of Fatima Girls Secondary school

MIKANG

1. Government Junior Secondary School, Tunkusu

2. Government Junior Secondary School, Piapung

3. Government Junior Secondary School, Tunkus

4. Government Junior Secondary School, Garkawa

5. Government Junior Secondary School, Gwotkat

6. Government Junior Secondary School, Zhimakwi

7. Government Junior Secondary School, Lalin

8. Mission High School, Tankos Mikang

9. Baptists High School, Tonkos

10. Roehoem Comprehensive College, Liledi-Mikang

QUAN-APAN

1. Government Junior Secondary School, Lalin
2. Government Junior Secondary School, Zomo
3. Government Junior Secondary School, Bakin Ciyawa
4. Government Junior Secondary School, Doemak
5. Government Junior Secondary School, Dokan Kasuwa
6. Government Junior Secondary School,Garkawa
7. Government Junior Secondary School, Kwa
8. Government Junior Secondary School, Kwalla
9. Government Junior Secondary School, Kwande.
10. Government Junior Secondary School, Kwang
11. Government Junior Secondary School, Lazai Shendam
12. Government Junior Secondary School, Miket
13. Government Junior Secondary School, Namu
14. Government Junior Secondary School, Shimankar
15. Government Junior Secondary School, Bwall
16. Government Junior Secondary School, Gurgwi

17. Government Junior Secondary School, Lazat

18. Government Junior Secondary School, Yitta'ar

19. Government Junior Secondary School, Kwande

20. Government Junior Secondary School, Njak

21. Government Junior Secondary School, Shindai

22. Government Junior Secondary School, Micket

23. Government Junior Secondary School, Turning

24. Government Junior Secondary School, Kwang

25. Potter Memorial Secondary School, Kwigwi

26. Al-Imann Private Secondary School, Kirgin

27. Immaculate College Mdamshin

28. Comprehensive Secondary School, Godon Dabat

29. Kopdoak Comprehensive College, Maraban Danshin

30. Cocin Redemption College

31. St. Marks Academy Kurgwi

32. Salama Private Secondary School, Namu

33. Princeton College Namu, Namu

34. Vision Science International Academy School, Maraban Damshin

35. Bwal Unity Secondary School, Dangra

36. Community Secondary School, Hancin Kari (Gongas).

WASSE

1. Government Junior Secondary School Takalafiya, Wase

2. Government Science Schoo,l Wasse

3. Government Day Junior Secondary School, Singha

4. Government Day Junior Secondary School, Wase

5. Government Junior Secondary School, Bashar

6. Government Junior Secondary School, Lamba

7. Government Junior Secondary School, Gudus

8. Government Junior Secondary School, Guiwa Kogi

9. Government Junior Secondary School, Lamba Wase

10. Government Junior Secondary School, Mavo

11. Government Junior Secondary School, Wadata

12. Government Junior Secondary School, Yuli

13. Moh, Abdullahi Wase Memorial, Wasse

Grand Total = (581)

APPENDIX C

Sample Distribution of Schools and Respondents 3:2:1

S/N	Name of Educational Zones	Names of Schools Randomly Selected in the three zones	Sample of Respondents
1	Zone A Jos North the Head quarter Jos South and Basa	**Jos North Local Government Schools Randomly Selected** 1. Government College, Jos 2. Government Junior Secondary Schoo,l Lamingo 3. Redeemed People's Academy, Alheri Zaria Road. 4. St. Lois College, Jos 5. Government Junior Secondary School, Gwong 6. Government Junior Secondary School, Kabong 7. Government Junior Secondary School, Utan Zaria Road 8. May Go High School, Utan 9. Ecwa Private Sunday School, Utan Zaria Road 10. Government Junior Secondary School, Jos Jarawa 11. Government Junior Secondary School, Babale 12. Government Junior Secondary School, Tudun Wada 13. Unijos Demonstration Secondary School, Jos 14. Government Junior Secondary Schoo,l Township 15. Government Junior Secondary School, Cheinayap 16. Ecwa Staff Secondary School, Alheri Zaria Road 17. Government Junior Secondary School, Naraguta 18. St. John's College, Opp. Polo Field 19. Nwadeen College, Laranto 20. Government Junior Secondary School, West Of Mines 21. Government Junior Secondary School, Rikkos 22. Government Junior Secondary School, Gangare 23. Government Junior Secondary School, Angwan Rogo 24. Government Junior Secondary School, Rot-Norong 25. Government Junior Secondary School, Laranto 26. Plateau High School, Jos 27. Hilcrest School Jos, behind Plateau specialist hospital 28. COCIN Headquarter Compound, Jos	

		29. Government Junior Secondary School, Kuwiri 30. Government Junior Secondary School, Babale	
		2. Jos South Local Government School Randomly Selected	
		1. Government Junior Secondary School, Sot Vwang 2. Government Junior Secondary School, Anglo 3. Government Junior Secondary School, Kwatazawan 4. Government Junior Secondary School, Du 5. Government Junior Secondary School, Kuru 6. National Veterinary Research Institute College Vom Demonstration Secondary, School. 7. Cocin Day Secondary School, Bakinkobor 8. Kuru Comprehensive School, Kuru 9. Government Junior Secondary School, Chuwi 10. Government Junior Secondary School, kungbwauna Du 11. St. Joseph College, Vom 12. Industrial Training Staff School, Kufem 13. Government Junior Secondary School, Hei Ray Field 14. Government Junior Secondary School, Dum 15. Government Junior Secondary School, Hwak 16. Government Junior Secondary School, Du 17. Government Junior Secondary School, Gyel 18. Government Junior Secondary School, Wholshe 19. Zawan Comprehensive College, Zawan 20. Government Junior Secondary School, Giring 21. Government Junior Secondary School, Vang 22. Cocin Day Secondary School, Dadin Kowa 23. St. John College, Vom 24. TCNN Secondary School, Sot Vang	

		25. Emmanuel International College, Ryfeild 26. Government Junior Secondary School, Rim 27. Industrial Training Fund Staff School, Kufang Jos 28. Educare Chosen High Secondary School, Mango Road Junction 29. Assemblies of God High Secondary School, Express Bukuru 30. Ngwai Community Secondary School, Vang	
		3. Bassa Local Government Schools Randomly Selected	
		1. Government Junior Secondary School, Obene 2. Government Junior Secondary School, AmoKatako 3. Government Junior Secondary School, Buyo 4. Government Junior Secondary School, Kwai 5. Ecwa Secondary School, Miango 6. Bassa Comprehensive Secondary School, Miango 7. Hyde Memorial Sec. School, Kadamo Jengre 8. Government Junior Secondary School, FiskaMatta 9. Government Junior Secondary School, Lemoro 10. Government Junior Secondary School, Mista-Ali 11. Methodists High School, Bassa 12. Government Junior Secondary School, Zagun 13. Government Junior Secondary School, Buji 14. Government Junior Secondary School, Binci 15. Government College Junior, Gengre	
		55	

2	**Zone B**	**2. Mangu Local Government School Randomly Selected**	
	Mangu the Headquarter Pankshin Bokkus	1. Government Junior Secondary School, Jekatai 2. Government Junior Secondary School, Daika 3. Government Junior Secondary School, Kayu 4. Government Junior Secondary School, Mangun 5. Government Junior Secondary School, Pushit 6. Government Junior Secondary School, Chakfem 7. Government Junior Secondary School, Payam 8. Government Junior Secondary School, Bwai 9. Government Junior Secondary School, Langai 10. Government Junior Secondary School, Kombull 11. Government Junior Secondary School, Kerang 12. Government Junior Secondary School, Jipal 13. Mangu Secondary School, Mangu 14. Girls High School Gindiri School, Compound 15. Boys Secondary School Gindiri School, Compound 16. Mwaghavul Community School, Daika Mangu 17. BidolKopshin Community, Mangu 18. Islamic Secondary School, Mangu 19. Government Junior Secondary School, Chanso 20. Government Junior Secondary School, Bwalbwang 21. Government Junior Secondary School, Janaret 22. Government Junior Secondary School, Mangu Halle 23. Government Junior Secondary School, Kombili 24. Government Junior Secondary School, Katul 25. Government Junior Secondary School, Maraba 26. Government Junior Secondary School, Ramani 27. Government Junior Secondary School, Abor Dyis 28. Zukwai Community School, Jipal 29. Government Secondary School, Ampang West	

		30. Payam Community School, Gindiri	
		2. Bokkos Local Government School Randomly Selected	
		1. Government Junior Secondary School, Kopyal 2. Government Junior Secondary School, Toff 3. Government Junior Secondary School, Horop 4. Government Junior Secondary School, Marsharked 5. Government Junior Secondary School, Mbar 6. Government Junior Secondary School, Garah 7. Government Junior Secondary School, Daffo 8. Government Junior Secondary School, Bokkos 9. Government Junior Secondary School, Mushu 10. Government Junior Secondary School, Kamwai 11. Christ Apostolic College, Kuba 12. Manger Community Secondary, School 13. Andy Comprehensive College, Merisa 14. All Nation Academy, Basher Batora Road 15. St. Pauls College, Kwatas 16. Government Junior Secondary School, Ruwi 17. Government Junior Secondary School, Sha 18. Government Junior Secondary School, Trangol 19. Government Junior Secondary School, Mushere 20. Government Junior Secondary School, Manguna 21. Government Secondary School, Richa 22. Government Secondary School, Kamuwai 23. Government Secondary School, Bokkos 24. Government Secondary School, Ruwi 25. Sts. Paul's College, Kwatas 26. Government Junior Secondary School, Gwande 27. Akiuawa Secondary School, Fokos Bokkos.	

		28. Government Junior Secondary School, Ngokssar 29. Government Junior Secondary School, Hok 30. Government Junior Secondary School, Tarangol	
		3. Pankshin Local Government Schools Randomly Selected	
		1. Government College Junior Secondary School, Pankshin 2. Government Junior Secondary School, Jing 3. Government Junior Secondary School, Kor 4. Government Junior Secondary School, Fier 5. Government Junior Secondary School, Tal 6. Government Junior Secondary School, Asa 7. Government Junior Secondary School, Bet 8. Government Junior Secondary School, Pankshin 9. Government Junior Secondary School, Dork Pai 10. Government Junior Secondary School, Jiblik 11. Trinity Missionary College, Pankshin 12. St. Benedict Seminary Covenant, PankshinKabwir Road 13. Baptist High School, Kagu 14. Good Shepherd, College 15. United Tiingform College, Mile 8 Pankshin 16. Government Junior Secondary School, Chigwong 17. Government Junior Secondary School, Takas 18. Government Junior Secondary School, Nyelleng 19. Government Junior Secondary School, Kotlang 20. Langkuk Memorial Comprehensive, State Lowcost Pankshin 21. Government Junior Secondary School, Jibam 22. Government Junior Secondary School, Jak	85

		23. Government Junior Secondary School, Chim 24. Government Junior Secondary School, Jin 25. Government Junior Secondary School, Kagu 26. Government Junior Secondary School, Bendie Park 27. Government Junior Secondary School, Tingim 28. Government Junior Secondary School, Wokos 29. Government Junior Secondary School, Kotlang 30. St. Moris Academy	
3.	**ZONE C**	**1. Langtang North Local Government Schools Randomly Selected**	
	Langtang North the Headquarter Shandam and Wase	1. Government Junior Secondary School, Nbam 2. Government Junior Secondary School, Yashi 3. Government Junior Secondary School, Nacha 4. Government Junior Secondary School, Limun 5. Government Junior Secondary School, Bapkwai 6. Government Junior Secondary School, Langtang 7. Government Junior Secondary School, Kaplak 8. Government Junior Secondary School, Dadur 9. Government Junior Secondary School, Talbut 10. Langtang Community Secondary School, Aden Langtang 11. St. Peter Academy College, Langtang 12. Useni Memorial College, Langtang 13. Cooper Memorial College, Langtang Town 14. Government Junior Secondary School, Zamko 15. Government Junior Secondary School, Dinjor 16. Government Junior Secondary School, Shishiri 17. Government College, Langtang 18. Government Junior Secondary School, Pangan 19. Government Junior Secondary School, Jamkur	

		20. Government Junior Secondary School, Talgwanga 21. Government Junior Secondary School, Kwanpe 22. Government Junior Secondary School, Dorowa 23. Government Junior Secondary School, Fajule 24. Pigg Community Model, Yakot 25. Salam High School, Langtang 26. Christians College, Aliyu Kam Road 27. Litchway College, Pilgani 28. Government Junior Secondary School, Dadinkowa langtang 29. Government Junior Secondary School, Malsudet Langtang 30. Government Junior Secondary School, Gazun	
		2. Shendam Local Government Randomly Selected	
		1. Government Junior Secondary School, Kalong 2. Government Junior Secondary School, Shandam 3. Government Junior Secondary School, Dokantofa 4. Government Junior Secondary School, Moeket 5. Government Junior Secondary School, Yelwashendam 6. Government Junior Secondary School, Kuka 7. St. Benedict College, Jebangjelbang 8. St. Anthony Private School, Shendam 9. Government Junior Secondary School, Shimankar 10. Government Junior Secondary School, Noot-Tugut 11. Government Junior Secondary School, Kwansan 12. Government Junior Secondary School, Nyak 13. Government Junior Secondary School, Lazau 14. Government Junior Secondary School, Shar 15. Government Junior Secondary School, Goepa'al 16. Government Junior Secondary School, Peoship 17. Government Junior Secondary School, Shindia Shendam	

		18. Government Junior Secondary School, Biembiem 19. Government Junior Secondary School, Orgootlong 20. Government Junior Secondary School, Duank Wan 21. Nde Kopdang Memorial School, Shendam 22. St. Berndettees, College 23. Baptist High, This Garkawa 24. Messiah College, Ipang Shendam 25. Internation Academy 26. Shiek Gomi Memorial College, Kopgalwa 27. Messiah College, Jat 28. Winner College, Waka 29. Cocin Salvation Secondary School, Lantang 30. Grace of God College, Shendam	
		3. Qua'apan Local Government School Randomly Selected	
		1. Government Junior Secondary School, Lalin 2. Government Junior Secondary School, Zomo 3. Government Junior Secondary School, Bakin Ciyawa 4. Government Junior Secondary School, Doemak 5. Government Junior Secondary School, Dokan Kasuwa 6. Government Junior Secondary School, Garkawa 7. Government Junior Secondary School, Kwa 8. Government Junior Secondary School, Kwalla 9. Government Junior Secondary School, Kwang 10. Government Junior Secondary School, Lazai Shendam 11. Government Junior Secondary School, Miket 12. Government Junior Secondary School, Shimankar	70

		13. Government Junior Secondary School, Bwall 14. Government Junior Secondary School, Gurgwi 15. Government Junior Secondary School, Lazat 16. Government Junior Secondary School, Yitta'ar 17. Government Junior Secondary School, Kwande 18. Government Junior Secondary School, Njak 19. Government Junior Secondary School, Shindai 20. Government Junior Secondary School, Micket 21. Government Junior Secondary School, Turning 22. Government Junior Secondary School, Kwang 23. Potter Memorial Secondary School, Kwigwi 24. Al-Imann Private Secondary School, Kirgin 25. Immaculate College, Mdamshin 26. Comprehensive Secondary School, Godon Dabat 27. COCIN Redemption College, Qan, Pan 28. St. Marks Academy, Kurgwi 29. Princeton College, Namu – Namu 30. Bwal Unity Secondary School, Dangra	
		45	**250**

APPENDIX D

Department of Physical and Health Education

Ahmadu Bello University, Zaria

29th November, 2011

To whom it may concern

Dear/Ma,

LETTER OF INTRODUCTION. I

The researcher, **Lopwus M. Amos** is a student of the above named department, specializing in Master of Education (M. Ed) physical Education in partial fulfilment of the requirement for the award of Master Degree. He is conducting a research on

"Relationship of Physical Education Teaching to the development of Sports in Plateau State".

In the light of the above, he seeks your co-operation in obtaining necessary information in relation to his work/problem. And wish to assure you, the information provided would be treated with utmost confidentiality.

Thank you.

Prof. B. A. Ladani

Supervisor

APPENDIX E

Department of Physical and Health Education

Ahmadu Bello University, Zaria

29th November, 2011

Dear Respondent,

LETTER OF INTRODUCTION. II

The researcher, **Lopwus M. Amos** is a student of the above named department, specializing in Master of Education (M. Ed) physical Education in partial fulfilment of the requirement for the award of Master Degree. He is conducting a research on

"Relationship of Physical Education Teaching to the development of Sports in Plateau State".

In the light of the above, he seeks your co-operation in obtaining necessary information in relation to his work/problem and would appreciate it very much if you would permit him to use subjects in your institution for his study with their consent.

Yours faithfully,

Prof. B. A. Ladani

Supervisor

APPENDIX F

Department of Physical and Health Education,

Ahmadu Bello University, Zaria

24th November, 2011

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…….

Dear Sir,

RE: REQUEST TO VET RESEARCH QUESTIONNAIRE

Lopwus M. Amos is a post graduate student of the Department of Physical and Health Education, Ahmadu Bello University, Zaria. He is currently conducting a research on the **"Relationship of Physical Education Teaching to the development of Sports in Plateau State".**

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

Kindly read through the questionnaire critically and offer suggestions and recommendation

Thank you.

Prof. B. A Ladani

Supervisor

APPENDIX G

LETTER OF PERMISSION

Dear Sir/Madam,

PERMISSION TO ADMINISTER QUESTIONNAIRE IN YOUR SCHOOL.

The bearer, Lopwus, Amos Mectagap with Registration number MEd/1892/2007-208 is a postgraduate student MEd Physical Education in this department.

In partial fulfilment of the requirements for his Master's programme, he is currently conducting research on the **"Relationship of Physical Education Teaching to the development of Sports in Plateau State".**

Your school has been chosen as one of the schools for which the data will be collected by administering a questionnaire on your Physics Education Teachers.

I therefore, request your permission to allow him administer his questionnaire as well as extend your fullest possible cooperation which will be highly appreciated.

Thank you.

Yours faithfully,

Professor B.A. Ladani

Major Supervisor.