PERCEIVED GENDER COMPETENCE BY ATHLETES IN THE ADMINISTRATION OF SPORTS IN NIGERIAN UNIVERSITIES

BY

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ZARIA, NIGERIA

APRIL, 2018

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A THESIS SUBMITED TO THE SCHOOL OF POSTGRADUATE STUDIES, IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF

DOCTOR OF PHILOSOPHY IN SPORTS MANAGEMENT

DEPARTMENT OF HUMAN KINETICS AND HEALTH EDUCATION,

FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA, NIGRIA

APRIL, 2018

DECLARATION

I hereby declare that the research work in this thesis, titled **"perceived gender competence by athletes in the administration of sports in Nigerian universities"** was written by me, and that this thesis has not been written or submitted for the award of any degree to the best of my knowledge. All sources of publications and other related literature cited in this research are duly acknowledged.

_____   _____

  Gidado Esther Wakili   Date

CERTIFICATION

This thesis titled **"perceived gender competence by athletes in the administration of sports in Nigerian universities"** by Gidado Esther Wakili, meets the regulation governing the award of the Degree of Doctor of Philosophy (Ph.D) in Sports Management of the Department of Physical and Health Education, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to the memory of my loving late parents, Mr. and Mrs. Gidado Wakili for providing me with all the love and support that made me come this far .May their gentle souls rest with the Lord Jesus, Amen.

Finally, the researcher wishes to appreciate Mr. Moses for typing the manuscript and all those who contributed to the success of this work in one way or the other, God bless you all, Amen.

OPERATIONAL DEFINITION OF TERMS

Administration: Administration in this work, is concerned with group of people working together making decision and initiating actions to achieve organizational goals.

Competence: In this context, is the ability of sports Administrators to execute their duties with precision, skills, knowledge, ability, adaptability, foresight and creativity

Gender: Gender is used to describe masculinity and femininity in humans. For example, male and female.

Sports Administration: As related to this work, it is the process of planning, directing, managing, coordinating programs, human materials and physical resources in sports organization for the purpose of accomplishing the objectives of the organization.

ABSTRACT

This study investigated perceived gender competence by athletes in the administration of sports in Nigerian universities. This is in view of the general assumption that female are weaker gender than their male counterpart. The study was guided by seven purposes, which revolves around finding out the gender perceived to have the competence of coordination of human and material resources for the achievement of sports goals in Nigeria universities; capacity to adapt to administrative duties in sports administration; requisite knowledge in sports; administrative foresight in decision making in sports administration; competence of creativity for effective sports administration; and competence of effective communication in sports administration in Nigerian universities. These purposes were transformed into seven research questions and hypotheses. The Ex-post Facto research design was used to conduct the study. The population of the study consisted of 24,354 male and female athletes spread across 123 universities in the six Geo-political zones of Nigeria. Of this, 500 athletes were used as subjects for the study. A 65 item questionnaire with reliability index of 0.823 was used to elicit responses from the athletes. The research hypotheses were tested using t-test at 0.05 levels of significance for inferential purpose. Findings of the study showed that there was no significant difference in the perceived competence of skills to coordinate human and material resources for the achievement of sports goals in Nigeria universities; there was no significant perceived difference in the ability to adapt to administrative duties in sports administration; requisite knowledge in sports; administrative foresight in decision making in sports administration; competence of creativity for effective sports administration; and there was no significant perceived difference in the competence of effective communication in sports administration in Nigerian universities. The study concluded that female sports administrators are perceived to have the same competency in sports administration with their male counterparts in Nigerian universities' sports organizations; both male and female have the required skills for effective coordination of available human and materials resources for the effective administration of sports in Nigerian universities; female sports administrators have the requisite knowledge for effective sports administration in Nigerian universities like their male counterparts; female sports administrator have the required foresight for effective sports administration in Nigerian universities; female have equal ability for creativity with male for the effective sports administration in Nigerian universities; male and female have competency in communication for effective sports administration in Nigerian universities**.** Based on the findings, the researcher thus recommended that;

    i.   there should be no basis for discrimination in appointing sports administrator based on gender competency in Nigerian universities sports administration, as such sports administration should not be a preserve of a gender against another,

    ii.   male and female should be appointed into positions of sports administrators where skills for effective mobilization of human and materials resources for achieving organizational goals are required,

    iii.   male and female administrators should be appointed into position of administration for their ability to adapt to administrative duties in Nigerian universities,

    iv.   male and female administrators could be appointed into position of sports administration since they have the requisite knowledge for sports administration.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Sports organization like any other human organization is an assembly of people with diverse skills and experiences who come from different cultural background but have common interest and goals to achieve. It is an establishment, in which sports policies are formulated, planned and executed. The purpose is to move the organization forward in order to actualize the common goals and aspirations of all the members of the organization and that of the organization at large.

Osakunih, Eboh and Inomiesa (2002) described administration as a process of working with people, making decisions and initiating actions to achieve organizational goals. This modern view of administration is unlike the traditional one which revolves around the idea that administration existed in order to carry out the policies that had been developed by the duly constituted policy makers. Modern administration does not only implement polices but also plays an important role in the development of policies, utilizing the competence, knowledge and expertise that comes from training and experiences of its members. In this situation, strong administrative leadership based on knowledge, training and experiences are requirements to help an organization achieve its objectives more effectively.

Fasan (2004) stated that, Sports administration is a process of planning, directing, managing, coordinating programs, human materials, physical resources in sports organization for the purpose of accomplishing the objectives of the organization through collaborative efforts of the administrators and other staff of the organization. The sports

administrators and other personnel in a sports organization need competence to perform their functions and responsibilities effectively.

Success in sports administration requires certain competencies which include but not limited to the capacity to direct, plan, guide, make decisions, coordinate, control, coach, accountable, productive, solve problems, build good human relationship and commitment to work (Sigh, 2002). These aforementioned skills are however not gender specific, they are equally attributed to both gender (Armstrong and sparkles 1991; Lumpkin 1998 and Bucher and Koenig 1978). In view of the above, it is expected that sports administrators help in developing athletes, personnel and leadership qualities in the sports sector (Barrow, Rovegno, Mbor and Adedeji, as cited in Zamani, 2008).

Considering the role-expected of sports organizations in the provision of high quality product, it should be noted that competence alone makes the difference between professionals and non-professionals in any field of endeavor (Killers and Campbell as cited in Zamani, 2008). Therefore, competence implies the ability of an individual to carry out a particular task effectively and successfully. Armstrong and Sparkles (1991) stated that, professional competencies are the demonstrable abilities that enable the professionally trained individuals to successfully carry out their duties in their special field of endeavours.

According to Chom (2008), Professional experts and seasoned sports administrators often lamented that the failure of Nigeria to achieve international standard in sports is mainly because of placing incompetent individuals in the administration of sports organizations. Stark, Lowther, Hagerty and Orczyk as cited in Chom (2008) analyzed professional competence in six perspectives: interpersonal communication, integrative competence,

conceptual competence, technical competence, contextual competence, and adaptive competence. Hornby (2005) also sees competence as the ability to do something well. A competent person is one who performs a particular task effectively. Hornby further stated that competence has characteristics such as: the skills, knowledge, ability to perform certain task and attitude that shows that a person or an individual has been trained and is capable of certain responsibilities. Similarly, Mustafa (2003) observed that competence is the capacity of an employee to meet or exceed a job requirement within the constraint of an organization's internal and external environments. This shows that there are certain competencies that are required of members of every profession. These competencies are developed on the job regardless of gender. For example, according to Mustafa (2003) a competent person in sports administration by standard appraisal must demonstrate competence in the following areas: Competence in Skills, Competence in Adaptability, Competence in foresight, Competence in Knowledge, Competence in Creativity. Competence in communications and competence in Financial Management.

The absence of these aforementioned qualities will negatively affect productivity and performance of sports administrators. Sports administrators irrespective of gender are expected to be trained to acquire the necessary skills for effective administration of sports in their domains. Regrettably, female administrators are viewed by the society as not having the necessary ability to effectively handle the administration of sports organizations in Nigeria universities.

Ogbogu (2009) explained that women face cultural barriers in the performance of their roles and that some of the responsibilities of women have conflicting demand on their ability to take active part in sports administration. Hence it is often thought that they find it

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a bit uncomfortable to combine both roles of sports administration and domestic roles. Burton and Parker (2010) added that women may experience discrimination in sports organizations at the very onset of their careers as a result of gender stereotype. The pro-male mentality in sports exists throughout the circle of sports administration. Its ability to keep women within the margins of sports has been well established (Coakley, 2009).

Women are said to be less competent leaders within sports administration because of stereotype belief and judgments concerning their ability to deliver the goods. The misconceptions about women's capability to deliver the goods have stunted their career and advancement to top-level managerial positions in most sports organizations (Wislow, 2010). To find out about the most significant barriers to women's advancement in sports administration, women reported that as sports administrators, they have experienced negative perceptions about their knowledge of intercollegiate sports, questions regarding their ability to be effective leaders and a lack of respect (Burton and Parker, 2010) Top-level managerial positions continue to be held by men who have encountered minimal challenges, while advancing to top managerial positions in sports organizations. Researchers have proved that gender has been a hindrance to advancing vertically through sports administrative hierarchy to top-level leadership positions in sports administration (Burton and Parker, 2010). Therefore, for effective and successful sports organization, sports administrators are traditionally expected to be men without due consideration to the ability of the occupier of that position irrespective of gender. This study therefore examined gender competence in the administration of sports in Nigerian universities as perceived by athletes in academic institutions where people are supposed to objectively acknowledge a person's competence regardless of gender.

1.2   Statement of the Problem

The factors that prompted the researcher to embark on this study, is that, there is a general perception about female that they are weaker sex and do not have the ability to perform their administrative duties as men, and as a result of this perception, the number of women has reduced from getting into administrative positions particularly in the area of sports. To support the above statement, out of 123 registered Nigerian universities only three universities have female sports administrators. It is however not clear if the general opinion about women's lack of competence in administration extends to the administration of sports in the university setting which houses intellectuals that should not be blinded with stereotype believes.

From the earlier identified perception about women's competence to effectively manage the affairs of sports in general (Yuval-davis, 2008) one wonders whether men and women in sports administration attend sports related institutions and went through the same training programmes. It has been reported that there are instances whereby women's performance at training outsmarts those of the men (Ayara, 2014). Ayara also found that in practical activities like circuit training that comprises of five activities: jump and press, squat thrust, sit-ups, jump and reach, and dumbbell squat, women were found to have better performance than men at Jos Shire Hill leadership and citizenship training school. Likewise, even among practicing administrators and managers, there are women that excel in whatever responsibility they are assigned. Typical examples are Late Professor Dora Akunyili formally the Director of NAFDAC, Prof. Grace Alele Williams fondly known as the iron lady of University of Benin in the 1980s, late Margret Thatcher former Prime Minister of Britain fondly called the Iron lady, Indira Gandi of India, Bedniza Bhuttu of

Pakistan, and Prof. (Mrs) Florence Bola Adeyanju the Founder of Nigeria Association of Women in Sports (NAWIS) which has contributed to Sports development in Nigeria and a lot of noble women leaders. Notwithstanding their achievements in their responsibilities, it is insinuated that female administrators are people who do not know how to wield power and who are usually unable to distinguish important issue from trivialities. There is the general belief that women are too emotional, temperamental and usually not too aggressive in achieving results. Akanbi and Salami (2011) pointed out that, inadequate professional training in administration caused primarily by bias against women as inefficient administrators and lack of relevant experience occasioned by little or no exposure to sensitive and important jobs, have also contributed to the paucity of women in sports administrative positions.

Garica, (2009) opined that attitude and behaviours are seen as problems for example, lack of confidence is usually consider as inhabiting factor in women's carrier development. Garica further found that even when women were perceived capable, they were not considered desirable for administrative positions because of anticipated resistance by co-workers. In line with that reasoning, Razen in Akanbi and Salami (2011) examined co-workers attitude (particularly subordinates) to superior's sex and found that subordinates were less satisfied, if their superiors were female. Thus, some viewed women as too hard on other women and that there is less "status" in working for a woman than working for a man. Adeniji and Osibanjo (2013) revealed that stereotype and cultural beliefs are factors that seem to block women's advancement to top level of administrative position, due to the notion that women are weaker sex and not competent to handle top level positions such as sports administration.

Brittany, (2012) stressed that organizational policies, the style and personalities of its top administrators have a major impact on the scope and pattern of career development, and opportunities open to women for advancement. For example, a positive attitude can ensure the career development of some women regardless of other factors and a negative attitude, on the other hand, will mean that no woman will advance beyond a certain level in the hierarchy.

It is an irony to use gender as an excuse for the assumed incompetence of women in general and sports administration in particular rather than looking at incompetence which results from lack of professional training which is the yardstick for good performance. The researcher believes that every person who is endowed with professional skills in administration, irrespective of gender, can excel in the management of Nigerian universities sports. Therefore, the researcher was motivated to undertake a study on the perceived gender competence by athletes in the administration of sports in Nigerian universities.

1.3   Purpose of the Study

In order to effectively conduct this study, the researcher intends to:

1. find out which gender is perceived to have the skills to coordinate human and material resources in order to achieve sports organizational goals in Nigerian universities;

2. determine which gender has the ability to adapt to administrative duties in sports administration in Nigerian Universities;

3. ascertain the gender that has the requisite knowledge in sports administration in Nigerian universities;

4. investigate the gender that has foresight in decision making in sports administration in Nigerian universities;

5. identify the gender that has the creativity for effective sports administration in Nigerian universities; and

6. find out the gender that has effective communication in sports administration in Nigerian universities.

1.4   Research Questions

This study was guided by the following research questions:

1. Which gender is perceived to have the skills to coordinate human and material resources to achieve sports organizational goals in Nigerian universities?

2. Which gender has the ability to adapt to administrative duties in sports administration in Nigerian universities?

3. Which gender has the requisite knowledge in sports administration in Nigerian universities?

4. Which gender has foresight in decision making in sports administration in Nigerian universities?

5. Which gender has creativity for effective sports administration in Nigerian universities?

6. Which gender has effective communication skills in sports administration in Nigerian universities?

1.5.0   Research Hypotheses

Based on the research questions raised in this study, the following hypotheses were formulated

1.5.1   Major Hypothesis

There is no significant difference between male and female sports administrators in their administrative competence as perceived by athletes in Nigerian universities.

Sub Hypotheses

1. There is no significant gender difference in skills to coordinate human and material resources to achieve sports organizational goals in Nigerian universities.

2. There is no significant gender difference in the ability to adapt to administrative duties in sports administration in Nigerian universities.

3. There is no significant gender difference in requisite knowledge in sports administration in Nigerian universities.

4. There is no significant gender difference in relation to foresight for decision making in sports administration in Nigerian universities.

5. There is no significant gender difference in creativity for effective sports administration in Nigerian universities.

6. There is no significant gender difference in the effective communication skills in sports administration in Nigerian universities.

1.6 Basic Assumptions

For the purpose of this study the following assumptions were made:

1. That both male and female university sports administrators have the skills in the administration of sports in Nigerian universities.

2. That both male and female have the ability to adapt to situation in the administration of sports in Nigerian universities.

3. That both male and female possess adequate knowledge in the administration of sports in Nigerian universities.

4. That both male and female university sports administrators have foresight in the administration of sports in Nigerian universities.

5. That both male and female sports administrators have the creative competence in the administration of sports in Nigerian universities.

6. That both male and female have the skill or ability to communicate effectively in administration of sports in Nigerian universities.

1.7   Significance of the Study

The result of this study is aimed at creating awareness of perceived gender competence by athletes in the administration of sports in Nigerian universities.

1. The study would serve as a motivation to those responsible for sports administration in Nigerian universities particularly in policy making.

2. The study is of great importance to the various institutions where gender disparity is existing in administration of sports in Nigerian universities.

3. It is of great importance to the regulatory bodies to consider gender equity in recruiting sports administrators in Nigerian universities.

4. This study revealed new areas on perceived gender competence by athletes in the administration of sports in Nigerian universities such as perceived gender coaching by athletes.

5. The result of this study contributes to knowledge and adds to the existing literature on the perceived gender competence by athletes in the administration of sports in Nigerian universities.

1.8   Delimitation

This study was delimited to only perceived gender competence by athletes in the administration of sports in Nigerian universities. The specific areas of concern in this study included the following;

1. The skills needed by sports administrators in the Nigerian universities.

2. Adaptability of sports administrators.

3. Knowledge of sports administration.

4. Foresight by sports administrators

5. Creativity that sports administrators render in the Nigerian universities.

6. Effective communication skills.

1.9 Limitation of the Research

Though the researcher assured the respondents of confidentiality of their responses, some respondents did not returned their questionnaire. This however, did not in any way affect the work.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1   Introduction

The purpose of this study is to examine the perceived gender competence in the administration of sports in Nigeria universities. Sports administration is conceived as the necessary activity of those individuals (administrators) in an organization who are charged with directing, planning, ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realize certain objectives. Sports administration means the translation of cooperative human efforts into clearly understood channels of responsible action for the purpose of achieving maximum effectiveness in programme operation regardless of gender.

The review of this study is discussed in the following sub-heading:

- Theoretical Framework

- Concept of Sports Administration

- Concept of Competences in Sports Administration

- Sports administration in Nigeria universities

- The role of Sports Administrators in sports organizations

- Perceptions about women competence in Sports administration

- Qualities/qualifications of Sports Administrators

- Gender disparity in Sports

- Gender and Administration in Organizations/Institutions

- Professional and Leadership Competencies of Sports Administrators.

2.2   Theoretical Framework

The theoretical framework of this study is built on the assumptions that organizational structure is gender based (Acker, 1990). This theory argues that organizational structure is gender based on stereotypical masculine traits which means that the structure has been created and operated in favour of male characteristics and social/cultural expectation.

Social and cultural expectations as well as gender stereotypes are reported to contribute to the notion that there are male specific careers and female specific careers as well as positions in organizational structure. According to England (2005), male establish patterns of control in the maintenance of power in organizations especially universities and they establish a powerful boys network protégé system. This implies that the cultures of universities in Nigeria are sometimes, indifferent to the needs of women nor their status in authority. England further states that universities are characterized by a masculine ethic of rationality which elevates the traits assumed to belong to men for effective management of organisation. These traits include men's analytic abilities to plan their capacity, to set aside personal, emotional considerations in the interest of task accomplishment and cognitive superiority in problem solving and decision making.

Krishaan and Park (2005) stated that women are better educated and hold more jobs world-wide than ever before, yet most women continue to experience occupational segregation in the work place. Furthermore, the society has the perception that only men make good leaders; therefore, the perception continues to deny every access for women seeking for leadership position.

This research work is based on the theoretical basis that organizations are gender based as a result of the notion that female gender is considered inferior to the male gender thus, are not competent to effectively lead sports organizations.

In view of the above, this study was therefore, conducted to find out the perceived gender competence by athletes in the administration of sports in Nigerian universities.

2.3 Concept of Sports Administration

The concept of administration can be viewed as a process of managing or conducting a programme of activities. Administration means constructive leadership, which makes possible teaching and learning processes. Good leadership or administration is the act of influencing individuals, groups so that they achieve set goals.

Administration may be defined as the total process through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise. It is to acknowledge what people value in individual that are recognized as leaders.

James and Barry (2011) founded that majority of people admire and willingly follow people who are honest, forward-looking, inspiring and competent. While, Blau and Kelin (2007) explained that Administration is mainly concerned with guiding human responsibilities essential to the development of established goals through associated efforts. A good administrative goal can be achieved through associated efforts. A good administrator has the willingness to work with zeal and confidence in order to influence his subordinates to achieve the maximum goals required. They do not stand behind groups to push, but they place themselves before the group as they facilitate progress and inspire the

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group to accomplish organizational goals. Sports administrator according to Doll-Topper (2004) is the person who has the task of planning, organizing, directing, coordinating and controlling both human and material resources of the educational institutions for the achievement of desired objectives.

The National Policy on Education (FGN, 1998, Section 10) had stated: The success of any system of education is hinged on proper planning, efficient administration and adequate financing and consequently their management and day-to-day administration should grow out of life and social ethics of the community which they serve.

Anyone seeking to become a highly qualified director of sports should be knowledgeable about theories, procedures and techniques of administration irrespective of gender. Fasan (2004) defined sports administration as an academic discipline, a field of endeavour which covers other disciplines utilized to bring sports programmes to the people, provide heroic healthy struggle, graceful balance and harmony. It can also be seen as the application of administration theories and techniques to sports programmes, programming and execution.

Jeroh, (2012) explained sports administration as a field interested in the organization of sports. It is a field of endeavour involving leadership, decision making process, staging of athletic events and marketing sports. According to Haruna (2014) sports administration pertains to the activities of personnel in an organization from different discipline working with limited resources with the aim of accomplishing the goals of the organization. Haruna (2014) further stressed that administration is concerned with the function and responsibilities essential to the achievement of established goals through associated efforts. It is also concerned with that group of individuals who are responsible for directing,

guiding, coordinating and inspiring the associated efforts of individual members, so that the purpose of which an organization has been established may be accomplished in the most effective manner possible.

According to Fasan (2004), administration, is defined as the process of leading people or group of people who task themselves to be able to optimize the gain of the organization. They are people or group of people with diverse skills, exposure and experience who serve as think tank for programme planning and execution. In short, the administration of an enterprise can be seen as people who are dynamic, result oriented who perform such jobs as setting objectives, organizing events, motivating, communication and at last evaluates performance against objective set in his work titled administration.

Fasan further stressed that in the last few decades, many Nigerian women have occupied prominent and enviable position on human endeavour, surprisingly, not many of them can be counted when it comes to sports administration. The concern here is that very little information of female Minister of Sports, Director of Sports, even Deputy Director of Sports at any tier of government is heard. Taylor (2002) observed that under involvement of females in sports administration could be perceived from several angles ranging from cultural discrimination to peer group syndrome. Other factors include the influence of parents, physical education experience in school, time factor, lack of information on sports, inadequate facilities and equipment, lack of encouragement and motivation.

The under representation of qualified women in sports administrative positions has created a gender gap that exists not only in the universities but in many areas of the workplace. Society has determined that only males make good leaders; therefore, it continues to deny

easy access for women seeking leadership roles because they do not fit the norm. Women who seek leadership positions face barriers and many times give up because they become overwhelmed in dealing with obvious barriers such as social, cultural, economic and politics (Ferris, 2000).

Since administration is not restricted to a particular set of people or sex, it is therefore, possible for both gender to occupy administrative position in sports area. The most important thing in the job of administration is to get things done in a way that the subordinates will see good result at the end. Therefore, for any person seeking to become a highly qualified director or administrator in his/her institution, sports should be knowledgeable about the basic theories, procedures and techniques of administration. What any good administrator should always keep in mind is that different techniques will be effective depending upon the circumstances surrounding a given situation.

2.4   Concept of Competence in Sports Administration

Organizations are established basically to achieve the goals of profit maximization or provision of quality services to enhance the living standard of the people in any society. To achieve these goals, competent employees are required. In addition, availability of quality management in terms of skills education and experience that abhors gender discrimination of any kind determines organizational effectiveness. Okoh, Ojoh & Nosegbe (2008) stated that the universities in Nigeria are established to provide high-level manpower need of organizations whether in the public or private sectors of the economy. Like any other sector, the ability of the Nigerian universities to achieve their goals and objectives is a function of its ability to attract competent workforce irrespective of gender. Therefore competence can be defined as "the quality or state of being functionally adequate or having

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sufficient knowledge, judgment, skill or strength. Also, it can be seen as qualifications or abilities needed to achieve success in a particular field.

Oboegbulem (2013) explained administrative competencies as the quality or state of being functionally adequate in matters concerning administration, or having sufficient knowledge and skill in administration. On the other hand, competence is attitudes, skills, understandings and behaviours that facilitate intellectual, social and physical growth in administration. Mgbor (2002) defined competence as skills, knowledge, abilities and behaviours demonstrated by a person who shows that he has been trained and is capable of certain responsibilities. For example, workers in an organization irrespective of their gender, are classified into management/senior employees and others. The management/senior employees are responsible for the overall administration of the organization for enhanced performance. These categories of employees provide the direction through effective leadership to achieve the overall goals of the organization; and this is where the underrepresentation of women is mostly pronounced in Nigerian universities. However, Ekore (2008) said that Nigeria, like other countries in Africa, has almost equal number of males and females that make up the total population. For instance, the last Nigeria's national population census that took place in 2006 showed that females were 68.3 million which is about 48.78 percent and males constituted 71.7 million which is 51.22 percent of the total population of about 140 million. In such a situation, it is out of place, therefore, to have low percentage of women in the area of administration positions in organizations, particularly in the administration of sports in Nigerian universities, if enhanced performance is to be achieved. Olomola (2008) explained that administration or leadership in an organization either public or private sector in any society requires capacity

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on the part of the leader to perform, and capacity is seen as the ability to marshal and use available resources such as people, money, talent and time-in the best possible way for the good of an organization. Ingraham (2005) observed that authors argued that capacity is not just about structure alone; but it involves creative, committed and talented people who make the system work irrespective of gender.

In as much as research has shown that relationship exists between capacity to lead and administration performance, there is nothing yet to prove that females lack the capacity to lead compared to their male counterparts in administration positions, for organizational performance either in public or private sector of any economy. Therefore, the low representation of women in leadership positions, based on sex, particularly at the higher level in an organization, is a recipe for underdevelopment. This implies that the more acceptable leadership roles ascribed to professional women in a society, the more that society is likely to experience development in social, political, cultural and economic spheres (Osibanjo, Iyola and Adeniji, 2013).

However, the above statement linked with professional competence. This refers to the ability to successfully carry on one's special field of endeavour or the possession of the necessary requisites for success in the area of that profession. Mc Donogh (2007) defined a profession as a "vocation requiring significant body as knowledge that is applied with high degree of consistency in the service of a segment of society". Abdulkadir (2006) posits that a profession is "a calling or occupation requiring specialized knowledge, intensive education a philosophy as commitment and service and high standards of conduct and achievement. Also, professional competencies denote a measure of confidence in the performance of relevant skills in sports administration set up. In most cases, professional

competencies are associated with tasks, skills, outputs, knowledge, processes, role expectations, responsibility and core content related to specific fields or jobs. Gbererbie and Ovasseje (2013) explained that professional competence is the most commonly referred professional outcome and a primary objective of most educational programs". The above authors view professional competence as lying in six areas; interpersonal communication, integrative competence, conceptual competence, technical competence, contextual competence and adaptive competence, regardless of gender.

Competence studies are one of the most important research areas and the most important ways to identify job qualification in a profession. Its main purpose is recognizing required knowledge and skills to administer a job. For someone to be successful in workplace, skills, knowledge and personality characteristics are necessary. Shone and Parry (2004) defined competence as the combination of skills, knowledge and required attitudes to perform a role effectively. It is also seen as the characteristic that is associated with superior or effective performance. Sports administrators need to know that, in each determined job ability is required and this applies to both gender.

Furthermore, studies shows that the concept of gender is not synonymous with female affairs alone in any society. "Gender refers to culturally based expectations of the roles and behavior of males and females'. According to Mitra (2003) "the term gender represents male and female in social context, and different in attitude and roles. Mitra further stressed that "gender as an economic construct, specifying the implicit arbitrary scale by which both men and women are economically placed in our societies". The forgoing shows that gender has to do with the roles expected of people, both male and female in the society for orderly living and development. However, as obtained in the literature, in developing societies

within the context of educational attainment, the rate of participation in governance, occupational structure and the negative traditional behaviours, social and cultural attitudes against women makes gender issues to be synonymous with attempts to understand the place, roles, problems and importance of women in men dominated developmental processes. Tongo (2005) stated that the implication of the above view is that in societies where the female gender is considered not fit enough to assume responsibilities of leadership, particularly at the higher level of an organization either in the public or private sector, such as in the universities, development is bound to be a major challenge. Research has shown that there is direct link between a country's attitude toward women and its progress socially and economically. Sharma (2008) reported that "women power is crucial to the economic growth of any country". The above statement is in support of the definition of competence which stated that it is the characteristics that is associated with superior or effective performance irrespective of gender.

Those in sports administration are, by definition, leaders. Leaders must possess certain skills to do their jobs effectively, regardless of the industry in which they lead. Jobs in sports administration are no different. Some of the skills can be learned or cultivated, but some of them are innate. The North American Society for Sports Management (NASSM) had specified that for effective sports administration, the following canons or principles must be observed:

1. That sports administrators shall

    (a) hold paramount the safety, health and welfare of individuals;

    {b} perform services only in areas of competence;

    (c) issue public statements in an objective and truthful manner;

(d) seek employment only where a need for service exists;

(e) maintain high standards of personal conduct; and

(f) strive to become and remain proficient in professional practice and in the performance of professional functions; and act in accordance with the highest standards of professional integrity.

2. That professionals shall

(a) hold as primary their obligations and responsibilities to students/clients; be a faithful agent or trustee when acting in a professional matter;

(b) make every effort to foster maximum self-determination on the part of students/clients;

(c) respect the privacy of students/clients and hold in confidence all information obtained in the course of professional service; and,

(d) ensure that private or commercial service fees are fair, reasonable, considerate, and commensurate with the service performed and with due respect to the student/clients to pay.

3. That professional ethical responsibilities to employers/employing organizations are characterized by fairness, non-malfeasance, and truthfulness.

4. That professionals

(a) treat colleagues with respect, courtesy, fairness, and good faith;

(b) relate to the students/clients or colleagues with full professional consideration,

(c) uphold and advance the values and ethical standards, the knowledge, and the mission of the profession; (

d) take responsibility for identifying, developing, and fully utilizing established knowledge for professional practice; and

(e) Shall engaged in study or research, be guided by the accepted convention of scholarly inquiry.

5. That professionals shall

(a) promote the general welfare of society;

(b) regard professional service to others as primary; and

(c) report minor and major infractions by colleagues to the appropriate committee of the professional society when and where such a mechanism exists.

In this wise, Keller (2013) is of the view that sports administration needs the following working attributes or competencies to improve the chances of handling sports. He said information on the skills sports administrators must have to sharpen those abilities include:

People Skills

Sports administrators work with people from diverse backgrounds in a variety of professional and casual settings. They work with athletes, agents, scouts, coaches, the media and medical professionals in settings ranging from hospitals to locker rooms to press events to galas. For this reason, sports administrators must be able to move seamlessly from one group of people to the next and feel comfortable no matter what the setting.

Sports administrators should feel comfortable addressing individually on one-on-one situations or as a crowd. They should be able to speak publicly on behalf of athletes and athletic organizations, as well as be discreet in their personal lives so as not to attract negative media attention.

Teamwork

For the most part, sports are about teamwork at every level of the game. The main goal for sports administrators is to help individuals play as a team. While they keep their clients' interests on top of their mind, it best serves athletes to be part of a good team. Sports administrators themselves work as part of a team. With the help of coaches, trainers and sponsors, they are a unit of professionals with a common goal: to get the best for and out of an athlete.

Communication Skills

Communication is a two-way street. Sports administrators need to be able to talk to their clients and team and also be able to listen to their needs. Sports administrators walk a fine line between boss and friend. Each administrator has to decide for him or herself how stern or lax an approach they want to take with players. Regardless of the method, sports administrators must be able to explain decisions and strategies interact with a myriad of sports professions and actively listen to the needs of their organization.

Sports administrators should be able to communicate through writing, negotiating written contracts take a keen eye and ability to understand verbose legal documents.

Decision-Making Skills

Sometimes, leading means directing. That applies to all administrative positions, not just to sports administrators. Sports administrators need to be able to make tough decisions and stick to them, especially in high-visibility positions. Decisions often need to be made quickly in this field, so sports administrators need to be confident in their ability to weigh pros and cons in a timely fashion. In large part, decisions are based on ethics and morality in sports administration, as discussed further down in this article.

Organizational skills

Organization skills include the ability to multi-task, keep records, manage a calendar and plan things out in advance. Sports administrators may need to juggle many clients or teams. An inability to make each client feel they are getting 100% from one can sink one's career. An ability to make the most effective use of one's time is an essential skill for sports administrators, because their time is in high demand.

Strong Value System

As current events in sports administration have shown, the sports industry is arguable plagued with a lack of sound judgment. Sports administrators who have a strong ethical commitment to their field can avoid scandal and detriment to their careers. While the temptation toward corruption can be great, it usually does not pay off in the end.

2.5 Sports Administration in Nigeria Universities

Universities are generally noted for the development of expertise and high level manpower necessary for economic growth and national development. Universities provide skilled and professional personnel for both public and private sector organizations. This requires that women play critical roles as intellectuals, policy-makers, planners, decision-makers and contributors to the development process. Ogbodu (2009) stated that in Nigeria, the sports administration profession has always favoured men. This is because most female contend with a wide range of factors which do not allow them to advance on the job.

Literature affirms that gaining a position of an administrator in sports in Nigerian universities is challenging for women and maintaining it is more difficult. This is because the society view women's life with Psycho-Social and cultural segregation. Adeyanju

(2011) explained that female have continued to be under represented in all areas particularly in sports administration in Nigerian universities. One is quick to point out that it does not mean that female lack interest in sports administrative position, but rather the result of a long history of (direct or indirect) systemic forms of discrimination and stereotyping. Female have experienced barriers in higher institutions, Nigerian universities are examples of such institutions which focus attention centrally on the sex (gender) influence allowing basically the continuous comparison of innate against learned factors .It is worth noting that gender plays different roles for female and male behavior in the administration of sports in Nigerian universities.

Recently, the demands on sports organizations to provide equitable opportunities for participation, leadership development and promotion have been increasing yearly because women have continued to be segregated in programs opportunities and in leadership positions. Attitude towards women in the administration of sports in Nigeria universities however have been slow to change. This is due to certain reasons such as cultural belief, political structure; religious, educational qualification as well as psychological barrier which have affected women to take part as administrators of sports in Nigeria universities (Lough, 2007).

Adeyanju (2008) stated that Women have suffered a lot of discrimination in the society. They are being discriminated against in employment opportunities and training. Also, women experience both direct and indirect discrimination. Direct discrimination occurs when women are excluded from roles and positions of responsibility on the basis of gender. Adeyanju, (2008) further stated that often sports women who are lecturing in the tertiary institutions are denied positions on the ground that men will not accept their authority, or

because men are thought to do a better job. Even when women are qualified (for instance sports administration in the universities), their ability to effectively perform the job are often doubted. Women are assumed to be weak and lack the proper training, motivation and skills to succeed in the administration of sports. Women most often have worked hard to prove that they are competent but the competence of men is normally taken for granted. Men's strong and informal network (Old Boys Associations) help to enhance opportunities as against women's weak network (Old Girls Association) .The men endeavour to maintain the status quo and their power by surrounding themselves with men in the job than the female. A glaring observation of the sports administration out of one hundred and twenty three (123) registered Nigerian universities, shows that only three (3) Universities are having female sports administrators, and these are; Lagos University, University of Benin and Benson Edahosa University Benin.

Generally speaking, sports administration is very essential in universities. It is the bedrock of sports development in all tertiary institutions. It is responsible for the smooth running of various sports in terms of planning, organizing, directing, coordinating, creativity, knowledge, skills, foresight, communication, financing all aspects for meaningful result in sports (Ikhioya, 2001).

2.6 The Role of Sports Administrators in Organizations

Since sport is essential in an institution, it is necessary to view the functions or roles of the leaders from administrative perspectives. Some of the roles or functions which a leader has to perform in order to sustain an organization include:

Planning

Organizing

Directing

Controlling

Decision making

Communication

Planning

It is a known fact that administration without planning is somehow not effective to yield result. Therefore planning is the thinking process that precedes any action. It is a continuing process by which the administrator determines and evaluates before action, the decision necessary to realize a given objective in sports, thorough planning is necessary to be able to implement decisions and functions. Planning allows the sports administrator to clearly spell out what he wants and how he wants to get there. It is an attempt to answer the following questions such as: what, why, how, when, where and how much? According to Soucie (1982) planning is the first function of any management and if it is faulty, all other functions may be affected. Soucie further stated that for a sports administrator to be competent in planning, the administrator must be armed with the specific tools such as CPM (Critical Path Method) PERT (Planning, Evaluation Review Technique) RAMP (Review Analysis of Multiple Projects). Plans of any type are only as good as the thinking that produces them.

Ladani, (2007) stated that planning in administration has to do with deciding in advance what is to be done. It is a technique of looking ahead to devise a basis for a course of further action. It is an intellectual activity involving facts, ideas and principles. And for this to be effective there must be knowledge, competent, logical thinking and good judgment. Administrative objectives are formulated through planning and harnessing of resources.

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Similarly, Sports Management Resources (2014) also added that planning is the second step or area of administration, and it is that area in which various performance ingredients and their relationships are determined by management in accordance with specifications stipulated in the mission. Hodge and Herbert (2004) stressed that planning is concerned with determining a set of specifications regarding the quantity and quality of a system and their ingredients necessary to implement the mission.

The administrator should be careful in planning, since it is one of the important keys to successful administration. Intelligent planning is the preparation for effective action. Osakunih, Eboh and Inomiesa (2002) further stressed that sound planning decreases the number of crises, given direction to the organization's efforts, provides for a more systematic delegation of duties, and ensures that the outcomes will be those that are intended. It also provides a basis for control.

Anyalaja (2006) explained that planning in any organization helps in the establishment of goals and objectives. They are basic to the formulation of more detailed plans for the various elements or phases of the enterprise. Planning should take a different dimension so as to keep the organization going. That is why we need competent professionals to handle such administration. For example, plans may be long-range or short-range standing plans, used to guide the establishment for considerable length of time, or "single use plans" intended for a specific purpose and utilized only once. Plans formulated may solve a given problem or bring to fruition, the major purposes of the organization. Ingraham (2005) further founded that professional administrators are not just about structures alone, but it involves planning competence, creative, commitment and talented people who make the system work irrespective of gender.

Organizing

According to (Ladani, 2007) organizing is the arrangement of parts, the assignments of tasks, and the grouping of individuals, so that they are all joined in integration for purposeful action. Hence, Organization is a structure of human relationships. The word "organization is commonly used in administration to mean the process of arranging relationships among people engaged in a common enterprise. He further stressed that organizing means establishing and systematizing, and could be used to also mean the arrangement of ideas or of physical facilities. The organizing of personnel involves the allocation of responsibilities and authorities to people. Additionally, staff members must be accurately be informed about their particular responsibilities, to whom they should report and who reports to them.

Oloruntoba and Achugbu (2002) saw organizing as a structure (to make administration or management possible and easy). It includes setting out hierarchical positions, relation of one office to another. It describes the duties of the personnel in such a way that the "grey areas" are reduced to the minimum. "Grey areas are such areas (indefinite) where one's authority ends and other's starts. They are often sorted out through good working relationship in the organization. It includes writing down clearly to avoid misunderstanding and fact twisting. But planning and organizing are closely related in many instances and are almost the same. Thus, organizing is really a step in the implementation of plans.

Abdullahi (2010) viewed organizing as a means of determining what activities are necessary to any purpose (or plan) of individuals". It is a process that guarantees that all resources are properly arranged and effectively used additionally, Organizing functions are carried out by analyzing the job, setting up an organizational structure and allocating the

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resources. It also determines who does what, and the most effective utilization of all resources, human and materials is the ultimate goal of good organizing.

Every organization should have its command channels and these should be clearly designated preferably in a chart format and organizing should be completed in such a way that control is facilitated and the principles of balance in organizing as well as in planning is adhered to.

Directing

Directing can be seen as application of leadership and issuing of proper orders and directives to desire the best result from the available resources and ultimately to earn or attain the desired objectives. Under the umbrella of directing, instructions of influencing people, or making final decisions and commands are given to achieve the goals.

According to Ojeme (2005) directing begins after the administration is sure that communication on the subject has been received and understood. Through additional information, misunderstandings are corrected. The director must make sure that the purposes or procedures for all activities are clear and the authority and communication structures are clarified. Directing also means adopting to implement plans and decisions that involve giving the signal to act, indicating what action should be when it shall begin and when it shall end. After a thorough operation has been established, and understood a director becomes concerned with coordinating and controlling, irrespective of gender.

Coordinating is the interrelation of all the activities of an enterprise. While, coordinating can be regarded as the preventive aspect and control, as the corrective aspect of directing. Yonder (2001), explained that coordination is concerned with the fine adjustment of timing

and effort that result in smooth functioning of the organization. The efforts of one group must articulate with those of another and the activities of one staff member must harmonize with those of other staff members. Coordination can never be effective without good communication system. It has been mentioned several times that lack of communication leads to misunderstanding and failure to produce result. Communication gap could be caused by physical distance between units, poor interpersonal relations, lack of equipment to facilitate easy communication or lack of realization about the significance of good coordination. Good communication network brings about effective coordination. Coordination according to Bucher (1983) must permeate and pervade all administrative processes. It is an important component of planning, organizing, directing, controlling, guiding and motivating and a necessary element in the development of esprit de corps.

According to Ladani (1988) the act of control, determines occurrence by measuring against standard of comparison. Two forms of control are available to the administrator continuous or preventive and occasional or corrective control. Continuous control aims at checking problems and making sure that everyone does what is expected of him/her. However, corrective control checks or visits to determine or identify discrepancies between work completed and objective planned.

Butler (2008) pointed that self-control is needed on the part of the subordinates if the best form of control is to be achieved and the administrator should concentrate on problem, causes and exercise management by exception. For an administrator to achieve his/her objectives in coordinating the following point have to be considered:
-    Make sure that dominant objectives and goals be instilled.

- Administrator should utilize up-to-date method of coordination through effective communication.

- Assign related activities to the same unit.

- Good supervision facilitate coordination

- Good coordination comes from the feeling of being a team.

- The administrator should as much as possible encourage voluntary coordination.

Controlling

Ladani further specified that the objective of a good administrator is to achieve self-direction within the group. This requires competent personnel, who are truly professional in their attitudes. Various leadership styles emerge in an organization so as to supplement the self-direction being developed. There is a very close link between planning, organizing, coordinating, directing and controlling. And controlling entails taking whatever steps necessary to see that operations proceed according to plan and are moving at appropriate speed.

Ladani (2006) noted that for effective utilization of control, it may be necessary to effect changes in the personnel structure, in the extent of responsibility, or in the area of authority. In control of activities, therefore, the administrator must act beyond limits of his/her authority. Because the dignity of the individual should be upheld by the authority and not eroded through controlling. Fairness and justice are the effective key to control any organization. The following could be of help in controlling individuals in an organization, according to (Ladan, 2007):

- Control standards should be tied to individual responsibilities.

- Evaluation and control should be thoroughly interwoven.

- Give due respect to individual differences

- Personal observation should not be neglected.

- Device the method of counseling and private consultations to effects control.

Decision-Making

This is a universal management process, because no administrator can plan, organize, direct, control or take action without making decisions. Therefore decision-making from all indication is the essence of the art of management and is the mark of an administrator's activity. It could also be regarded as the only true task for one to make before achieving a set goal in any organization, (Hum, 2010).

However, it is the prerogative of human function, that process of technique used to decide, that is, to make a conscious choice between many alternatives for the purpose of finding solution to problems.

Hums (2007) advised that, any decision taken should culminate in action. Once the available facts have been exhausted and weighed, the situation and the surrounding considered, a decision should be made and action should be forth coming. Much havoc is caused by unnecessary delay in making decisions and needless procrastination in initiating the ensuring action can only lead to glass of enthusiasm, a lowering of morale, and eventually an apathetic response.

Some principles that will guide an administrator in decision-making include the following

- Calculated risks must be weighed against anticipated gains.

- Decision making must be appropriate to the solution of the problem.

- Decision making requires justification.

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- There must be an alternative to compare because good judgment presupposes past experience.

- Leave the road open for a return to the previous status when a decision is to be made without having all the facts.

- Careful analysis of a problem may include breaking the large problem down and going by smaller decisions before the answer to the larger one becomes clear.

Hums (2010) posits that the creative administrator often takes calculated risks in decision-making to encourage organization development. Therefore the responsibility for making decisions must always be accepted. Timely use of good judgment in decision-making enhances organizational support of the administrative head. Thus creative administrator should keep the system and search for alternatives. He/she should realize that decision making is a true test of his creativity.

Communication

Communication is a universal management process essential for efficient administration. Better and vital divisions come from sharing of information and frequent exchange among the individual members of organization. Van (2009) stated that a good communication system also leads to a better organizational climate, as well as offer discussions and group cohesiveness. Berger (2005) defined communication as an essential component of coordination and pervades all other administrative processes. Communication should be a two-way traffic- upward and downward flow, both to the left and right, also both vertically and horizontally. In an ideal situation, communication should provide for the transmission of not only information and directions but also feelings and attitudes that lead to common sense of purpose. Communication and coordination are very much related. One cannot

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function without the other. Particularly, where there is a communication gap, coordination will be difficult. Connell (2006) stated that communication can be regarded as the binding string among all functions of an administrator. If a decision has been taken and the administrator wants it to be carried out by every member of organization, communication is the only effective means of doing it. For planning, organizing, directing, guiding, controlling and coordinating to be meaningful to every staff of an organization, the communication network must be very effective. Connell further stressed that it is very clear and factual that talking to each other allows interaction and reciprocal influence to take place in organizations. Hence, communication is essential for the administrator who has to plan, organize, direct and control the work of organizational members. It is an effective means of informing members about plans, objectives and decision taken. Communication also helps in motivating members towards the attainment of the desired goals. It is also required for adequate feedback from subordinates.

Berger (2005) further looked at communication under management process as an exchange of information from one person to another for the purpose of encouraging a climate of trust and cooperation within a team of workers, and encouraging everyone to offer his resources, his knowledge, and his experience for the benefit of the entire organization. Effective and ineffective administrator can easily be distinguished through their communication skills. In order for communication to be sound in an organization and between organizations and the outside, common perceptual bases must be established that is, there must exist the set of rules to follow. For example, if decisions are to be made and put into operations, there must be cooperation and coordination of activities of many individuals. It is the process by which cooperation and coordination take place. Communication is viewed as a process of

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transforming information between or among people in order to accomplish the objective of sports organization. Coakley (2009) explained that every programme manager or administrators of sports is expected to show a high level of competence in his / her ability to communicate either in writing or in speaking. In writing, she/he will be involved in writing articles for magazines and journals as well as written materials for books and monographs. She/he is also expected to write out rules and regulation, safety programmes, procedures and policies of his/her programmes. She/he needs competence in speaking, because their responsibilities include holding meetings with staff, students, the administration, business and industrial representatives. She/he also attend workshops and conferences where his/her contribution is needed. The growth and success of the organization depends to a large extent on effective communication within the organization. Fasan (2004) further explained that communication helps to increase organizational performance and it also serves as the basis for measuring success of the organization. According to Omolawon (2013) communication is the transfer of information from one person to another with the information being understood by both sender and the receiver. Therefore, any administrator, who wants to succeed and carry along every staff member, must know that a good system of communication is necessary to disseminate information, idea and decision within the organization because it is the central nervous system for the organization's internal operation.

2.7 Perceptions about Women Capacity for Administration

The concentration of female university staff at lower levels of the university labor force is compounded by their gender attributes. Women spend most of their days in organizations that are almost always dominated by men who usually occupy the powerful positions. The

universities in Nigeria are examples of such organizations. It has been established and it is interesting to note that since the inception of university education in Nigeria over 60 years ago, women are still under-represented as staff in the system particularly (Sports administration). Men mostly constitute both the academic and technical staff categories, while females remain dominant as lower administrative staff (Okebukola, 2002).

According to England (2005), male establish patterns of control in the maintenance of power in universities and they establish a powerful boy's network protégé system. This implies that the cultures of universities in Nigeria are sometimes indifferent to the needs of women. According to Mathipa and Isoka (2001), universities are characterized by a 'masculine ethic of rationality' which elevates the traits assumed to belong to men for effective management of organizations. These traits include men's analytical abilities to plan, their capacity to set aside personal emotional considerations in the interest of task accomplishment and cognitive superiority in problem solving and decision making. The concentration of female university staff at the lower levels of the university career is compounded by assumed issues related to their gender and biological life circle such as, marriage, breastfeeding, pregnancy; motherhood and family building which coincides forcing women to compromise their career. Olubor (2006) indicated that marriage, the biological induced responsibility of childbearing and domestic responsibility are the major gender related factors which affect women's labour in the work place. The African society particularly places the majority of responsibility of raising children on the mother, such that women perpetually retain responsibility for childcare and also carry out over 50 percent of the household chores. For instance, a woman's decision to return to work after the birth of a baby is contingent on the availability of a competent nanny or adequate childcare center. A

family commitments leave workforce women with little time to carry out effective administrative work.

Brown, (2008) supported the view that, the maintenance of gender hierarchy in the work place is achieved partly through such controls based on arguments about women's reproductive roles, emotionally, sexually and biological conditions such as menopausal symptoms. Women are therefore marginalized, although some try to act as founder of women by burning their candles at both ends. The effects which are usually both physical and psychological affect their ability to actualize their full potentials in the workplace.

Sodnwan (2005) reported that some theories have provided an ideological framework for addressing women's position in the university labour force. These theories also provide the basis for identifying some of the gender disparity which accentuates the low position of females sports administrators in Nigerian universities system. Liberal feminism for instance, is based on the proposition that all people are created equal and should not be denied equality of opportunity because of gender. The rights of men should also be extended to include women because men and women are ontologically similar. They therefore, advocate that the structure of society be altered such that women can be incorporated into meaningful equitable roles. Liberal feminists believe in education as the means of change and transformation of society and appeal that women be mainstreamed into the overall structure of the social system. Wharton (2004), in his theory of social customs opined that the key explanation of gender disparity in the labour market is the basic division between housework and market work, the basic ascription of the roles of women and men respectively. This theory further indicates that women's involvement in

house work and reproductive roles as well as their multifaceted functions do not allow them specialize as much as men in production roles.

World American Society for Sports Management (2010) reported that women are considered to have common features, incidentally, these qualities which have helped in her traditional role as mother and home maker are also vital in leadership interpersonal role expected as a manager or administrator of which men don't have. Haruna (2011) saw the position of women in sports administration as important because a greater number of women are entering into the field of administration and striving to make a career in it. Women constitute about half of the world's population, they work equal or longer hours than men, yet receive only 10 percent of the world's income. Haruna further stressed that in Nigeria, majority of urban women work in service industry which includes nursing, teaching, fashion and many more. While rural women engage mostly in agriculture and petty trading. Nevertheless, all these occupations require that the women manage time, manpower and other resources effectively to ensure that she succeeds in her chosen endeavours. Krishnan and Park (2005) said that women are better educated and hold more jobs worldwide than ever before, yet, most women have continued to experience occupational segregation in the work place. Adeyanju, (2017) in reaction to this, stated that irrespective of the educational qualification of women in the society, traditionally, it is generally perceived that they are incapable of holding a top position as their male counterparts because of the misconception about them as weaker specie.

2.8   Qualities/Qualification of Sports Administrators

Leadership is the ability to influence individuals or groups towards the achievement of goals. Leadership, as a process shapes the goals of a group or organization, motivates

behavior toward the achievement of those goals, and helps define group or organizational culture. Leadership implies that someone is willing to follow and confer power and status on another person. A good leadership is to acknowledge what people value in individuals who have the task of directing and coordinating of tasks relevant to the activities of the group (Shen, 2013).

Qualification can be seen as a process whereby a person undergoes training and successfully obtains some skills that qualifies him/her in the area of specialization. Musa (2003) also founded that leadership qualifications are essential in the leadership of any sports organization as the ability to communicate within the organization and to make decision under condition of uncertainty and to plan strategically and effectively in order to do the right thing. A leader or a sports director is not considered as a weather vane in the shifting winds of public opinion or an acquiescent instrument of group of alumni (Omaye, 2009). The sports director is obligated to offer vision and scope to the sports programme. In the same way Konrad (2007) explained that leadership is interpersonal influence that is exercised in situations and directed, through the communication process toward the attainment of specific goal or goals. Leadership always involves attempts on the part of the leader to affect the behavior of a follower or followers. Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement. Hunt (2007) stated that the qualities of leadership exist like being a member of a group and the group has trust in you and not someone hijacking and imposing on the group. Others include empathy, consideration, emotional stability, intelligence, competence, consistency, self-confidence and ability to share the leadership role. Ogbogu (2006) stressed that in sports administration, it has been observed that some sports directors

are more effective than others, because they bring more leadership skills into the job and behave differently. In the modern day view of leadership, leaders are made by circumstances even though some come to those circumstances better equipped than others. Amuchie (2002) opined that factors which shape the leaders effectiveness are his or her competence, his or her fulfillment of certain group expectations for structure and action, his or her perceived motivation and adaptability to changing requirement of the situation. A good leader should possess the skill of quick decision-making and avoid procrastinating. He or she has a positive outlook about his or her job and about life generally. Once appearance has great influence on organization, People want to be friends with people who are physically attractive to others. This means that people who are perceived as physical attractive are able to persuade others to give more in the organization. Mamman (2006) supported the above statement that a leader who is unapproachable is usually feared which is against the ethics of a good leader who reduces fear, bitterness and frustration and more importantly avoid ego-threatening behaviour.

Onifade (2000) opined that; a good sports administrator should have a thorough knowledge of sports; possess educational degree, preferably in the area of sports administration, professional attitude and commitment, in addition to personal characteristics like personality, intelligence, fairness, flexibility, integrity, honesty, leadership and sincere interest in the management of sports irrespective of gender.

Billie, (2008) stressed that one can continue to enumerate the qualifications or qualities of a sports leader or administrator not losing focus on the topic of why women are not occupying number one position in sports offices in our institutions of learning in Nigeria. All personnel who assume professional responsibility for physical education and sports

must have appropriate qualifications and training. They must be carefully selected in addition to the qualities and given further training to ensure that they reach adequate levels of specialization. Carlin, (2006) said that voluntary personnel or political appointment when given appropriate training and supervision can make an invaluable contribution to the comprehensive development of sports and encourage the participation of the population in the practice and organization of physical education and sports activities. That is to say that people who have no experience in sport activities also perform well, if given the opportunity.

It is very clear that the two main criteria used for recruiting or appointing a person to any sports office could be experience and qualifications which the researcher thinks males alone have not got a monopoly of these qualities, but greater attention should be focused on the job analysis of the office. The job analysis of a sports administrator should include such factors as problem solving ability, ability to disseminate information, ability to function in diverse groups, ability to work under pressure and their capacity to learn and apply new methods. These factors are not the monopoly of male gender alone but females also.

2.9 Gender Disparity in Sports Administration

Gender disparity can be seen as the gap between male and female in work place. The under representation of qualified women in leadership positions has created a gender gap that exists not only in education, but in many areas of work place. Society has determined that only males make good leaders; therefore it continues to deny easy access for women seeking leadership roles because they do not fit the normal. Women who seek leadership position face barriers and many times give up because they become overwhelmed in dealing with obvious barriers.

Judge and Piccolo (2004) defined leaders as individuals who provide vision and meaning for an institution and embodies the ideals toward which the organization strives. Traditional scholar like Birnbaumg, (1992) viewed leaders as alike and genderless. If Judge and Piccolo's definition is an accurate and true description of leaders, then why are women having a difficult time gaining employment as sports administrators in educational arena? Do men make better administrators than women simply because they are male? Research does not support that assumption. In fact, sports administered by women on the average were superior in performance to those managed by men. The quality of pupil learning and like professional performance of sports appears to be higher, on the average, in universities with female administrators (Rudman, 2004).

The "glass ceiling is a metaphor for examining gender disparities between men and women within the work place. Such disparities are particularly visible in Nigerian universities sports administration. This evaluates specific leadership characteristics and their relationship to gender stereotype in sports management. Because sports administration is a male dominated domain there appears to be discrimination against women creating a gender gap that prevents the advancement of women into top-level administration position (Brittany 2012).

The underrepresentation of women in administrative positions in sports is commonly seen as example of the "glass ceiling" (Stockdate and Crosby, 2004). The lack of women holding leadership positions within the domain of sports administration in the Nigeria universities is not new to the global business world. The "glass ceiling" describes the invisible, but very prevalent road blocks that limit the progression of women within workplace. The "glass ceiling describes how gender disparity increases as people ascend

into the sports administrative hierarchy (Baxter and Wright, 2000). The under representation of women in top-level administrative position in Nigeria universities, has been examined from the perspective of the gender role theory. This includes the examination of managerial positions being seen as negative due to gender stereotyping (Moore, Parkhouse and Konrad, 2001).

The concept of the "glass ceiling" was brought to the forefront and recognized as an American social issue in 1986. This also applies to Nigerian sports administration system. The wall street journal published an article describing the imperceptible barriers that women confront as they approach the top of the cooperate ladder (Federal Glass Ceiling Commission, 1995).

The "glass ceiling" also implies that gender disparities are more prevalent at the top of hierarchies than the lower levels and that the disadvantages become more challenging as person's career advance. The Federal Glass Ceiling Commission further described the idea of the glass ceiling as a significant barrier to the progression of women and minorities. This barrier reflects discrimination unequal and differential treatment of a group of individuals specifically women and minorities.

According to Cotter (2001) the glass ceiling creates job inequality unexplained by a person's past qualifications or achievements'. The authors also noted that such gender disparities are not explained by job-related characteristics of the employee but by gender differences. Past experience and knowledge are seen as invalid when it comes to the glass ceiling. It is a reality for women when it comes to the glass ceiling indicating no matter how much education or experience a woman receives there is a real chance she will never

achieve her highest professional aspirations. "The glass ceiling contradicts the nation's ethic of individual worth and accountability, the belief that education training dedication and hard work will lead to a better life" (Federal Glass Ceiling Commission, 1995).

Many share a cultural belief that women are not "supposed" to be in top-level power positions. At the uppermost level of business a barrier exists that is seldom penetrated by women. As men advance into top-level administrative positions in sports, obstacles do increase, but men are not hindered by gender based discrimination and stereotyping. "Despite" identical education attainment ambition and commitment to career men still progress faster than women" (Federal Glass Ceiling Commission, 1995). Burton and Parker (2010) have noted that it is more problematic for women than for men to be promoted to levels of authority in workplace. Because women face more adversity compared to men, as they progress up the corporate ladder.

Coakley (2009) further stressed that the practice of keeping men in top level managerial positions is part of an old boys' network" that women have been prohibited from joining and lack of this networking resources and proper guidance have hindered women and their advancement in sports administration.

Sound leadership is intrinsic to the success of an organization." This Leadership is a process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2012). He further explained that, these are several necessary aspects to successful leadership: influence attention to common goals and the ability to work well in groups. Leadership and administration have similar components: both involve working with individuals or groups of people and accomplishing set out goals. Leadership and

administration complement one another. For example, leaders may articulate a vision and clarify long-term goals influencing and empowering subordinates to work toward those goals. Administration plans and allocates monetary resources for the leaders' vision and also establishes rules, while creating incentives for subordinates.

Winslow (2010) further stressed that if a person, male or female possesses both leadership and administrative qualities and effectively executes both skills that person should have the opportunity to rise within an organization. Leadership is not defined by a person's gender but rather by their ability to influence subordinates direct attention to common goals and to promote success with groups. Brown and GiamPetro-Meyer (2003), explained that women within leadership role face many more barriers than men. For example, societal norms expect women to "take care" and men to "take charge". Women experience extreme pressure as their highly visible performance is examined. They are often perceived through a gendered stereotyped lens (Northouse, 2012).

Stereotypes are unsupported beliefs people use to categorize other people. Stereotyping blacks' women's advancement to top-levels of sports administration by generating erroneous generalizations about women and people of color as well. For instance, if top-level administration bases its views about employees on stereotypical or discriminatory beliefs, it means dangerous biases are formed. And these biases exclude and disregard certain group or individuals from advancement into future top-level administrative position. "This group level of biases can be found to negatively impact women, much more than men and if a woman is also a person of colour, she faces not just one level of inequality but two (Garica, 2009).

Women of colour encounter a "concrete ceiling" resulting from inequality and stereotypical beliefs (Catalyst, 1999). Gender disparity in male dominated settings occurs through blatant and subtle stereotyping, questioning of women's competence, sexual harassment and social isolation (Eagly and Carli, 2003).

According to Anyalaja (2006) effective leadership rewards assertiveness, aggressiveness and independence which are typically recognized as "masculine" characteristics. Women are expected to be light-hearted dependent and nurturing. Researchers have noticed that people who have masculine characteristics are successful administrators. But women behave in a confident, aggressive, independent manner are seen as behaving outside of societal norms (Burton and Parker, 2010). Men who are seen as strong leaders in their organizations are often seen as being "direct" but women who possess the same communication style are seen as "punitive". In a meta-analysis comparing female and male leader's effectiveness men and women were found to be equally effective leaders yet many felt that they were more effective in leadership roles that were congruent with their gender (Eagerly and Karau, 2002). Women are not expected to excel, nor to be administrators. Because of gender disparity and administration perceptions, women are often overlooked for opportunities of advancement to top-level administration. Many of the hardships that women encounter derive from the incongruity of socially expected norms, and stereotypes against women in leadership, particularly in Nigerian universities.

Adeyanju (1988) pointed that women experience both direct and indirect discrimination. Direct discrimination occurs when women are excluded from roles and positions of responsibility on the basis of gender. Often sports women are denied positions on the ground that men will not accept their authority, or because men are thought to do a better

job. Even when women are qualified (for instance, a director of sports), their ability to effectively perform the job are often doubted, women are assumed to be weak and lack the proper training, motivation and skills to succeed in sports. Women most often, have to work hard to prove that they are competent but the competence of men is normally taken for granted. Men's strong and informal network (Old Boys Association) helps to enhance men's opportunities as against women's weak network (Old Girls Association). The male endeavour to maintain the status quo and their power by surrounding themselves with male in the job than the female.

Haruna (2012) posits that around the world women encounter discrimination and stereotyping. Today's goal may be to see more women in leadership position in sports bodies at the local, national and international levels. Furthermore, he stated that even when men and women have the same qualification and similar positions in professional life; women do not enjoy the same status as men on the administrator boards of sports organization.

Schein (2001) supported the above statement that gender based discrimination against women in leadership positions in sports administration is highly prevalent and widely spread. "Think manager think male" is still often the mindset of both women and men, when referring to male dominated work environments. However, women just like their male counterparts can also function effectively in the society.

Mega (2015) stated that women are important in our society. Every women has her job or duty in this modern society in which men are still the strongest gender, we cannot forget that women's life is a lot more complicated than a man's life. A woman has to take care of

her personal life and if she is a mother, she has to also take care of her children's life too. Married women have lots of worries and believe it or not, they carry out a more stressful life than married men.

To have a comprehensive response to the role of women in the society, it is paramount that the researcher explains the following key words such as 'Role', 'Woman' and the 'Society'. Role: This is the action or function of a person in some activities.

Gidado (2013) defined woman as a "feminine component of the human species who apart from serving as a vehicle for nurturing human life. She is also a producer, a consumer and equally an endowed agent for fostering a wholesome political, social and economic development in the society. Equally, she is also defined as "an adult human female, the female sex or any average woman".

The World Health Organisation (WHO) defined women role as socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women. Society: Is a particular group of or part of mankind considered as a whole".
Winslow (2010) further stated that gender roles are sets of social norms dictating what type of behaviours are generally considered acceptable, appropriate or desirable for a person base on the actual or perceived gender. Winslow further saw it as society's concepts of how man and woman are expected to act and are shaped by cultural norms.

From the above definition, it is obvious that a woman has a very crucial and central role to play in shaping the society at the social, economic and political levels. It has been stated that the empowerment of women is central to all efforts to achieve sustainable development in its economic, social and environmental dimensions.

Mohan (2015) noted that role of women in the society has been greatly overseen in the last few decades but are becoming clearer to people. In the early days women were seen as wives who were intended to cook, clean, and take care of the children. They were not allowed to vote while men took care of having jobs and paying any bills. Women should have a bigger role than what other people thought they should have. Women went strikes and marches to prove that they had rights just like everyone else. They faced discrimination like any other race that faced it.

Connell, (2006) further explained that women voice their opinion in any way possible so that they could reach their goal and they did. Women have made vast improvement in their lifestyles in the past few decades from holding positions in government to simple things like getting a job and supporting themselves. Men have tendency to leave their wives due to the fact that they had their child and the father was not committed enough or not ready to be a "father", women are faced with more responsibility than men, but also are faced with a lot more problems than men because they are looked at like a woman a beaver of children. It is a fact that men should not abuse their wives and it's true. However, Ryder (2008) pointed that women should have a bigger role regardless of the background because they will always be important to society.

Hamadeh (2006) further stated that in this century women have played many roles in various societies throughout history. Most women have combined two or more of these roles together. Throughout the centuries, almost every society has had ideas of what activities are proper for women. Some societies have given women honor; others have considered women less important. The rising number of women who became dissatisfied with their place in America society influenced the rise of the women's rights movement in

the 20th century. During the war, women played a major role in work place, and were able to support themselves.

Egbewole (2013) explained that women have many different roles in the society. This roles have been drastically changed from being homemakers to women taking on extra jobs, schooling, and still managing the majority of caring for their families. Throughout history, women have made many contributions to the society and their roles have been noticed from different backgrounds, religions and races. For example, Beijing Conference 1995 which facilitated massive women enrollment in schools.

Oluyemisi (2008) supported that the women today have changed a lot because of the development of civilization, the women's liberation, the movement, changing view of women in society and the businesses expressed through the media.

Furthermore, women have also played vital social and spiritual roles in their various societies which differ according to religious factors. A woman is also a wife who is a source of comfort for her husband as he is to her. Allah also said "They are like a garment to you and you are like a garment to them (Al- Tabarani, 2012). More so, women make up half of society and they are responsible for the nurturing, guidance and reformation of the subsequent generations of men and women. It is the female who imbibe principles and faith into the souls of the nation.

Similarly, in Christianity, women are not left out or considered less important in the society because right from creation, God has brought a woman into a man's life to complement and support him to accomplish God's purpose for his life.

According to Samoki (2012), a woman is defined as one who is put by God between divinity and humanity and carries the seed of hope that Adam needed. Samoki further stated that a woman has a return ticket and a map to bring back the lost hope. God also puts inside a woman the fruits of redemption so woman's womb is the bridge of hope. Nehemiah (2013) explained the role of women in the society as the builder, manager, homemaker, child bearer, intercessor, peace maker, security, and the producer of nations.

Women play vital roles in other human endeavours for instance, they play active roles in peace and security. Women are involved in peace building processes at the religious and community levels to secure a partnership in peace-building processes. Women also have a way of creating a conducive environment for dialogue, constructive engagement, effective communication, dispute resolution and indeed to build nations.

Omorogbe (2011) explained that at the preventive, pre security and peace challenge period, the Nigerian woman must properly play the role of the mother to ensure that her children and relations epitomize the pristine position behaviour by monitoring what they do, who their friends are, the kind of activities they engage in, their kind of religion and social ideologies they embraces, the kind of education and values they imbibe and on the whole, to ensure that the child is a responsible citizen of Nigeria. Omorogbe stressed further that as we have been told earlier the women folk bear a great percentage of the brunt of insecurity. The post security roles are also as demanding and it should be fashioned along all post conflict engagements where women are involved in peace building efforts.

Rufai (2012) supported the above statement that during this period of post conflict, women are responsible for taking care of the orphaned or the abandoned children as a result of

insecurity leading to conflicts. This was visible in the experience of the Nigerian Civil war of 1967-1970.

Additionally, Nigerian women share the same fate as their counterparts in other parts of the world and naturally feel the pains of insecurity the same way as their male folks. The Nigerian woman is the daughter, sister, wife and mother of those involved in the security situation in the country. Therefore, it must be underexposed that her role has both preventive, pre and post security implications for the polity (Gidado, 2013). Hence it is not out of place to see women performing effectively in sports activities particularly in Nigerian universities.

2.10   Gender and Administration in Organizations/Institutions

Gender can be seen as the state of being male or female (typically used with reference to social and cultural difference rather than biological one). Gender could also be referred to the socially constructed roles, behaviour activities, and attributes that a given society considers appropriate for men and women. Odufowokan (2007) saw gender as social construction of female and male identity.

Administration is the management of an office business, or organization of people, information, and other resources to achieve organizational objectives. It refers to the group of individuals who are in charge of creating and enforcing rule and regulations or those leadership positions who complete important tasks. It is the act of managing duties, responsibilities, or rules for example government or institutional affairs. Merriam (2014) defined administration as activities that are related to operate an organization such as

company or a school; the collection of individuals who run an organization; or the part of government's leader regardless of gender.

Clark (2014) defined administration as the bedrock of government and the central instrument through which national polices and programme are implemented. In an ideal world, administration is guided by principles of fairness, accountability, justice, equality and non-discrimination, and the civil service should serve as a model where women and men equally participate and lead, including in decision-making.

Organization can be seen as an entity, such as an institution or an association, which has a collective goal and is linked to an external environment. It is a systematic arrangement of people to accomplish some specific purpose. Every organization is composed of three elements that is, people, goals and system. Each organization has a distinct purpose, this purpose is composed of people and each organization has a systematic structure that determines the limit of each member.

Kenny (2007) acknowledged gender as something we do and as a process and stresses the importance of understanding the interplay between institution and actor. He further said that the concept of gender is in short understood not as something we have, but rather something we do and should be grasped as a process according to the contributions of all and acknowledge for the inter-play between gender and institutions/organizations. For example, change may occur. Flugi and Gjelstrup (2007) defined gender as a process shaping institutions and actors' as well as the opposite. In short one should not think of gender as something based on biological differences. Gender is relational, to be more precise "gender is above all, a matter of the social relations within which individuals and

groups act". Connell (2004) defined organization as a group of body of people brought together to accomplish some tasks or achieve one or more goals. It can also be seen as a conglomeration of group of people of divers professional group from different social strata with different economic, occupational and educational status, who have come together to harness their resources for the production of goods and services or both as the case may be.

Cherlin, (2010) defined organization as a structure or network of relationship among individuals and positions, in a work setting and the processes by which structure is created maintained and use. He also saw a structure as a network of specified relationships among individuals, positions and tasks, while process denotes a managerial function by which organizations are created and continuously adapted to changing needs. Weber (2012) observed that almost all modern administrative organization are bureaucratically organised and distinctively characterised as follows:

- Organization task which are distributed among the various positions as official duties;

- The position or office which are organised into a hierarchical authority structure;

- A formally established system of rules and regulations which govern official decision and actions;

- Officials who are expected to assume an impersonal orientation in their contacts with clients and with officials; and

- Employment by the organization which constitutes a career for officials.

Musa, (2003) explained organization as: "a system or pattern of any set of relationship in any kind of undertaking, an enterprise itself, cooperation of two or more person and all the

behaviour of participants in the group as well as the intentional structure of roles in a formal enterprise". Odufowokan (2008) saw organization as a process of coordinating individual efforts to accomplish a common objective. He further defined organization as a group of people bound together to provide unity of action for the achievement of a predetermined objective.

Hodgson (2006) stated that: Institutions are organization founded for a religious, educational, professional, or social purpose. Institutions are identified with a social purpose, transcending individuals and intentions by mediating the rules that govern living behaviour.

David (2013) defined institution in an organization establishment, foundation, society, or the like, devoted to the promotion of a particular cause or program, educational or charitable character. It is a place where an organization takes care of people for a usually long period of time.

Odufowokan (2008) further defined institutions as structure or mechanisms of social order; they govern the behaviour of a set of individuals within a given community. Institution is a vocational program that provides training towards gainful employment and has been in existence for at least two or four years. It also consists of people who have come together for a common purpose. The institution governs behaviour and expectations of individuals.

Hall and Taylor (2005) defined institutions within historical institutionalism as: "the formal or informal procedure, routines, norms and conventions embedded in the organizational structure of the polity or political economy". Monro, (2007) defined institution as: "the cognitive, normative and regulative structures and activities that give meaning and stability

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to social behaviour". Focusing especially "on the way in which institutions are systems of meaning and their behaviour and the behaviour of individuals within them depend on the meaning incorporated and the symbols manipulated". Chappell (2006) defined institutions as "the humanly devised constraints that structure political, economic and social interaction. They consist of both informal constraints (sanctions, taboos, customs, traditions and codes of conduct), and formal rules (constitution, law, property rights)". North (2010) further saw 'social' as aspect of social institutions refers to the way in which formal laws, informal laws, social norms and practices influence social relations or human interactions.

When dealing with gender administration in organization/institutions, one has to consider the job performance of an individual regardless of gender. Job performance has been defined as an accomplishment of assigned duties in accordance with organizational and institutional guidelines subject to the normal constraints reasonable utilization of available resources (Rhodes, 2013). Effective job performance has positive effects on the organization/ institution and its employees, for the organization. It is a means by which it ensures production, economic growth and survival. Similarly, effective job performance provides the employees with economic gain, security, social status, family and social prerogatives, medical benefits and recreational and educational opportunities (Arinstage and Malley, 2014).

Having a job has always been a crucial factor in Nigerian society as individuals are identified by their occupations. A person's job reveals his/her personality, and it influences the nature of interactions she/he has with people. It largely determines the individual's social status, affiliation, economic status and self-concept. Job therefore offers a lot of benefits to organizations/institutions, individuals and the society at large.

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However, at times individuals are usually denied the opportunity of securing jobs due to gender or personality factors. For example, Poole (2005) observed that in Nigeria, women are marginalized while men are given greater opportunities to advance. Poole stressed that women are hindered from progressing through discrimination on the basis of gender, early marriage and childbearing. Consequently, they are denied sound education, job opportunities and are incapacitated generally by the society. Women therefore become less exposed or experienced and less competent in areas that need high degree of skills intelligence and extensive training such as sports administrators, engineering, medicine and astronomy.

Hartman (2012) investigated the impact of occupation and sex on role-stereotyping. Among the finding of the study are that high job performance was perceived to be more related to masculine than feminine gender and that men were seen as more powerful than women, similarly, good performance was also viewed as more related to men than women.

Yahaya (2013) noted that many of the characteristics that were associated with being male or female reflect cultural beliefs and practices rather than fundamental differences. He further noted that people were taught gender role at early stage of their lives and these roles reflect the status or position that they are expected to play. This assertion was supported by Clark (2014) who found that male and female workers did not differ significantly in their vocational orientation within the realistic, investigative, enterprising and conforming vocational groups. Similarly, Knudson (2006) studied whether women trained in administration were as assertive and as competent in their jobs as men with similar training. The results of the study indicated that women were as assertive as men and performed equally well on their jobs as their men counterparts.

Albrechi, Barland and Vroman (2013), explained that the phenomenon is often interchangeably used with effort; however effort is said to be energy expended on the job, while performance is measured by the output, in other words, when an individual puts in great efforts in a task and the output is low, the effort is high but performance is poor. In the light of a job, performance refers to the aggregate effort comprise of abilities and task employees expended on their jobs. Allison and Shirley (2007), defined effort, as the total physical and mental energy expended by employees in executing tasks assigned to them. Abilities are individual or personal characteristics such as competence, aptitude and special skills individual exert on their jobs in order to accomplish tasks assigned. Put differently the periodic individual expected performance is a function of variables such as motivation, emotional stability and psychological status. However, when there is any form of discrimination such as gender, it is expected that there would be a shift in emotional status of such individual, which tends to affect his/her performance and career advancement, and this has nothing to do with specific gender of such a person or job to be performed.

Similarly, there exists gender discrimination in recruitment policies in an organizations/ institutions. North (2012) stated that, traditionally organizations/institutions have focused on identifying and selecting people based on their skills and experience, since it makes sense, if one can find a person who has the right set of skills and has done a similar job. There is a good chance that they will be able to perform effectively in a new role. Clark (2013) observed that when it comes to the issue of gender, there tends to be some reservation, which side tracks the female gender during the recruitment process. She further stressed that the concept of gender discrimination during recruitment process also has to do with the nature of the job, such as long hours, travelling, relocation and the likes, which

females (mostly married) might not be willing and readily available to accept such jobs. However, in academia, gender discrimination in recruitment policies is not expected to be visible because of the nature of the job, which is teaching, research, administration and development. Though, there is need for long hours in the laboratory, article writing and so on, in which family roles might not permits females to be fully represented. Therefore, it will be out of place to introduce recruitment policies particularly at the higher level in the university system based on gender. Bouta, Erecks and Bannon (2005) opined that the concept of gender discrimination is synonymous with the concept of glass ceiling which prevents female gender and minorities from assuming senior administrative positions in organizations/institutions. It is worth noting that, denial has nothing to do with the skill, experience or capacity but simply because she is classified as female gender, which is natural and no one has a say in the creation of such individual. Section 17 (1) (2) of the 1999 constitution of the Federal Republic of Nigeria say: "That every citizen shall have the equality of right, obligation and opportunity before the law; section 42 of the same constitution also says that no Nigerian citizen shall be discriminated against because of a particular sex, religion or ethnic group (Federal Government of Nigeria, 2009).

Gender discrimination is a phenomenon that has negative implications on development of organizational/institution and people. Gender discrimination could be seen as obstacles against the employment or appointment into leadership positions or authority of an individual based on sex that could have contributed positively to the development of the organization and the society at large.

Qaisor, and Aamr (2011) in recognition of the ills of gender discrimination against women, the 1999 constitution of Federal Republic of Nigeria provides for non-discrimination and of

equality between the sexes as basic for societal development. Despite the effort of the Federal Government to put a stop to the menace of gender discrimination against women both in the public and private sectors to the economy, the ugly practice still persists. Sex discrimination and subordination against women by their male counterpart highly limits women's access to the acquisition of the forces of production as well as opportunities to high status and job positions, educational qualifications notwithstanding. Okeke (2002) stated that instead, they are largely employed in lower status jobs even in Nigerian institutions than their male counterparts in spite of their large population size and enhanced educational qualifications.

Madumere (2004) explained that discrimination against women in Nigeria is rooted in traditional beliefs and practices that regard the man as superior to his female counterpart. He further stressed that discrimination against women in leadership positions in the Nigerian institutions/organizations seems to be an age-long phenomenon based on the fact that out of the total numbers of one hundred (100) universities in Nigeria own by the Federal and State governments, mission and individuals the numbers of female vice-chancellors in these universities are few. In this regard, Professor. Aize Obayan, former Vice-Chancellor of Covenant University (2005 - 2012) in an interview with the New Agency of Nigeria (NAN) argues that the core issue with gender marginalization in Nigeria was not about filling leadership positions with women, but about letting capable ones have access to top positions in the various professions. According to Aize Obayan, university system in Nigeria requires more female administrators heading key departments for them to showcase their leadership endowment. She noted that Vice-Chancellorship had been male

dominated, which has remained a socialization challenge for the women folks in the country (News Agency of Nigeria, 2011).

Since studies have shown that contribution towards development in any society is not gender discriminatory, the institution is a strategy. Sustainable development, in Nigeria, is a healthy venture that is worth pursuing. This is true because researches show that sustainable development in any society requires greater gender balance in power sharing between male and female in the society (Hamadeh, 2007).

2.11   Professional and Leadership Competencies of Sports Administrators

A professional is a person who is skilled for gainful living by an educated person who is trained in a special field of study or work. Such as sports administrators, teaching, law, military etc. Professional competence means the ability to successfully carry on ones special field of endeavour or possession of the necessary requisites for success in the specialty of that profession .while competence has to do with one's ability to demonstrate the relevant skills in an organization. Competence also denotes a measure of confidence in the performance of relevant skills. Amy (2005) defines competence as knowing " how" not just knowing about" applying this definition to professional especially sports administrators would mean that a sports administrator would know about his/ her field and importantly, would also have demonstrated the necessary competencies for administrative work. Amy further stressed that, to be competent means to possess the ability to instruct and demonstrate what you earlier acquired perfectly regardless of genders.

Ch'ng and Koh-Tan (2006) define leadership as one of the most significant human resource management in corporations as well as in sports areas. Leadership is the attempt to

influence the behavior of an individual or group within an organization. Ch'ng and Koh-Tan further stated that leadership is an ability that causes other people to become aware of the person attempting to lead, to recognize the information or idea toward some predetermined end. Leadership implies that someone is willing to follow and confess power and status on another person. A good leadership is the act of influencing individual and groups so that they achieve set goals. Williams and Deal (2003), stresses that leadership is a knowledge that means what people value in individuals that are recognized as leaders. Leadership is generally defined as "influence" the act or process of influencing people so that they will strive willingly toward the achievement of group goals. This concept can be enlarged to imply not only willingness to work but also willingness to work with zeal and confidence. Leaders act to help a group to achieve objectives with the maximum application of its capabilities. They do not stand behind a group to push, and to push, but they place themselves before the group as they facilitate progress and inspire the group to accomplish organizational goals.

Kaiser (2006) points that professional sports administrators can be defined as persons who have undergone a special training in a special area of endeavour which leads them to be leaders. Professionalism and leadership in sports administrators are the processes of influencing the activities of an organizational group towards goal attainment. In a group situation, a leader is the person who has the task of foresight knowledge, communicating, skills, adaptability, creativity etc. relevant to the activities of the groups. Also, these professionals and leaders in sports are those people who admire and willingly follow people who are honest, forward-looking inspiring, and competent.

According to Zamani (2008), professional and leaders in sports administrators are expected to provide good leadership, in their roles as leaders of which competency is required of them to lead others successfully toward accomplishment of the organizational goals. For sports administrators to exhibit competency and good leadership in playing their roles, they need to possess professional competencies. He further explained that professional leadership assumes great impact since it is the dynamic force which starts and continues to turn the wheel of professional growth and progress. The key to this is the dedicated work of many individuals who make up the profession and who are professionally trained. This makes up the professional leadership as they promote themselves and the profession.

Professional leadership in sports administration is not some quality that is bestowed on one by chance. It is partly a learned ingredient made up of many qualities. Since learning is a result of doing and professional leadership is a learned attribute, it must be practiced. A true professional leadership in sports administrators must have a moral obligation not only to himself, but also to his/her profession to assume his or her share of the professional responsibility and to play his/her role. According to Ronald and Edward (2002), professional leadership competency is the one displayed by a professional person in his/her professional society or organization as he/she sets about enhancing and promoting himself/herself, in profession and work. However, one does not become a leader in his/her profession by accident. The mantle of leadership falls on one because of his/her background of experience and training together with the possession of vital personal characteristics qualities. All these add up to professional leaders' competence. They further stressed that professional competence is the capability to perform the duties of one's profession generally, or to perform a particular professional task, with a skill of an acceptable quality.

Also, professional competences are the skills, knowledge and attributes one can develop in every aspect of one's life. There is no doubt that only competent sports administrators can achieve organizational goal through knowledge, skills, foresight, creativity communication adoptability, etc. Therefore, this study is based on perceived gender competence by athletes in the administration of sports in Nigerian universities.

2.12 Empirical Studies on Perceived Gender Competence by Athletes in the Administration of Sports in Nigerian Universities

There are many studies relating to relevance of gender competence by athletes in administration of sports in Nigerian universities. However, the following studies were reviewed.

Oboegbulem (2013) conducted a research on administrative competencies of female principals in secondary schools in Nsukka Education Zone. The study investigated the administration competencies of female principals in secondary schools in Nsukka Education Zone of Enugu State. Three research questions and one null hypothesis guided the study. A 15 item questionnaire was constructed to collect the necessary data for the study purposive sampling technique was adopted in selecting all the 10 secondary schools headed by female teachers in Nsukka Education Zone. This gave a total of 164 males and 103 females. Means and T-test were employed in data analysis. A mean of 2.50 was taken as the agreement level of the items. The result of the study showed that female principals possess administrative skills and competencies for effective secondary school management.

Henderson, Grappondort and Burton (2011) conducted a research on attribution for success and failure in Athletic Administration (AD) positions. The under-representation of women

to senior level athletic administration positions continues to attract the attention of scholars in sports studies. The most glaring lack of female representation occurs at the athletic (AD) position with women holding only 8.4% of those positions at the division 1 level. Using the concept of causal attribution and role congruity theory, this project examined perceptions of success and failure of male and female candidates for either an athletic director or life skills director position. One hundred and eleven female and 73 male (n=191) administrators in athletics at the collegiate level participated. Contrary to previous research, which found that male candidates are attributed success because of internal characteristics, findings from this study indicated that both male and female candidates, for AD were provided internal attributions for success and external attribution for failure. This may be due to the fact that so few women are represented at the AD position at the division 1 level that an evaluator may attribute her success to internal characteristics because she "must be" outstanding in order to have achieved such a high position in the world of athletics. Results are discussed in light of causal attribution and role congruity in the context of such a rare role combination being an athletic director.

Junaid and Norazuwa (2012) conducted a study titled "Protean career attitude, competency development and career success: a mediating effect of perceived employability". They observed that universities built for the purpose of earning profit have sprung up in nearly every nook and cranny of Pakistan. Education has become an industry. Therefore completion is stiff in the university business, the very native of contract between and employee and employer is changing and organization cannot guarantee the workers lifetime employment through vertical progressions, instead the employees have to mold themselves into a "protean career attitude" by taking care of his or her employment needs and assure

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their "employability" by "developing the competencies" in shape of KSAO's. The present study shows the relationship of various variable like protean career attitude, competency development and employability with success of academicians in their careers. A close-ended questionnaire is built to measure the variables and to test the hypothesis.

Punjab is taken as a sample; data analysis is done through factor and analysis, descriptive statistics and hierarchical regression analysis. Lovelin and Maylong (2014) conducted a research titled "Female Sports Leaders' Perceptions of Leadership and Management: Skills and Attitudes for Success". While women have made notable progress in leadership in business corporations, little has changed in the sports industry with still far fewer women than men in senior decision-making positions in sports management. The purpose of this qualitative study is to explore what female sports leaders consider important to their development and advancement as a leader in the industry via Kotter's (1990a) framework of leadership and management. Semi-structured interviews were conducted with 10 high-ranking, successful female administrators from organizations spanning the sports industry, including collegiate and professional sports teams, non-profit sports organizations, and sports equipment manufacturing and retail companies. The findings of this research indicate that female sports leaders recognize that leadership and management serve separate but complementary functions in an organization. Despite various capacities to articulate the differences, these women understand leadership and management in ways such that they practice both skills consciously and deliberately according to the context.

Grappendorf, Pent, Burton and Henderson (2008) conducted a research on "Gender Role Stereotyping: A Qualitative Analysis of Senior Woman Administrators' Perceptions Regarding Financial Decision Making". This study examined the perceptions of Senior

Woman Administrators' (SWA) involvement in financial decisions through the utilization of open-ended questions. Additionally, this research analyzed the actual versus desired level of participation in financial decision making areas by (SWA) utilizing gender role stereotyping as a framework. Prior studies have indicated the importance of experience with financial decisions and budgets for SWA to advance their intercollegiate athletics careers. The qualitative analysis of the perceptions of the SWA indicated partial support for the desire to have increased involvement in key financial decision making. Furthermore, the quantitative analysis revealed in each of the decision areas (operations, budgeting, capital outlay, salary considerations, media broadcast contracts, and sponsorship advertising), a significant main effect was found in which SWA indicated a desire for greater participation in decision making.

Growe and Montgomery (2013) conducted a research on "Women and the Leadership Paradigm: Bridging the Gender Gap" in University of Louisiana at Lafayette Paula. The under representation of qualified women in leadership positions has created a gender gap that exists not only in education but in many areas of the workplace. Society has determined that only males make good leaders; therefore, it continues to deny easy access for women seeking leadership roles because they do not fit the norm. Women who seek leadership positions face barriers and many times give up because they become overwhelmed in dealing with obvious barriers.

Li-wei-Liu (2012) conducted a research on Leadership in Collegiate Athletic Administration. Collegiate athletics was originated in the U.S. after Civil War in the 19th century, and has been prosperously developed in its scope and variety ever since. However, conflicts have been lying in the way in its development. For the better development of

collegiate athletics administration not only in the U.S., but also in the Taiwan context in particular, it is fundamental, yet, essential for researchers establishing reference for sports practitioners in this area to achieve better performance, and policy makers to establish more thorough regulations and system. The study further reviews reference on collegiate athletic administration in respect of athletic coaches as well as athletic administrators that include the work of college athletic administrators, the leadership role of coaches in collegiate athletic administration.

Farzalipour, Balci, Ghorbanzadeh, Moharamzadeh, SeyyedAmeri and Kashef (2012) conducted a research on "Determining the competencies of Sports Event's Managers". The goal of the study was to analyze and compare the viewpoint of university professors and managers that hold Federations' sports matches, regarding the competencies of sports events' managers. The study was descriptive and scaling survey, and was conducted as a field research. Statistical society includes 39 university professors with more than a three-year experience in teaching, courses related to the management of sports events, and 64 managers that were involved in holding Federations' sports events. The COSEM questionnaire of the competencies of sports events' managers (Toh, 21) was a means for collecting data. The liability of the questionnaire content was confirmed by university professors, and its reliability ratio was 0.87. In order to determine the important factors in the competency of sports events' managers, the agential-conformational analysis with Varimax rotation was used. Also, to compare professors' views with those of sports events' managers, t- test for independent groups was used. The results showed the most important competencies for sports events' managers include; planning techniques, event management, sports sites and sports facilities management, and event's research and marketing

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management. Also, there was not a meaningful difference between the viewpoints of university professors and the managers who hold Federations' sports events, about competencies of sports events managers.

Shen (2013) conducted a research on The Glass Ceiling: Examining Leadership Perceptions within the Domain of Athletic Administration. The glass ceiling is a metaphor for examining gender disparities between men and women within the workplace. The disparity is particularly dominated in the domain of athletic administration. The study evaluates specific leadership characteristics and their relationship to gender stereotyping. It also examined perceptions that individuals have on leadership. Athletic administration is specifically a male dominated domain there appears to be discrimination against women, inducing a gender gap, and stunting their advancement into top level managerial positions.

2.13 Summary

Literatures were reviewed in respect of topical issues concerning the understanding and conduct of this research. Principally, the following sub themes were reviewed. Concept of sports administration, concept of competences in sports administration, the role of sports administration in organizations, sports administration in Nigerian universities, misconception about women capacity in Sports Administration, qualities/qualification in sports administration, gender and administration in organizations/institutions. The literatures provided helpful information that goes a long way in facilitating the proper conducts of this research.

Finally, nine (9) empirical studies closely related and touching on different aspects of this study were reviewed and presented in this chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This study examined the Perceived Gender Competence by athletes in the Administration of Sports in the Nigerian universities. The methodology section of the study is described under Research Design, Population of the study, Sample and Sampling Techniques, Instrument used for data collection, procedure for data collection and data analysis.

3.2 Research Design

An ex-post facto research design was used for this study. The information for this study is already available and no independent variable was manipulated, According to Lammers and Badia, (2005) an ex-post facto design is a non-experimental design that compares two or more group of individuals with similar backgrounds, who were exposed to different conditions as a result of their natural histories.

3.3 Population for the Study

This study population is made up of Athletes in all the one hundred and twenty three (123) registered Nigerian universities. The population of the athletes as obtained directly from the individual universities, stood at twenty four thousand three hundred and fifty four (24,354). The population comprised all the male and female athletes from the universities, who served as respondents to the study. They are spread across the six (6) geo- political zones in Nigeria.

Geopolitical zone	Number of Universities	Number of Athletes
North East	16	4024
North West	15	4022
North Central	19	4058
South West	33	4111
South East	18	4057
South South	22	4082
Total	123	24354

Source: NUC (2016)

3.4 Sample and Sampling Procedure

Sample size for this study, is made up of 500 respondents. This is in accordance with Roscoe (1975), who suggested a minimum of 500- sample size in behavioral science; the researcher used 500 respondents as sample size. For the purpose of this study, a stratified random Sampling Techniques was used. Stratified Random Sampling is a method that is meant to take care of the different sub-groups or strata of the population of the study. In this case Nigerian universities were stratified into five (5) geo-political zones which meant each geo-political zone form a sample with a number of universities. In each stratum or Geo-political zone five universities were selected, given a total of 25 universities. From each sub group or stratum, a number of samples were drawn through simple random sampling. The number of samples drawn from each sub-group depended on the relative proportion of the sub-groups (Ekeh, 2003). The distribution of the sample size is as shown in table 3.1 as follows:

Table 3.1: Distribution of sample size for the Study

UNIVERSITIES	SAMPLE FRAME	SAMPLE SIZE		TOTAL
		MALE	FEMALE	
America University of Nigeria, Yola	100	10	8	18
University of Maiduguri	220	15	7	22
Gombe State University	180	12	6	18
Federal University Wukari	180	13	5	18
Modibo Adama University of Technology Yola	170	10	7	17
Ahmadu Bello University, Zaria	228	15	11	26
Kebbi State University	123	12	5	17
Bayero University Kano	202	15	7	22
Jigawa State University	161	12	5	17
Islamic University Katsina Usman	105	14	5	19
University of Lagos	258	13	11	24
University of Ibadan	232	16	14	30
University of Agriculture Abeokuta	123	10	8	18
Obafemi Awolowo University, Ile-Ife	181	13	10	23
Federal University of Technology, Akure	106	10	8	18
Imo State University-Owerri	210	9	8	17
University of Nigeria Nsukka	212	11	10	21
Federal University of Tech Owerri	190	9	8	17
Caritas University, Enugu	96	10	8	18
Abia State University,Uturu	178	8	8	16
University of Calabar	277	12	10	22
Federal University, Oluake Bayelsa	110	11	10	21
Rivers State University of Sci. & Tec Portharcourt	198	12	10	22
Benson Idahosa University Benin City	166	10	9	19
Akwa Ibom State University of Technology, Uyo	184	12	8	20
TOTAL	**4390**	**294**	**206**	**500**

3.5   Instrumentation

A researcher self-developed Questionnaire was used as instrument to collect data for the study. After a careful and critical review of literature on perceived gender competence by athletes in the administration of sports in Nigerian universities, 65 items were drawn for the study. These items were grouped under different sections. Thus, this instrument consist of the following two sections

A. Demographic characteristics of the respondents

B. Consist of items which focused on the study variables such as: Gender competence in skills; adaptability; knowledge; foresight; creativity; and communication.

The Section B of this instrument consists of equal numbers of ten (10) positively worded statements which were fashioned along the Likert's 5-point rating scale. These statements were responded to according to how best each of them represents the respondent's feeling;

The responses of these statements were in the following categories:

Strongly Agreed	(SA)	=	5 Points
Agreed	(A)	=	4 points
Undecided	(UD)	=	3 points
Disagreed	(D)	=	2 points
Strongly disagreed	(SD)	=	1 points

3.6   Validation of the Research Instrument

Researcher self-structured questionnaire was subjected to vetting by the research supervisors and four (4) selected jurors who are specialists and experts in the field of sports

management and research methods in the Department of Physical and Health Education, and Institute of Education, Ahmadu Bello University, Zaria as well as FCE, Zaria. Their observations, corrections, comments and suggestions were duly reflected in the final form of the questionnaire used in this study.

3.7   Reliability of the Instrument

To obtain the reliability of the instrument, a pilot study was conducted at Bingham University, Karu, Nasarawa state, University of Abuja, Benue State University, Makurdi, Nasarawa State University, Keffi and Federal University of Technology Minna. A total of 50 copies of the questionnaire were administered to the subjects in the designated universities for the pilot study. The data collected were subjected to statistical analysis to determine the reliability of the instrument and internal consistency of the items of the instrument. Cronbach Alpha reliability test was conducted using the Statistical Package for the Social Sciences (SPSS IBM version 20). The observed reliability obtained for the instrument for the Cronbach Alpha (r) was 0.823, the Guttman Split half method was found to be 0.860 while the Spearman Brown equal half value was found to be 0.866. The internal consistency index was established at 0.917 for the average measure intra-class correlation. The obtained reliability coefficients all indicated that the instrument is reliable and internally consistent for the study. This observation is consistent with Fields, (2006) who recommended that the reliability coefficient of between 0.5 and 1 is expected to be obtained for an instrument which would imply that it is reliable and internally consistent for a study.

3.8   Procedure for Data Collection

After establishing the internal consistency and the reliability of the questionnaire, the final copy of the questionnaire was prepared and administered to the respondents; the researcher administered the instrument with the help of five (5) research assistants from each zone, who were adequately instructed on how to administer the instrument. The researcher had personal contact with some of the respondents. And out of 500 questionnaire 474 were returned and 26 were not returned, the returned questionnaire from the respondents was statistically analyzed according to the hypotheses of the study.

3.9   Procedure for Data Analysis

The statistical package for social science (SPSS) was used to analyze the data. The analysis included the following:

1. Descriptive statistics of frequency counts and percentages were used for the analysis of section A (demographic characteristic of the respondents).

2. Mean and standard Deviation (SD) were used to analyse answer to the research questions.

3. Two-tailed t-test was used for hypotheses testing at 0.05 level of significance.

4. A constant mean of 3.5 was used for decision making with regard to answering research questions.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1   Introduction

This chapter presents the statistical analysis and discussion of the data collected from the respondents on the perceived gender competence in the Administration of sports in Nigerian universities. A total of five hundred copies of questionnaire were administered to respondents from 25 universities across the five (5) geopolitical zones in the country. From a total of 500 copies of questionnaire administered 474 representing 96% were retrieved successfully and were therefore used for the study. Data collected were analysed with Statistical Package for the Social Sciences (SPSS) IBM version 20.

4.2   Descriptive Analysis of the Socio-Demographic Characteristics

The demographic variables of the respondents selected for analysis along the expressed perceptions were location of the university, age, marital status, highest educational attainment and years of work experience. Of the total (474) respondents involved in the study, 224 (47.2%) were female while 250 were male respondents involved in the study as shown in table 4.1 below. In the analysis of the variables, a comparative approach was used to identify gender difference in the expressed perceptions of the respondents. The selected variables were tabulated in frequencies and percentages in Table 4.1. The computations of the frequency counts and percentages were based on the gender of the respondents.

Table 4.1: Classification of the respondents by demographic characteristics

Gender	Male	250			474
	Female	224			
Age	Below 31 years	76	33.9	65	26.0
	31 - 35 years	96	42.9	99	39.6
	36 years and above	52	23.2	86	34.4
Marital Status	Single	107	47.8	134	53.6
	Married	116	51.8	112	44.8
	Others	1	0.4	4	1.6
Educational Qualification	Higher degree	75	33.5	102	40.8
	First degree / HND	103	46.0	112	44.8
	Diploma / NCE	43	19.2	31	12.4
	Others	3	1.3	5	2.0
Work Experience	1 - 5 years	153	68.3	159	63.6
	6 - 10 years	44	19.6	48	19.2
	11 - 15 years	23	10.3	31	12.4
	16 years and above	4	1.8	12	4.8
	Total	224	100.0	250	100.0

The table revealed that 76(33.9%) of the female athletes were below 31years. Female athletes who were between 31 and 35years were 96 (42.9%) while 52 (23.2%) of the female respondents were between above 35years. For the male athletes, 65 (26.0%) were less than 31years. Those between 31 and 35years were 99 (39.6%) and 86 (34.4%) were above 35years. The age distribution shows that all the respondents were adults and would be expected to have good knowledge of Sports administration in Nigerian universities.

Female respondents who were married from the total number involved in the study were 167 (51.8%) and those that were single were 107 (47.8%) of the total involved in the study. Only 1 (0.4%) of the Female athletes was in other marital categories of either divorced, separated or widowed. For the male athletes, 134 (53.6%) were single while 112 (44.8%) were married. Male athletes who did not belong to these two groups were 4 (1.6%) and were either divorced, widowers or separated from their spouses.

For their highest educational qualifications, 3(1.3%) and 23(10.3%) of the female athletes have other unspecified qualification and ordinary diploma (OND, ND) or NCE

respectively. Those with First degree or Higher National Diploma (HND) were 103(46.0%) and 75(33.5%) had Higher degrees of Masters and above. For the male athletes, those with other unspecified qualification were 5(2.0%) and 31(12.4%) had diplomas or NCE while 112 (44.8%) had First degree of Higher National Diploma (HND). Those with Master degree and above among the male athletes were 102(40.8%).From the distributions in the table, respondents could be said to have the requisite qualification to have valid information on the sports administration in Nigerian universities.

In terms of work experience, the table shows that 153(13.6%) of the female athletes had been on the job between 1 and 5years while 44(19.6%) had between 6 and 10years of work experience. Those with 11 to 15years of experience on the job were 23(10.3%) and 4(1.8%) had 16years and above experience on the job. For the male athletes, 159(63.6%) had between 1 and 5years of experience on the job. Those who had worked for between 6 and 10years were 48(19.2%) while 31 (12.4%) had between 11 and 15years of work experience. Only 12 (4.8%) of the male respondents had above 16 years of experience on the jobs. The distribution shows that all the respondents could be said to have had adequate years of working experience to have acquired adequate information on sports administration in the selected Nigerian universities.

4.3 Answering Research Questions

The main objective of this study was to evaluate perceived gender competence in the administration of sports in Nigerian universities. A number of factors were assessed towards this objective. These included the: competent skills to coordinate human and material resources to achieve sports organizational goals, capacity to adapt to administrative duties, requisite knowledge foresight in decision making, creativity and

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effective communication. Each of these variables was assessed independently with different items and the expressed opinions of the athletes on them were reported in means and standard deviations computed on the five point interval scale used in the instrument. The aggregate mean response for each of the variables were used for decision and conclusion on the research questions. The aggregate mean response for each of the variables are presented in Table 4.2 for determination of the major objective. Decision on each of the variable cum aggregate variable is based on midpoint average of 3.5 since the measurement was based on a five point scale. Based on the result, the average mean was 2.63, this implies disparity in perception of respondents..

Table 4.2: Mean responses of the respondents on gender competence in the administration of sports in Nigerian universities.

	Male		Female	
Factors of sports administration	Mean	Std. Dev.	Mean	Std. Dev.
Skills to coordinate human and material resources	2.60	0.852	2.63	0.822
Capacity to adapt to administrative duties	2.61	0.861	2.61	0.826
Requisite knowledge	2.60	0.854	2.65	0.857
Foresight in decision making	2.63	0.866	2.65	0.839
Creativity for effective sports administration	2.59	0.839	2.61	0.814
Effective communication	2.61	0.870	2.61	0.810
Aggregate mean response	2.61	0.803	2.63	0.773

Decision Mean=3.5

The perceptions of the respondents as indicated in the table did not support the superiority of male or female athletes over the other on the factors for effective achievement of sports

organizational goals in the Nigerian universities. The indications are that both male and female are perceived to have the required skills to effectively coordinate human and material resources, capacity to adapt to administrative duties, competence in requisite knowledge with administrative foresight along with creativity and communication for effective sports administration in the universities. In the table, the male and female athletes disagreed with the notion that either of gender could be perceived to be better than the other in the administration of sports in their respective universities. To determine the perception of the respondents on the gender effects on the individual variables, each of the variables is analyzed with the respective research questions as follows:

Research Question one: Which gender is perceived to have the competent skills to coordinate human and material resources to achieve sports organizational goals in Nigerian Universities?

To determine the gender that is perceived to have the competent skills to coordinate human and material resources to achieve sports organizational goals in Nigerian universities, the perceptions of the respondents on the gender capacity in the coordination and organization of human and material resources towards achieving sports organizational goals were assessed with a number of items. These included among others, skills to mobilize athletes and available resources towards achieving sporting goals. The perceptions of the respondents on the selected items used for the assessment are presented in mean and standard deviations (S. D) in Table 4.3. Decision on each of the item cum aggregate variable is based on midpoint average of 3.0 since the measurement was based on a five point scale. Mean response of 3.5 and above magnitude imply agreement while lower value indicates disagreement.

Table 4.3: Perception of the respondents on gender competency in skills to coordinate human and material resources to achieve sports organizational goals in Nigerian universities

Sn	Coordination and organization of human and material resources for sports	Female		Male	
		Mean	S. D	Mean	S. D
1	Most Women have the skills to achieve sporting goals in the administration of sports in Nigerian universities	2.46	1.491	2.45	1.534
2	Most men do not have the skills in the administration of sports in Nigerian Universities	2.77	1.401	2.68	1.320
3	Men have skills in the administration of sports in the Nigerian universities.	2.59	1.430	2.56	1.402
4	There are lots of crises where women lack skills in directing sports programmes in the administration of sports in the Nigerian universities.	2.67	1.312	2.78	1.349
5	Men and women have the skills in coordinating sports activities in the administration of sports in Nigerian universities.	2.56	1.438	2.65	1.476
6	Women strive to skills in the administration of sports in Nigerian universities.	2.70	1.416	2.73	1.407
7	People have regards to women more than men because of their skills to direct sports activities in the administration of sports in Nigerian universities.	2.56	1.425	2.56	1.332
8	Directing skills in the administration of sports is exclusively preserved for men than women in Nigerian universities.	2.54	1.335	2.72	1.356
9	There are no skills where women are in authority.	2.56	1.475	2.46	1.271
10	Women do not have the skills to organize sports activities in Nigerian universities	2.59	1.524	2.71	1.549
	Aggregate mean response	2.60	0.852	2.63	0.822

Decision Mean=3.5

The responses in the table did not support the notion that male sports administrator were better than their female counterparts in their skills for coordination of human and material resources for the achievement of sports' organizational goals in Nigerian universities. This is clearly indicated in the mean responses for the mobilization of athletes and available material resources towards achieving sporting goals in the administration of sports in Nigerian universities in items 1 and 2 of the table. Neither of the respondents (Male or Female) agreed that women were lacking in the skills required for the coordinating the

required and available human and materials resources for sports achievement in the selected universities. The aggregate mean response for the table is 2.60 with a standard deviation of 0.852 for the female and 2.63 with a standard deviation of 0.822 for the males. These levels of the mean responses are below the acceptable mean of 3.5 which would indicate agreement with the superiority of either male or female in the effective coordination of available human and material resources for achieving sports organizational goals in Nigerian universities. It could therefore be said that male and female are perceived to have the required skills to coordinate human and material resources for the achievement of sports organizational goals in Nigerian universities. In other words, female sports administrators have the skills to mobilized human and materials resources equally like their counterpart male for the effective achievement of their sports organizations in Nigerian universities.

Research Question two: Which gender has the capacity to adapt to administrative duties in sports administration in Nigerian Universities?

To determine the gender that has the capacity for effective adaptability to administrative duties in sports administrative set up in Nigerian universities, in Table 4.4, the perceptions of the male and female athletes on the perceived gender with such abilities are reported in mean and standard deviations. The mean for decision is 3.5.

Table 4.4: Perceptions of the respondents on gender capacity for effective adaptability to administrative duties in the administration of sports in Nigerian universities

Sn	Effective adaptability to administrative duties for sports administration	Female		Male	
		Mean	S. D	Mean	S. D
1	Men can adapt to situation In the administration of sports in Nigerian Universities.	2.40	1.452	2.52	1.495
2	No female can occupy the position of director of sports irrespective of her educational qualification due to lack of adaptability in the administration of sports in Nigerian Universities.	2.83	1.428	2.76	1.353
3	There is need to include more women in the administration of sports in Nigerian universities because they can adapt to any situation.	2.66	1.437	2.70	1.524
4	It will be wise if positions like director, deputy Director, heads of coaches etc is the exclusively reserved for men in the administration of sports in Nigeria universities for better tolerance .	2.61	1.410	2.60	1.258
5	Opportunities are given to women in the administration of sports in Nigeria universities for better adaptability.	2.59	1.414	2.66	1.442
6	Men are considered more adaptable in the administration of sports in Nigeria universities.	2.58	1.396	2.60	1.428
7	The absence of adaptability among male administrators in the administration sports results to stagnation of sports in Nigeria universities.	2.47	1.420	2.67	1.421
8	There are but few women who can adapt situations in the administration of sports in Nigeria universities.	2.59	1.346	2.63	1.311
9	Adaptability is not a factor considered by women in the administration sports in Nigerian universities.	2.62	1.469	2.44	1.362
10	Most men have no competence therefore adaptability is their major challenge in the administration of sports in Nigerian Universities.	2.69	1.464	2.56	1.483
	Aggregate mean response	2.61	0.861	2.61	0.826

Decision Mean=3.5

For the ability to adapt to administrative duties in the administration of sports, the respondents did not agree that male sports administrators could be said to be better than their female counterparts. In the table, this is clearly displayed in the mean response of the female and male athletes for the selected items. The aggregate mean responses for the female (2.61) and male (2.61) respondents on this perceived superiority of gender did not

support the notion that male or female sports administrator could be said to be better than the other in their capacity for effective adaptability to administrative duties in the administration of sports in Nigerian universities. The respondents both disagreed with the suggestion that women lack the knowledge for proper adaptability to administrative duties and effective strategies for improving performance among athletes. From the mean responses in the table, it could be concluded that the male and female athletes did not agree that women lack the requisite adaptability to administrative duties skills for sports administration in Nigerian universities.

Research Question three: Which gender has the competence requisite knowledge in sports administration in Nigerian universities?

To assess the gender that is perceived to have the competent requisite knowledge for sports administration in Nigerian universities, the perceptions of the respondents on the items used are presented in mean and standard deviations in Table 4.5. The mean responses were used to determine the direction of opinion and decisions were based on 3.5.

Table 4.5: Perceptions of the respondents on gender requisite knowledge for the administration of sports in Nigerian universities

Sn	Gender requisite knowledge in the administration of sports	Female		Male	
		Mean	S. D	Mean	S. D
1	Men are more knowledgeable in the administration of sports in Nigerian universities.	2.48	1.461	2.41	1.470
2	Lack of knowledge of sports in Nigerian universities is inevitable among men in the administration.	2.75	1.329	2.82	1.402
3	Women have knowledge to execute their duties in the administration of sports in Nigerian universities because they follow laid down process and procedures in matters of administration.	2.58	1.501	2.70	1.457
4	People are not satisfied whenever women are found to be administrators of sports in Nigerian universities due to lack of knowledge.	2.68	1.337	2.65	1.297
5	Men are involved in sports administration in Nigerian universities base on their knowledge to follow laid down process and procedures.	2.69	1.439	2.66	1.386
6	Due to lack of knowledge women are not fully involved in the administration of sports in Nigerian universities.	2.70	1.466	2.66	1.454
7	There is proper planning in the administration of sports among men in Nigerian universities as a result of the knowledge they acquired.	2.41	1.316	2.58	1.395
8	Women achieve organizational goals in the administration of sports in Nigerian universities with regards to their adequate knowledge they have.	2.66	1.402	2.75	1.476
9	Men find it difficult to achieve organizational aims and objectives in the administration of sports in Nigerian universities because they lack knowledge to review issues before acting.	2.56	1.345	2.77	1.412
10	Women are given less opportunity to occupy the position of director in the administration of sports in Nigerian universities because of lack of knowledge to understand situation before acting on matters.	2.52	1.427	2.54	1.476
	Aggregate mean response	2.60	0.854	2.65	0.857

Decision Mean=3.5

The expressed opinion as indicated with mean responses for the items in the table clearly support the perception that women sports administrators or coordinators have the competence requisite knowledge like their male counterparts in making decisions for effective sports performance in their respective universities. In the table for example, the male and female athletes disagreed with the notion that women have competent knowledge of decision making for the administration of sports and therefore could not achieve the organizational goals their male counterparts could attain. In the table for example, the male and female respondents disagreed with the suggestion that men are more knowledgeable in the administration of sports in Nigerian universities and that people were not satisfied whenever women are found to be administrators of sports in Nigerian universities due to their lack of the requisite knowledge. Similarly, the respondents also disagreed that women were given less opportunity to occupy the position of director in the administration of sports in Nigerian universities because of lack of knowledge to understand situation before acting on sports administrative matters. In the overall assessment of the gender competency in the requisite knowledge for sports administration, the female and male respondents did not agree as indicated by their aggregate mean responses of 2.60 and 2.65 respectively that male sports administrators or coordinators were better in competency of the required requisite knowledge than female or that the female sports administrators would be better than the male. This means that the requisite knowledge in sports administration was not perceived to be the exclusive reserve of either male or female sports administrators. In other words, female have the requisite knowledge for the administration of sports in Nigerian universities like their male counterparts.

Research Question four: Which gender has foresight in decision making in sports administration in Nigerian universities?

The determination of the gender that is perceived to have the foresight in decision making for effective sports administration in the selected Nigerian universities was assessed by the perception of the respondents on management of the human resources towards achieving cohesion in the sports organization along with attainment of the sports organizational objectives. The perceptions of the respondents on the items used for the assessment are presented in means and standard deviations in Table 4.6. The direction of opinion and decisions were based on acceptable mean of 3.5.

Table 4.6: Perceptions of the respondents on gender competence in foresight for decision making in the administration of sports in Nigerian universities

Sn	Gender capacity for foresight in decision making in ports administration	Female		Male	
		Mean	S. D	Mean	S. D
1	Women have better foresight in the administration of sports in Nigerian universities.	2.43	1.505	2.39	1.483
2	Most Nigerian universities have capable men that have foresight to run the administration of sports in Nigerian universities.	2.84	1.421	2.86	1.337
3	Women dominance is more noticeable to the administration of sports in Nigerian universities because they have foresight to run the affairs of sports.	2.43	1.364	2.59	1.440
4	No women can occupy the position of sports in Nigerian universities because they lack foresight.	2.75	1.356	2.79	1.394
5	It is impossible to address imbalance regarding gender equity in the administration of sports in Nigerian universities because it is perceived that women lack foresight.	2.36	1.391	2.49	1.421
6	There is no need to promote women to the position of director of sports in Nigerian universities due to lack of foresight.	2.75	1.503	2.82	1.384
7	It is high time that some positions like director, deputy directors, heads of coaches etc are exclusively reserved for women in the administration of sports in Nigerian universities because they have foresight.	2.60	1.430	2.58	1.381
8	Men easily get discouraged when they lack foresight in the administration of sports in Nigerian universities.	2.65	1.324	2.56	1.350
9	Men do have the foresight to give directives in the administration of sports in Nigerian universities.	2.81	1.483	2.88	1.445
10	Inadequate educational qualification constitutes the constraints for women to lack foresight to give directives in the administration of sports in Nigerian universities.	2.71	1.527	2.53	1.462
	Aggregate mean response	2.63	0.866	2.65	0.839

Decision Mean=3.5

From the aggregate mean response of 2.63 for the female and 2.65 for the male respondents in the table above, there is no indication that female were perceived to have no ability to foresight in decision making in the administration of sports in Nigerian universities than

their male counterparts. In the table, the male and female respondents disagreed with the suggestion that the women administrators have better foresights than male counterparts and that men were better in their foresight to give directives in the administration of sports in Nigerian universities. The respondents did not agree with the suggestion that women should not be promoted to positions of director of sports in Nigerian universities due to their perceived lack of foresight decisions for effective administration of sports. From the mean responses for the two groups in the table, it could be concluded that they perceived male and female sports administrators as having the capacity to foresight in decision making for the effective administration of sports in Nigerian universities. The aggregate mean responses of 2.63 for the female and 2.65 for the male clearly shows that the respondents did not agree that foresight for effective sports administration could be associated with the gender of the sports administrator in Nigerian universities.

Research Question five: Which gender has competence of creativity for effective sports administration in Nigerian universities?

To assess the gender sports administrators that have the creative competence in the administration of sports, the suggested items and the perception of the respondents are reported on their responses in mean and standard deviation in Table 4.7. The discussion and conclusion on the respective items and the aggregate variable was based on the accepted means of 3.5.

Table 4.7: Perceptions of the respondents on gender competency in creativity for effective sports administration for Nigerian universities

Sn	Gender competence of creativity in the administration of sports	Female		Male	
		Mean	S. D	Mean	S. D
1	Women can make the most appropriate attainment of organizational goal creativity in the administration of sports in Nigerian universities.	2.50	1.446	2.54	1.555
2	Men are reluctant in making appropriate creativity in the administration of sports in Nigerian universities.	2.79	1.457	2.71	1.289
3	Creativity is a serious challenge to women in the administration of sports in Nigerian universities.	2.43	1.397	2.46	1.414
4	Men are not creative which leads to poor administration of sports min Nigerian universities because they are not creative.	2.76	1.373	2.85	1.280
5	Women are denied the highest position in the administration of sports in Nigerian universities because they are not creative.	2.45	1.365	2.53	1.311
6	Women are scared to be creative where men are dominant in the administration of sports in Nigerian universities.	2.61	1.481	2.76	1.474
7	Men consider creativity very valuable in the administration sports in Nigerian universities.	2.47	1.395	2.49	1.342
8	Only few women are creative in the administration of sports in Nigerian universities.	2.71	1.421	2.54	1.308
9	Both men and women are creative in the administration of sports in Nigerian universities.	2.74	1.403	2.58	1.384
10	Men have outnumbered women who occupied the position of director in the administration of sports in Nigerian universities as a result of their creativity.	2.62	1.463	2.65	1.482
	Aggregate mean response	2.61	0.870	2.61	0.810

Decision Mean=3.5

The mean response for the male and female respondents in the table did not amount to what could be regarded as agreement with the notion of gender competence in creativity for effective administration of sports in the selected Nigerian universities. Both male and female respondents did not agree that the issue of creativity in sports administration could be attributable to gender competence. In the table, both respondents did not agree that women were more competent in making the most appropriate attainment of organizational

goals through creativity in the administration of sports in Nigerian universities or that the males were more competent in their creativity. The respondents did not agree that women were denied the highest position in the administration of sports in Nigerian universities because they were perceived not be creative in their administrative strategies or that they were scared to be creative where men are dominant in the administration of sports in Nigerian universities. The conclusion that could be drawn from the expressed opinion in the table and from the aggregate mean responses of 2.61 for female and 2.61 for male is that women are perceived to have equal ability as men in their creativity for effective sports administration in Nigerian universities. In other words, gender is not perceived to be the barrier to competence in creativity for the administration of sports in Nigerian universities,

Research Question six: Which gender has the competency of effective communication in sports administration in Nigerian universities?

Gender competency in effectiveness communication for sports administration was assessed on the basis of intellectual ability, effectiveness in communication and ability to command respect through communication among others. The suggested items and the perceptions of the respondents are presented in mean and standard deviations in Table 4.8. The means indicated are based on the five point scale, discussion and conclusion on the respective items with accepted mean of 3.5.

Table 4.8: Perception of the respondents on ability to communicate effectively in the administration of sports in Nigerian universities

Sn	Gender ability to communicate effectively in the administration of sports	Female		Male	
		Mean	S. D	Mean	S. D
1	Women are found to possess greater intellectual ability to communicate in the administration of sports in Nigerian universities.	2.39	1.502	2.44	1.528
2	In most Nigerian universities, only men occupy key positions in the administration of sports due to their ability to communicate more effectively.	2.78	1.376	2.80	1.349
3	Women are less respected anywhere in Nigerian universities no matter the position they occupy in the administration of sports because of their inability to communicate.	2.40	1.392	2.46	1.400
4	Men are generally respected for any position they occupy in sports administration in Nigerian universities because they can communicate effectively.	2.75	1.370	2.82	1.395
5	Most Nigerian universities provides men with mentoring opportunities to aid communication in the administration of sports in Nigerian universities.	2.44	1.422	2.54	1.412
6	Lack of communication denied most women key position in administration of sports in Nigerian universities.	2.72	1.394	2.59	1.412
7	There is no point to discriminate women against men in appointment of leadership of sports administration because both can communicate effectively in Nigerian universities.	2.55	1.400	2.63	1.440
8	Facilities are often lacking where women are in leadership position in Nigerian universities due to their inability to communicate in the administration of sports.	2.73	1.386	2.65	1.367
9	Men are given more consideration than women in the provision of facilities and equipment in Nigerian universities because of their ability to communicate in the administration of sports.	2.61	1.466	2.60	1.411
10	Women are given more opportunities than men in the administration of sports in Nigerian universities due to their ability to communicate effectively.	2.56	1.514	2.56	1.433
	Aggregate mean response	2.59	0.839	2.61	0.814

Decision Mean=3.5

In the table, the respondents (male and female) did not agree that women were found to possess greater intellectual ability to communicate in the administration of sports in Nigerian universities than their male counterparts and that only men occupy key positions in the administration of sports due to their ability to communicate more effectively than female sports administrators. The male and female respondents disagreed with the suggestion that women were less respected irrespective of the position they occupy in the sports administration because of their inability to communicate effectively. The respondents did not agree that facilities were often lacking where women were in key positions in sports organization within the Nigerian universities due to their inability to communicate in their administration. From the aggregate mean responses of 2.61 for the female respondents and 2.61 for the male respondents, it could be said that the respondents were of the opinion that female have the competence to communicate effectively in the administration of sports as well as their male counterparts in Nigerian universities.

4.4   Test of Hypotheses

The null hypotheses formulated along the research questions and objective of the study were aimed at determining possible significant difference in the assumption of the male and female on the perceived gender competence by athletes in the administration of sports in Nigerian universities. They consisted of one major null hypothesis and six null sub-hypotheses. The hypotheses were tested with the two sample t-test at the probability level of 0.05.

Major Hypotheses: There is no significant gender difference between male and female sports administrators in their administrative competence as perceived by athletes in Nigerian universities.

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This hypothesis was tested with the aggregate mean responses of the female athletes and male respondents assessed in tables 4.3 to 4.8 where the gender competency in skills to coordinate human and material resources, ability to adapt to administrative duties, competence in requisite knowledge, foresight in decision making, creativity and effective communication for sports administration were evaluated. In Table 4.9, the summary of the two sample t-test used for the test because of the two independent groups (male and female athletes) involved is presented.

Table 4.9: Two sample t-test on Gender Competence in the Administration of Sports in Nigerian universities

Gender	N	Mean	Std. Deviation	Std. Error	t-value	Df	P-value
Male	250	2.63	0.773	0.049	0.281	472	.779
Female	224	2.61	0.803	0.054			

(t-critical at 472 DF = 1.96 at P>0.05)

The result in the table revealed that the male and female did not differ significantly in their opinion on the perceived gender competence in the administration of sports in Nigerian universities. The observed t-value of 0.281 obtained at the 472 degree of freedom in the table is lower than the critical value of 1.96. The observed probability level of significance in the table is 0.779 (P > 0.05). These observations did not provide sufficient evidence for rejecting the null hypothesis. The null hypothesis that there is no significant difference between male and female perceived gender competence in the administration of sports in Nigerian universities is therefore upheld.

Sub-Hypotheses I: There is no significant gender difference in skills to coordinate human and material resources to achieve sports organizational goals in Nigerian universities

To test for significance difference in the perceptions of the respondents on the gender skill competence in the coordination and organization of the human and material resources for the effective administration of sports in the Nigerian universities examined in Table 4.3, the mean responses of the two male and female respondents were compared with the aid of the two sample t-test. The result is summarized in Table 4.10.

Table 4.10: Two sample t-test on Perceived Gender Competency in Skills for the Coordination of Sports Activities by Female and Male Athletes

Gender	N	Mean	Std. Deviation	Std. Error	t-value	Df	P-value
Male	250	2.63	0.822	0.052	0.388	472	0.698
Female	224	2.60	0.852	0.057			

(t-critical at 472 DF= 1.96, P > 0.05), Sig= Significant

The result in the above table revealed that the two groups were not significantly different in their perceptions on the perceived gender competency in skills to mobilize human and material resources for the effective administration of sports Nigerian universities. The observed t-value obtained in the test at 472 degree of freedom (Df) is 0.388 compared with the critical value of 1.96. The observed significant level for the test is 0.698 (P > 0.05). From these observations, there is no enough evidence to reject the null hypothesis. The null hypothesis that there is no significant difference between male and female university sports administrators in their ability to coordinate sports activities in Nigerian universities is therefore upheld.

Sub-Hypotheses II: There is no significant gender difference in the ability to adapt to administrative duties in sports administration in Nigerian universities

The mean responses of the male and female respondents on the gender competence in adaptability to administrative duties for effective sports administration in Table 4.4 were compared here with the two sample t-test procedure to determine the level of the variability obtained in their mean response for the variable. Table 4.11 shows the summary of the two sample t-test procedure used in the test because of the two independent groups.

Table 4.11: Two sample t-test on Perceived Gender Competence in Adaptability to Administrative Duties by Female and Male Athletes

Gender	N	Mean	Std. Deviation	Std. Error	t-value	Df	P-value
Male	250	2.61	0.826	0.052	0.111	472	0.912
Female	224	2.61	0.861	0.058			

(t-critical at 472 DF= 1.96 and P > 0.05)

The male and the female respondents did not differ significantly in their perception of gender ability for adaptability to administrative duties in sports administration as revealed in the table in 4.11 above. The observed t-value for the test is 0.111 obtained at 472 degree of freedom (Df) compared with the critical t-value equivalent of 1.96 shown at the bottom of the table. The significant level obtained in the test is 0.912 (P > 0.05). These observations did not provide sufficient evidence to reject the null hypothesis. The null hypothesis that there is no significant difference between female and male university sports administrators in their adaptability competence as perceived by athletes in Nigerian universities is therefore upheld.

Sub-Hypotheses III: There is no significant gender difference in requisite knowledge in sports administration in Nigerian universities.

The mean responses of the male and female respondents on the gender competence in the requisite knowledge for sports administration examined in Table 4.5 were compared here with the two sample t-test procedure to determine the significance of the variability obtained in their mean responses for the variable. Table 4.12 shows the summary of the two sample t-test procedure used in the test because of the two independent groups.

Table 4.12: Two sample t-test on Gender Competence in Requisite Knowledge for Sports Administration in Nigerian Universities by Female and Male Athletes

Gender	N	Mean	Std. Deviation	Std. Error	t-value	Df	P-value
Male	250	2.65	0.857	0.054	0.625	472	0.532
Female	224	2.60	0.854	0.057			

(t-critical at 472 DF= 1.96, P > 0.05)

The result in the table showed that the two groups were not significantly different in their perception of the gender competency in the requisite knowledge for sports organization and administration in the Nigerian universities. This is deduced from the observed t-value of 0.625 obtained at 472 degree of freedom (Df) compared with the critical t-value equivalent of 1.96 shown at the bottom of the table. The significant level obtained in the test is 0.532 (P > 0.05). These observations did not provide sufficient evidence for rejecting the null hypothesis. The null hypothesis that there is no significant difference between male and

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female university sports administrators in their knowledge competence as perceived by athletes in Nigerian universities is therefore upheld.

Sub-Hypotheses IV: There is no significant gender difference in foresight as to decision making in sports administration in Nigerian universities.

To test for significance difference in the mean responses obtained for the male and female on the gender competence in foresight for effective sports administration as assessed in Table 4.6, the two sample t-test procedure was used. The result of the test is summarized in Table 4.13.

Table 4.13: Two sample t-test on Gender Competence in Foresight for Effective Sports Administration by Female and Male Athletes

Gender	N	Mean	Std. Deviation	Std. Error	t-value	Df	P-value
Male	250	2.65	0.839	0.053	0.184	472	0.854
Female	224	2.63	0.866	0.058			

(t-critical at 472 DF= 1.96, P > 0.05) Sig= significant

The result of the test did not revealed significant difference in the mean rating of the male and female athletes on gender competence in foresight for effective sports administration in the Nigerian universities. This conclusion is drawn from an observed t-value of 0.184 obtained at the 472 degree of freedom (Df). The observed significant level for the test is 0.854 (P > 0.05). With these observations, there is no sufficient evidence to reject the null hypothesis. The null hypothesis states that there is no significant difference between female and male university sports administrators in their foresight competence as perceived by athletes in Nigerian universities is therefore upheld.

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Sub-Hypotheses V: There is no significant gender difference in creativity for effective sports administration in Nigerian universities

The gender competence in creativity for effective sports administration in the Nigerian universities was evaluated in Table 4.7. The observed variability in the responses of the male and female were compared here with the aid of the two sample t-test procedure. The result of the test is summarized in Table 4.14.

Table 4.14: Two sample t-test on Gender Competence in Creativity for Effective Sports Administration by Female and Male Athletes

Gender	N	Mean	Std. Deviation	Std. Error	t-value	Df	P-value
Male	250	2.61	0.814	0.051	0.216	472	0.829
Female	224	2.59	0.839	0.056			

(t-critical at 472 DF= 1.96, P > 0.05)

From the result in the table, the difference between the male and female respondents on the gender competence in creativity for effective sports administration was not found to be statistically significant (P > 0.05). This is indicated in the table with an observed t-value of 0.216 obtained at 472 degree of freedom. The observed significant level obtained in the test is 0.0829 (P > 0.05). With these observations, there is no enough evidence to reject the null hypothesis. The null hypothesis that there is no significant difference between male and female university sports administrators with regards to their competence in creativity as perceived by athletes in Nigerian universities is therefore upheld.

Sub-Hypotheses VI: There is no significant gender difference in the effective communication skills in sports administration in Nigerian universities.

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To test this hypothesis, the observed variability in the mean responses of the male and female respondents in Table 4.8 where the capacity of gender competence for effective communication in sports administration were compared with the two sample t-test. The summary of the test is presented in Table 4.15.

Table 4.15: Two sample t-test on Gender Competence in Communication for Effective Sports Administration by Female and Male Athletes

Gender	N	Mean	Std. Deviation	Std. Error	t-value	Df	P-value
Male	250	2.61	0.810	0.051	0.047	472	0.963
Female	224	2.61	0.870	0.058			

(t-critical at 472 DF= 1.96, P > 0.05)

The result in the table revealed that both male and female respondents differ significantly in their perception of the gender communication ability for effective sports administration in the Nigerian universities. The observed t-value of 0.047 obtained at the 472 degree of freedom in the table is lower than the critical value of 1.96. The observed probability level of significance in the table is 0.963 (P > 0.05). These observations did not provide sufficient evidence for rejecting the null hypothesis. The null hypothesis that there is no significant difference between male and female university sports administrators in their communication competence in Nigerian universities is therefore upheld.

4.5   Research Findings

The Findings of the study were as follows:

1. There was no significant gender difference in skills to coordinate human and material resources to achieve sports organizational goals in Nigerian universities.

2. There was no significant gender difference in the ability to adapt to administrative duties in sports administration in Nigerian universities.

3. There was no significant gender difference in requisite knowledge in sports administration in Nigerian universities.

4. There was no significant gender difference in foresight in decision making in sports administration in Nigerian universities.

5. There was no significant gender difference in creativity for effective sports administration in Nigerian universities.

6. There was no significant gender difference in the effective communication skills in sports administration in Nigerian universities.

4.6 Discussion of Findings

This study investigated perceived gender competence by athletes in the administration of sports in Nigerian universities. Variables evaluated were gender competency in skills for coordinating human and material resources, adaptability to administrative duties, requisite knowledge, foresight, creativity and communication for effective sports administration. One major null hypothesis and six null sub-hypotheses were tested in line with the specific objectives and research questions of the study. From the analysis of the variables, the general opinion of the male and female respondents was that female as well as male sports administrators were competent in the administration of sports in Nigerian universities. The

test of the major hypothesis did not reveal significant difference in the opinion of the male and female on the gender competency and was therefore upheld. The finding here is consistent with Farzalipour, Balci, Ghorbanzadeh, Moharamzadeh, Seyyed, Ameri, Kashef who in (2012) conducted a research on Determining the competencies of Sports Event's Managers and reported no significant difference between the viewpoints of university professors and the managers who hold Federations' sports events, about competencies of sports events managers. Brittany (2012) also stressed that organizational policies, the style and personalities of its top administrators have a major impact on the scope and pattern of career development, and opportunities open to women for advancement along with Adeniji and Osibanjo (2013) who revealed that stereotype and cultural beliefs are factors that seem to block women's advancement to top level of administrative position, due to the notion that women are weaker sex and not competent to handle top level positions such as sports administration.

In the first research question, the perceived gender competency in skills to mobilize the available human and materials resources for achieving the sports organizational goals of the Nigerian universities were evaluated. From the expressed perception of the male and female respondents, it was found that they were of the view that ability to mobilize human and materials resources does not depend on the gender of the sports administrator or coordinator. They were of the opinion that female sports administrators have the necessary skills to coordinate available human and material resources for the effective administration of sports and achievement of the sports organizational goals. In the test of sub- hypothesis I, where significance difference in the opinion of the groups (male and female) of respondents involved in the study was tested, there was no significant difference in their

opinion. The null hypothesis was therefore retained. The finding here is in line with Oboegbulem (2013) who reported from a research on administrative competencies of female principals in secondary schools in Nsukka Education Zone that female principals possess administrative skills and competencies for effective secondary school management.

Research question two assessed gender ability for adaptability to administrative duties in the administration of sports in Nigerian Universities. From the perceptions expressed by the respondents on the related items, it was found that they did not perceive the gender of a sports administrator or coordinator as a significant factor in their effectiveness of adaptability to administrative duties strategies. The respondents agreed that the issue of adaptability to administrative duties could not be associated with the gender of a sports administrator and that male or female sports administrator could be relied upon for effective adaptability to administrative duties and strategies for the achievement of sports organizational goals. In the test of Sub-hypothesis II where significant difference of opinion between female and male perception of the gender competence on the variable was tested, no significant difference was observed. The null hypothesis was therefore retained. The finding here agreed with Blau and Kelin (2007) who explained that administration is mainly concerned with guiding human responsibilities essential to the development of established goals through associated efforts.

Research question three evaluated gender competence in the requisite knowledge for effective administration of sports in Nigerian universities. From the expressed opinion of the respondents on the related items, there was a complete disagreement with the notion that gender could be a significant attribute in the possession of requisite knowledge competency for effective administration of sports in the universities. They were of the view

that women could perform as well as men with regards to requisite knowledge of sports administration in the universities, if given the opportunity as sports coordinators. In the test of Sub-hypothesis III, where the perceptions of the female and male athletes were compared on the variable, no significant difference in the perceptions was observed. The null hypothesis was therefore retained. The finding here is in line with James and Barry (2011) who reported that majority of people admire and willingly follow people who are honest, forward-looking, inspiring and competent in their positions.

Research question four evaluated gender competence in foresight for effective sports administration in Nigerian universities. From the perceptions of the male and female respondents on the items, gender was not perceived to be hindrance to either male or female in their foresight competence in sports administration within the Nigerian Universities' organizations. In the test of sub-hypothesis IV, where significant difference in perceptions of the male and female athletes on the variable was tested, no significant difference was observed. The null hypothesis was therefore retained. The finding here is in line with Henderson, Grappondort and Burton (2011) who reported from a research on attribution for success and failure in athletic administration positions that both male and female candidates, for AD were provided internal attributions for success and external attribution for failure.

Research question five assessed gender ability of creativity for effective sports administration in Nigerian universities. From the expressed perceptions of the female and male athletes involved in the study, the issue of effective creativity was not perceived to be associated with the gender of the sports administrator. They were of the view that female administrators could perform as well as their male counterparts for the effective

achievement of their sports organizational goals. In the test of sub-hypothesis V, where significant difference in the perceptions of the female and male athletes' perception on the gender competence was tested, no significant difference was observed. The null hypothesis was therefore retained. The finding here reflects the report of Grappendorf, Pent, Burton and Henderson (2008) from a research on Gender Role Stereotyping: Qualitative Analysis of Senior Woman Administrators' Perceptions Regarding Financial Decision Making. The indication from the research revealed partial support for the desire to have increased involvement in key financial decision making. Furthermore, the quantitative analysis revealed in each of the decision areas like operations, budgeting, capital outlay, salary considerations, media broadcast contracts, and sponsorship advertising the exitss effective accountability.

Research question six evaluated gender competence in effective communication for the administration of sports towards the achievement of organizational goals. From the expressed opinion of the respondents on the items used for the evaluation, gender was not perceived as a significant attribute for effective communication in sports administration towards achievement of the organizational goals. Respondents were of the view that female sports administrator could perform as well as their male counterparts when given the same opportunity. In the test of null hypothesis VI, where significant difference in the perceptions of the male and female athletes on the variable was tested, no significant difference was observed between the two groups. The null hypothesis was therefore retained. The finding here agrees with Coakley (2009) who stated that every programme manager or administrators of sports are expected to show a high level of competence in their ability to communicate either in writing or in speech and Omolawon (2013) who

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opined that communication is the transfer of information from one person to another with the information being understood by both sender and the receiver and that any administrator, who want to succeed and carry along every staff member, must know that a good system of communication is necessary to disseminate information, idea and decision, within the organization due to the fact that communication is regarded as the central nervous system for the organization's internal operation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

The summary of the perceived gender competence by athletes in the administration of sports in Nigerian universities is presented in this chapter. Among others, the chapter consisted of the conclusion, recommendations and recommendation for further study on the (subject matter).

5.1   Summary

There is a general perception of gender competency in sports administration in which women are seen as incapable administrators. The assumption here is considered responsible for the low number of women in administrative positions in most sports organizations. It was however not clear if the general opinion about women's lack of competence in sports administration extends to the administration of sports in the university setting which houses intellectuals that should be devoid of stereotype beliefs. This study was therefore, undertaken to investigate the perceived gender competence by athletes in the administration of sports in Nigerian universities. Among others the study was to find out the perception of athletes on competence of male and female sports coordinators in areas of skills for coordinating human and material resources, adaptability to administrative duties, requisite knowledge, foresight, and creativity and communication skills for effective sports administration in Nigerian universities.

To effectively evaluate the perceived gender competence in the administration of sports in Nigerian universities, the researcher designed a structured questionnaire with sections on demographic information, skills for coordinating human and material resources,

adaptability to administrative duties, requisite knowledge, foresight, creativity and communication for effective sports administration. The designed questionnaire was vetted through face validity and subjected to a pilot test to establish its reliability and internal consistency. The final copy was then administered to male and female athletes sampled from universities across the six geopolitical zone of Nigeria through a stratified random sampling technique. A total of 474 respondents made up of 224 female and 250 male athletes successfully completed the questionnaire out of the 500 proposed making a response rate of 94.8% and were used for the study. The data collected were analyzed with the Statistical Package for the Social Science (SPSS), IBM version 20. Statistical procedures adopted in the analysis of the data included simple frequencies and percentages, means and standard deviation and two sample t-test procedure. Tests of the null hypotheses were conducted at the 0.05 probability level of significance. One major null hypothesis and six null sub-hypotheses were tested. All the null hypotheses were retained. From the analysis of the data and the tests of the hypotheses, the major findings of the study are summarized.

5.2 Conclusions

From the analysis and the tests of the hypotheses of this study following conclusions were drawn:

1. Athletes do not perceived female sports administrators differently from their male counterpart's interns of administrative competence.

2. Athletes perceived female sports administrators the same as their male counterparts in regards to skills for coordinating human and material resources for sports administration.

3.   Athletes perception of female sports administrators was similar to their male counterparts in terms of adaptability to administrative duties.

4.   Athletes perceived female sports administrators' competence in their requisite knowledge in sports like their male counterparts.

5.   Athletes perceived female sports administrators to have equal foresight as their male counterparts.

6.   Both male and female sports administrators are similar in their creativity.

7.   Both male and female sports administrators have similar communication competence.

5.3   Contributions to Knowledge

The findings from this study revealed that discrimination in the appointment into positions of sports administrators in Nigerian universities was not associated with superiority in administrative competence for achieving sports objectives and goals. The findings revealed that female sports administrators could adapt to administrative duties like their male counterparts and have knowledge, foresight and creativity as well as effective communication skills. The findings revealed that lack of competency in sports administrative duties is therefore more of an individual disposition that could not really be significantly attributable to gender.

5.4   Recommendations

Based on the findings from this study, the researcher would wish to recommend that:

1. There is no basis for discrimination in appointing sports administrator based on gender competency in Nigerian universities sports administration. Therefore both male and female should be given the opportunity to be sports Directors of any university in Nigeria.

2. Women or men should be appointed into positions of sports coordinators where skills for effective mobilization of human and materials resources for achieving organizational goals are required.

3. Male or female administrators should be appointed into the position of administration for their ability to adapt to administrative duties in Nigerian universities.

4. Male or female administrators could be appointed into position of sports administrators since they have the requisite knowledge for sports administration.

5. Male or female administrators should be appointed into the position of sports administration since ability of foresight in sports administration is not an exclusively preserved for male in Nigerian universities.

6. Female administrators should be appointed into the position of administration like their male counterparts since they have equal level of creativity for effective sports administration in Nigerian universities.

7. Female administrators should be appointed into the position of sports coordinators in Nigerian universities since they are capable of effective communication for the administration of sports like their male counterparts.

5.5 Suggestions for Further Studies

This research study covered only male and female athletes. Therefore, it is recommended that a further study be conducted to include coaches and other members of the community so as to appraise other interesting variables that are not considered in this study.

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QUESTIONNAIRE ON PERCEIVED GENDER COMPETENCE BY ATHLETES IN THE ADMINISTRATION OF SPORTS IN NIGERIA UNIVERSITIES

This questionnaires is designed to genders competence in the administration of sports in Nigeria universities

Section A: Bio-data Information

University:……………………………………………………………

Gender Male [   ]   Female [   ]

Age: 26- 30 years   [   ]

31 – 35 years [   ]

36 and above   [   ]

Marital Status: Married   [   ]   Single [   ]

Qualification: Higher Degree [   ] First Degree/HND [   ] Diploma/NCE [   ] others is specify

Work experience: 1-5 years [   ] 6-10 years [   ] 11-15 years [   ] 16 and above [   ]

Section B. Items on Gender Competence

All statements in this section are on a five point Likert scale as shown under the key please tick ($\sqrt{}$) the column against each statement that best represents your feeling.

Key: S.A. Strong Agree; A. = Agree; U = Undecided; D = Disagree;

SD = strongly disagree

Gender competence in Skills

S/N	Items	SA	A	D	SD	UD
1.	Most Women have the skills to achieve sporting goals in the administration of sports in the Nigerian universities					
2.	Most men do not have the skills in the administration of sports in Nigerian universities					
3.	Men have skills in the administration of sports in the Nigerian universities.					
4.	There are lots of crises where women lack skills in directing sports programmes in the administration of sports in the Nigerian universities.					
5.	Men and women have the skills in coordinating sports activities in the administration of sports in Nigerian universities.					
6.	Women strive to skills in the administration of sports in Nigerian universities.					
7	People have regards to women more than men because of their skills to direct sports activities in the administration of sports in Nigerian universities.					
8	Directing skills in the administration of sports is exclusive preserve for men than women in Nigerian universities.					
9	There are no skills where women are in authority.					

2. Gender Competence in Adaptability

S/No	Items	SA	A	D	SD	UD
1.	Men can adapt to situation In the administration of sports in Nigerian universities.					
2.	No female can occupy the position of director of sports irrespective of her educational qualification due to lack of adaptability in the administration of sports in Nigerian universities.					
3.	There is need to include more women in the administration of sports in Nigerian universities because they can adapt to any situation.					
4.	It will be wise if positions like director, deputy Director, heads of coaches etc. is the exclusively reserved for men in the administration of sports in Nigeria universities for better tolerance .					

5.	Opportunities are given to women in the administration of sports in Nigeria universities for better adaptability.					
6.	Men are considered more adaptable in the administration of sports in Nigeria universities.					
7.	The absence of adaptability among male administrators in the administration sports results to stagnation of sports in Nigeria universities.					
8.	There are but few women who can adapt situations in the administration of sports in Nigeria universities.					
9.	Adaptability is not a factor considered by women in the administration sports in Nigerian universities.					
10.	Most men have no competence therefore adaptability is their major challenge in the administration of sports in Nigerian universities.					

3. Gender Competence in knowledge

S/no	Items	SA	A	D	SD	UD
1.	Men are more knowledgeable in the administration0f sports in Nigerian universities.					
2.	Lack of knowledge of sports in Nigerian universities is inevitable among men in the administration.					
3.	Women have knowledge to execute their duties in the administration of sports in Nigerian universities because they follow laid down process and procedures in matters of administration.					
4.	People are not satisfied whenever women are found to be administrators of sports in Nigerian universities due to lack of knowledge.					
5.	Men are involved in sports administration in Nigerian universities base on their knowledge to follow laid down process and procedures.					
6.	Due to lack of knowledge women are not fully involved in the administration of sports in Nigerian universities.					
7.	There is proper planning in the administration of sports among men in Nigerian universities as a result of the knowledge they acquired.					
8.	Women achieve organizational goals in the administration of sports in Nigerian universities with regards to their adequate knowledge they					

	have.					
9.	Men find it difficult to achieve organizational aims and objectives in the administration of sports in Nigerian universities because they lack knowledge to review issues before acting.					
10.	Women are given less opportunity to occupy the position of director in the administration of sports in Nigerian universities because of lack of knowledge to understand situation before acting on matters.					

4. Gender Competence in Foresight.

S/no	Items	SA	A	D	SD	UD
1.	Women have better foresight in the administration of sports in Nigerian universities.					
2.	Most Nigerian universities have capable men that have foresight to run the administration of sports in Nigerian universities.					
3.	Women dominance is more noticeable to the administration of sports in Nigerian universities because they have foresight to run the affairs of sports.					
4.	No women can occupy the position of sports in Nigerian universities because they lack foresight.					
5.	It is impossible to address imbalance regarding gender equity in the administration of sports in Nigerian universities because it is perceived that women lack foresight.					
6.	There is no need to promote women to the position of director of sports in Nigerian universities due to lack of foresight.					
7.	It is high time that some positions like director, deputy directors, heads of coaches etc. are exclusively reserved for women in the administration of sports in Nigerian universities because they have foresight.					
88.	Men easily get discouraged when they lack foresight in the administration of sports in Nigerian universities.					
9.	Men do have the foresight to give directives in the administration of sports in Nigerian universities.					
10.	Inadequate educational qualification constitutes the constraints for women to lack foresight to give directives in the administration of sports in Nigerian universities.					

5. Gender competence in creativity

S/No	Items	SA	A	D	SD	UD
1.	Women can make the most appropriate attainment of organizational goal creativity in the administration of sports in Nigerian universities.					
2.	Men are reluctant in making appropriate creativity in the administration of sports in Nigerian universities.					
3.	Creativity is a serious challenge to women in the administration of sports in Nigerian universities.					
4.	Men are not creative which leads to poor administration of sports min Nigerian universities because they are not creative.					
5.	Women are denied the highest position in the administration of sports in Nigerian universities because they are not creative.					
6.	Women are scared to be creative where men are dominant in the administration of sports in Nigerian universities.					
7.	Men consider creativity very valuable in the administration sports in Nigerian universities.					
8.	Only few women are creative in the administration of sports in Nigerian universities.					
9.	Both men and women are creative in the administration of sports in Nigerian universities.					
10.	Men have outnumbered women who occupied the position of director in the administration of sports in Nigerian universities as a result of their creativity.					

6. Gender Competence in communication

S/No	Items	SA	A	D	SD	UD
1.	Women are found to possess greater intellectual ability to communicate in the administration of sports in Nigerian universities.					
2.	In most Nigerian universities, only men occupy key positions in the administration of sports due to their ability to communicate more effectively.					
3.	Women are less respected anywhere in Nigerian universities no matter the position they occupy in the administration of sports because of their inability to communicate.					
4.	Men are generally respected for any position they occupy in sports administration in Nigerian					

	universities because they can communicate effectively.					
5.	Most Nigerian universities provides men with mentoring opportunities to aid communication in the administration of sports in Nigerian universities.					
6.	Lack of communication denied most women key position in administration of sports in Nigerian universities.					
7.	There is no point to discriminate women against men in appointment of leadership of sports administration because both can communicate effectively in Nigerian universities.					
8.	Facilities are often lacking where women are in leadership position in Nigerian universities due to their inability to communicate in the administration of sports.					
9.	Men are given more consideration than women in the provision of facilities and equipment in Nigerian universities because of their ability to communicate in the administration of sports.					
10.	Women are given more opportunities than men in the administration of sports in Nigerian universities due to their ability to communicate effectively.					

APPENDIX II

List of Nigeria Universities

Name	State	Abbreviation	Type	Location	Funding	Founded
Abia State University	Abia	ABSU	University	Uturu	State	1981
Joseph Ayo Babalola University	Osun	JABU	University	Ikeji-Arakeji	Private	2006
Afe Babalola University	Ekiti	ABUAD	University	Ado-Ekiti	Private	2009
Akwa Ibom State University of Science and Technology	Akwa Ibom	AKUTECH	Science and Technology	Uyo	State	2010
American University of Nigeria	Adamawa	AUN	University	Yola	Private	2005
Abubakar Tafawa Balewa University	Bauchi	ATBU	University	Bauchi	Federal	1980
Adamawa State University	Adamawa	ADSU	University	Mubi	State	2002
Achievers University	Ondo	AC	University	Owo	Private	2007
Ahmadu Bello University	Kaduna	ABU	University	Zaria	Federal	1962
Al-Hikmah University	Kwara	AHU	Islamic	Ilorin	Private	2005
Ambrose Alli University	Edo	AAU	University	Ekpoma	State	1981
Anambra State University formerly Anambra State University Of Science And Technology	Anambra	ANSU	University	Uli	State	2000
Ajayi Crowther University	Oyo	ACU	University	Oyo	Private	1853 [1]
Bayero University	Kano	BUK	University	Kano	Federal	1977
Babcock University	Ogun	BU	University	Ilishan-Remo	Private	1959
Bells University of	Ogun	BUT	Technology	Ota	Private	2004

Name	State	Abbreviation	Type	Location	Funding	Founded
Technology						
Benson Idahosa University	Edo	BIU	University	Benin City	Private	2002
Benue State University	Benue	BSU	University	Makurdi	State	1992
ECWA Bingham University	Nassarawa	BU	University	New Karu	Private	2005
Bowen University	Osun	BU	University	Iwo	Private	2002
Yobe State University	Yobe	YSU	University	Damaturu	State	2006
CETEP City University	Lagos	CU	University	Lagos	Private	
Caleb University	Lagos	CUl	University	Ikorodu, Lagos	Private	2008
Caritas University	Enugu	CU	University	Enugu	Private	2004
City University	Lagos	CU	University	Yaba	Private	
National Open University of Nigeria	Lagos	NOUN	University	Victoria Island, Lagos	Federal	1983
City University of Technology	Kaduna	CUT	University	Kaduna	Private	
Covenant University	Ogun	CU	University	Ota	Private	2002
Crawford University	Ogun	CU	University	Faith City, Igbesa	Private	2005
Crawford University	Ekiti	CU	University	Oye-Ekiti Campus	Private	2005
Crescent University	Ogun	CU	University	Abeokuta	Private	2005
Cross River State University of Technology	Cross River	CRSUT	Technology	Ekpo-Abasi, Calabar	State	
Delta State University, Abraka	Delta	DELSU	University	Abraka	State	1992
Ebonyi State University	Ebonyi	EBSU	University	Abakaliki	State	1996
Elizade University	Ondo		University	Ilara-Mokin	Private	2012
Fountain University,	Osun	FUO	University	Osun	Private	2007

Name	State	Abbreviation	Type	Location	Funding	Founded
Osogbo						
Federal University, Dutsin-Ma	Katsina	FUDM	University	Katsina	Federal	
Federal University of Technology Akure	Ondo	FUTA	Technology	Akura	Federal	1981
Gregory University	Abia		University	Uturu	Private	2012
Godfrey Okoye University	Enugu	GOU	University	Enugu	Private	2009
Igbinedion University	Edo	IUO	University	Okada	Private	1999
Oduduwa University	Ile-Ife	OUI	University	Ipetumodu	State	2009
Landmark University	Kwara	LU	University	Omu-Aran	Private	2011
Lagos State University	Lagos	LASU	University	Ojo, Lagos State	State	1983
Nigerian Turkish Nile University	FCT	NTNU	University	Abuja	Private	1998
Taraba State University	Taraba		University	Jalingo	state	2011
University of Benin	Benin City	UNIBEN	University	Benin City, Edo State	Federal	1970
University of Calabar	Calabar	UNICAL	University	Calabar, Cross River State	Federal	1975
University of Lagos	Lagos	UNILAG	University	Lagos, Lagos State	Federal	1962
University of Port Harcourt	Rivers	UNIPORT	University	Port Harcourt, Rivers State	Federal	1975
University of Nigeria, Nsukka	Enugu	UNN	University	Enugu	Federal	1955
Veritas University (Catholic University of Nigeria) Abuja	Abuja	VUNA	University	Bwari	Private	2007

Source: Google search engine (2016)