# COMPARATIVE ANALYSIS OF SPORTS MANAGEMENT PRACTICES IN TERTIARY INSTITUTIONS IN NIGERIA

**BY**

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**NOVEMBER, 2012.**

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**BY**

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**FACULTY OF EDUCATION**
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## DECLARATION

I declare that the work in the dissertation titled: "Comparative Analysis of the Sports Management Practices in the Tertiary Institutions in Nigeria" has been written by me in the Department of Physical and Health Education under the supervision of Professor (Mrs.) F.B. Adeyanju, Professor B.A. Ladani and Professor A.I. Kabido. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at any university.

BAMIDELE, BENSON BABATUNDE ……..……. ……..
SIGNATURE DATE

## CERTIFICATION

This dissertation titled: "Comparative Analysis of Sports Management Practices in the Tertiary Institutions in Nigeria" by BAMIDELE, Benson, Babatunde meets the regulations governing the award of the degree of Doctor of Philosophy (Ph.D) Sports Management of Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

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Dean, Postgraduate School

## DEDICATION

This work is dedicated to Almighty God who made this academic pursuit a huge success. It is also dedicated to my beloved wife Mrs. Bamidele, Bose Oluwafunke for her prayer, financial and spiritual support throughout the programme which gave me the courage to complete the programme.

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## OPERATIONAL DEFINITION OF TERMS

The following technical terms are defined operationally as used in this study.

**Inter Collegiate Sports:** These are sports competitions among tertiary institutions.

**Tertiary Institutions:** These are post secondary schools which include universities, colleges of education and polytechnics.

**Sports Facility Development and Management**: This refers to the construction and maintenance of sports arena such as running tracks, field, courts, swimming pools, pitches and other related playing areas.

**Scouting:** This refers to the process of looking or searching for good athletes in order to employ them.

**Inter Scholastic sports** This refers to competitions held among schools at the secondary school level.

**Sport:** Indicated intercollegiate sport competition among tertiary institutions in Nigeria.

**SportsPersonnel:** These are the sports organizers, coaches and medical officers

**Athletics:** Embraces field and track events

**Management:** This refers to effective utilization of money, method, material and personnel.

**Sports Management:** This involves directing, planning, managing and coordinating programme, human material and physical resources in sports organizations.

**Sports Management Practices:** These involve the use of finance, personnel, athlete recruitment, sport facilities, sport equipment, sport policy, athlete motivation, students' participation in sport and public relation services.

**Administration: This is concerned with the functions and responsibilities essential to the achievement of established goals through associated efforts.**

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**ABSTRACT**

The study analyzed and compared sports management practices in tertiary institutions in Nigeria. To achieve this purpose, a total of 170 subjects were randomly selected from sports units in the tertiary institutions in six-geopolitical zones of the country. A self developed, validated and pilot-tested questionnaire was used to collect the data. The questionnaire contained two sections A and B. section A contained demographic characteristics information of five (5) variables and section B contained eighty (80) statements on sports management practices in tertiary institutions in Nigeria under ten (10) different sub-sections. The subsections are (1) Finance (2) personnel (3) athletes recruitment (4) sports facilities (5) sports equipment (6) organizational structure (7) sports policies (8) athletes motivation (9) student participation and (10) public relations services with eight (8) Statements each. The questionnaire was administered on 170s subjects including Director of Sports/Sport Officer, Deputy Director of sports, Sports Coordinator, Chief Coach, Senior Coach, and Coach I from 34 tertiary institutions in five geopolitical zones of the country. The data collected were statistically analyzed using one way analysis of variance (ANOVA) and post hoc the level of significance (LSD) difference at 0.05 .was used to retain or reject the hypotheses drawn and tested The findings of this study were as follows. The finding of this study revealed similarity among the three categories of tertiary institutions in their financial management practices [f (2,172) =2.60(P>0.05)].. The finding of this study showed that personnel management practices were found to be better in the universities than other tertiary institution [f(2,172)=2.60(P<0.05)].The finding of this study showed that athletes recruitment management practices were found to be better in the universities than other tertiary institutions [f(2,172)=2.60(P<0.05)] The finding of the study revealed that facilities management practices were found to be better in the universities compared to colleges of education and polytechnics [f(2,172)=2.60(P<0.05)]. The finding showed that equipment management practices were found to be better in the universities than other tertiary institutions [f(2,172)=2.60(P<0.05)].. The study found that the organizational management practices of sports were better in the universities compared to colleges of education and polytechnics [f(2,172)=2.60(P<0.05)] The study found that a policy management practices were better in the universities and polytechnics compared to the colleges of education [f(2,172)=2.60(P<0.05)] The study found that athletes motivation management practices were better in the universities and polytechnics compared to the colleges of education [f(2,172)=2.60(P<0.05)] The study revealed that the students participation in sports management practices were better in the universities compared to colleges of education and polytechnics [f(2,172)=2.60(P<0.05)]. The study found that the public relations services management practices were better in the universities compared to colleges of education and polytechnics [f(2,172)=2.60(P<0.05)}Based on the findings of the study the following recommendations are made .All tertiary institutions should fund sports adequately .The practices in the management of personnel in Nigerian universities should be operated in other tertiary institutions. The practices in the management of athletes recruitment in universities should be adopted in other tertiary institutions Other tertiary institutions should apply the practices of the universities in the management of sports facilities. Attempt should be made for management practices of maintenance of sports equipment in polytechnics and colleges of education should be improved. .organization management practices should be streamlined by the national colleges of education commission(NCCE ) so that such practices should be common to all colleges of

education and become more efficient. Nigerian Colleges of Education should formulate and implement appropriate policy for the successful organization of their sports programme. Nigerian Colleges of Education should provide adequate appropriate and sources of motivation for the students to participate in sports programme. Nigerian Colleges of Education and Polytechnics should involve the individual of students in the decision making process relating to the organization of sports to ensure greater participation of students in sports. Nigerian Polytechnics and Colleges of Education should involve the other organization in the successful formation and implementation of sports programme.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background To The Study

Intercollegiate sports competition was initiated by the students of United States of America in the 19th century in a variety of sports under the direction of the students. The survival of the programme came through the relentless and undaunted efforts of students who took upon themselves to act as captains, coaches, team officials as well as undertook the supply of equipment and uniforms to their teams. As the importance of the programme grew, parents, alumni or friends contributed to the purchase of equipment and uniforms (Ladani, 2007). The incorporation of sports into the educational programmes of American collegiate institutions eventually formed the basis for the emergence of intercollegiate sports which was adopted in Nigeria today by tertiary institutions such as colleges of education, polytechnics and universities (Venkateswarlu, 2000).

Ladani (2008) stated that management practices are parameters or indices used to enhance the development of sports in tertiary institutions in Nigeria. Such indices for Sport management practices are: (1) Finance (2) Personnel (3) Sports athlete recruitment (4) Sports facilities (5) Sport equipment (6) Organizational structure (7) Sports policies (8) Athletes Motivational practice (9) Students participation in sports (10) Public relation services in sport.

The first inter collegiate athletic championship in Nigeria came to life on the 8th and 9th June, 1990 at the Main Bowl of the National Stadium, Surulere, Lagos. University inter-scholastic, intercollegiate, and other highly organized sports programme the world over represent an integral part of the total physical education programme. In most cases the activities under taken therein evolved from the intramural and extra-mural sport programme of such colleges

(Ladani, 1990). According to Ladani (1990) the programme were designed for individuals who were mostly highly skilled.

Amuche (2000) stated that inter collegiate sports are sponsored among tertiary institutions in a number of different sports and which are organized and controlled by the college or university authorities for selected individual or teams or universities. Similarly, 1st level is intramural sports organised while 2nd level is interscholastics and the 3rd level is intercollegiate.

Adeyanju (1998) described inter collegiate sports as the third and highest level of sports programme conducted among Nigeria Colleges Of Education (NICEGA,) Nigeria Polytechnics Games (NIPOGA) and Nigeria Universities Games(NUGA). According to her It provides competition at the highest levels for the highly skilled student in the various sporting activities that are available in the college or university. In corroboration with Awosika (1993) Adeyanju (1998) supported the claim that inter collegiate sports are highly organized competitions that involve top class athletes.

Awosika (1993) had however stated that the athletes after competing among themselves in their institutions are selected to represent their colleges, polytechnics and universities in various games. An example of such competitions in Nigeria is the intercollegiate athletic competition initiated in 1991 by the then Head of State General Ibrahim Babangida.

Abioye (1972) stated that sports programme need to be conducted in such a way that their values and expected results would continue to be appreciated by the participants, organizations, and the general public.

Abioye (2001) noted that in order to meet students' needs, managers and faculties of education and departments of physical and health education must continually assess the level of involvement and students reasons for participating in such physical activity programme. This could only be made possible through good leadership of capable and well informed sports personnel who have knowledge of current sports management. In corroboration with the above statement, Abayomi (1995), asserted that an effective and efficient management pattern of sports will afford the participants the opportunity to develop self realization or individual worth, good human relationship with other students, friends, neighbours, family and fellow citizens. Based on the above premise, tertiary sports such as Nigeria Polytechnics Games (NIPOGA), Nigeria Colleges of Education Games (NICEGA) and Nigeria Universities Games (NUGA) are expected to afford the participants and officials the opportunity to interact with one another and know the type of system of sports management being operated in their various institutions.

In the field of management one can identify two essential ingredients; first, there is the administrative organization which deals with the internal structure and disposition of the personnel and resources. The second is the administrative management which deals with the direction of personnel, fiscal control (or policy) and other techniques related to operations. Management, therefore is a process undertaken by one or more individuals to coordinate the activities of others in order to achieve results not achievable by one individual acting alone (Ladani 2008). It is the achievement of results through specialized efforts of other people, whether individually or in group within an organization, to accomplish goals which they could not achieve as individuals. Management has been essential in ensuring the coordination of individual efforts.

If sports managers therefore are to achieve their aims and objectives and justify government's huge investment and enthusiasm for sports development, efficient and effective management practices must be put in place. All management indices to manage sports include (1) policies (2) recruitment, (3) personnel (4) facilities (5) equipment (6) motivation (7) public relation (8) finance (9) organization structure and (10) students participation in sport management which must be made available and effectively managed. Therefore the above indices or parameters are the key focus of the comparison of the sports management practices in the selected areas of study.

Since sports management practices such as (1) Policies (2) Recruitment, (3) Personnel (4) Facilities (5) Equipment (6) Motivation (7) public relation (8) Finance (9) organization structure (10) Students participation in the tertiary institutions complement government efforts in the pursuance of her sports objectives and in the realization of the role to be played in the promotion and development of sports, Much would be gained by identifying, analyzing and comparing sports management practices in colleges of education, polytechnics and universities of Nigeria.

**1.2 Theoretical Framework**

System management is a set of principles or doctrines such as directing, coordinating, planning and supervision which enhances sports management practices. The theoretical framework for this study is based on the premise that a set of principles that characterized "system theory of management" are connected to form a complex entity for the purpose of achieving the management objectives of an organization. It was noted that systems theory of management is as an ordered and comprehensive assemblage of facts, principles, doctrines or the like in a particular field of knowledge. In systems theory of management, each system has its own environment and functions within it. In other words, a system may be a sub-system of a

larger suprasystem or cluster of systems. This justifies the description of management as a process of providing sufficient systems that will make an organization function effectively.(kre ctner,1992). This view was further strengthened by Johnson (1997) when he described systems as those procedures used to make sure that the activities of a given organization are effectively discharged. It is along this direction that the concept of systems of management in an organization becomes relevant to this study. However, because the management of any sports programme usually takes into account directing, coordinating, planning and supervision, McDonald (1997) posited that sports management can be linked to systems that contain many subsystems on which the success of the organization depends.

The role of such systems within the scope of sports management has made, McDonald (1997) to describe such system as planning, organizing and control within which one can have many other subsystems such as delegation, network, planning and budgeting. The attributes specified by Krectner (1992) corroborated the above statement that sports management can be described as system that involves planning which include personnel, equipment and facilities organizing which also include organization structure, athletics recruitment, athletics motivation and budgeting include finance and policy while control include public relation services, student participation in sport which enable the sports managers to have a link with existing management practices. The interaction with the existing management practices provided a strong basis for the theoretical framework of the study which is anchored on the system approach to sports management practices in Nigeria.

### 1.3 Statement Of The Problem

Adesoye (1989) reported that some of the tertiary institutions in Nigeria could not stand the test against their counterparts in terms of their sports management practices in achieving

tangible results and in harnessing their resources for productive purposes and that sports management practices that will enhance adequate performance should be put in place in the tertiary institutions. There are research works on sports management in Nigeria and others countries, however, to the best of the researchers knowledge, he has not come across any research work to compare the various sport management practices among tertiary institutions in Nigeria It is a common knowledge that many of these tertiary institutions do not feature prominently in the collegiate sports competitions, thus hampering the realization of the aims and objectives of inter collegiate sports program in such institutions. This might be due to some management lapses which prevented the institutions from featuring as expected in intercollegiate sports competitions. However, there are number of management parameters which require effective mobilization before and during competitions. The managementparameters include (1) finance (2) facilities (3) equipment (4) personnel (5) sports policies, (6) recruitment, (7) organizational structures (8) public relation (9) motivation (10) students participations in sports management. It is not certain if these parameters are adequately considered in the management of sports in tertiary institutions. Hence the need to carry out a study to investigate the various sports management practices operating in these tertiary institutions. This was with a view to identifying some basic operational strategies that are needed for effective sports management practices in Nigeria. Judging from the available medal table records of NUGA, NICEGA, and NIPOGA, some tertiary institutions of Nigeria have not had reasonable and tremendous performance in most of their outings as they had recorded fluctuating performance. Secondly, some of these institutions have not been featuring in this outdoor competitions perhaps as a result of their sports management practices.

It is against this background that interest in this study was to find out the sports management practices that are in place as well as fashion out necessary solution that will promote and develop the inter collegiate competition.

## 1.4 Purpose Of The Study

The purpose of the study was to identify, analyse and compare sports management practices among the three categories of tertiary institutions in Nigeria in terms of their (1) finance (2) personnel (3) athletes recruitments (4) facilities (5) equipment (6) organization structure, (7) athletes motivation, (8) students participation in sports (9) public relation services and (10) policy.

To provide a solution to any of the lapses discovered in the sports management practices that are in place so as to enhance the promotion and development of sports in the three categories of tertiary institutions in future sporting competitions.

## 1.5 Research Questions

The following research questions were therefore formulated to direct the study on sports management practices in the three categories of tertiary institutions of Nigeria.

1. Are there differences between the three categories of tertiary institutions in the financial management practices of their sports units?
2. Are there differences between the three categories of tertiary institutions in the sports personnel management practices of their sports units?
3. Are there differences between the three categories of tertiary institutions in the athletes recruitment management practices of their sports units?
4. Are there differences between the three categories of tertiary institutions in the sports facilities management practices of their sports units?

5. Are there differences between the three categories of tertiary institutions in the sports equipment practices of their sports units?
6. Are there differences between the three categories of tertiary institutions in the sports organization management practices of their sports units?
7. Are there differences between the three categories of tertiary institutions in the sports policies management practices of their sports units?
8. Are there differences between the three categories of tertiary institutions in the athletes motivation management practices of their sports units?
9. Are there differences between the three categories of tertiary institutions in the level of students participation management practices of their sports units?
10. Are there differences between the three categories of tertiary institutions in the public relation service management practices of their sports units. ?

## 1.6 Basic Assumptions

This study was based on the following assumptions that:

1. Sports management practices are under utilized in three categories of tertiary institutions in Nigeria.
2. Different tertiary institutions use different sports management practices to promote sports development.
3. Sports management practices are well utilized in Universities compared to College of Education and Polytechnics.
4. The different aspect of the sports management practices that enhances the promotion and development of sports can be objectively analyzed.

5. The development of sports among the student athletes in the three categories of tertiary institutions was based on the availability of sports management practices.

## 1.7 Hypotheses Major Hypothesis

There is no significant difference between the three categories of the tertiary institutions management practices of their sport units in Nigeria.

## 1.8 Sub-Hypotheses.

For the purposes of this study the following sub-hypotheses were formulated and tested

1. There is no significant difference between the three categories of tertiary institutions in the financial management practices of their sports units.
2. There is no significant difference between the three categories of tertiary institutions in the personnel management practices of their sports units .
3. There is no significant difference between the three categories of tertiary institutions in the athletes' recruitment management practices of their sports units.
4. There is no significant difference between the three categories of tertiary institutions in the facilities management practice of their sports units.
5. There is no significant difference between the three categories of tertiary institutions in the equipment management practices of their sports units.
6. There is no significant difference between the three categories of tertiary institutions in the organization management practices of their sports units.
7. There is no significant difference between the three categories of tertiary institutions in the policy management practices of their sports units.
8. There is no significant difference between the three categories of tertiary institutions in the athletes' motivation management practices of their sports units.

9. There is no significant difference between the three categories of tertiary institutions in the level of students' participation management practices of their sports units.
10. There is no significant difference between the three categories of tertiary institutions in the public relations service management practices of their sports units.

## 1.9 Significance Of The Study

This study is significant because the effectiveness and success of inter collegiate sports depend largely on the basic organization and management of the programme. Such programme requires efficient and effective management to promote better performance level.

The study may be useful to all stakeholders in sports in many ways including:

1. The study would be of value to intercollegiate sports management; since the study revealed the existing lapses in sports management practices in the area of human, physical and fiscal resources management which could promote negative participation and performance in sports.
2. It provides sports managers with useful insight into ways to improve sports management in tertiary institutions in Nigeria.
3. The curriculum planners in the field of sports generally may find the results of this study useful in developing curriculum in sports management practices in order to produce efficient sports managers.
4. It would equally add to the available knowledge of inter collegiate sports management practices.
5. Finally, the results of this study would generate the need for continuous research interest within the area of sports management in the tertiary institutions where other sectors with bias for sports programme implementation could draw inferences for the

sports policies, athletes recruitment practices, financial practices, motivational practices, provision of facilities and equipment practices, motivational practices, students participation in sports management and publicity/public relation services

## 1.10 Delimitation Of The Study

For meaningful and effective investigation, this research work specifically covered sports management practices among the three categories of tertiary institutions in Nigeria.

Out of six (6) zones, twelve (12) states were selected and one of the zones was used for pilot study therefore five (5) zones with ten (10) states were used for the main study.

The zones are: (1) North East; Bauchi and Adamawa, (2) North Central; Kogi and Niger (3) South-South, Delta and Edo (4) South-East; Anambra and Enugu, (5) South-West; Ondo and Ekiti .The study was confined only to three categories of tertiary institutions ,they are universities, polytechnics and colleges of education in Nigeria.

## 1.11 Limitations Of The Study

The researcher had no control over the feelings of the respondents in completing the questionnaire since its demand their opinion however, this was taken care of during the analysis of the data collected.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

The purpose of this study was to compared the sports management practices in the three (3) categories of tertiary institutions in Nigeria. To achieve this purpose, a review of literature relating to sports management practices was carried out. The researcher reviewed textbooks, journals, seminar papers, research papers and proceedings of conferences that are related to sports management practices under the following sub-headings: finance, personnel, athlete's recruitment, sport facilities, sport equipment, organizational structure, sport policies, athlete's motivation, students' participation and public relations service.

## 2.2 Conceptual Framework

### 2.2 .1 Finance

Igbanugo (1986) defined finance as the college funds, gate receipt, general organizational and activities fees and some other revenues which are to be incorporated. Ladani (2008) pointed out that sports consume a lot of money. He stated that sport practices could not be classified as commercial ventures and in this regard, the funding of sport should be adequate and there should be no delay in the release of funds for the running of sports programme. The finances involved in inter collegiate sports programme are raised in various ways.

Sources of income for funding most schools colleges sports programme according to Igbanugbo (1986), should include the general school or college funds, gate receipt, general organization and activity fees and some other revenues which are to be incorporated.

Adesoye (1997) reported that sports were properly financed in the 70s during Nigeria's oil boom. He however corroborated Igbanugo's (1986) idea on sources of income for funding

sports by suggesting that institutions should seek for donations, appeal to industries and corporations for aid and launch "serve our tertiary sports" appeal funds.

Bucher & Krotee (2002) stated that sports programme should be financed out of central administration funds just as other phases of education programme are financed. Bucher and Krotee (2002) suggested that provision should be made so that the program is concluded with regular physical education budget and supported through regularly budgeted school or college income. Bucher and Krotee (2002) further advised that in a well-organized school sports programme, finance should cover the provision for transportation to convey athletic teams to sport contests so that they could arrive safely on time.

Ladani (2000) described budget as a means through which sports program me financed. It is a very important aspect of the overall financial or fiscal management. Kabido (1995) reported that budgeting helps to identify the objectives of the organization, the resources available to carry out the objectives and it involves prepared costing of program in terms of estimated income and expenditure. He further described budget as a written estimate of anticipated income and expenditure which should be a clearly prepared document based on the financial information available. Adedeji (1990) stressed that budgeting as the determination, allocation, and deployment of funds and facilities for the services of the school in accordance with the schools educational needs and objectives. It could however be seen that sports organization and management has become household business and capital intensive all over the world. Hence, adequate funding of sports in tertiary institutions would facilitate their success and the realization of the goals and objectives of sports. In this respect, sports funding generally should not be left in the hands of government alone. The non-governmental organization have crucial role to play in this all-important human activity.

Bucher (2002) reported that athletics should not be used as self-supporting or used as a means to support part or all of the other so-called extra-curricular activities of a school or college. He said that athletics represent an integral part of a school's educational programme and as such deserve to be treated the same way was as other aspects of the programme, and that on this basis, the finances necessary to support such a program should come from the central funds as the case may be. Bucher (2002) remarked that this procedure is being followed in some schools and colleges in the United States of America with benefits to all concerned. He felt this should be an ideal toward which all should strive. He discouraged the idea of charging different fees to students for competitive sports in the tertiary institutions as this may result in a false set of standards that could form the basis for the programme. Bucher (1999) reported that a survey carried out indicated that one out of every five United States schools had seperate athletic programme as a result of budgetary difficulties. The survey pulled 1,543 athletic directors in all 50 states in order to determine the current status of school athletic programme. The result of the survey indicated a notable increase in organized athletic activity for girls, even in schools facing financial cutbacks. In schools not suffering from financial problems, the result showed an increase in girls' sports. However, in order to motivate tertiary or inter collegiate students' participation in competitive sports, it is essential that sports should be properly funded. The funding of tertiary sports programme in Nigerian schools is not encouraging. It is not unlikely that the present economic recession in the country has its own impact in the financing procedure of the programme in the schools.

## 2.3 Personnel

Oyedele (2000) reported that personnel are the officials that play an integral role in any competitive sport programme and should be well qualified , certified and licensed and hold

membership in their respective, officiating association (Oduwaye, 2000) stated that when considering the structure and operation of an organization, one must take cognizance of the personnel who provides the leadership and sees to the smooth conduct of the day-to-day affairs of the organization.

It was further stressed that personnel and leadership are elements around which cooperation, loyalty, sociability and many other societal traits can be developed. The working machinery of any sporting organization depends on the various individuals and groups. The machinery promotes understanding and acceptance of each other working closely together to achieve the goals of the organization (Oduwaye, 2000, Venkateswarlu, 2000). In tertiary institutions setting for instance, efficient management of sports programme will rely essentially on cooperative, dedicated and qualified personnel. It could be asserted therefore that the success or otherwise of any unit, department or organization in tertiary institutions depends on the quality of the staff to handle its operation.

Ladani (1998) identified the tasks of a sport manager and personnel as being summed up to include planning, organizing, staffing, directing, coordinating, reporting, budgeting and evaluating which in common parlance is referred to as "POSDCORBE".(Bucher & Krotee 2002) highlighted the key personnel in the tertiary institutions sports management which include, the university direct of sports, thedeputy director of sports and other management and technical staff and coaches. Amuche (2000) stressed that good officials must be felt, but not only heard as much as possible by the athletes, they should win friends without violating principles, should use strong points to win respect and be pleasant but firm and fearless. Bucher & Krotee (2002) stressed that excellent officials are necessary for a quality sports programme. They should have special qualifications, including knowledge of the activity, the participants, the goals of the

program and the organizations philosophy of competition. Furthermore, officials play an integral role in any competitive sports program. Therefore, they should be well qualified, certified and licensed and hold membership in their respective officiating association. To ensure that only the best officials are employed, procedure should be established to register and rate officials and determine which are the best qualified. Officials should be duly notified of the date, time and location of the contest to which they have been assigned and contracts awarded. Moreover, officials' fees vary from institutions to institutions and sports to sports, although some associations have assigned standard rates. Akintunde (2001) noted that the quality of staff in the tertiary institutions determine the standard of the school. Administration of school sports is best left in the hands of qualified physical education teachers and the most qualified person among them should be made the director of sports because of all that it takes to coach and administer sports. Furthermore, he said that it takes more than the knowledge of sports as coach to be the director of sports.

Bucher & Krotee (2002) stressed that physical education and sports are grounded in the science of anatomy exercise, physiology, biomechanics, sports sociology, psychology and sports management personnel should be well versed in these disciplines as well as in research methods that will permit the coach to survey and apply appropriate research findings to the classroom and specific situation.

Oyedele (2000) expressed that the sports personnel is also seen to possess good sense of justice, self-restraint and a show of competence in the handling of his organizational program. In addition to the above, Amusa (2000), contended that the sports manager must not only teach sports, and manage athletes, he is also expected to be able to speak occasionally in the public, talk to groups, conduct news conferences, hosting visiting teams and in some institutions teach

some physical education classes. He suggested that such a staff should be able to speak and write articulately and in a socially accepted manner.

Gwani (1998) suggested the establishment of zonal sports research institute under the management of nearest university within the zone so as to equip coaches with expert and scientific program that enhance development of sports for preadolescents in schools. Chom (2003) supported the above statement that intercollegiate sports in tertiary institution need a sound and well established programme for the training of the necessary personnel in sports. This will alleviate the shortage of qualified personnel that is experienced in the training of the various sports program in tertiary institutions.

## 2.4 Athletes Recruitment

Bucher (2000) explained that athletes recruitment means the best collected in the competition were selected and recruited into colleges and varsity sports.

Universities inter scholastic, inter collegiate and other highly organized sports program represent an integral part of the total physical education program and are designed for individual who are most highly skilled in sports. These sports program involve competition putting one college or varsity against another college or varsity. As a result, a spirit of rivalry and desire to win develops which has resulted in some unfortunate practices such as unethical recruitment procedures, changing transcripts to make players eligible, admitting students who may be academically unqualified and extensive public relations program ( Bucher 2000)

This recruitment of athlete is a controversial issue. Bucher (1994) argued that the procedure for admittance should be the same for all students, regardless of whether they are athletes, chemistry students, music students or others. Bucher(1994) submitted that no special consideration should be shown to any particular group. Some institutions, however, actively

recruit athletes for their college or varsity teams among the students of their institutions. The main consideration here is to adhere strictly to the rules of the competition in which the association participates. To do otherwise, is not condoned. Ladani (2000) explained that in colleges and varsities, however, sports teams should be composed of matriculated students attracted to the institutions because of its educational advantages.

Proselyting is the concept that has been used to describe a high school or college that has so strongly over -emphasized sports that it has stooped to unethical behaviour to secure outstanding talent for winning teams. High schools are not plagued with this problem as much as colleges, but sometimes they also have difficulties. Scouting, on the other hand, is another aspect of recruiting exercise which has become an accepted practice at high school and college levels. By watching another team perform, one will learn the formations and strategies used and discover certain weakness.( okunrotifa,1995)

Many schools and colleges are spending considerable money on scouting. It is felt by some physical educators that such money could be spent more wisely if used to enhance the value of the game for the participants, rather than to further any all-important effort to win. It is discovered that many unethical practices have entered into scouting. Coaches have been known to have scouts observe secrete practice sessions. Scouting is considered unethical under any circumstances except by means of observing regular scheduled games. If scouting does occur, the head coach at the institution has direct responsibility for the nation. (okunrotifa1995)

In the past, Nigeria had always recruited her athletes through schools competitions such as Empire days celebration and regional competitions. The athletes for such competitions were prepared by the teachers in their various schools. The best in these competitions were selected and recruited into colleges and varsities. In their various institutions of admission, the athletes

are then opened to highly organized games such as the inter scholastic and inter collegiate sports program. With the inception of structured schools sports such as inter collegiate sports. Okunrotifa (1995) advocated that it is possible to get talented athletes who can represent their institutions and the nation at various levels whether local, state, national or international competitions rather than proselyting or scouting. Talented and prospective athletes could also be discovered within the institution through mass participation of the students in intramural and extramural sports and games.

## 2.5 Sports Facilities

Facilities here refer to sport arena such as fields, courts, running tracks, boxing rings, swimming pools, these facilities play a vital role in the management of sports in any developed and developing community.

Omolawon (2000) stated that the role of sports management cannot be over-emphasized. This is because sporting facilities are regarded to facilitate the numerous activities involved in sports.

Amusa (1986) conducted a pilot study on the influence of variables such as incentives, adequate facilities, equipment and human relations in participation and performance in sports. He equally revealed and described standard facilities as essential pre-requisite to participation and excellent performance in sports activities at all levels. Similarly, Onifade (1995) said that for the successful execution of any sports programme, there must be availability of qualitative and quantitative facilities. Fasan (2000) corroborated the above statement that availability and accessibility of these sport facilities to the students will surely promote instructions, training and acquisition of skills. Abubakar (1992) supported that adequate facilities are needed for effective

instruction and satisfactory fulfillment of objectives in other disciplines. All these are needed for successful teaching of sports skills, attitudes and interest.

Awosika (1996) confirmed that facilities represent a sensitive area in all ramification of sports management. They occupy an enviable position since their provision carries with them certain standards as determined by age, weight and experience of the user. He noted that the existing sports facilities in Nigerian institutions of learning are exceedingly inadequate and substandard. Udoh (1990) reported that the problem is not that of construction of sports facilities but that of maintenance. It is the maintenance culture that is faulty. If adequate sports facilities are provided and maintained, definitely the standard of performance and participation in inter-scholastic and intercollegiate sports programme would be appreciated and enjoyed by participants including the sports managers.

Amuche (1986) advocated that for effective sports management in tertiary institutions in Nigeria, facilities just like other elements are the factors that determine the viability of any sports program. Apart from promoting the institutions' sports programme and image, sports make it possible for the individuals to engage in recreation games during their leisure hours.

Ajisafe (1990) reported that modern sports program that encourage a wide range of skills require extensive play areas. He then listed the essential facilities that should be provided for both instruction and participation purposes as follows.

(i) Basketball and volley pitches

(ii) Tennis and Badminton courts

(iii) Soccer pitch

(iv) Hockey pitch

(v) Access to a swimming pool

(vi) A sport field with a 400m, athletic tracks round it which can successfully accommodate both track and field events.

Ajayi (1994) added that for facilities to be considered adequate or proper, they must be constructed according to recommended specifications in respect to size, surfacing, lighting and various safety features.( Okpaku, 1992) stated that planning for meaningful facilities is a team effort and not that of an individual if solid and durable facilities are to be erected. Okpaku (1992) reported that the physical education and sports facilities should be developed and coordinated as a part of the total school – community master plan.

Atoyebi (1992) stated that adequate planning and construction of facilities are necessary if performance and participation in inter collegiate sports programme will be appreciated and enjoy good management. A few examples of such improved sports facilities include among others, synthetic and cinder tracks. The place of proper maintenance culture in sports management cannot be over looked. This is because it is the only way by which the life span of the facilities can be extended. Corroborating this idea, Adesanya (1992) maintained that well organized program for care of facilities; equipment and supplies will pay off in increased longevity. He therefore advocated for maintenance staff that will be responsible for the care of the facilities. Seidar (1987) believed that it is on a well maintained facility that value for the participant and the equipment used for the sporting activities could be utilized.

In realization of the place of good maintenance culture in sports management, Obiyemi (1987) set out plans for facilities maintenance. Accordingly, he was of the opinion that proper maintenance plans for sports facilities are not achieved by chance or accident, but rather they are achieved by initiative and actions of knowledgeable people acting individually or in groups and as agencies. He therefore assessed that in an effort to provide satisfactory maintenance of sports

facilities, plans for these should form a corporate heading in the budget of a seasoned sports manager. Seidar (1997) reported that when facilities have maintenance problems they can be due to inadequate budgetary provision or inefficient custodial staff. In this regard, therefore, the manager should be responsible for ensuring that the maintenance of facilities acquired for sports activities is guaranteed since maintenance is an important means of checking the rate and intensity of depreciation of most sports facilities.

Although adequate facilities are necessary for effective instruction in physical education and sports, it is the responsibility of the management to provide adequate space/facilities, equipment and personnel for the sporting program (Venkatewarlu, 2000).

### 2.5.1 Sports Equipment

Ladani (1990) observed that sport equipment can be said to represent the tools that the coaches and the participants must have or use to facilitate the coaching of sports and for competitions. (Akpe, 1995) reiterated that if sports program are to achieve any success and for effective management, there must be availability of sports equipment and supplies in high quality and quantity. The provision and maintenance of good and quality equipment items by the college or university will enhance and promote healthy sports competitions. Inadequate sports equipment may force the sports managers to regulate their sporting activities. Agboola (1994) concluded that lack of sports equipment hinders the organization and management of sports programme in schools and colleges. (Adedeji, 1990) reported in his work that adequate computerized equipment are very essential in order to obtain optimum performance from the athletes in the school when the athletes have been psyched to believe in equipment and stressing that effort should be made to properly equip athletes in the country.

Richard (2000) stated that equipping a player with cheap, poor, filthy equipment is no different from selling a gun without telling the buyer how to use it. He advocated for the provision of good equipment for sports competition in the schools or college. This view was supported by Kraus & Curtis (2000) who noted that it is undesirable to use cheap, ill-fitting equipment that have been borrowed or handed down years after years. However, observations show that most schools in Nigeria appear to have no adequate and good equipment.

Adeyanju (1993) stressed that equipment and supplies are purchased for the athletes to use, and one of the responsibilities of the equipment manager is to see that all items to be issued out are marked properly for identification and then issued to the athletes in proper manner. She however, advised that all items should be marked in some way so that ownership can be readily identified for the purposes of inventory. Taking the best possible care of equipment can prove to be the greatest single money saving procedure.

Some systems should be established for issuing equipment and a sense of responsibility for the proper use and return of equipment should be inculcated in the mind of students. Marshall (1990) in his study reported that management must notify property inventory office when equipment are purchased, lost, stolen, sold or properly disposed of. Marshall (1990) further urged that inventories should be taken at the end of each sports season rather than at the end of the school year. He suggested that the coach works with the equipment manager in preparing the inventory. By helping with the inventory, the coach will have a much better understanding of the amount and condition of equipment in stock, which should help him in making his estimate of needs for the next season.

All items should be recorded on a perpetual inventory with a physical count and reconciliation at the end of each season, items which are discarded should be surveyed as a pre-

requisite to maintaining accountability. Nevertheless, cleaning and repairing should be a continuous process with routine cleaning on a daily basis and major maintenance undertaken during the off-peak season. Therefore to promote the life and durability of acquired equipment it is highly necessary for proper maintenance culture to be developed

Awosika (1997) stated that sports management is traceable to a number of factors, among which is the availability of equipment. In other words, the more equipment that the sport unit controls, the more efficient and less troublesome can be its operation. Ajayi (1994) supported that sports equipment and facilities should be provided in sufficient number so as to enable all students in the institution to participate actively in sports programme. He saw lack of adequate equipment as lack of well planned programme of sports activities that are capable of providing for all round development of students. For this reason Umeiegbu (1981) reported that good sports program can function at full effectiveness only when they are supported with sufficient equipment in good condition. In other words, there must be adequate sports equipment in good condition for regular training and practice of athletes for intercollegiate sports.

Awosika (1996) maintained that inadequate facilities and equipment were consistently rated high as factors affecting both effective participation and performance in sports .Thus noting that equipment is very important in the management of sports in tertiary institution and opined that students should be exposed to real equipment and standard facilities so that they could see, feel and use the right material from the start. This supported Adedeji (1993) who stated that, equipment are program related, so, if they are available, adequate and well maintained, there is every possibility of having a good sporting programme,Bucher (1983), noted that all the advantages of careful and intelligent purchasing will be of no use or value unless equipment is properly cared for and maintained. (Adedeji,1993) stressed that, though institutions are aware of

maintenance culture, they fail to follow it up in the required actions. The management of sports equipment has always been an important function of managers/directors of sports. This function has increased in importance because certain basic factors should be considered in the management of equipment; the management should appoint a specific person or persons to be responsible for such management specification should be established and requested for the purchase of major items which involve large sum of money. The safety and protection of participants should always be put into consideration when equipment and supplies are to be purchased. In order to facilitate repair and replacement of sports uniforms, the colour, styles and design should be standardized. In addition, the manager, when purchasing, must be cognizant of the functional properties of the equipment in relation to specific needs of the athletes and the care necessary to derive maximum value from the equipment. As a result, directors of sports are enjoined to give careful considerations to the development of policies and procedures that will ensure maximum use of all equipment and facilities. Although there is little an equipment manager can do about lost and stolen items, proper care of equipment would prolong the life line or span of the various items, resulting in better equipped teams for less money. It has therefore, become a necessity for every college and university to have satisfactory facilities for the athletes to use and one of the responsibilities of the equipment manager is to see that all items to be issued out are marked properly for identification and then issued to the athlete in proper manner

## 2.6 Organizational Structure

Laurie (2002) advocated that sports organizational structure is a chart or a diagram of an organization's official position and formal lines of authority. According to Krotee (2003) sports organizational chart is a visual display of the organizations structural skeleton in the sports unit in the tertiary institutions.

Laurie (2002) reported that structure as the pattern of relationship among positions in the organization and among members of the organization. Structure makes possible the application of the process of management and creates a framework of order and command through which the activities of the sports organization can be planned, organized, directed and controlled. However, in the smaller organizations, there are likely to be fewer problems of structure. The distribution of tasks, the definitions of authority and responsibility and the relationship between members of the organization can be established on a personal and informal basis with increasing need for a continual review of structure to ensure that it is the most appropriate form for the particular organization and in keeping with its growth and development .Ladani(1998) observed that some of the tertiary institutions most especially universities have initiated and established sports councils which are totally independent of the Department of Physical and Health Education and have a line of staff made of board of sports management with the chairman, director of sports, deputy director of sports, coaches of various cadres, secretary with his secretariat staff, other staff members, groundsmen and students sports secretary.

Laurie (2002) stressed that if the sports organization is well structured and each member perform their expected roles properly, then there ought to be a huge success in the organization. The organizational structure of the sports unit enables its goal and objectives to be achieved. Bucher (2002) stressed that where tertiary institutions are large and the organization is complex, departments, sections, divisions and other units must be formed, each with its special responsibilities, knowledgeable individuals committed to the goals of the specific institutions and its organizational units must be placed in leadership roles.

In contrast to the above structure ,it was stressed that there is still much to be desired in terms of the managerial aspect of sports in Nigerian colleges of education, comparatively

speaking there is significant difference between Nigeria colleges of education, polytechnics and universities in the sense that they totally depend on the department of physical and health education, dean of students affairs, director of sports or sports officer or sports coordinator, chairman sports committee, coaches of various cadres, sports curators, groundsmen. The management function of sports organization cannot be effective without proper and functional organizational structure being put in place. Lack of proper and functional sports administrative structure constitutes the main source of problems of sports development in Nigerian colleges of education. It was further stated that in most colleges of education in Nigeria, there has been much confusion as to what should be an ideal administrative structure of sports, compared to what obtains in Nigeria universities and polytechnics. Probably, this is one of the reasons why sports are better managed and more developed in Nigerian universities than in colleges of education.(Bulus,2009).

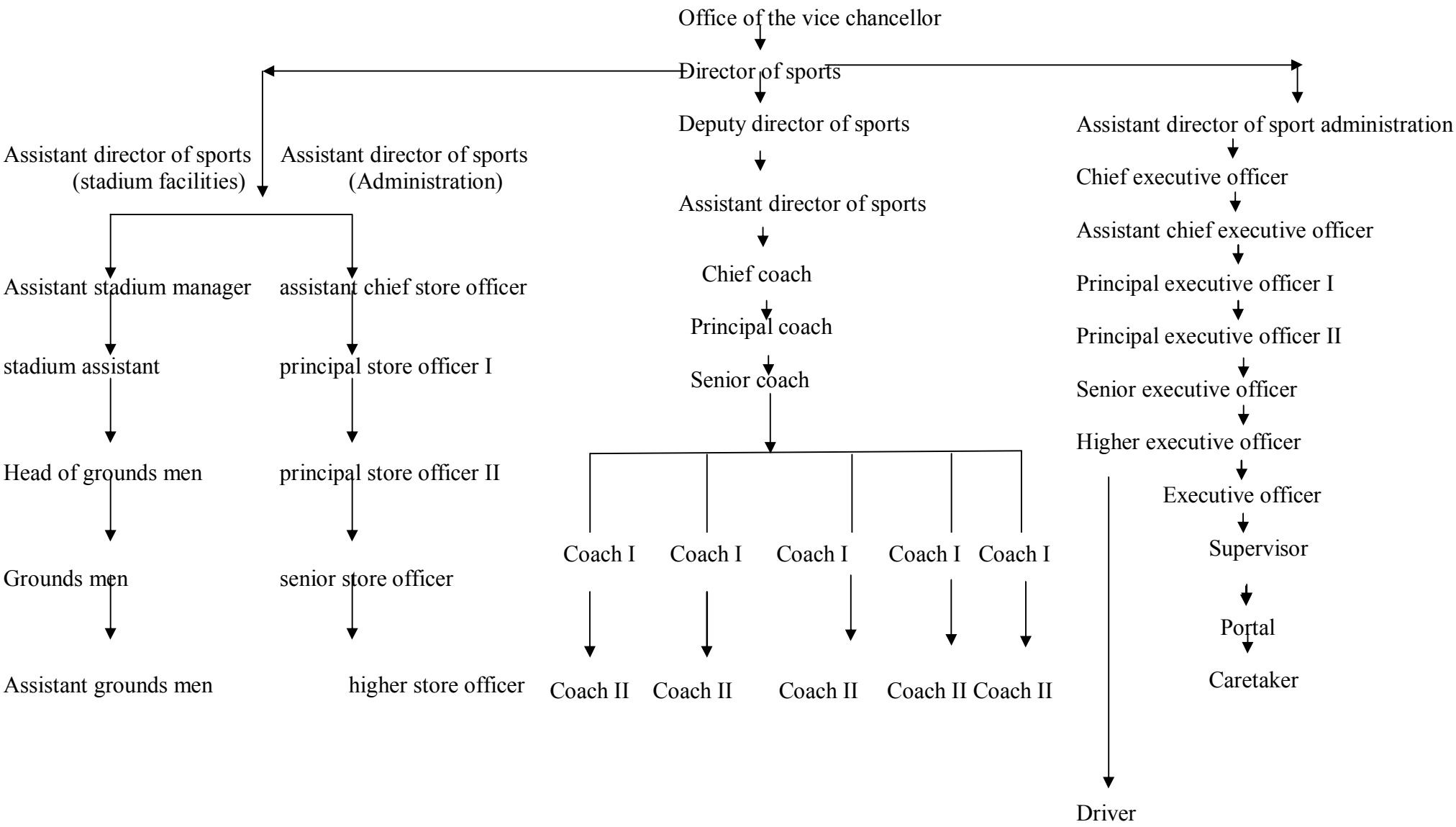
Bulus (2009) reported that sports offices that exist in some Nigerian colleges of education are not properly structured and at the same time having different questionable nomenclatures in the leadership positions. For example, experience has revealed that those who occupy sports offices in colleges of education are called different names such as sports coordinators, sports officers, or sports directors. In some few cases, chairmen of sports committees are close to the entire leadership of the College on the sports administrative structure. In order to achieve total quality management and to ensure quality practices and quality of sports service delivery system in Nigerian colleges of education, there is need to put in place a uniform, proper and functional administrative structure. In putting up such a structure, the political, economic, social and educational factors that affect the development of sports in educational institutions should be given serious consideration. The NICEGA national body should in conjunction with the Federal

Ministry of Education, Federal Ministry of Sports and Youths Development and the National Commission for Colleges of Education (NCCE) come up with a uniform and functional sports administrative structure for colleges of education. The adherence to this administrative sports structure should be enforced by the regulatory body.

Laurie (2002)noted that correct designs of structure which is of most significance in determining organizational performance and asserted that good organizational structure does not by itself produce good performance. But a poor organizational structure makes good performance impossible, no matter how good the individual managers may be. To improve organizational structure will therefore always improve performance. The importance of good sports organizational structures is also emphasized by Child (1998) as the allocation of responsibilities, the grouping of functions, decision making, coordination, control and reward. All these are fundamental requirements for the continued operation of sports organization in the tertiary institutions in Nigeria.

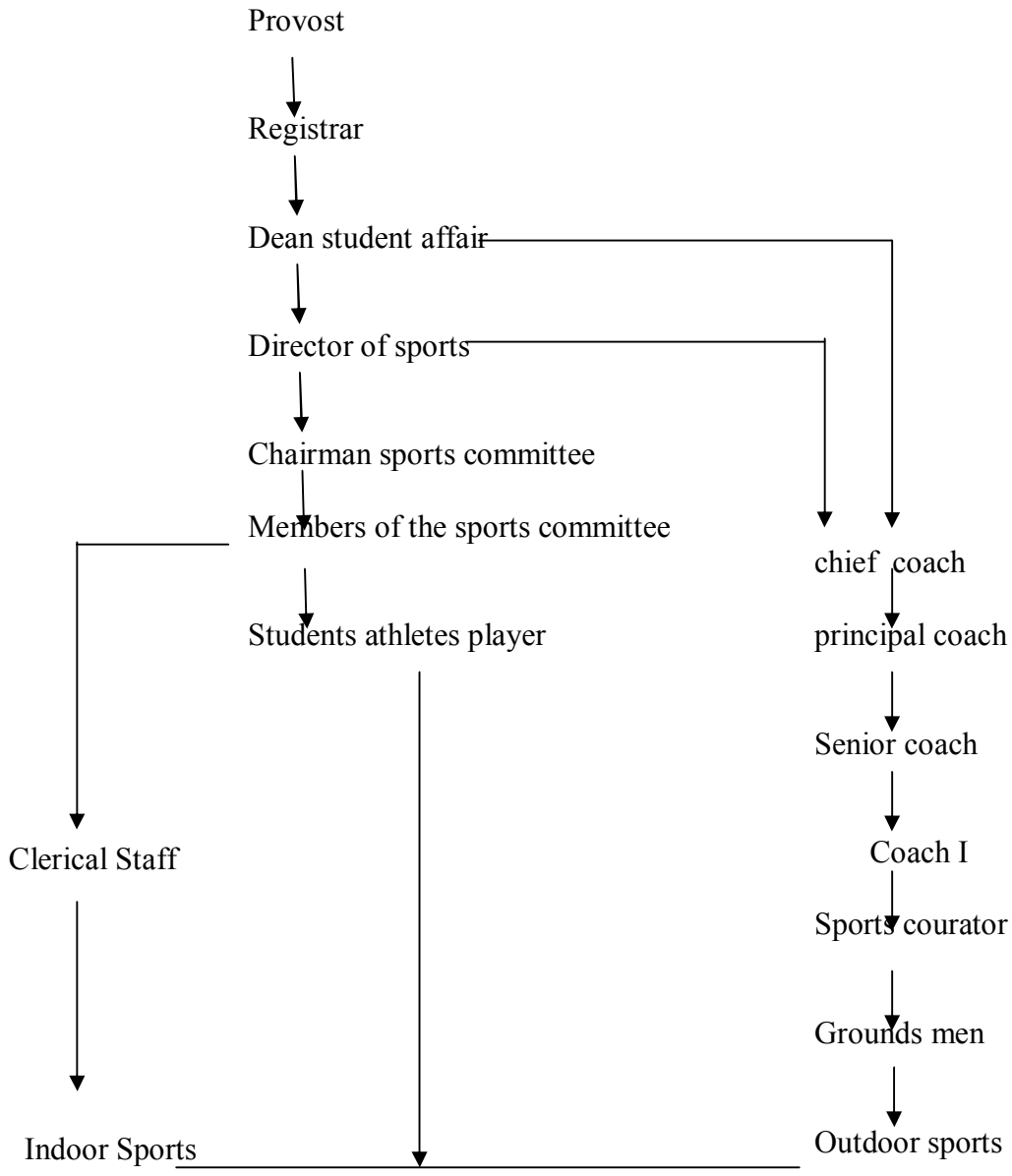
Bucher (2000) stated that organizing is the structuring of a coordinated system of authority relationships and task responsibilities. By spelling out who does what and who reports to who, Bucher (2000) stated further that organizational structure can translate strategy into an ongoing productive operation. He submitted that structure always follows strategy in well managed organizations. Bucher (2000) reported that effective management is determined by the decision making indices, therefore, the organization of any unit whether educational or not, should be constructed to enhance the process of decision making.

**FIGURE I: BAYERO UNIVERSITY SPORTS DIRECTORATE**



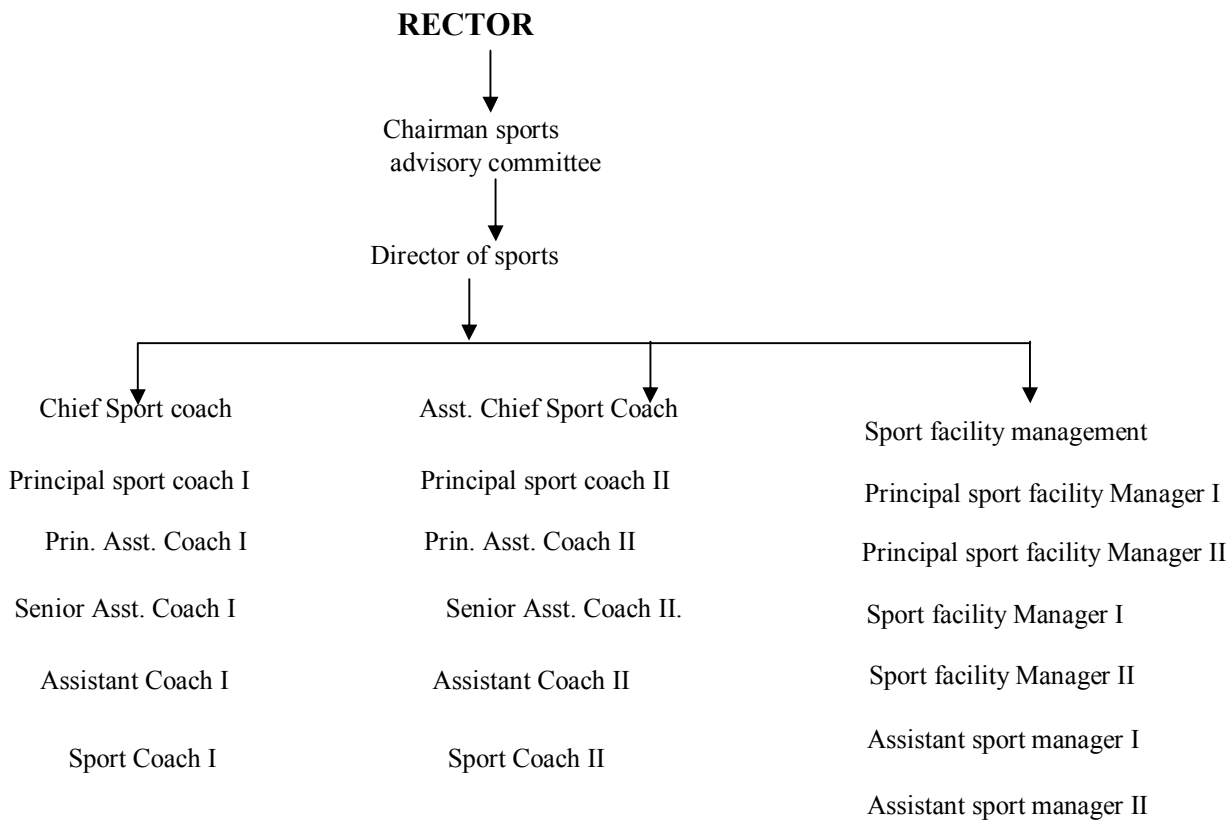

Source: Bayero University Sports Directorate (2009)

Figure II ORGANIZATIONAL STRUCTURE OF SPORTS IN COLLEGE OF EDUCATION,OKENE KOGI STATE




Source : federal college of education sport unit chart okene 2010

**Fig III ORGANIZATIONAL STRUCTURE OF SPORTS DEPARTMENT IN KOGI STATE POLYTECHNIC LOKOJA.**




**Source: Kogi state polytechnic sport unit Chart (2010)**

### 2.6.1 Sports Policy

Bucher (2000) described a policy as a statement of a course of action adopted and pursued by an organization. He further stated that with well-articulated policies, an organization would be able to function more efficiently and effectively and its members would undertake what is expected of them. And that policies are essential for the efficient management of any organization whether it is a departmental store, school, business enterprise or other related establishment. Without an articulated organizational policies, there is little to guide the activities and conduct of the establishment.( Krotee, 2002) in his definitions stated supported that policies are guide to action. If they are properly stated, formulated, selected and developed each member of an organization would understand what duties are to be performed. The type of activities and behavior that would result in the greatest productivity for the establishment, how best the department goals can be accomplished and the procedure by which accountability could be injected into the organization to derive maximum benefits.

Ladani (1990), reported that efficient and effective management of sporting activities requires the establishment of sound policies if it is to achieve it goals. Perhaps this is what prompted the federal government of Nigeria in the production of her national policy on sports development to guide the actions of the National Sports Commission (NSC) and other arms of the government in their development and implementation of sports program. Abioye (1999) said that administrative policies for organizing intramural sports in selected state and federal colleges of education in Nigeria are statements of procedures that represent the legalistic framework under which the organization operates. As such they are not changed frequently or hastily written. He added that since decisions are not independent of all other actions, there is need to

give guidance or directions to the decisions being made by the members of an organization. The Federal Republic of Nigeria (1989) endorsed the description of policy as a guiding principle that serves as basis for a course of action, hence, the establishment of the National Sports Development Policy to guide government actions. However, policy does not spell out in detail what exactly the organizational orientations are, but it does point the direction for achieving such organizational objectives.

### 2.6.2 Athletes Motivation

Ajayi (1994) described incentives as imported stimuli that produce desirable motivation towards specific goal. Udensi (2000) stated that it is a fact that many students and officials in Nigerian tertiary institutions are not very active in sports. The reasons given were that the morale of players, the condition of facilities and inefficiency and ineffectiveness in sports participation and management. In general the motivated person is more active than one who is not motivated. The provision of incentive to athletes and officials is a clear indication that sports managers appreciate their efforts towards sports development. As incentives are very important in sports management, sports managers should use them judiciously to facilitate performance of athletes and officials in tertiary institutions and other sectors.

Describing the incentive enjoyed by athletes in the United States universities, Godwin (1990) indicated that the Nigerian athletes who left for the United States of America found it easier to gain admission into their universities. They also enjoyed special financial assistance which covered everything the students would need for their academic pursuits and the perfection of their athletic skills.

All these are incentives toward improved performance. Adeyanju (1992) observed the significant contributions made by Guinness Nigeria PLC in term of finance, medals, publicity,

drinks etc. to the host institutions for the organization of the Nigerian Universities Games (NUGA). In realization of this gesture, Ladani (1992) requested that the same Guinness Nigeria PLC should accept the responsibility of feeding all athletes that are competing at the NUGA Sports Festival provide appropriate Guinness kits for them and to organize opening and closing parties for the athletes and the officials. He however, cited the Pepsi-cola soccer tournament for higher institutions players where feeding, track suits, kits and financial incentives were given as a case worthy of emulation. Ituch (1984) categorized salaries, fringe benefits, security and others as extreme sources of motivation to fulfill daily needs while he described intrinsic motivation as those innate tendencies which could influenced one's actions. Ikulayo (1990) expressed that motivation is a psychological concept which has been described as an urge, arousal, drive, energizer or motivator that spurs a person to action. It is a powerful activator without which no meaningful development can be accomplished in sports management.

Orlick, (1991) agreed that incentives motivate, energize and spur one into action and are at the same time capable of sustaining high performance level of an athlete. The incentives may be positive which the employees and athletes in any sports unit in an institution will approach, or negative incentives which will be avoided. However, of specific relevance to this study are incentives that can arouse behaviour for improved performance.

Fagbamiye (2000) stated that lack of progress or high performance may be due to discouragement and a lack of incentives/motivation. Omolawon (1999) concluded in a study "on efficacy of some selected motivational strategies as impetus for the development of youth soccer," that the selected motivational strategies are significant impetus for the development of youth soccer. It was therefore recommended among others that parents, coaches, teachers, sports managers and peers as significant others should adequately and properly motivate the youths for

persistent involvement in sports and games for the mastery of skills. When motivation factors are properly utilized in Nigeria's tertiary institutions, sportsmen and women are spurred into action. Perhaps this statement must have influenced. Eke's (1992) report that tertiary institutions can produce champion athletes through proper utilization of motivation or incentives. In addition to appropriate motivation both intrinsic and extrinsic, Ladani (1992)stated that certain individuals are born with certain characteristics or traits which are then developed for essential championship performance.

Eke (1992) advocated that the provision of accommodation, postponement of lectures and examination, reduction of admission requirements and provision of feeding allowances to athletes as morale booster to athletes/players. This recommendation was equally supported by Sadiq (1995) who stated that admission concession and sponsorship to pursue academic careers should be extended to outstanding athletes, provided they meet up the minimum standards for admission as incentives in tertiary institutions. Adeyanju (1990) identified accommodation, insurance, rent subsidy, academic scholarship, car loans, transport, camp, feeding and winning allowances, annual and playing bonuses and free medical services as incentives that could be given to spur athletes and officials for better performances and achievements. ( Ladani, 1999) stressed that psyching-up strategies heightened an athlete's arousal and activation level for specific event involving gross motor skills. He then recommended properly planned psyching-up techniques to get the best output from athletes in competitions.

### 2.6.3 Student Participation

Omoruan (1996) stated that students participation in sports management can neither be ignored nor over- emphasized. In recent years, students have been demanding greater

involvement and participation in the management of sports and in most cases this increased involvement has been satisfactory to both students and sports managers/directors.

In the view of Bucher (1983) the area of involvement could be in the general planning where students could be involved in palling meetings that discuss schedule changes, publicity where students can function as the public relation officers and latest issue in sports management, Having realized these roles, he further stated that students might be invited to attend officiating meetings where they could gain knowledge and experience on the leadership roles in sports.

Students could also accompany sports directors/coordinators to the various sports meetings affecting the institutions' sports programme and where decisions would be made concerning the organization and management of sports in the institutions. This will enhance students' knowledge of sports management and increase their responsibilities. This will also provide the student with experience.

Amuche (1995) reported that sports participation in tertiary institutions in Nigeria was initiated and introduced in a variety of sports under the leadership and direction of the students. The incorporation of sports into the programme of tertiary institutions in Nigeria as in other nations was largely and purely student oriented.The planning, participation and organization of friendly games and implementation of sports programme in these initial stages were solely the efforts of the National Union of Nigeria Students (Program Souvenir Guinness NUGA 1986).

Orunaboka (1992) stated that the first National Union of Nigerian Students[N U N S] during the late fifties comprised of the three groups of tertiary institutions i.e., universities, colleges of education and the polytechnics. It was this union that masterminded the joint sporting activities of these tertiary institutions. According to (Omoruan, 1996) the increase in the number of these institutions and the students coupled with financial and management constraints made it

become necessary that each of the three groups of the tertiary institutions should stand to manage its own sports program. It is this development that brought about the formation of various games associations in Nigerian tertiary institutions such as NUGA, NICEGA and NIPOGA. Earlier on as stated by Orunaboka (1992) (NUNS) single handedly initiated and organized the biennial competitions among the then existing Nigerian higher institutions since 1959. In all these, tertiary institutions sporting programme are mainly a welfare service to the students hence the management set-up is always attached to the students affairs registry Omoruan (1996) found earlier that students played the greater role of leadership and responsibilities in the sports management with little or no assistance from the officers of the students affairs registry and a few academic staff. In order to maintain their leadership role in sports management, the post of sports secretary or director was created in the student's union government.

Amuche (1996) reported that institutions can institute student advisory boards that will meet with the sports directorate to discuss problems, changes and future planning ideas. Such a group can also be responsible for checking attendance, issuing equipment, recording results, and other details that are important to the smooth and effective functioning of the sports department. It is in recognition of these roles that students in tertiary institutions want to be involved in what is happening around them in terms of sports. They believe that total participation in sports management is necessary because they are not understood as individuals by their sports directors/coordinators (Amuche, 1996).

### 2.6.4 Public Relations Services

Bucher and krotee (2002) stated that public relations are all encompassing term. It's commonly defined as the planned effort to influence opinion through good character and socially responsible performance based on mutually satisfactory two way communication For any

organization to exist and be popular, viable and successful, it needs a good human public relations service. Any institution established by a community always enjoys the support and cooperation of the community to the maximum. Particularly those related to athletics must be supported by the community both financially and morally. In most institutions, physical education program is often vulnerable and one of the first to suffer in terms of financial crisis. Therefore the more favourable physical education is viewed by the community; the less likely it is to be the target of budget cuts since the entire school finance depends upon the goodwill of the tax payer. This can be achieved through good human relations services in physical education or sport management (Bucher and krotee 2002) This public relation could refer to whatever an organization does that affects the opinion of its various publics towards its public relations. This indicates the positive relationship of institutions such as colleges of education, polytechnics and university program, or organization and its total complement of human resources as well as its public consistency (Williams, 1985).

Public Relations News further added that public relations is the management function that analyses and evaluates public attitudes, identifies the policies and procedures of an individual or organization with the public interest and plans and formulates a program of action to earn public understanding, linkage and acceptance. Two key ingredients of public relations are careful planning and proper conduct, which in turn will result in gaining public understanding, trust and confidence. Public relations includes: attempts to modify and shape the attitudes and actions of the public through permission and education and to integrate the attitudes and action of the public through persuasion and education and to integrate the attitudes and actions of the public with those of organization or people who are conducting the public relations as well as its marketing program. Public relations are the entire body of relationships that makes up our

impression of an individual, institution, organization, program product or idea (Pilts and Stotler, 1996).

The concept of public relations helps to clarify its importance for any organization, institutions or group of individuals trying to develop an enterprise, programme, profession or business. Public relations considers important factors such as user interest, human relationships, public understanding, and goodwill. In sports programme, public relations is concerned with improving public opinion, proclaiming and transmitting the needs of the schools or colleges and acquainting constituents with the value of program and what is being done in the public interest. Public relations should inform the participants media and community about the problems and challenges that must be solved and overcome for education to render a great service (Meek, 1998).

Williams (2000) identified that the purposes of public relations in tertiary institutions include:

- Serving as a public information source about school activities and accomplishments.
- Promoting confidence in the schools or school related organization programme.
- Gathering support for inter college programme or organizational funding and programme
- Stressing the value of education for all individuals
- Improving communication, understanding and acceptance among students, teachers, coaches, parents and community members
- Establishing communications with both electronic media
- Evaluating intercollegiate and organization programme

- Correcting misunderstandings and misinformation about the mission and objectives of the school, its programme and other organization.
- Building a wholesome environment for physical education and sports.

Ajayi (1994) agreed that students could be reached through school or hall speaker, poster placed conspicuously around the campus as well as through local newspaper and newsletter containing virtually any type of inter collegiate information. Nonetheless, a good inter collegiate sports will explore and take advantage of other useful communication media that will help publicity. Public relation services media such as publications, radio, television, newspaper, monthly newsletters and sports calendar would serve as good publicity/public relation(Awosika, 1992) stated further, however, that not all students pay particular attention to bulletin boards or students newspaper.

The intercollegiate sports programme planner should make concerted effort to reach those students who are not affiliated with organizations that regularly receive inter collegiate sports information. Agboola (1994) reported that the best source of inter collegiate sports program publicity on the compound is the newspaper, bulletin board and posters. In other words, the use of bulletin board is an excellent means of informing the students body of the inter collegiate sports programme. This should be strategically located on the campus for students' attention and consumption.

Awosika (1982) in support of good publicity relations service stressed that good public relations will enable the inter collegiate department operate much more effectively as students will be informed of the latest development and current positions of things. Such information include playing dates, playing locations/venues, changes in schedules, entry dates, league standing and many other relevant facts. In view of this, Awosika recommended newspapers,

posters, exhibits, brochures, filling, radio, announcement, bulletin board and publicizing inter collegiate sports programme to students as components that could be interpreted into public relations services.

Agboola (1994) found that public relation services are necessary for the propagation of inter collegiate sports programme and noted that the extent to which they are effectively utilized depends on the personnel involved. The utilization of various communication media, to provide appropriate information relative to inter collegiate sports may go a long way to eliminate conflict. To implement the programme of inter collegiate sports and maintain interest in the program, the students must be kept informed constantly about the activities of that programme Agboola (1994) stressed that continuous publicity relation service will also do much to stimulate more students to enter into inter collegiate activities.

Ladani (2008) reported that the director of athletics has very great task to perform in selling the idea of athletic programme to the public. Scott & Allen (1971) stated that public relations services should be the responsibility of every staff of the department of physical education and each member should carry and sell the program to the public. Warren (1973) pointed out that good public relations must be earned and deserved and that professional educators, should not even attempt such a promotional scheme if they are ineffective.

Scott and Allen(1997) gave the following hints to the director or athletes in enhancing public relations:

(a) Activities for publicity must be properly planned.

(b) The programme of athletics should be interpreted to educational, civil and other groups.

(c) Attend meetings of the conference and other athletic groups.

(d) Supervise office operation.

(e) Develop operating procedures for athletic staff.

(f) Verify and prepare eligibility lift.

(g) Plan and conduct staff meeting.

(h) Represent athletic department at various committees.

(i) Negotiate faculty salaries.

(j) Evaluate all phases of departmental activities.

## 2.7 Summary Of Literature Review

The literature reviewed was built on the system theory of management which specifies the interaction and interrelatedness of the various management principles and requirements in the management of sports.

Related literature was however reviewed on the following sub-topics in sports management; financial implication of sports management practices, personnel management practices. The review also covered athletes recruitment and management practices, sports facilities management practices, sports equipment management practices, organizational structure and management practices, sports management practices, policies, athletes motivational management practices, students participation in sports management practices, public relation services in sport management practices.

In terms of the financial implications of sports management practices, the views of Frost & Marshall (1981), Awosika (1982), Amuche (1986) are in agreement despite the fact that these investigations were carried out in different socio-economic background. They were all concerned about the inadequate funds for sports. The views of Oyewusi (1986) and Akamgbo (1981) are congruent although their geographic locations do not differ. They advocated for

additional funds for sports management and proper accountability through adequate budgetary preparation.

In terms of personnel management practices, Krectner, (1992), Omolawon (2000) were not divergent as they argued that the sports management in tertiary institutions should be built around efficient, capable, qualified and dedicated persons.

However, Messing (1990) and Musa (1981), stated that the qualities and qualification of sports personnel were also convergent in that they contended that good sports management and personnel are amenable to criticism, tolerance, and are free from tribalism and pettiness.

On athletes recruitment and management practices, Okunrotifa, (1995) observed that it is possible to get talented athletes who can represent their institutions and the nation of various levels whether local, state, national and international competitions rather than proselyte or scouting. Talents and prospective athletes could also be discovered within the institution through mass participation of the students in intramural and extramural sports and games. On the sports facilities management practices, Omolawon (2000) reported that most of our schools and colleges lack sports facilities and equipment. Therefore, with the provision of basic standard sports facilities and equipment in place, sporting activities at all levels of our educational institutions will be enhanced and admired by other related health institutions.

Omolawon (2000) observed that most of over schools and colleges lack sports facilities and equipment. Therefore, with the provision of basic standard sports facilities and equipment in place, sporting activities at all level of our educational institutions will be enhanced and admired by other related health institutions.

On organizational structural and sports management practices, ,Marshall (1981) pointed out that the best organization for any sports unit is the one that most nearly achieves its goals and

objectives. This is because the objectives and purposes of sports differ from those of industry, the armed forces, and government, the methods of organization and management cannot therefore, be exactly the same.

On athlete motivation management practices, Godwin (1990) indicated that the Nigeria athletes who left for the United States of America found it easier to gain admission into American Universities. They also enjoyed special financial assistance which covered everything the students would need for their academic pursuits and the perfection of their athletic skills. All these are incentives toward improved performance in the students' participation in sports management practices. Omoruan (1996) reported that the first National Union of Nigerian Students Sports during the late fifties comprised the three groups of tertiary institutions Omoruan (1996) reported further that the increase in the number of these institutions and the students coupled with the financial and management constraints for their organization made it become necessary that each of the three groups of the tertiary institutions should stand to manage its own sports program. It is this development that brought about the formation of various games associations such as NUGA, NICEGA and NIPOGA in Nigeria's tertiary institutions.

On the public relation services in sports management practices Ladani (2008) supported that good public relation will enable the intercollegiate department operate much more effectively as students will be informed of the latest development and current position of things through the provision of information on the playing dates, playing locations/venues, changes in schedules, entry dates, league standing, and other relevant facts.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This study compared sports management practices in the three categories of the tertiary institutions in Nigeria.

To achieve this purpose, the research design, the population, the sample and sampling technique, the instrument, the administration of the instrument, validation of instrument, pilot study, procedure for data collection and the statistical analysis that were used in this study are described in this chapter.

## 3.2 The Research Design

The main purpose of the study is to compare the sports management practices among tertiary institutions in Nigeria. To achieve this purpose ex-post facto research design was chosen for this study. Asika, (2001) explained that ex-post facto is a research design where an existing case is investigated in order to study or evaluate it. The ex-post facto research design was used for this study. because the information required for the study already existed and no independent variable was therefore manipulated.

## 3.3 Population Of The Study

The population of this study consisted of sports personnel in the three categories of tertiary institutions of Nigeria. Tertiary institutions are owned by both state and federal governments. However, the six geopolitical zones consisted of thirty-six (36) states including FCT Abuja, sixty (60) universities, sixty (60) colleges of education, and fifty (50) polytechnics with a total population of 850 sports personnel is shown on table 3.1 on pg .44.

TABLE 3.1: SIX GEOPOLITICAL ZONES OF THE COUNTRY AND THEIR TERTIARY INSTITUTIONS

| Zones | States | University | Colleges of education | Polytechnics |
|---|---|---|---|---|
| **North East** | Adamawa | **2** | **2** | **2** |
| | Bauchi | **1** | **1** | **2** |
| | Borno | **1** | **4** | **-** |
| | Gombe | **1** | **1** | **1** |
| | Taraba | **1** | **1** | **1** |
| | Yobe | **1** | **2** | **1** |
| **North West** | Jigawa | **-** | **1** | **1** |
| | Kaduna, | **2** | **2** | **2** |
| | Katsina | **1** | **2** | **1** |
| | Kano | **2** | **3** | **2** |
| | Kebbi | **1** | **1** | **1** |
| | Sokoto | **1** | **2** | **2** |
| | Zamfara | **0** | **2** | **1** |
| **North central** | Benue Kwara | **2** | **2** | **1** |
| | Kogi | **2** | **3** | **2** |
| | Niger | **1** | **2** | **2** |
| | Plateau, | **2** | **2** | **2** |
| | Nasaarawa, | **1** | **2** | **1** |
| | Abuja | **1** | **1** | **2** |
| | | **2** | **1** | **-** |
| **South-south** | Akwa-ibom | **2** | **1** | **1** |
| | Bayelsa | **1** | **-** | **-** |
| | Gross-river | **2** | **2** | **-** |
| | Delta | **2** | **4** | **3** |
| | Edo | **2** | **1** | **1** |
| | River | **2** | **2** | **-** |
| **South east** | Abia | **2** | **1** | **1** |
| | Anambra | **2** | **2** | **2** |
| | Ebonyi | **1** | **1** | **-** |
| | Enugu | **2** | **2** | **2** |
| | Imo | **2** | **1** | **2** |
| **South west** | Ekiti | **2** | **1** | **1** |
| | Lagos | **2** | **2** | **2** |
| | Ogun | **3** | **2** | **2** |
| | Ondo | **3** | **1** | **2** |
| | Oyo | **2** | **2** | **1** |
| | Osun | **2** | **3** | **2** |
| | **Total** | **60** | **60** | **50** |

**Source: Unified Tertiary Institutions Examination Brochures 2010/2011 Academic Session.**

## 3.4 Sample And Sampling Technique

For the purpose of this study, stratified random sampling technique was used to select the sample for the study. In these technique, all the existing tertiary institutions in Nigeria were stratified into six-geopolitical zones. These were North East; Adamawa and Bauchi States; North west; Kaduna and Kano States; North Central, Kogi and Niger States; South-South Delta and Edo States; South East, Anambra and Enugu States and South West Ondo and Ekiti States.

The population of each institutions used in the study were Two hundred and eighty-five(285)for universities, Two hundred and eighty-five(285) for colleges of education and Two hundred and eighty(280) for the polytechnics. Nworgu(1991) reported that ,20% of the entire population of the study was recommended as this method would ensure equal opportunity to all. .In line with this statement, twenty percent (20%) of the tertiary institutions from each zone were randomly selected for this study. From each institution, twenty percent (20%) of the specified subjects for the study were selected at random. Thus a total of 170 subjects were selected at random from 850 study population.

From each stratum, two (2) states were selected at random. In this selection, all the states were given numbers from which (2) two were picked by employing the Dip and Pick method with replacement. Nworgu (1991) reported that this method would ensure equal opportunity to all. A total of ten (10) states were selected at random for the study. These states are as follows:

**TABLE 3.2 SAMPLED ZONES, STATES AND TERTIARY INSTITUTIONS**

| S/no | Zones | States | University | Colleges of education | Polytechnics | Sampled Institution | Sample per institution | | | | Personnel Sampled from each Zone | Total of the personnel in each Zone |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | UNI | COL | POL | | | |
| | | | Population (285) | population (285) | Populations(280) | | | | | | | |
| 1. | North East | Adamawa | 1 | 1 | 1 | 3 | 6 | 5 | 6 | 17 | 34 | 170 |
| | | Bauchi | 1 | 1 | 1 | 3 | 6 | 5 | 5 | 16 | | |
| 2. | North Central | Kogi | 1 | 2 | 1 | 4 | 4 | 10 | 5 | 19 | 34 | 170 |
| | | Niger | 1 | 2 | 1 | 4 | 5 | 10 | 4 | 19 | | |
| 3. | South, South | Delta | 1 | 1 | 1 | 3 | 5 | 5 | 5 | 15 | 34 | 170 |
| | | Edo | 2 | 1 | 1 | 4 | 9 | 5 | 5 | 19 | | |
| 4. | South East | Anambra | 1 | 1 | 1 | 3 | 6 | 5 | 5 | 16 | 34 | 170 |
| | | Enugu | 1 | 1 | 1 | 3 | 5 | 5 | 5 | 15 | | |
| 5. | South West | Ondo | 2 | 1 | 1 | 4 | 9 | 5 | 5 | 19 | 34 | 170 |
| | | Ekiti | 1 | 1 | 1 | 3 | 5 | 5 | 5 | 15 | | |
| | Total | | 12 | 12 | 10 | 34 | 60 | 60 | 50 | 170 | 170 | 850 |

Twenty percent from each of the selected stratum both top and middle personnel from the categories of tertiary institutions sport units made up of 170 were selected. Thus a total number of twelve (12) universities, twelve (12) colleges of education and ten (10) polytechnics were randomly selected, sampled and served as respondents for this study.

### 3.5 Research Instrument

The purpose of this study was to compare the sports management practices in the three tertiary institutions of Nigeria. A questionnaire to compare sports management practices in the three tertiary institutions was designed by the investigator. The questionnaire contained two sections, A and B. Section A consisted of (5) five statements in demographic characteristics. Section B consisted of eighty (80) statements on comparative analysis of sports management practices in the three tertiary institutions of Nigeria was sub- divided into ten (10) sub sections in line with the ten (10) variables. The sub-sections are (B1) financial management practice (B2) personnel management practice (B3) athletes recruitment management practices (B4) sports facilities (5) sports equipment management practice (B6) organizational management practice (B7) sports policies management practices (B8) athletes motivation management practice (B9) students participation in sports management practice (B10) public relations service management practice. The five points Likert scale were used by the respondents to indicate their degree of agreement or disagreement to a given statement e.g S.A = Strongly Agree (5 points ) A = Agree (4 points) U.D = Undecided (3 points) D = Disagree (2 points) S.D = Strongly Disagree (1 point)

### 3.6 Validation Of Instrument

Five (5) copies of the questionnaire were given to five (5) experts or jurors in the Department of Physical and Health Education and sports office of Ahmadu Bello University, Zaria in order to ascertain its face and contents validity.

After incorporating all the suggestions made by the experts or jurors, the final questionnaire was prepared which was subjected to further scrutiny by conducting a pilot study to ascertain its reliability.

### 3.7 Reliability Of Instrument

A pilot study was conducted in the North West zone of the country. which was made up of seven States out of which two states namely, Katsina and Jigawa states were randomly selected for the study. In each of the states, twenty five (25) questionnaire were distributed to sports personnel in the three categories of the tertiary institutions making a total of fifty (50) and retrieved personally by the researcher after they were all filled. The two states were chosen because they were not part of the respondents for the main study in order to ascertain their independence. They were also chosen because of their similarities. Their similarities were that they fall within the same North West zone of the country. The data gathered for the pilot test were subjected to computer analysis using the social package for social sciences (SPSS) to determine the reliability coefficient of the questionnaire and also to ascertain whether the questionnaire used was appropriate for the study. The result of the text of reliability showed that Cronbach Alpha coefficient was 0 .994 while the Guttmen split half was 0.750.

Spiegal (1992), Stevens (1986) an instrument is considered reliable if it lies between 0 and 1 and the closer the calculated reliability coefficient is to 0, the less reliable is the instrument, and the closer it is to 1, the more reliable is the instrument. Since the reliability

coefficient from this study is very close to 1, the instrument can be adjudged to be very reliable for this study.

### 3.8 Administration Of The Questionnaire

The researcher obtained a letter of introduction from the Department of Physical and Health Education, Ahmadu Bello University, Zaria to the conduct research on comparative analysis of sports management practices in the three categories of tertiary institutions in Nigeria. The researcher and assistants who were trained, administered and later went round and retrieved the completed questionnaire from the sports personnel in each of the tertiary institutions in the states. One hundred and seventy(170)questionnaire were administered to the respondent sand one hundred and seventy(170)were retrieved. This showed hundred percent(1oo%)

### 3.9 Statistical Techniques

The following statistics were used to analyze and interpret the data collected:

- Descriptive statistics of frequency and percentages were used for personal information of the respondents
- O ne way analysis of variance (ANOVA) was used to compare sports management practices among the tertiary institutions..
- Post-Hoc LSD multiple comparison for differences between the various institutions sports management practices
- A critical alpha value of 0.05 levels was used in analyzing the data chosen

# CHAPTER FOUR

# RESULTS AND DISCUSSION

## 4.1 Introduction

The purpose of the study was to compare sports management practices in tertiary institutions in Nigeria. To achieve this purpose the data collected were statistically analysed ,testing the ten hypotheses and research questions, the results of which are presented and discussed in this chapter as follows:

## 4.2 RESULTS

Table 3 The presents the demographic characteristics of the respondents.

Table 3:The Demographic characteristics of the respondents

| S/NO | CHARACTERISTICS | FREQUENCY | PERCENTAGE |
|---|---|---|---|
| 1 | AGE | | |
| | Less than 31 years | 6 | 3.4 |
| | 31-35 years | 25 | 14.9 |
| | 36-40 years | 50 | 29.2 |
| | 41-45 years | 34 | 19.2 |
| | 46-50 years | 25 | 14.9 |
| | 51-55 years | 18 | 10.9 |
| | 56 years and above | 12 | 7.5 |
| | TOTAL | 170 | 100 |
| 2 | GENDER | | |
| | Male | 145 | 84.6 |
| | Female | 25 | 15.4 |
| | TOTAL | 170 | 100 |
| 3 | QUALIFICATIONS | | |
| | Ph.D | 8 | 5.2 |
| | M.Sc. | 87 | 49.1 |
| | B.Sc. | 57 | 33.1 |
| | NCE | 9 | 5.7 |
| | Diploma | 11 | 6.9 |
| | TOTAL | 170 | 100 |
| 4 | INSTITUTIONS | | |
| | University | 60 | 34.8 |
| | Polytechnics | 50 | 28.6 |
| | Colleges of Education | 64 | 36.6 |
| | TOTAL | 170 | 100 |
| 5 | JOB DESIGNATIONS | | |
| | Directors of Sports | 20 | 11.4 |
| | Deputy Sports of Director | 18 | 10.9 |
| | Sports Officer | 35 | 20.6 |
| | Chief Coach | 15 | 9.1 |
| | Principal Coach | 14 | 8.6 |
| | Senior Coach | 36 | 21.1 |
| | Coach I | 32 | 18.3 |
| | TOTAL | 170 | 100 |

.

Table 3 above shows that out of 170 respondents used for the study, most of them 143 (81.7%) were 36year of age and above 145 (84.6%) were males while 25 (15.4%) were females.

On qualifications 87 (49.1%) had Master of Science degree, 57 (33.1%) were holders of Bachelor of Science degree, 10 (5.7%) had NCE certificates, 11 (6.9%) had *diploma* certificates and 8 (5.1%) were holder of Ph.D on institutions, 120 (71.3%) were personnel of universities and colleges of education while 50 (28.6%) were personnel of polytechnics. Regarding job designation, 103 (60%) were sports officers, senior coaches and coach 1 while some of them 29 (17.7%) were chief coaches, principal coaches and 38 (22.3%) were directors of sports and deputy directors of sports.

Appendices 1-10 (p116-125) showed the mean and standard deviation of the respondent's opinions on comparative analysis of sports management practices in tertiary institutions in Nigeria and were categorized into ten groups. This included, Financial Management Practice, (2) Personnel Management, (3) Athletes' Recruitment Management; (4) Sports Facilities Management; (5) Sports Equipment Management (6) Organizational Structure Management; (7) Sports Policies Management; (8) Athletes Motivational Management; (9) Students Participation Management and (10) Public Relations Services Management.

In order to compare the sports management practices in the tertiary institutions in Nigeria, mean responses to the management practices were summarized, the results of which are shown in Table 4 :

Table 4: Summary of the Mean Scores and Standard Deviation of the Respondents Opinion on Sports Management Practices in Tertiary Institutions in Nigeria

| S/N | Management Practices Items | I N S T I T U T I O N S | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | University Personnel=285 | | Polytechnics Personnel =280 | | Colleges of Education personnel=285 | | TOTAL Personnel=850 | |
| | | X | SD | X | SD | X | SD | AM | SD |
| 1 | Financial Management | 3.5426 | 1.2179 | 3.590 | 1.1066 | 3.5920 | 1.9544 | 3.5082 | 1.4263 |
| 2 | Personnel Management | 3.4856 | 1.1595 | 3.455 | 1.2301 | 3.0488 | 1.2021 | 3.3298 | 1.1972 |
| 3 | Athletes Recruitment Management | 3;3504 | 1.2323 | 3.3625 | 1.2545 | 2.7153 | 1.1966 | 3.1427 | 1.2278 |
| 4 | Facilities Management | 3.4775 | 1.2408 | 3.3356 | 1.2505 | 3.0273 | 1.2574 | 3.2801 | 1.2495 |
| 5 | Equipment Management | 3.6619 | 1.1453 | 3.4725 | 1.1487 | 2.8242 | 1.1835 | 3.3195 | 1.1591 |
| 6 | Organizational Management | 3.7069 | 1.1907 | 3.655 | 1.2820 | 3.2227 | 1.2693 | 3.5282 | 1.2473 |
| 7 | Policy Management | 3.6374 | 1.2056 | 3.505 | 1.1879 | 3.2965 | 1.2429 | 3.4796 | 1.212 |
| 8 | Athletes Motivation Management | 3.3442 | 1.2746 | 3.2281 | 1.2912 | 2.8396 | 1.1752 | 3.1373 | 1.247 |
| 9 | Students Participation Management | 3.5714 | 1.1232 | 3.4413 | 1.2912 | 3.0821 | 1.2185 | 3.3449 | 1.2109 |
| 10 | Public Relations Services Management | 3.5966 | 1.2759 | 3.4797 | 1.2200 | 2.8567 | 1.2695 | 3.311 | 1.2548 |
| | Aggregate Mean Scores | 3.5258 | 1.2065 | 3.4424 | 1.2262 | 3.0205 | 1.2169 | 3.31568 | 1.2439 |

Table 4 summarizes the ten (10) variables selected for sports management practices in the tertiary institutions in Nigeria. The first variable which was financial management practices showed that there was no differences among the tertiary institutions in their

financial management practices because all the mean scores are up to 3.50. for every type of institution.. Therefore financial management practices in tertiary institutions fall within the expectation.

The second variable compared personnel management practices in the three types of tertiary institution in Nigeria. The result showed that the university had a mean of 3.4856, polytechnics 3.3625 and colleges of education, 3.3298, all these mean scores are below 3.50. Therefore personnel management practices was found to be the same in Nigeria tertiary institutions.

The third variable dealt with athlete's recruitment management practices in the three categories of tertiary institutions in Nigeria. The result showed that university had a mean of 3.3504, polytechnics, 3.3625, and colleges of education, 2.7153, all these means are below 3.50. Therefore, athletes recruitment management practices were the same in Nigeria tertiary institutions.

The fourth variable dealt with facilities management practices in the three categories of tertiary institutions in Nigeria. The result showed that university had 3.4775, polytechnics, 3.3350, colleges of education, 3.0273. All these means are below 3.50. Therefore facilities management practices in Nigeria tertiary institution was the same..

The fifth variable in the table which assessed equipment management practices among the three categories of tertiary institutions showed that the university had 3.6619, polytechnics, 3.4725, and colleges of education, 2.8273. The result showed that the university differed from the other types of tertiary institutions in equipment management practices.

The sixth variable in the table which assessed organizational management practices among the three categories of tertiary institutions showed that the university had 3.7069,

polytechnics, 3.635 and colleges of education, 3.2227. The result showed that universities and polytechnics had better organizational management practices than colleges of education .

This indicates that both universities and polytechnics had better maintenance culture in managing their facilities than colleges of education.

The seventh variable which dealt with policy management practices among the three categories of tertiary institutions showed that universities had, 3.6374, polytechnics, 3.505 and colleges of education 3.2965. The result showed that universities and polytechnics were better than college of education in policy management practices.

The eighth variable in the table assessed athletes motivation management practices among the three categories of tertiary institutions in Nigeria and showed that university had 3.3442, polytechnics, 3.2281 and colleges of education, 2.8396. Therefore, athletes motivation management practices were similar in all the tertiary institutions in Nigeria..

The ninth variables in the table assessed students participation management practices among the three categories of tertiary institutions in Nigeria. The results showed that universities had 3.5714, polytechnic 3.4413 and colleges of education 2.8567. Therefore, students participation management practices was better handled in the universities than alone and were in the other tertiary institutions..

The tenth variable dealt with public relations services among the three categories of tertiary institutions in Nigeria. The result showed that the universities had. 3.5966, polytechnics, 3.4797 and colleges of education, 2.8567. The result showed that the universities had better public relation management practices than colleges of education.. This Clearly showed that universities had more capable hands in the management of public relations services than other tertiary institutions..

**HYPOTHESIS TESTING;** In this section the hypotheses formulated for this study shall be tested using the ANOVA at 0.05alpha level.

**Major Hypothesis :**

There is no significant difference among the tertiary institutions in their sports management practices.

The Major hypothesis was tested using one way ANOVA for difference among the three institutions in their perception on management practices result of which is shown in table below

Table 5: One-Way ANOVA for differences among the various tertiary institutions in their sports management practices.

| Source of variation | Sum of Squares | D f | Mean square | F-ratio | Sig |
|---|---|---|---|---|---|
| Between groups | 66443.652 | 2 | 33221.826 | 18.056 | 0.00 |
| Within groups | 316471.9 | 172 | 1839.953 | | |
| Total | 382915.6 | 174 | | | |

[f(2,172)=2.60(P<0.05)]

The outcome of the analysis of variance(ANOVA) revealed significant difference among the three categories of tertiary institutions in their sports management practices This is occasioned by the fact that the calculated F- ratio of 18.056 is greater than the F critical value of 2.60.while the calculated sig(P) value of 0.00 is less than the 0.05level of tolerance Hence the null hypothesis that there is no significant difference between the three categories of tertiary institutions in sports management practices is hereby rejected

Table 6: Post HOC LSD multiple comparison of difference between the various institutions on sports management practices in Nigeria.

| (I) Institution | (J) Institution | Mean Difference (I-J) | Standard Error | Sig. |
|---|---|---|---|---|
| University | Polytechnic | 6.94393 | 5.16305 | .397 |
| | College of Education | 43.17956* | 7.67544 | .000 |
| Polytechnic | University | -6.94393 | 6.18306 | .397 |
| | College of Education | 36.23563* | 8.09619 | .000 |
| College of Education | University | -43.179560* | 7.67544 | .000 |
| | Polytechnic | -36.23563* | 8.09619 | .000 |

* The mean difference is significant at the 0.05 level

Based on the multiple comparison ( pair wise) of the mean of the three categories institution showed that there is no significant difference between the means of universities and that of polytechnics as reflected by the probability value of .397 which is greater than 0.05 level of tolerance. However, there is significant difference between the means of universities and that of colleges of education as indicated by the probability value of 0.000 which is less than 0.05 level of tolerance. there is significant difference between the means of polytechnics and that of colleges of education as indicated by the probability value of 0.000 which is less than 0.05 level of tolerance. There is significant difference between the means of colleges of education and that of universities as indicated by the probability value of 0.000 which is less than 0.05 level of tolerance. There is significant difference between the means of colleges of education and that of polytechnics as indicated by the probability value of 0.000 which is less than 0.05 level of tolerance

**Sub-hypothesis I:**

There is no significant difference among the tertiary institutions in their financial management practices. .

Sub-hypothesis was tested by using one way ANOVA for difference among the three institutions in the financial management practices result of which is shown in table 7

Table 7: Summary of Analysis of Variance (ANOVA) for difference among the three categories of tertiary institutions in their financial management practices.

| Source of variation | Sum of Squares | Df | Mean square | F-ratio | Sig. |
|---|---|---|---|---|---|
| Between groups | 79.912 | 2 | 39.956 | 1.547 | .216 |
| Within groups | 4441.265 | 172 | 25.821 | | |
| Total | 4521.177 | 174 | | | |

[f (2,172) =2.60(P>0.05)]

The outcome of the analysis of variance (ANOVA) revealed no significant difference among the three categories of tertiary institutions in their financial management practices This is occasioned by the fact that the calculated F-ratio value of 1.547 is less than the F- critical value of 2.60 while the calculated sig(p) value of .216 is greater than 0.05 level of tolerance .Hence the null hypothesis that there is no significant .difference between the three categories of tertiary institutions in their financial management practices is hereby accepted

**Sub-Hypothesis 2**

There is no significant difference among the tertiary institutions in their personnel management practices..

This Sub-hypothesis was tested using the one way ANOVA for difference among the three .institutions in the. personnel management practices result of which is shown in table

Table 8: Summary of Analysis of Variance (ANOVA) for differences among the various institutions sports personnel management practices.

| Source of variation | Sum of Squares | D f | Mean square | F-ratio | Sig. |
|---|---|---|---|---|---|
| Between groups | 466.557 | 2 | 233.279 | 7.254 | .001 |
| Within groups | 5530.951 | 172 | 32.157 | | |
| Total | 5997.509 | 174 | | | |

[f(2,172)=2.60(P<0.05)]

The result of the Analysis of Variance (ANOVA) revealed significant difference among the three categories of tertiary institutions in their sport personnel management practice This is occasioned by the fact that the calculated F-ratio value of 7.254 is higher than the 2.60 F-critical while the calculated sig. (P) value of 0.001 is less than 0.05 level of tolerance. Hence the null hypothesis that there is no significant difference between the three categories of tertiary institutions in their personnel management practices is hereby rejected

Table 9: Post-Hoc LSD multiple comparison test difference among the various institutions personnel management practices.

| (I) Institution | (J) Institution | Mean Difference (I-J) | Standard Error | Sig. |
|---|---|---|---|---|
| University | Polytechnic | 0.2452 | 1.08180 | .821 |
| | College of Education | 3.49462* | 1.01470 | .001 |
| Polytechnic | University | -.24525 | 1.08180 | .821 |
| | College of Education | 3.24938* | 1.07032 | .003 |
| College of Education | University | -3.49462* | 1.01470 | .001 |
| | Polytechnic | -3.24938* | 1.67032 | .003 |

* The mean difference is significant at the 0.05 level

Based on the multiple comparison (pair wise) of the mean responses of the three categories of respondents, there is no significant difference between the means score of University compared with Polytechnic because the calculated. (P) value of .821 is greater than 0.05 level of tolerance. However, there is significant difference between universities when compared with Colleges of Education because the calculated (P) value of 0.001 is less than 0.05 level of tolerance. In the same vein there is no significant difference between the mean responses of Polytechnics compared with University because the calculated (P) value of 0.821 is greater than 0.05 level of tolerance. However, there is significant differences between the means of polytechnic compared with Colleges of Education as calculated (P) value of 0.003 is less than0.05 level of tolerance. There is significant difference between the mean responses of Colleges of Education compared with University because the calculated (P) value of .001 is less than 0.05 level of tolerance and there is significant difference between the mean responses of the Colleges of Education compared with the Polytechnics as calculated (P) value of .003 is less than 0.05 level of tolerance.

**Sub-Hypothesis 3**

There is no significant difference among the tertiary institutions in their athlete's recruitment management practices.

This Sub-hypothesis was tested using one way ANOVA The Result is presented in Table 10: Analysis of Variance (ANOVA) for differences among the various institutions Athletic recruitment management practices shown in table 10

| Source of variation | Sum of Squares | Df | Mean square | F-ratio | Sig. |
|---|---|---|---|---|---|
| Between groups | 905.341 | 2 | 452.670 | 14.935 | .000 |
| Within groups | 5213.139 | 172 | 30.309 | | |
| Total | 6118.480 | 174 | | | |

[f(2,172)=2.60(P<0.05)]

The result of the Analysis of Variance (ANOVA) revealed significant difference among the three categories of tertiary institutions their athlete recruitment practices this is occasioned by the fact that the calculated F-ratio value of 14.935 is higher than the 2.60 F-critical while the calculated sig. (P) value of 0.00 is less than 0.05 level of significance. Therefore the null hypothesis that there is no significant difference between the three categories of tertiary institutions in their athletes recruitment management practices is hereby rejected.

Table 11: Multiple comparison LSD test differences among the three categories of tertiary institutions in their Athletes' recruitment management practices.

| (I) Institution | (J) Institution | Mean Difference (I-J) | Standard Error | Sig. |
|---|---|---|---|---|
| University | Polytechnic | -0.09672 | 1.05026 | .927 |
| | College of Education | 4.67828* | 0.98511 | .000 |
| Polytechnic | University | 0.09672 | 1.05026 | .927 |
| | College of Education | 4.77500* | 1.03911 | .000 |
| College of Education | University | -4.67828* | 0.98511 | .000 |
| | Polytechnic | -4.77500* | 1.03911 | .000 |

* The mean difference is significant at the 0.05 level

Based on the multiple comparison (pair wise) of the mean responses of the three categories of tertiary institution, there is significant difference between the mean of universities and that of polytechnics as reflected by the probability value of 0.927 which is greater than 0.05 level of tolerance. However, there is significant difference between the means of the universities and that of colleges of education as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance. There is significant difference between the mean of polytechnic and that of universities as reflected by the probability value of 0.927 which is greater than 0.05 level of tolerance. In the same vein, There is significant difference between the mean of polytechnics and that of colleges of education as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance. There is significant difference between the mean of colleges of education and that of universities as reflected by the probability value of 0.000 is less than 0.05 level of tolerance. There is significant difference between the mean of colleges of education and that of polytechnics as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance.

**Sub-Hypothesis 4**

There is no significant difference among the tertiary institutions in their facilities management practices.

This Sub-hypothesis was tested using one way ANOVA. The result is presented in

Table 12: Summary of Analysis of Variance (ANOVA) on differences among the various institutions sport facilities management practices.

| Source of variation | Sum of Squares | Df | Mean square | F-ratio | Sig. |
|---|---|---|---|---|---|
| Between groups | 853.219 | 2 | 426.609 | 13.530 | .000 |
| Within groups | 5423.376 | 172 | 31.531 | | |
| Total | 6276.294 | 174 | | | |

[f(2,172)=2.60(P<0.05)]

Table above table revealed that significant difference exists among the three categories of tertiary institutions in Nigeria in their sports facilities management practices; this means that, each institution's sports facilities management practice differ from one another. This is occasioned by the fact that the calculated F-ratio value of 13.530 is higher than the 2.60 critical F-value, while the calculated sign (P) value of .000 is less than the 0.05 level of tolerance. Consequently, the null hypothesis that there is no significant difference between the three categories of tertiary institutions in their facilities management practices hereby rejected

Table 13: Post-Hoc LSD multiple comparison test difference between tertiary institutions facilities management practices.

| (I) Institution | (J) Institution | Mean Difference (I-J) | Standard Error | Sig. |
|---|---|---|---|---|
| University | Polytechnic | 1.21987 | 1.07123 | .256 |
| | College of Education | 5.02280* | 1.00478 | .000 |
| Polytechnic | University | -1.21967 | 1.07123 | .256 |
| | College of Education | 3.80313* | 1.05986 | .000 |
| College of Education | University | -5.02280* | 1.00478 | .000 |
| | Polytechnic | -3.80313* | 1.05986 | .000 |

* The mean difference is significant at the 0.05 level

Based on the multiple comparison (pair wise) of the mean of the three categories of tertiary institution, there is significant difference between the mean of universities and that of polytechnics as reflected by the probability value of 0.256 which is greater than 0.05 level of tolerance. However, there is significant difference between the mean of the universities and that of colleges of education as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance. There is significant difference between the mean of polytechnic and that of universities as reflected by the probability value of 0.256 which is greater than 0.05 level of tolerance. In the same vein. There is significant difference between the mean of polytechnics and that of colleges of education as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance. There is significant difference between the mean of colleges of education and that of universities as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance. There is significant difference between the mean of colleges of education and that of polytechnics as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance.

**Sub-Hypothesis 5**

There is no significant difference among the tertiary institutions in their equipment management practices.

This Sub-hypothesis was tested using one way ANOVA is shown in table

Table 14: Summary of Analysis of Variance (ANOVA) for differences among the various institutions equipment management practices.

| Sources of variation | Sum of Squares | Df | Mean square | F-ratio | Sig. |
|---|---|---|---|---|---|
| Between groups | 1533.671 | 2 | 766.836 | 23.634 | .000 |
| Within groups | 5580.706 | 172 | 32.446 | | |
| Total | 7114.377 | 174 | | | |

[f(2,172)=2.60(P<0.05)]

The above table revealed that significant difference exists among the three categories of tertiary institutions in Nigeria in their sports equipment management practices; This means that, each institution's sports equipment management practice differ from one another. This is occasioned by the fact that the calculated F-ratio value of 23.634 is higher than the 2.60 critical F-value, while the calculated (P) value of .000 is less than the 0.05 level of tolerance. Consequently, the null hypothesis that there is no significant difference between the three categories of tertiary institutions in their equipment management practices is hereby rejected

Table 15: Post Hoc LSD multiple comparison among the tertiary institutions in the sports equipment management practices

| (I) Institution | (J) Institution | Mean Difference (I-J) | Standard Error | Sig. |
|---|---|---|---|---|
| University | Polytechnic | 1.51508 | 1.08666 | .163 |
| | College of Education | 6.70133* | 1.01925 | .000 |
| Polytechnic | University | -1.51508 | 1.08666 | .165 |
| | College of Education | 5.18625* | 1.0712 | .000 |
| College of Education | University | -6.70133* | 1.01925 | .000 |
| | Polytechnic | -5.18625* | 1.07512 | .000 |

* The mean difference is significant at the .0.05 level

Based on the multiple comparison (pair wise) of the mean of the three categories of tertiary institution, there is significant difference between the mean of universities and that of polytechnics as reflected by the probability value of 0.163 which is greater than 0.05 level of tolerance. However, there is significant difference between the mean of the universities and that of colleges of education as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance. There is significant difference between the mean of polytechnic and that of universities as reflected by the probability value of 0.165 which is greater than 0.05 level of tolerance. In the same vein. There is significant difference between the mean of polytechnics and that of colleges of education as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance. There is significant difference between the mean of colleges of education and that of universities as reflected by the probability value of 0.000 is less than 0.05 level of tolerance. There is significant difference between the mean of colleges of education and that of polytechnics as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance.

**Hypothesis 6**

There is no significant difference among the tertiary institutions in their organization management practices

This Sub-hypothesis was tested using one way ANOVA The result is presented in table16

Table 16: Summary of Analysis of Variance (ANOVA) for difference among the various institutions organizational management practices.

| Source of variation | Sum of Squares | Df | Mean square | F-ratio | Sig. |
|---|---|---|---|---|---|
| Between groups | 556.652 | 2 | 278.326 | 8.172 | .000 |
| Within groups | 5857.828 | 172 | 34.057 | | |
| Total | 6414.480 | 174 | | | |

[f(2,172)=2.60(P<0.05)]

Table above table revealed that significant difference exists among the three categories of tertiary institutions in Nigeria in their organizational management practices; This means that, each institution's sport organizational management practice differ from one another. This is occasioned by the fact that the calculated F-ratio value of 8.172 is higher than the 2.60 critical F-value, while the calculated (P) value of .000 is less than the 0.05 level of tolerance. Consequently, the null hypothesis that there is no significant difference between the three categories of tertiary institutions in their organization management practices is hereby rejected

Table 17: Multiple comparison LSD test among the three tertiary institutions in their organizational management practices.

| (I) Institution | (J) Institution | Mean Difference (I-J) | Standard Error | Sig. |
|---|---|---|---|---|
| University | Polytechnic | 0.41574 | 1.11331 | .709 |
| | College of Education | 3.87449* | 1.04425 | .000 |
| Polytechnic | University | -041574 | 1.11331 | .709 |
| | College of Education | 3.45875* | 1.10149 | .002 |
| College of Education | University | -3.87449* | -3.87449* | .000 |
| | Polytechnic | -3.45875 | -3.45875* | .002 |

* The mean difference is significant at the 0.05 level

Based on the multiple comparison (pair wise) of the mean of the three categories of tertiary institution, there is significant difference between the mean of universities and that of polytechnics as reflected by the probability value of 0.709 which is greater than 0.05 level of tolerance. However, there is significant difference between the mean of the universities and that of colleges of education as reflected by the probability value of 0.000 is less than 0.05 level of tolerance. There is significant difference between the mean of polytechnic and that of universities as reflected by the probability value of 0.709 which is greater than 0.05 level of tolerance. In the same vein. There is significant difference between the mean of polytechnics and that of colleges of education as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance. There is significant difference between the mean of colleges of education and that of universities as reflected by the probability value of 0.000 is less than 0.05 level of tolerance. There is significant difference between the mean of colleges of education and that of polytechnics as reflected by the probability value of 0.000 which is less than 0.05 level of tolerance.

**Sub-Hypothesis 7**

There is no significant difference among the tertiary institutions in their policy management practices.

This Sub-hypothesis was tested using one way ANOVA the result is presented in table.

Table 18: Summary of Analysis of Variance (ANOVA) for differences among the various institutions policy management practices.

| Source of variation | Sum of Squares | Df | Mean square | F-ratio | Sig. |
|---|---|---|---|---|---|
| Between groups | 513.881 | 2 | 256.940 | 6.774 | .001 |
| Within groups | 6524.439 | 172 | 37.933 | | |
| Total | 7038.320 | 174 | | | |

[f(2,172)=2.60(P<0.05)]

The above table revealed that significant difference exists among the three categories of tertiary institutions in Nigeria in their sports policy management practices; This means that, each institution's sports policy management practice differ from one another. This is occasioned by the fact that the calculated F-ratio value of 6.774 is higher than the 2.60 critical F-value, while the calculated (P) value of .001 is less than the 0.05 level of tolerance. Consequently, the null hypothesis that there is no significant difference between the three categories of tertiary institutions in their policy management practices is hereby rejected

Table 19: Post-Hoc LSD multiple comparison test among the three categories of tertiary institutions in their sports policy management practices.

| (I) Institution | (J) Institution | Mean Difference (I-J) | Standard Error | Sig. |
|---|---|---|---|---|
| University | Polytechnic | 1.05836 | 1.17495 | .369 |
| | College of Education | 3.92649* | 1.10207 | .000 |
| Polytechnic | University | -1.05836 | 1.17495 | .369 |
| | College of Education | 2.86813* | 1.16248 | .015 |
| College of Education | University | -3.92649* | 1.10207 | .000 |
| | Polytechnic | -2.86813* | 1.16248 | .015 |

* The mean difference is significant at the 0.05 level

As a result of the multiple comparison (pair wise) of the mean responses of the three categories of respondents, there is significant difference between the university compared with polytechnics because the calculated (P) value of .369 is greater than 0.05 level of tolerance. However, there is significant difference between the universities compared with colleges of education because the calculated (P) value of .000 is less than0.05 level of tolerance. There is Significant difference between the polytechnic compared with university because the calculated (P) value of .369 is greater than 0.05 level of tolerance just as there is significant difference between the polytechnic compared with colleges of education because the calculated (P) value of .015 is greater than 0.05 level of tolerance. Lastly, There is significant difference exist between colleges of education compared with university because the calculated (P) value of .000 is less than 0.05 level of tolerance and there is significant difference between colleges of education compared with polytechnics because the calculated (P value of .015 is greater than 0.05 level of tolerance.

**Sub-Hypothesis 8**

There is no significant difference among the tertiary institutions in their athlete's motivation management practices.

This Sub-hypothesis was tested using one way ANOVA the result is presented in table.

Table 20: Summary of Analysis of Variance (ANOVA) for differences among the various institutions athlete's motivation management practices.

| Source of variation | Sum of Squares | Df | Mean square | F-ratio | Sig. |
|---|---|---|---|---|---|
| Between groups | 568.193 | 2 | 284.097 | 8.590 | .000 |
| Within groups | 5688.801 | 172 | 33.074 | | |
| Total | 6256.994 | 174 | | | |

[f(2,172)=2.60(P<0.05)]

Table 20 revealed that significant difference exists among the three categories of tertiary institutions in Nigeria in their athletes motivation management practices; This means that, each institution's athletes motivation management practice differ from one another. This is occasioned by the fact that the calculated F-ratio value of 8.590 which is higher than the 2.60 critical F-value, while the calculated (P) value of 0.000 is less than the 0.05 level of tolerance. Consequently, the null hypothesis that there is no significant difference between the three categories of tertiary institutions in their athletes motivation management practices is hereby rejected

Table 21: Post-Hoc LSD multiple comparisons tests among the three categories of tertiary institutions in their athletes motivation management practices

| (I) Institution | (J) Institution | Mean Difference (I-J) | Standard Error | Sig. |
|---|---|---|---|---|
| University | Polytechnic | 0.93410 | 1.09713 | .396 |
| | College of Education | 4.08222* | 1.02907 | .000 |
| Polytechnic | University | -0.93410 | 1.097134 | .396 |
| | College of Education | 3.14813* | 1.08548 | .004 |
| College of Education | University | -4.08222* | 1.02907 | .000 |
| | Polytechnic | -3.14813* | 1.08548 | .004 |

* The mean difference is significant at the 0.05 level

The result of the multiple comparison (pair wise) of the mean responses of the three categories of respondents showed that there is significant difference between the university compared with polytechnic because the calculated (P) value of .396 is greater than 0.05 level of tolerance. However, there is significant difference between the university compared with colleges of education because the calculated (P) value of .000 is less than 0.05 level of tolerance. There is Significant difference between the polytechnics compared with university because the calculated (P) value of .396 is greater than 0.05 level of tolerance. Just as there is significant difference between polytechnic compared with colleges of education because the calculated sig. (P) value of .004 is less than 0.05 level of tolerance. Lastly, there is significant difference between colleges of education compared with university because the calculated (P). value of 0.000 is less than 0.05 level of tolerance. However, there is significant difference between colleges of education compared with polytechnics because the calculated (P) value of .004 is less than 0.05 level of tolerance.

**Sub-Hypothesis 9**

There is no significant difference among the tertiary institutions in their level of students' participation management practices.

This Sub-hypothesis was tested using one way ANOVA result is presented in table.

Table 22: Summary of Analysis of Variance (ANOVA) for differences among the various categories of tertiary institutions on level of student participation management practices.

| Source of variation | Sum of Squares | Df | Mean square | F-ratio | Sig. |
|---|---|---|---|---|---|
| Between groups | 831.799 | 2 | 415.899 | 14.665 | .000 |
| Within groups | 4877.836 | 172 | 28.360 | | |
| Total | 5709.634 | 174 | | | |

[f(2,172)=2.60(P<0.05)]

The results of the analysis of Variance (ANOVA) test revealed significant difference among the three categories of tertiary institutions in their students' participation management practice. This means that, these tertiary institutions do not have the same way of managing the students' participation , This is occasioned by the fact that the calculated F-ratio value of 14.665 is higher than the F-critical of 2.60. while the calculated(p) value of 0.000 is less than 0.05 level of tolerance Therefore, the null hypothesis that there is no significant difference between the three categories of tertiary institutions in their level of students participation management practices is hereby rejected

Table 23: Post-Hoc LSD multiple comparisons test among the three categories of tertiary institutions in their students participation management practices

| p(I) Institution | (J) Institution | Mean Difference (I-J) | Standard Error | Sig. |
|---|---|---|---|---|
| University | Polytechnic | 1.05377 | 1.01592 | .301 |
| | College of Education | 4.91753* | 0.95290 | .000 |
| Polytechnic | University | -1.05377* | 1.01592 | .301 |
| | College of Education | 3.86375* | 1.00514 | .000 |
| College of Education | University | -4.91752* | 0.95290 | .000 |
| | Polytechnic | -3.86375* | 1.00514 | .000 |

* The mean difference is significant at the 0.05 level

Based on the multiple comparison (pairs wise) of the mean responses of the three categories of respondents, there is significant difference between the university compared with polytechnic because the calculated (P) value of .301 is greater than 0.05 level of tolerance. However, there is significant difference between the universities compared with colleges of education because the calculated (P) value of .000 is less than 0.05 level of tolerance. There is significant difference between the polytechnics compared with university because the calculated (P) value 0.301 is greater than 0.05 level of tolerance. There is significant difference between polytechnic compared with college of education because the calculated (P) value of .000 is less than 0.05 level of tolerance similarly, there is significant difference between colleges of education compared with university because the calculated (P) value of .000 is less than 0.05 level of tolerance and there is significant difference equally between colleges of education compared with polytechnic because the calculated (P) value of 0.000 is less than 0.05 level of tolerance.

**Sub-Hypothesis 10**

There is no significant difference among the tertiary institutions in their public relations service management practices.

This Sub-hypothesis was tested using one way ANOVA the result is presented in table.

Table 24: Summary of Analysis of Variance (ANOVA) for differences among various categories of tertiary institutions in public relations service management practices.

| Source of variation | Sum of Squares | Df | Mean square | F-ratio | Sig. |
|---|---|---|---|---|---|
| Between groups | 978.552 | 2 | 489.426 | 12.178 | .000 |
| Within groups | 6912.783 | 172 | 40.191 | | |
| Total | 7891.634 | 174 | | | |

[f(2,172)=2.60(P<0.05)]

The detail of the Analysis of Variance test revealed significant differences among the three categories of tertiary institutions in the management of public relation services. This means that these tertiary institutions do not have the same way of managing the public relations services. This is occasioned by the fact that the calculated F-ratio value of 12.178 is higher than the F-critical value of 2.60.while the calculated (P) value of 0.000 is less than 0.05 level of tolerance Hence the null hypothesis that there is no significant difference between the three categories of tertiary institutions in their public relation services is hereby rejected.

Table 25: Post-Hoc LSD Multiple comparisons test among the three categories of tertiary institutions in their public relation service management practices.

| (I) Institution | (J) Institution | Mean Difference (I-J) | Standard Error | Sig. |
|---|---|---|---|---|
| University | Polytechnic | 0.97770 | 1.20941 | .420 |
| | College of Education | 5.28458* | 1.20941 | .420 |
| Polytechnic | University | 0.97770 | 1.20941 | .420 |
| | College of Education | 4.30688* | 1.19657 | .000 |
| College of Education | University | -5.28458* | 1.13439 | .000 |
| | Polytechnic | -4.30688* | 1.19657 | .000 |

* The mean difference is significant at the 0.05 level

Based on the multiple comparison (pair wise) of the mean responses of the three categories of respondents, there is no significant difference between the university compared with polytechnic because the calculated (P) value of .420 is greater than 0.05 level of tolerance. In the same vein, there is significant difference between the university compared with colleges of education because the calculated sig.(P) value of 0.000 is less than 0.05 level of tolerance. There is no significant difference between polytechnic compared with university because the calculated (P) value of .420 is greater than 0.05 level of tolerance. However, there is significant difference between polytechnics compared with colleges of education because the calculated (P) value of .000 is less than 0.05 level of tolerance, there is significant difference between the colleges of education compared with university because the calculated sig. (P) value of .000 is less than 0.05 level of tolerance and there is significant difference between the mean responses of colleges of education compared with polytechnic because the calculated (P) value of 0.000 is less than 0.05 level of tolerance.

## 4.3 DISCUSSION

The purpose of the study was to compare sports management practices among colleges of education, polytechnics and universities in Nigeria. This comparison was made in terms of the management of finance, personnel, athletes recruitment, facilities, equipment, organizational structure ,policy ,athletes motivation participation of athlete in sport and public relation services. The findings of the study on these management practices in the three categories of Nigerian tertiary institutions are discussed in this chapter

The major sources of finances of sports in Nigeria institutions of higher education include students fees collected for sports, or subvention provided for sports by the institution and gate taken. (Igbanugbo 1988; Adesoye, 1997; Adedeji; 1990; Ladani; 2000; Kabido, 1995). Unlike western institutions of higher learning, where sports programme are managed by the financial received from the central administration, Nigerian Institution of higher learning had to depend mainly in student fees for sports and subvention from the institutions for the organization of sports programme. All the Nigerian institutions of higher learning have to follow established rules and regulations for the management of the finances for different purposes. Sports is not exception in this regarded, (Ladani; 2000), It is perhaps that because of the gender rules and regulations that govern financial management in the institutions of higher learning of Nigeria. This study could not find any significant differences among the three categories tertiary institutions in their financial management for sports.

This finding support the view of (Igbanugbo, 1986, Ladani, 2008; Adesoye, 1997) on how finances for sports are managed in institutions of higher learning in Nigeria. However, the finding of this study revealed similarity among the three categories of tertiary institutions in their financial management practices. The study found that in the tertiary

institutions, sports fees are paid by all students and controlled by a central body .it was also established that allocation of funds is either sliced below the estimates, delayed or given in bits.

One of the proposes of the study was to find out if there is any significant differences among the three categories of Nigeria institutions of higher learning in the management of personnel for sports. The finding of the study showed that personnel management practices were found to be better in the universities than colleges of education and polytechnics.

Personnel for sports in all the institutions of higher learning play an important role in the success of the sports of programme, they provide leadership and promote public relations (Oyedele 2000). The efficient management of any sport program in such institutions depends mostly in personnel for sports as they promote understanding and working relationship among the different individuals to achieve the goals of the institutions (Oduwaye, 2000). Sports personnel have the responsibility of planning, organizing, directing, coordinating, budgeting and evaluating the program (Ladani, 1998). Such personnel should have adequate and appropriate qualifications and experience to efficiently and effectively manage sport (Amuche, 2000). In order to ensure that only the best personnel are employed, established procedure should be followed. Such procedures could ensure that appointment and promotions of personnel for sports are well regulated (Oyedele, 2000). In order to enhance the efficiency of the sports personnel, they should be periodically retrained in universities, to gain up to date knowledge and experience (Gwani, 1998; Chom, 2003). Usually, personnel for sports are recruited and promoted according to the established rules and regulations that are common to the three categories of Nigerian institutions of higher learning. It is perhaps because of the reason that significant

differences were found among the three categories of Nigeria institutions of higher learning in the management of personnel for sports. However, it cannot be denied that they may be very minor differences among these institutions in the management of personnel for sports as in training and retraining them and the years of experience required for promotion such differences are significant enough to cause minor significant differences in the management of personnel for sports in the institution. Therefore the finding showed significant differences among the three categories of Nigerian institutions of higher learning in the management of personnel for sports is justified. However, the management of personnel were found to be better in the universities than colleges of education and polytechnics. The study found that personnel charged with sports management practices are appointed on merit and that season sports personnel are appointed and retrained to serve in the sports units.

It is a common practice among most Nigerian tertiary institutions to identify and recruit athletes to excel in the respective competitions; it's also a common practice among these institutions to reward athletes who excel in competition at different levels, such athletes may represent colleges of education at one time, polytechnics and universities at another time. These practices are usually known as carpet crossing which is common to all the institutions. Although, the practice is not convenience for the development of sports, it appears to be very common among the tertiary institutions. Infact, some Nigerian have recorded the possibilities of such practices (Okunrotifa, 1995). As this practices are so common among the tertiary institutions, this investigation found the significant differences among these institutions in a management practices of recruitment of athletes. As this practices is not beneficial for sports development ,it is that these institutions should concentrate on the training of their own students instead of recruiting athletes purely for the

purpose of the competitions. However, the finding of this study showed that athletes' recruitment management practices were found to be better in the universities than other tertiary institutions. This clearly showed that universities had capable hands in management of their athletes' recruitment than other tertiary institutions. The study found that there is a well established procedure for identifying and recruitment of new sports men and women and that mass sports participation by the students facilitates management practices.

Facilities for sports include: field, court, swimming pools, boxing arena, etc. these facilities are essential requirement for the successful management of sport programs in all the institutions (Awosika, 1996). Without adequate sport facilities student cannot be motivated to participate in sports program and organized competitions successfully (Omolawon, 2000; Amusa, 1996, 1986), reported that student facilities are essential requirements for participation and excellent in performance in all sports at all levels. Similar views were reported by (Onifade, (1995) and Fasan,(2000). Regarding the important of sports facilities. In addition Abubakar, (1992) and Amuche ( 1986) emphasized the fact that adequate facilities are essential for successful participation to achieve the objective of sports program. However Udoh ( 1990) was of the view that maintenance of sports facilities is as important as construction of such facilities which is often found inadequate among Nigerian tertiary institutions. This study found that the facilities for sports in the selected Nigerian tertiary institutions was significant in universities and adequately maintained. Whatever the case may be, this study revealed significant differences among higher institutions in management of sport facilities. It's therefore suggested that other tertiary institutions should adopt facilities management practices of the universities. The future study should find out whether there is any differences between these institutions in the promotion and maintenance of sports facilities.

The differences was that sports facilities was better in the universities than in colleges of education and polytechnics. Because the universities had better capable hands in management of their facilities than other tertiary institutions. The Post-Hoc revealed difference in universities than other tertiary institutions. The study found that availability of sports facilities facilitate and enhance the growth and development of sports management practices and that sports facilities are accessible to students athletes and the community in my institution management practices.

Standard equipment are essential requirement to motivate students to participate and improve performance in sports (Ladani, 1990). Inadequate provision of equipment affect not only students participations in sports but also in the performance on sports (Akpe, 1995). Provision cheap and substandard equipment can discourage students to participate in sports (Richard, 2000,. Adedeji,, 1999).

The common practice among these institutions is that equipment that are supplied are purchased for athlete on the basis of the requirement. It is therefore suggested by (Adeyanju, 1993). That all the equipment should be well marked for differentiation and proper identification for the inventory. She further observed that this practice is essential for proper care of equipment.

The study found significant differences among the selected tertiary institutions in the sports equipment management practices. This was mainly due to better management of equipment in the universities and polytechnic compared to colleges of education. The best practices was found in the universities. The study found that adequately maintained sports equipment has reduced the expenses of the sports units drastically and that interest of students athletes is taken into considerations in the provision of sports equipment management practices.

Organizational structure involves the pattern of relationship among positioning in the organization and among members of the organization (Laurie, 2002). Such a structure makes it possible for the application of process of management and create a framework to which the activities of sports units can be planned, organized, directed and control (Bucher, 2002.). This view was further supported by Ladani,( 1998) and Krote, 2003). (Ladani, 1998), Observed that some of the Nigerian tertiary institutions, especially universities have sports council which are totally independent of the department of physical and health education, which are controlled, regulated and directed by a sports council and directorate of sports. In contrast to this view, Bulus,( 2009) observed that there is much to be desired in terms of management aspect of sports in Nigerian colleges of education. He further reported a significant difference between Nigerian colleges of education, polytechnic and universities in the organizational structure of sports. In some cases, he found that Dean's Students Affairs control the Sports units, in a few cases, sports units are parts of the department of physical and health education, in other cases they are totally independently controlled by sports directorate. It is not only that such differences exist in organization of sports, but also in a nomenclature of position in such organization structure. For example in colleges of education, they are called Sports Coordinator, Sports Officers, Sport Director.

This study found significant differences among the selected tertiary institutions which are mainly due to the fact that universities had better management practices of organization structure of sports compared to polytechnics and colleges of education, and polytechnics had better management than colleges of education .The study found that the organizational structure provides effective and efficient management control of sports and that sports units is managed by the qualified and technically sound personnel

A policy is a statement of a course of action adopted and pursued by an organization. Well articulated policies are essential requirement for the efficient and effective finance of an organization that will help its member to follow what is expected on them (Bucher, 2000). If policy are properly stated, formulated and developed each member of an organization will understand and perform the duties that are expected. Efficient and effect management of sports activates require the establishment of sound policy to achieve the goals of an organization. This is perhaps what motivated the federal government of Nigeria in the production of national sports policy in sports development (Ladani, 1990). It is expected that such a policy would help in the development and successful implementation on sports programs. According to Abioye,( 1990). Administrative policy for organizing intramural sports in colleges of education in Nigeria as statement of procedure that would represent the legalistic frame work under which the organization operate. However, there are frequently changed or sometime hastely written. It is for this reason that Abisoye,( 1999), suggested that there should be guidance or direction to decision been made by the members of an organization. The federal Government of Nigerian (1989), clearly stated that policy is a guiding principles that serve as the basis for a course of actions. It is for this reasons it formulated the national sports development policy with the hope that it will guide it actions. The study found significance difference among the selected Nigerian tertiary institutions in the management of the policy. This was mainly because of the fact that Nigerian universities and polytechnics had better management of policy than the Nigerian colleges of education, in which they might not be any establish policy that governed the action in the organization of sports programme .The study found that the sports policy have high potential to enhance growth and development

of sports management practices and our sports policy are reviewed regularly as at when due.

Motivation is essential for an individual to act. Several techniques or methods are used to motivate athletes to successfully participate on sports programme. Incentives constitute one of the means to motivate athletes to participate in sports (Ajayi, 1994). (Udensi, 2000) stated that most officials and students in Nigerian tertiary institution are not very actives in sports mainly because the morale of player, the condition of the facilities, and ineffective participation in the management of sports programme. This statement is justified by the fact that a motivated person is more active than one who is not motivated. The provision of incentives for athletes and officials would ensure effective participation of an athletes and officials in sports programme that would contribute to the development of sports programme. This may be justified by the fact that Adeyanju, (1992), observed the significant contribution made by Guiness Nigerain Plc to promote female participation in sports through publicity, rewards etc. given to most institutions for their organization of Nigerian universities games. This was further supported by Ladani, (1992) who reported that the same Guiness Nigerian Plc encouraged sports participation. He further suggested that this company should accept responsibilities for feeding all these athletes that are competing in different institutions competition Ituch, (1994) reported that salaries, fringe benefit, security and others as extreme sources of extrinsic motivation. Ikulayo,( 1990;) Ajayi, (1994,) Ulick, (1991) and Fagbemija,( 2000) suggested that incentives, fringe benefit and other means of extrinctive motivation should be used to enhance to participation of students in sports programme. This view was supported by Eke, (1992) and Adeyanju,( 1990). Who suggested that provision of accommodation and transport allowances should be

provided for the students to ensure the participation in sport programme. This investigation found a significant difference among the selected Nigerian tertiary institutions in their methods of motivating the students to participate in sports programme this was mainly because Nigerian universities and polytechnics provide better means of motivating the students to participate in sports programme. The study found that honor roll of outstanding students –athletes is maintained in my institution and special priveledges such as free hostel accommodation are granted to students athletes in my institutions.

For successful organization of sports programme, students participation is most essential requirement (Omuruan, 1996) Students have been demanding greater involvement in the management of sports program. According to Amuche,( 1995) students participation in sports program in Nigerian tertiary institutions is promoted in varietiesof ways under the leadership and direction of the student as the incorporation of sports into the programme of tertiary institution in Nigeria which was largely students oriented. (Orunboka, 1992), observed that the first national union of Nigerian students was formed during late 1950s, representing universities, colleges of education and the polytechnics. It was this union, that masterminded the joint sports of these tertiary institutions. The increased in number of the institutions and the students coupled with the financial and management constraint made it very necessary for these institutions to manage the real sports program. It is this development that brought about its formation of various groups or associations in Nigerian tertiary institutions, like NUGA, NICEGA, NIPOGA. The national union of Nigeria students single handedly initiated and reorganized the biennial competitions among the Nigeria tertiary institutions since 1959 (Orunboka, 1992), it is perhaps because of this reason that (Amuche, 1989) recommended that the Nigerian tertiary institutions should form students advisory board that would work along with sports directors to discuss

problems and future actions relating to students participation in sports. Such a group can also be responsible to check attendant, equipment, training, facilities and other details that are essential for smooth and effective functioning of sports department. This study found a significant difference among the selected Nigerian tertiary institutions in the management practices of students participation in sports programme. This was mainly because universities had better involvement of students in management of sports compared to polytechnics and colleges of education.. This is because students participation in management practices was better handled in the universities than in the other tertiary institutions. The study found that students participate actively in management of sports in my institution and students are fully involved in the organization of sports training session.

Public relations constitute the planed effort to influence the opinion through good relation and socially responsible performance base and mutually satisfactory two way communications (Bucher, 2000; Krotee, 2002), for any organization to be successful and popular it should have good human public relation serves. Any institution established by a community always enjoys the support and cooperation of the community for its successful functioning. Public relation services include attempt to modify and shape the attitude and action of the public through educations and persuasion which would help in the successful functioning of an organization. This investigation found significant difference among Nigerian tertiary institutions in the management of public relation services. This was mainly because Nigerian universities had better management of this service compared to polytechnics and colleges of education. This may be that Nigerian universities frequently approach cooperation of charity organization for the support to run the programme, which make them involved defilement organization outside the universities in the organization of the sports programme..Difference exists in the universities compared to colleges of

education and polytechnics. The study found that public relations services encourage proper and adequate dissemination of sports information to the communityandthat adequate publicity services are provided for the effective coverage of all sports programme/tournament.

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# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Summary

This research investigated Sports Management Practices in tertiary institutions in Nigeria. The indices investigated were management of finance, personnel, athletes' recruitment, sports facilities, organizational structure, sports policies, athletes' motivation, students participation, and public relations services.

To achieve the purpose of this study, a questionnaire on comparative analysis of the sports management practices in tertiary institutions in Nigeria was designed and used as the instrument for data collection. The questionnaire contained two sections – section A and B. Section A consists of (5) five items on demographic characteristics and Section B consists of eighty (80) items on comparative analysis of sports management practices in the three tertiary institutions of Nigeria under ten (10) different sub-sections. The sub-sections are (1) financial management practice, with (8) eight statements personnel management practices with (8) eight statements, athlete's recruitment management practices with (8) eight statements, sports facilities management practices with (8) eight statements, sports equipment management practices with (8) eight statements, organizational management practices with (8) eight statements, sports policies management practices with (8) eight statements, athlete motivation management practices with (8) eight statements, students participation in sports management practices with (8) eight statements, public relations management practices with (8) eight statements. Five (5) copies of the questionnaires were distributed to five (5) jurors, some in the Department of Physical and Health Education ABU, while others in the Ahmadu Bello University Sports Council in order to ascertain

both the content and face validity. The final questionnaire was prepared on five point Likert Scale where the respondents were to indicate their degree of agreement or disagreement to a given statements, e.g. SA = Strongly Agree (5 points); A = Agree (4 points); UD = Undecided (3 points); D = Disagree (2 points); SD = Strongly Disagree (1 point). The questionnaire was pilot tested and the reliability coefficient of 0.0994 was obtained for the instrument. A total of 175 subjects were selected at random from a population of 875 people to serve as respondents in this study.

The questionnaire thus collected were statistically analysed after duly completed by respondents to test the hypotheses of the study using one-way analysis of variance (ANOVA) and Post-Hoc test at 0.05 alpha level. The results show that there was no significant difference among the three categories of tertiary institutions in their sports personnel management practices. There were significant differences between the three categories of tertiary institutions in their financial management practices.

**Findings**

The findings of this study are as follows,

1. The finding of this study revealed similarity among the three categories of tertiary institutions in their financial management practices.
2. The finding of this study showed that personnel management practices were found to be better managed in the universities than in colleges of education and polytechnics.
3. The finding of this study showed that athletes recruitment management practices were found to be better managed in the universities than other tertiary institutions.

4. The finding of this study revealed that facilities management practices were found to be better managed in the universities compared to colleges of education and polytechnics.
5. The finding of this study showed that equipment management practices was found to be better managed in the universities than other tertiary institutions.
6. The study found that organization management practices of sports were better managed in the universities compared to colleges of education and polytechnics
7. The study found that policy management practices were better managed in the universities and polytechnics compared to the colleges of education.
8. The study found that athletes motivation management practices were better managed in the universities and polytechnics compared to the colleges of education.
9. The study revealed that the participation of students in sports management practices were better managed in the universities compared to colleges of education and polytechnics
10. The study found that the public relations services management practices were better managed in the universities compared to colleges of education and polytechnics

## 5.2 Conclusion

Based on the finding of this study the following conclusions are drawn.

5.2.1 There was no significant difference among the three categories of tertiary institutions in their financial management practices of sports.

5.2.2 Significant difference exists in the Universities compared to the Colleges of education and Polytechnics in their personal management practices of sports.

5.2.3 Significant difference exists in the Universities compared to the Colleges of Education and Polytechnics in their athletes recruitment management practices of sports.

5.2.4 Significant difference exists in the University than College of Education and Polytechnics in their facilities management practices of sports.

5.2.5 Significant difference exists in the Universities compared to the colleges of Education and Polytechnics in their equipment management practices of sports.

5.2.6 Significant difference exists in the Universities than Colleges of education and polytechnic in their organization management practice of sports.

5.2.7 Significant difference exists in the Universities and colleges of education compared to the Polytechnics in their policy management practices of sports.

5.2.8 Significant difference exists in the universities and colleges of education compared to the Polytechnics in their athletes motivation management practices of sports.

5.2.9 Significant difference exists among the three categories of tertiary institutions in their participation of students in management practices of sports.

5.3.0 Significant difference exists among the three categories of tertiary institutions in their public' relation service management practices of sports.

## 5.3 Recommendations

In the light of the conclusions drawn of this study, the following recommendations are made:

5.3.0 All tertiary institutions should fund sports adequately..

5.3.1 The practices in the management of personnel in Nigerian universities should be operated in other tertiary institutions.

5.3.2 The practices in the management of athletes recruitment in universities should be adopted in other tertiary institutions.

5.3.3 . Other tertiary institutions should apply the practices of the universities in the management of sports facilities.

5.3.4 Attempt should be made for management practices of maintenance of sports equipment in polytechnics and colleges of education should be improved.

5.3.5 Organization management practices should be streamlined by the National Colleges of Education Commission (NCCE) so that such practices should be common to all colleges of education and become more efficient.

5.3.6 Nigerian colleges of education should formulate and implement appropriate policy for the successful organization of their sports program.

5.3.7 Nigerian colleges of education should provide adequate appropriate source of motivation for the students to participate in sports programme.

5.3.8 Nigerian colleges of education and polytechnics should encourage the individual of the students in the decision making process relating to the organization of sports to ensure greater participation of students in sports.

5.3.9 Nigerian colleges of education and polytechnics involves the other organization in the successful formulation and implementation of sports programme

## 5.4 Suggestions For Further Research

**i.** The researcher suggested that similar study on tertiary institutions be undertaken on comparative analysis of sports management practices between Nigeria and other countries tertiary institutions or between Sports Councils in Nigeria..

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## APPENDIX 'A' QUESTIONNAIRE

## RESEARCH INSTRUMENT

## QUESTIONNAIRE ON COMPARATIVE ANALYSIS OF SPORTS MANAGEMENT PRACTICES IN TERTIARY INSTITUTIONS OF NIGERIA

**This Questionnaire Contains Ten Sections:**

Section A is on demographic of the respondents.

Section B is on Financial Management Practice.

Section C is on Personnel Management Practices.

Section D is on Athletes recruitment practice

Section E is on Sports facilities management practice.

Section F is on Sports equipment management practice

Section G is on Organizational structure management practice

Section H is on Sports policy management practice

Section I is on Athletes motivation management practice.

Section J is on Students participation management practice.

Section K is on Public relations services management practices.

You are requested to respond to all statements under each section; please read the instructions for each section before your response.

**SECTION 'A': Demographic Characteristic Information**

Please tick (√) the appropriate alternate that best represent you.

1. Age

   a. Less than 31 years [ ]

   b. 31- 35 Years [ ]

   c. 36- 40 Years [ ]

d. 41- 45 Years [ ]

e. 46- 50 Years [ ]

f. 51- 50 Years [ ]

g. 51 Years and above [ ]

2. Gender:

a. Male [ ]

b. Female [ ]

3. Job Designation:

a. Director of Sports/Sport officer [ ]

b. Deputy Sport Director [ ]

c. Sport Coordinator [ ]

d. Chief Coach [ ]

e. Principal Coach [ ]

f. Senior Coach [ ]

g. Coach I [ ]

4. Institution:

a. University [ ]

b. Polytechnics [ ]

c. College of Education [ ]

d. Others [ ]

5. Highest Educational Qualification:

a. Ph.D [ ]

b. M.S.c [ ]

c. B.Sc [ ]

d. N.C.E [ ]

e. Diploma [ ]

f. Others [ ]

**SECTION 'B':**

A Comparative Analysis of Sports Management Practices in Tertiary Institutions of Nigeria.

This section contains statements on different sections. You are requested to tick (√) the column against each statement that best represents your feelings.

**KEY:**

| | |
|---|---|
| Strongly Agree | (SA) |
| Agree | (AG) |
| Undecided | (UD) |
| Disagree | (DG) |
| Strongly Disagree | (SD) |

1. **Finance**

Please indicate your feelings on the following statements as it affects your institution:

| S/NO | ITEMS | SA 5 | AG 4 | UD 3 | DA 2 | SD 1 |
|---|---|---|---|---|---|---|
| 1. | The Director of Sports manage the provided funds only | | | | | |
| 2. | Sports finances are controlled by a central body | | | | | |
| 3. | Sports fees is paid by all students in order to augment the funding of sports | | | | | |
| 4. | There is no enough funds for sports in my institution | | | | | |
| 5. | Grant to sports is the only funding source in my institution | | | | | |
| 6. | Allocation of funds are often delayed because of red – taped procedures | | | | | |
| 7. | Allocation of funds are usually sliced below estimates submitted | | | | | |
| 8. | Allocation of funds are given in bits which make planning and operations difficult. | | | | | |

## 2. Personnel

Please indicate your feelings on the following statements as it affects your institution:

| S/NO | ITEMS | SA 5 | AG 4 | UD 3 | DA 2 | SD 1 |
|---|---|---|---|---|---|---|
| 9. | The sports personnel manage sports programme. | | | | | |
| 10. | Seasoned sports personnel are appointed and retrained to serve in the sports units | | | | | |
| 11. | Sports personnel are recruited for both recreational and competitive sports | | | | | |
| 12. | The personnel charged with sports management are appointed on merit | | | | | |
| 13. | Staff are encouraged to trust one another | | | | | |
| 14. | Staff engage in unfiltered constructive conflict around ideas i.e. “say it as it is” | | | | | |
| 15. | Staff commit to decisions and plans of action in personnel management | | | | | |
| 16. | Staff hold one another accountable to delivering against those plans | | | | | |

3. **Athletes Recruitment**

Please indicate your feelings on the following statements as it affects your institution:

| S/NO | ITEMS | SA 5 | AG 4 | UD 3 | DA 2 | SD 1 |
|---|---|---|---|---|---|---|
| 17. | Student - athletes are recruited/admitted in my institution based on their sport performances. | | | | | |
| 18. | Recruitment of new student – athlete is the joint responsibilities of the sports office and its stake holders in management practice | | | | | |
| 19. | There is a well established procedure for identifying and recruitment of new sports men and women. | | | | | |
| 20. | The athletes are identified prior to their admission into the institution in management practice. | | | | | |
| 21. | Director of sports does the recruitment of athletes only in management practice. | | | | | |
| 22. | The admission of the skillful athletes is automatic. | | | | | |
| 23. | Mass sports participation by the students facilitate management practice | | | | | |
| 24. | The students - athletes themselves are instrumental to the recruitment of new athletes. | | | | | |

## 4 Sports Facilities

Please indicate your feelings on the following statements as it affects you institution:

| S/NO | ITEMS | SA 5 | AG 4 | UD 3 | DA 2 | SD 1 |
|---|---|---|---|---|---|---|
| 25. | Every member of the sports unit is involved in the planning of sports facilities management practices. | | | | | |
| 26. | Availability of sports facilities facilitate enhance the growth and development of sports management practice. | | | | | |
| 27. | Sports facilities are commercialized in management practices | | | | | |
| 28. | There is adequate maintenance of the sports facilities and maintenance of personnel. | | | | | |
| 29. | More facilities are required for the hosting of any competitive sports. | | | | | |
| 30. | The sports facilities required by participants are given primary consideration in my institution. | | | | | |
| 31. | Sports facilities are accessible to student-athletes and the community in my institution management practice. | | | | | |
| 32. | There is a sports complex that has all the necessary facilities in my institution. | | | | | |

## 5. Sports Equipment

Please indicate your feelings on the following statements as it affects your institution:

| S/NO | ITEMS | SA 5 | AG 4 | UD 3 | DA 2 | SD 1 |
|---|---|---|---|---|---|---|
| 33. | Standard sports equipment are made available for the student – athletes. | | | | | |
| 34. | The interest of student - athletes is taken into consideration in the provision of sports equipment in management practices. | | | | | |
| 35. | Adequately maintained sports equipment has reduced the expenses of the sports unit drastically. | | | | | |
| 36. | Personnel are employed for the maintenance of sports equipment in my institution management practices. | | | | | |
| 37. | Proper storage of sports equipment is provided in my institution. | | | | | |
| 38. | Sports equipment are purchased on a tender basis by the sport unit in my institution management practices. | | | | | |
| 39. | Coaches are consulted before purchasing any sports equipment in my institution. | | | | | |
| 40. | A good maintenance culture is in place in my institution. Equipment in my institution. | | | | | |

6. **Organizational Structure**

Please indicate your feelings on the following statements as it affects your institution:

| S/NO | ITEMS | SA 5 | AG 4 | UD 3 | DA 2 | SD 1 |
|---|---|---|---|---|---|---|
| 41. | The director of sports/sport officer is a specialist on sports matters in management practices. | | | | | |
| 42. | The organizational structure provides effective and efficient management control. | | | | | |
| 43. | The director of sports is the chief executive officer in the sports unit /office/council management practices | | | | | |
| 44. | Appropriate organogram is established in the sports units. | | | | | |
| 45. | The sports units /office/council is an extension of the physical Education Department. | | | | | |
| 46. | The sports unit is managed by the qualified and technically sound personnel. | | | | | |
| 47. | The organogram shows a clear line and channel of communication for effective and efficient sports management. | | | | | |
| 48. | Interscholastic and intercollegiate sports department should be established within the sports unit so as to enhance management practice. | | | | | |

## 7. Sports Policy

Please indicate your feeling on the following statements as it affects your institution.

| S/NO | ITEMS | SA 5 | AG 4 | UD 3 | DA 2 | SD 1 |
|---|---|---|---|---|---|---|
| 49. | Our sports policy emphasize mass participation in sports management practice. | | | | | |
| 50. | Our sport policy allows both staff and students to participate in the management of sports. | | | | | |
| 51. | Our sports policy are reviewed regularly as at when due. | | | | | |
| 52. | The sports policy have high potential to enhance growth and development of sports management practice. | | | | | |
| 53. | Sports policy documents are made known and available to both staff and students. | | | | | |
| 54. | Sports policy requires only qualified staff to manage staff. | | | | | |
| 55. | Sports policy recommend a specific day and time of the week for sports activities management practice. | | | | | |
| 56. | Sports unit has well established policy for the efficient handling of sports management practice. | | | | | |

## 8. Athletes Motivation

Please indicate you're your feelings on the following statements as it affects your institution:

| S/NO | ITEMS | SA 5 | AG 4 | UD 3 | DA 2 | SD 1 |
|---|---|---|---|---|---|---|
| 57. | Student - Athletes are granted makeup examination when they missed such examination during sport engagement in my institution. | | | | | |
| 58. | A befitting sports award night is organized for the student – athletes in my institution. | | | | | |
| 59. | Student - Athletes are well supported by the entire students body in my institution. | | | | | |
| 60. | Honor roll of outstanding student - athlete is maintained in my institution. | | | | | |
| 61. | Special privileges such as free hostel accommodation are granted to student – athletes in my institution. | | | | | |
| 62. | Student - Athletes are granted camping opportunities while preparation for competition in my institution. | | | | | |
| 63. | The recognition of student - athletes is paramount to the institutions in my institution. | | | | | |
| 64. | Student-Athletes. are granted scholarship sponsorship in my institution . | | | | | |

## 9. Students Participation

Please indicate your feelings on the following statements as it affects your institution:

| S/NO | ITEMS | SA 5 | AG 4 | UD 3 | DA 2 | SD 1 |
|---|---|---|---|---|---|---|
| 65. | The students union government is used to source for additional funds for inter collegiate programme. | | | | | |
| 66. | The students union government is usually represented in the selection of athletes into various sporting events | | | | | |
| 67. | Ample opportunities are granted to the students to participate in the management of sports. | | | | | |
| 68. | Eligible students of the institution are used in sporting competitions. | | | | | |
| 69. | Students are fully involved in the organization of sports training session. | | | | | |
| 70. | Students do initiate and organize sports and games. | | | | | |
| 71. | Students interest and views are always considered in decision making, processes. | | | | | |
| 72. | Students participate actively in management of sports in my institution e.g (SUG) student union government director of sports. | | | | | |

## 10. Public Relations Services

Please indicate your feelings on the following statements as it affect your institution.

| S/NO | ITEMS | SA 5 | AG 4 | UD 3 | DA 2 | SD 1 |
|---|---|---|---|---|---|---|
| 73. | The community is always reached in the propagation of sports programmes | | | | | |
| 74. | The public relation business of sports programme is been handled by professionally trained persons | | | | | |
| 75. | The public relation services encourage proper adequate dissemination of sport information to the community | | | | | |
| 76. | Public relation services encourage the growth and the development of sports in the institution. | | | | | |
| 77. | The sports unit releases accurate and comprehensive statement on institutional sports. | | | | | |
| 78. | Public relation services between the students and staff encouraged sports management in the institution. | | | | | |
| 79. | Sports unit is granted the permission to address the students on the needs of sports management. | | | | | |
| 80. | Adequate publicity services are provided for the effective coverage of all sports programmes/tournaments. | | | | | |

## APPENDICES 1-10

Table 4.1.2a: Mean Scores of the Respondents Opinion of the Tertiary Institutions in the Financial Management Practices

| S/No | Items | X | SD |
|---|---|---|---|
| 1 | The Director of Sports manage the provided funds only | 2.2058 | 1.1388 |
| 2 | Finance management practices are controlled by a central body | 3.8809 | 1.1175 |
| 3 | Sports fees are paid by all students in order to augment the funding of sports | 4.0432 | 1.0167 |
| 4. | There is not enough funds for management of sports in my institution | 3.4121 | 1.2534 |
| 5 | Grants to sports management are the only funding source in my institution | 2.8263 | 1.2918 |
| 6. | Allocations of funds are often delayed because of red tape procedures in management practices | 3.6654 | 1.2528 |
| 7 | Allocation of funds are usually sliced below estimates submitted in management practice | 3.6904 | 1.0913 |
| 8 | Allocation of funds are given in bits which made planning and operations difficult in management practices | 3.5441 | 1.1156 |
| | Aggregate Mean | 3.4085 | 1.1596 |

Determining average mean 3.5

Table 4.1.2b: Mean Scores of the Respondents Opinion of the three tertiary institutions on Sports Personnel Management Practice

| S/No | Items | X | SD |
|---|---|---|---|
| 1 | The sports personnel manage sports programmes | 3.5530 | 1.2809 |
| 2 | Seasoned sports personnel are appointed and retrained to serve management of sports unit | 3.3250 | 1.3203 |
| 3 | Sports personnel are recruited for both recreational and competitive sports programme | 2.7642 | 1.3318 |
| 4 | The personnel charged with sports management are appointed on merit | 3.8679 | 1.1030 |
| 5 | Staff are encouraged to trust one another in personnel management | 3.4037 | 1.1854 |
| 6 | Staff engage in unfiltered constructive conflicts around ideas i.e. say it as it is | 3.3661 | 1.1940 |
| 7 | Staff commit to discussions and plan of actions in personnel management | 3.3610 | 1.0438 |
| 8 | Staff hold one another accountable for delivery | 2.9974 | 1.1212 |
| | Aggregate Mean | 3.3298 | 1.1976 |

Determining average mean 3.5

Table 4.1.2c: Mean scores of respondents opinion of the three tertiary institutions on athletes recruitment management practices

| S/No | Items | X | SD |
|---|---|---|---|
| 1 | Students athletes are recruited/admitted in my institution based on their sports performances | 3.1365 | 1.3332 |
| 2 | Recruitment of new students athletes is the total responsibilities of the sports office and its stakeholders | 3.1479 | 1.175 |
| 3 | There is a well established procedure for identifying and recruitment of new sports men and women | 3.1003 | 1.2125 |
| 4 | The athletes are identified prior to their admission into the institution | 2.9402 | 1.2027 |
| 5 | Director of Sports does the recruitment of athletes alone | 2.8216 | 1.2427 |
| 6 | The admission of the skilful athletes is automatic | 3.1164 | 1.3286 |
| 7 | Mass sports participants by the students facilities management practice | 3.26341 | 1.1983 |
| 8 | The students athlete themselves are instrumental to recruitment of new athletes | 3.4137 | 1.1316 |
| | Aggregate Mean | 3.1176 | 1.2277 |

Determining average mean 3.5

Table 4.1.2d: Mean scores of the respondents opinion of the three institutions on facilities management practices

| S/No | Items | X | SD |
|---|---|---|---|
| 1 | Every member of the sport unit is involved in the planning of sports facilities management | 3.4341 | 1.2471 |
| 2 | Availability of sports facilities enhance the growth and development of sports management | 3.1388 | 1.2961 |
| 3 | Sports facilities are commercialized in management practices | 2.8651 | 1.2869 |
| 4 | There is adequate maintenance of the sports facilities and maintenance of personnel in management practice | 3.2369 | 1.2622 |
| 5 | More facilities are required for the hosting of any competitive sports management practices | 3.2698 | 1.2744 |
| 6 | The sports facilities required by participants are given primary consideration in my management practices | 3.3319 | 1.2481 |
| 7 | Sports facilities are accessible to students athletes and the community in my institution management practices | 3.3193 | 1.2181 |
| 8 | There is a sports complex that has all the necessary facilities that promotes management practice | 3.4761 | 1.1968 |
| | Aggregate Mean | 3.259 | 1.2537 |

Determining average mean 3.5

Table 4.1.2e; Mean scores of the respondents opinion of the three tertiary institutions on sports equipment management practices

| S/No | Items | X | SD |
|---|---|---|---|
| 1 | Standard sports equipment are made available for the students athletes in the management practices | 3.1728 | 1.1009 |
| 2 | The interest of students athletes is taken into consideration in the provision of sports equipment in the management practice | 3.6168 | 1.1283 |
| 3 | Adequately maintained sports equipment has reduced the expenses of the sports drastically in management practice | 3.2531 | 1.1174 |
| 4 | Personnel are employed for the maintenance of sports equipment in my institution | 3.3062 | 1.1456 |
| 5 | Proper storage of sports equipment is bonded in my institution management practices | 3.3505 | 1.1741 |
| 6 | Sports equipment are purchased on a tender basis by the sports unit in my institution | 3.5337 | 1.1741 |
| 7 | Coaches are considered before purchasing any sports equipment in my institution | 3.2812 | 1.1732 |
| 8 | A good culture is in place in the management practice of equipment in my institution | 3.3261 | 1.1979 |
| | Aggregate Mean | 3.3551 | 1.1514 |

Determining average mean 3.5

Table 4.1.2f: Mean scores of the respondents opinion of the three tertiary institutions on organizational management practice

| S/No | Items | X | SD |
|---|---|---|---|
| 1 | The Director of Sports/Sports Officer is a specialist in sports management matters | 3.4221 | 1.2114 |
| 2 | The organizational structure provides effective and efficient management control | 3.3157 | 1.2071 |
| 3 | The Director of Sports is the chief executive officer in the sports unit/office/council management | 3.5701 | 1.2795 |
| 4 | Appropriate organogram is established in the management of sports | 3.3546 | 1.3250 |
| 5 | The sports unit/officer/council is an extension of the physical education department | 3.4569 | 1.2525 |
| 6 | The sports unit is managed by the qualified and technically sound personnel | 3.6684 | 1.2754 |
| 7 | The organogram show a clear line and channel of communication for effective and efficient sports management practice | 3.7560 | 1.1873 |
| 8 | Interscholastic and inter collegiate sports department should be established within the sports unit so as to enhance management practice | 3.6809 | 1.2409 |
| | Aggregate Mean | 3.0963 | 1.2477 |

Determining average mean 3.5

Table 4.1.2g: Mean Scores of the respondents opinion of the three tertiary institutions on sports policies management

| S/No | Items | X | SD |
|---|---|---|---|
| 1 | Our sports policy emphasizes mass participation in sports management practices | 3.3869 | 1.1969 |
| 2 | Our sports policy allows both staff and students to participate in the management of sports | 5.5214 | 1.1815 |
| 3 | Our sports policies are reviewed regularly as at when due so as to improve management practices | 3.5766 | 1.1729 |
| 4 | The sports policies have high potential to enhance growth and development of sports management practice | 3.54.25 | 1.2225 |
| 5 | Sports policy document are known and available to both staff and students | 3.6196 | 1.1442 |
| 6 | Sports policy provides for only qualified staff to manage sports | 3.4891 | 1.2868 |
| 7 | Sports policy recommended a specific day and time of the week for sports management practice | 3.6579 | 1.1873 |
| 8 | Sports unit has well established policy for the efficient handling | 3.3249 | 1.301 |
| | Aggregate Mean | 3.5149 | 1.2116 |

Determining average mean 3.5

Table 4.1.2h: Mean Scores of the respondents opinion of the three tertiary institutions on athletes motivational management practices

| S/No | Items | X | SD |
|---|---|---|---|
| 1 | Students athletes are granted make up examination when they missed such examination during sports engagement in my institution | 3.3787 | 1.3022 |
| 2 | A befitting sports award night is organised for the students athletes in my institution | 3.2230 | 1.2277 |
| 3 | Students-athletes are well supported by the entire students in my institution | 3.2966 | 1.2239 |
| 4 | Honour roll of outstanding athletes is maintained in my institution | 3.1727 | 1.1812 |
| 5 | Special privileges such as free hostel accommodation are granted to students athletes in my institution | 3.0092 | 1.2115 |
| 6 | Students-athletes are granted camping opportunities while preparing for competition in my institution | 3.1828 | 1.2678 |
| 7 | The recognition of students athletes is paramount in my institution motivation management practice | 3.0508 | 1.6385 |
| 8 | Students-athletes are granted scholarships/ sponsorship in my institution | 2.7848 | 1.3188 |
| | Aggregate Mean | 3.1373 | 1.2965 |

Determining average mean 3.5

Table 4.1.2i: Mean Scores of the Respondents Opinion of the three tertiary institutions on the students participation in sports management practices

| S/No | Items | X | SD |
|---|---|---|---|
| 1 | The students union government is used to source for additional funds for inter collegiate programme | 2.9906 | 1.1989 |
| 2 | The students union government is usually represented in the selection of athletes into various sporting events | 2.9695 | 1.2561 |
| 3 | Ample opportunities are granted to the students to participate in the management of sports | 3.5207 | 1.2182 |
| 4 | Eligible students of the institution are used in sporting competition | 3.3998 | 1.4289 |
| 5 | Students are fully involved in the organization of sports training session | 3.4005 | 1.2224 |
| 6 | Students do initiate and organize for sports and games | 3.3991 | 1.927 |
| 7 | Students interest and views are always considered in decision making processes | 4.7933 | 1.792 |
| 8 | Students participate actively in management of sports in my institution e.g. (SUG) Student Union Government Director of Sports | 3.4164 | 1.1953 |
| | Aggregate Mean | 3.4862 | 1.2364 |

Determining average mean 3.5

Table 4.1.2 Mean scores of the respondents opinion of the three tertiary institutions on the public relations services management practice

| S/No | Items | X | SD |
|---|---|---|---|
| 1 | The community is always reached in the propagation of sports | 3.3199 | 1.2487 |
| 2 | The public relations business of sports programme is been handled by professionally trained persons | 3.3340 | 1.269 |
| 3 | The public relations services management practice encourages proper adequate dissemination of sports information to the community | 3.2884 | 1.3026 |
| 4 | Public relations services management practices encourages the growth and development of sports in the institution | 3.4367 | 1.2302 |
| 5 | The sports unit releases accurate and comprehensive statement on the institutional sports | 3.3964 | 1.2197 |
| 6 | Public relations services management practice encourage sports management practice in the institutions | 3.3704 | 1.1729 |
| 7 | Sports unit is granted the permission to address the students on the needs of sports management | 3.0559 | 1.3436 |
| 8 | Adequate publicity services are provided for the effective coverage of all sports programmes/tournament | 3.2601 | 1.2342 |
| | Aggregate Mean | 3.3077 | 1.2526 |

Determining average mean 3.5