

**RELATIONSHIP BETWEEN UNIVERSITY MANAGEMENT SUPPORT AND  
SPORTS PERFORMANCE IN NIGERIA UNIVERSITY GAMES ASSOCIATION  
(NUGA) ZONE A**

**BY**

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HEALTH EDUCATION (SPORTS MANAGEMENT).**

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**JANUARY, 2016.**

## **DECLARATION**

I hereby declare that this work is the product of my own effort, undertaken under the supervision of Dr Musa Njidda. I also declare that to the best of my knowledge, it has not been presented and will not be presented elsewhere for the award of degree or certificate. All the sources of information herein have been duly acknowledged.

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## **CERTIFICATION**

This is to certify that the research work for this dissertation and the subsequent preparation of this dissertation by Yusuf Alhaji Yusuf (SPS/10/MHE/00035) was carried out under my supervision.

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## **APPROVAL PAGE**

This research work has been examined and approved as meeting the requirements for the award of Master of Science (M.Sc.) degree in Physical and Health Education (Sport Management).

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## **DEDICATION**

This research work is dedicated to my beloved father, Late Alhaji Yusuf Ali and my mother, Hajiya Maryam Yusuf Ali.

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### **ABSTRACT**

The study investigated the relationship between University management support and sports performance in Nigeria University Games Association (NUGA) Zone A. Descriptive design was used for this study. The population was made up of sports directors, deputy sports directors and coaches of the selected Nigerian Universities in NUGA zone A. The sample size was 63 of all directors, deputy sports directors and coaches using purposive sampling technique. Researcher developed questionnaire was used as the instrument for data collection. The questionnaire was validated and a reliability coefficient of 0.82 was obtained. 63 questionnaire forms were distributed by the researcher with the help of 8 research assistants. The 63 questionnaire forms were duly completed and returned for analysis. Frequency count and percentage were used to organize and describe the demographic characteristics of the respondents, while Pearson Product Moment Correlation Coefficient was used to test the formulated hypotheses at the 0.05 level of significance. The finding of the study showed that sports facilities and equipment have significant relationship with sports performance in NUGA Zone A. The findings also indicated that coaches' welfare, admission policy, academic programme and funding have no relationship with sports performance in NUGA Zone A. It was however, recommended among others that university management should provide standard facilities and equipment in order to facilitate effective training of athlete which in turn impact on the general performance of athletes during competitions.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background of the Study**

Modern man has been excelling in areas of sporting endeavour as it is evidenced by the ever improving performance standards as well as the diverse sports disciplines. Obiyemi (1997) said that brilliant performances in sports could be as a result of standard facilities, quality equipment and supplies, sound training principles and procedures, good financial base and appropriate complement of staff as relevant factors necessary to facilitate effective sporting performance. He emphasized that motivation in various forms such as availability of sports facilities and equipment and efficient programmes are essential tools to enhance better performances in sports. He concluded that consistent exposure of players to training is an antidote to producing champion athletes. Venkateswarlu (2003) noted that producing champion athlete can not only be attributed to better scientific training methods, improved nutrition, increased and organized competitions, appropriate and timely selection of sports, but also better and efficient equipment, improved facilities which are suitable to the social and physical make up of the athletes.

Lim and Cromartie (2001) maintained that management support plays a considerable role in the motivational process in various ways. First, the leader may influence the number of personal outcomes available to the subordinates (for example, pay increase, promotion). Second, he/she may determine the likelihood that the accomplishment of a given task-goal will result in a particular reward (that is ability to increase instrumentality). Third, those in leadership positions are able to determine the amount of control subordinates are given over their task-directed effort. This control was proposed to be related to intrinsic motivation associated with goal accomplishment. They further stated that, the role of the management is

essential to create a climate in which subordinates might achieve their goals as well as the intrinsic and extrinsic rewards associated with those goals.

In the same vein, adequate funds and enough qualified personnel plays a vital role for effective and efficient management of sports programmes in producing athletes that are capable of participating in national and international competitions. However, the quality of sports performance of any institution depends largely on efficient management support than any other factor (Ziegler, 1982). This is one of the reasons why many managers feel that in a given situation a good manager produces substantially better programmes (Abdullahi, 1987). It can be said with some justification, that a nation that effectively manages and organizes her sports well will be in a better position to achieve commendable results. This view could be substantiated by the spectacular achievements of sports in some developed countries like Germany, Russia, China, United States of America and Canada (Ladani, 2001). The issue of effective and efficient systems of sports administration was the main reason why Russia excelled in all sporting activities. The question often asked is whether or not it is good leadership that brought about such performances. It may be said that the level of state, national, and international achievement in competitions depends on the leadership provided. Educational institutions are not an exception (Kudi, 1991).

Ikhioya (2001) said coaching in Nigeria involves a continuity in the desire to create perfection from imperfection, a need to achieve self-actualization, self-realization and enhance self-esteem and self-confidence from a situation that may be regarded as lacking the motivational appeal. Coaching is characterized as one of the precarious professions (Cassese & Mayberg, 1984). In addition, too often coaches must win and work for long hours to maintain their jobs. Thus, it is conceivable that coaches may become dissatisfied and to leave their positions as a result of lack of management support.

Fasan (2000) noted that there must be evaluation techniques which can serve as a model for our actions. One often questions why we blame coaches for non-achievement of goals when we do not know what enhances their achievement. Achievement in sports depends not only on coaches but also rely on the commitment of management towards achieving the desired objectives. This implies that for a coach to effectively carryout his or her responsibilities, all necessary support is required.

Baikie (1984) stated that universities have been known as centres of intellectual pursuits and scholarship and university authorities have opposed strongly anything that might detract them from this purpose. This single minded tradition has persisted to date in most nations of the world. Bassason (1990) further explained that universities all over the world play a primary role in the development of the human resources of any society. Arogundade (1991) revealed further that universities have produced national athletes that brought laurels to the nation. He cited late Emmanuel Ifeajuna, a student of University of Ibadan who made his marks in high jump at the Commonwealth and indeed, world level. Other university students who made remarkable contributions to international sports among others include Iyabo Akanmu of Obafemi Awolowo University who became national and African female table tennis Queen; she also represented the nation at the Olympic Games. Falilat Ogunkoya of University of Ilorin won a medal at Atlanta 1996 Olympic Games. The society looks forward to the Universities in producing the cream of athletes who will bring laurels to the state and the nation at large. This assertion is true because it is in the universities that able men and women within the ages of eighteen and twenty five abound (Ige, 2001). Furthermore, it is within these age-brackets that the champion athletes can be produced. Those champion athletes as discussed above were nurtured by the universities; this showed that the universities had contributed their quota towards the growth of sports in

Nigeria. Therefore, the current study investigated the relationship between university management support and sports performance in NUGA Zone A.

### **1.1 Statement of the Problem**

It has been realized that the role of management support is very crucial in creating a favorable environment in which subordinates might achieve pre-determine goals. Obiyemi (1997) emphasized that management support in various forms such as provision of sport facilities, equipment and efficient sports programmes are essential tools to enhance performance in sports. records have shown that sports achievement in Nigerian Universities in the North is not encouraging unlike the Southern Universities like Universities of Lagos, University of Ibadan, University of Port-Harcourt that are always placed within the top five university on the medals table (Audu, 2000). It is against background that the researcher investigated the relationship between university management support and sports performance in NUGA Zone A. The following questions were raised to guide this study:

1. Do facilities and equipment relate to sports performance in NUGA Zone A?
2. Does coaches' welfare relate to sports performance in NUGA Zone A?
3. Does Admission policy relate to sports performance in NUGA Zone A?
4. Does academic programme relate to sports performance in NUGA Zone A?
5. Does funding relate to sports performance in NUGA Zone A?

### **1.2 Hypotheses**

The following hypotheses were formulated to guide the conduct of the study.

#### **Major hypothesis**

There is no significant relationship between University management support and sports performance in NUGA Zone A.

#### **Sub-Hypotheses:**

1. There is no significant relationship between facilities/equipment and sports performance in NUGA Zone A.

2. There is no significant relationship between welfare and sports performance in NUGA Zone A.
3. There is no significant relationship between Admission's policy and sports performance in NUGA Zone A.
4. There is no significant relationship between academic programme and sports performance in NUGA Zone A.
5. There is no significant relationship between funding and sports performance in NUGA Zone A.

### **1.3 Purpose of the Study**

This study investigated the relationship between University management support and sports performance in NUGA Zone A, with the view of enhancing management support for sports performance in Nigerian universities and other sports management institutions.

### **1.4 Significance of the Study**

1. The study would help the universities management appreciate the kind of support that should be given to coaches in order to maximize their potentials.
2. The study would also help the coaches, in carrying out their responsibility without much difficulty.
3. It would also contribute to existing body of knowledge and intending research in the area of sports management.

### **1.5 Delimitation of the Study**

This study was delimited to the followings:

1. Relationship between University management support and sports performance in NUGA Zone A (From 2007-2013).
2. Sports Directors, Deputy Sports Directors and Coaches were used as the respondents in this study.

3. Coaches welfare, academic programmes, admission policy, provision of facilities/equipment and funding formed the variables of the study.

#### **1.6 Operational Definition of Terms**

1. **Management support:** refers to aid given by the university authorities in terms of provision of fund, facilities/equipment etcetera.
2. **Sports Performance:** The end result as determined by the number of medals won in Nigerian Universities Games Association (NUGA) Competitions.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 INTRODUCTION**

The study investigated the relationship between university management support and sports performance in NUGA Zone A. The review of related literature was organized under the following sub-heading:

- Overview of University sporting programmes
- Overview of coaching
- Relationship between University management support and sports performance in NUGA Zone A.
  1. Facilities and Equipment
  2. Coaches Welfare
  3. Admission Policy
  4. Academic Programme
  5. Funding
- Summary

#### **2.1 Overview of University Sporting Programmes**

Historically, Baike (1984) stated that universities have been centres of intellectual pursuits and scholarship, and university authorities have opposed strongly anything that might distract them from this purpose. This single minded tradition has persisted to date in most nations of the world. Bassason (1990) further explained that educational institutions all over the world play a primary role in the development of the human resources of any society. According to him these institutions are the most powerful and effective society has for the achievement of intellectual skill, knowledge, understanding and appreciation necessary to make wise decisions, good judgments and logical analysis of problems. Back home in Nigeria. According to Baike (1984) it was in 1964 that Late Samuel Manuwa donated two

trophies for the first West African Inter-University games inspired the then National sports council to moot the idea of a Nigerian University Games. At the conference of university officials and students in charge of sports which was held at the University of Ibadan from July 8-10, 1965, Nigerian University Games Association (NUGA) was formed. The first NUGA Games was held at the university of Ibadan from March 22-29 1966. Ladani (2001) pointed out that students and staff in Nigerian Universities are experiencing social crises with regard to family life, crime, drug-abuse, cultism, violence and sexual harassment to mention just a few. The role of sports as a potential social stabilizer, social integrator and social change, has assisted in inter-group relations and change in attitudes in our universities (Venkateswarlu, 2003). Keinka (1990) view sports as a dynamic social force that is in every culture. It has been identified also as the most effective cultural factor for integrating communities. An example of this is the Olympic Games where people with divergent opinions easily related through sports. Another example is the idea of the modern Olympic Games where different countries come together under the umbrella of sports.

In modern times, sports have moved from mere social and recreational activities and avenue for demonstrating physical ability and getting exercise to a more sophisticated and profitable enterprise such as a wider economic and political process, endurance and talents can be measured (Kienka, 1990) one of the most important aspects of collegiate games is that serves as a breeding ground for the identification and possible nurturing of talented athletes who can reach international standards for the country (Kolo, 1997). Audu (2000) opined that in developed countries that are sports inclined, most top class athletes reach their peak of performance at institutional level. This is simply because these nations have a centralized system of control. Bucher and Crotee (2002) highlighted the key personnel in the tertiary institutions sports committee which include the University sports unit and college sport office, the director of sports or head coach and other technical staff.

Arogudade (1991) revealed further that universities have produced National athletes that brought Laurels to the nation. He cited Late Emmanuel Ifeduna a student of University of Ibadan who made his mark in high jump at common wealth and indeed world level. Other Universities students who made remarkable contributions to international sports include Iyabo Akanmu of Obafemi Awolowo University who became national and African female Table Tennis Queen, she also represented the nation at the Olympic Games at Seoul, Naso Osadolor was also a student at Obafemi Awolowo University when he represented the nation at Chile'87 under 21 world cup while Timothy Arinze represented Nigeria at 1984 Olympic while a student of O.A.U. Kolo (1997) indicated that the likes of Segun Odegbami, Felix Owolabi, Joseph Kio, Adewale Olukodu, Taiwo, Adokie and others are on record represented Nigeria in several international competitions. The society looks forward to the universities in producing the cream of athletes who will bring laurels to the state and the nation at large. This assertion is true because it is in the universities that able men and women within the ages of eighteen and twenty five are abound Ige (2001) furthermore, it is within these age brackets that the champions' athletes can be produced. This showed that the universities had contributed their quota towards the growth of sports in Nigeria. The major concern and interest according to Obiyemi (1997), coaches and even participants in sports has been how to achieve excellent performance at whatever level that competitions and tournaments are taking place. A favourable working condition for coach could aid performance. While Ikhioya (2001) maintained this involves provision of facilities, equipment and supplies for work, magazine, journals and periodicals on sports made available, proper medical attention, promotion, attending competition, adequate personnel, availability of adequate transport, and access to suitable accommodation during competitions and also provision of other favourable security measures. He further elaborated that the university coaches are set with a lot of problems such as working condition, advancement and social atmosphere. If the coach and

the athletes are regarded as important to the essence they are employed, then the management, officials, the public, mass medias and the other philanthropic individuals, social or commercial association should provides adequately for them.

## **2.2 Overview of Coaching**

Lyle (2002) gave for this is that many coaches are pragmatist. However, pragmatism can be used as an excuse for maintaining the status quo, or not at least a focus on technical and practical issues. He further said that effective coach is increasingly being challenged, not only in the literature but also by some successful (performance-orientated) coaches. Since then, grids have been developed to increase the effectiveness of coaching games (Bean, 1976). Coaching effectiveness programs have been designed to guides or help coaches to know 'how to' teach sport skills effectively (Christina & Corcos, 1988). In an effort to provide some conceptual clarity regarding coaching effectiveness and the effective coach, Lyle (2002) undertook a review of the written work that focused on these notions. One of the observation he made was that educational literature had influenced the research into coaching effectiveness and effective coaching.

Ingvarson and Rowe (2007) These models and climate have raised issues such as accountability, standard, assessment, quality and effectiveness to an extent that such notions are now common place in the coaching context. Furthermore, socio-economic and technological changes that are occurring in many countries are requiring an increasing skilled workforce. One sequence of this is that the delivery of high-quality education, particularly high-quality teaching has become an imperative. The coaching community is not immune to these global changes and the development of high quality coaching has come to be viewed as important too. This is evidenced by the growth in the number of coaching education and development programme administered by government agencies, sports bodies and the tertiary institutions.

Odulaye (1994) a coach is a “knowledgeable, pragmatic, sports practicing sportsman or woman who teaches athletes the skills needed to become a top performer”. The coach helps the athletes to learn sports skills, to improve physical and mental condition, to develop healthy habits and to avoid injuries. From the description of a coach, we see that the coach is a mentor, a father/mother figure, a teacher of the athlete who strives to bring out the best from the athletes and the society. Training and coaching have been used, interchangeably, “coaching of sports and training for sports are two different things. A coach is a person who trains an athlete or sport player who must have had some basic skills. The coach’s duty is to “polish” the performance of the athletes or player to reach top-level performance. “Four elements of coaching identified by Odulaye (1994) are:

- i. **Physical preparation:** Efforts made to develop endurance, strength, speed and flexibility.
- ii. **Technical/Tactical Preparation:** Efforts are focused on making the athletes to be conversant with skills and techniques. That is, the athletes must be technically capable, fastly, strongly and flexibly applying the tactics of the sport.
- iii. **Intellectual Preparation:** Coaching focuses on giving intellectual base to the athlete by ensuring, development of sports, theories of game are acquired through intellectual preparation.
- iv. **Education:** Education is an important part of any sport. An athlete must be educated. He/she must inculcate the social, cultural and scientific aspects of the sport.

## **2.3 Relationship between University Management Support and Sports Performance in NUGA Zone A.**

Management support variables have been identified by a number of authorities Mshelia (2002); Omalowon (2000); Taylor (2002); (Mgbor & Obiyemi (1997) ; Amuchie (2001); Ogundare (1993); Eke (1992); Kabido (1990); Eborge (1986); Kamiyole (1986), as factors crucial for sports performance.

1. Facilities and equipment
2. Coaches welfare
3. Admission policy
4. Academic programme
5. Funding

### **2.3.1 Facilities and Equipment**

Facilities are permanent and non moveable materials used in sports which may either be real or improvised for competition or recreational purposes (Ituh, 1992). In many of the Universities there is the absence of standard sports facilities. The importance of sports facilities and equipment in sports development has long been recognized. Igbanugo (1986) opined that we cannot demand excellence from our athletes if we have not provided them with adequate facilities and equipment. It is important that proper and adequate facilities be provided to prevent industries and enhance sports performance (Klafs & Amhein, 1981).

Facilities are of great concern to sports administrators when compared with other types of educational programmes, physical education and sports require more facilities than most of them (Akintunde, 2001). According to Abayomi (2002), provision of facilities is one of the essential ingredients in the development of sports in Nigerian universities. He said facilities and equipment are related, that if facilities are available and well maintained, there is every possibility of having good programme. Akinsanmi (1989) stated that facilities and

equipment are some of the determinants of physical education curriculum as standardized curriculum cannot be formulated without them. Oyeniyi (2002) asserted that facilities and equipments are the power house of sports; hence they are indispensable to competitive and recreational sports. Furthermore, noted that provisions of good and well-equipped facilities are among other factors that are necessary for effective administration of sports in our universities. Adesanya (1990) by providing these facilities according to him students are encourage to participate in sporting programmes and therefore discourage them from engaging in anti-social behaviour like cultism, hooliganism, unnecessary disruption of academic programmes and others to list a few. He further opined that is evident that one of the vital roles of universities in promoting sports and fitness programmes is through provision of adequate standard facilities. He stressed further that Nigerian Universities need to perform this role effectively.

Ekpenyong (1986) opined that lack of sporting structure and equipment have contributed to the exodus of our youths to Europe and the United States where one can train at anytime of the day. Udoh (1986) lamented that most sports facilities in Nigerian universities are far from quality facilities. He contended that except for the Universities of Benin, and Lagos no Nigerian universities can boast of a tartan track. Most tracks where available are cinder and grass tracks. It was only in the year 2001 that Ahmadu Bello University; Zaria got a tartan track courtesy of NUGA Games she hosted in April. Equally, University of Port Harcourt got a tartan track courtesy of the NUGA she hosted in 2004.

### **2.3.2 Welfare of Coaches**

Man is at the centre of sports and his anxiety, skills expertise, agenda, aggression, frustration order, culture, media, attitude, perception, prejudice, intentions and aspiration are involved. The manager, athletes, commentator, journalist, sports committee members etcetera. All want to be recognized, motivated, understand and be successful, but because they come

from diverse background and with different sand different learning they must be molded by the strategic administrator (Omalowon, 2000).

Personnel such as coaches for sports programmes are usually inadequate and in most cases poorly trained. What these entire amount to therefore is the common practice in many universities to recruit athletes solely for their contribution to education of the students, but their success in producing winning teams. The coaches therefore resort to all illegal means of recruiting athletes (Mshelia, 2002). Bucher (1985) concludes that motivating clients and gaining their compliance is a challenge to service provider. Therefore, welfare of coaches refers to all the necessary implements and conditions that will enhance the performance of coaches which includes facilities and equipment, update of knowledge, proper medical attention, access to suitable accommodation, security, training etc.

### **2.3.3 Admission Policy**

According to EU (2008) the introduction of physical education into schools has helped to develop students who are recruitable into university sports. When admission policy takes care of such young people, sporting activities will be boosted in the universities. The argument here is that schools will be fit and excel as star athletes especially if the comment of European Union 2008 is anything to go by that students who do not participate in sports have a reduced capacity for physical exertion to endurance during exercise and are more easily fatigue. The pressure on the universities to fulfill the expectation of producing the nation's sportsmen and women has been on the increase. The universities have consistently come under sharp criticism for failing in this regard. According to Kamiyole (1986) and Amuchie (2001), Nigerian University have rapid rules on admission that make many university sports administrators helpless. It is a curious fact that most athletes rejected by Nigerian universities get admitted to American, British and German Universities to become world acclaimed stars whereas, the united states are famous for recruiting talented athletes all over the world with



their admission policies. Nigerian universities have not fully embraced this practice which has seen the cream of Nigerian talents disappear to the United State from where they are invited into represent their country in major international competitions. The majority of the individuals in the university system, most specifically the academicians see or observed that student participating in sports as non serious individuals who participate in extra-curricular activities which cannot be beneficial to their academic pursuits or improve their intellectual capabilities (Ige, 2001).

Ige (2001) observed that Nigerian University student athletes need as much time to cope with the pressure of academic work. He further emphasized that when faced with these formidable pressures, these categories of students in particular at present have no choice than to comply. Once students realized that they hardly know where they are leading to in sports with the slogans of “you must read hard”, “you must pass”, and the only alternative is to get back where they belong-the lecture theatre. In many developed countries where the value of sports is appreciated as an essential part of the total educational process, considerations are given to athletes to accommodate their competition and training demands.

The ABU Sports policy supported the above policy which seeks for the following objectives:

1. To promote health, wellness and physical education for the entire university community, within a safe and welcoming environment, that is sensitive to needs of participants and is professional in approach.
2. To prepare and organize all year-round inter-mural recreation sporting activities for both students and staff.
3. To prepare well in advance the university's contingents for all sporting activities in which the university is participating.

4. Attract major national and international sporting events to Ahmadu Bello University, Zaria.
5. Encourage the provision of recreational and sporting facilities by government and A.B.U management; ensure adequate and proper funding of sports at A.B.U Zaria.

#### **2.3.4 Academic Programmes**

Kabido (1990) the University academic programmes is an outline of programmes carefully selected for instruction in the university which is commonly known and called “curriculum”. This includes the subjects or course of study in all aspects of life of human Endeavour aimed at achieving the general aims of education. On the other hand, general education emphasized the total development of the individual. For this reason, the academic programme and its bulk theories with all the paper works is not sufficient to bring about total development of the individual. Therefore, physical education and sports should be given more emphasis in the university programme for the total development of the individual. This can be done by involving more sports programmes alongside the university academic programmes.

Ladani (2001) also is in agreement that it is mandatory for our universities to assume responsibilities for the students’ social and personals development as well as his intellectual development. This theory of education, divides the activities of the educational institutions into two categories; the curriculum and the extra-curricular. The curriculum was to take care of the student’s intellectual dimension and extra-curricular activities are for his socio-personal needs. All over the world, universities are centres of sporting activities. Many athletes who win medals for their countries are usually graduated. They learn easily the techniques of sports and when motivated they are ready to give their best at all time (Ubeku, 1986).

Also the university environment constitutes an ideal place for sports excellence because of the boarding system and great number of youths that aggregate yearly at the Universities. Despite, all these advantages, the Nigerian Universities have failed to meet the Nigerian expectation and aspiration in sports. At the heels of the absence of a national sports policy is the attitude of the university community. One major problems facing sports development in Nigerian Universities today is the un-compromising attitudes of university academic staff and university sports admission policies (Eborge, 1986). Many lectures have been known to discourage sportsmen and women from participating in sporting activities. Ekpenyong (1986) stated that “ in Nigeria there are many retrogressive academics who believe that those students who take part in sports are not serious students and some of these teachers go as far as threatening students involved in sports . Evidence abounds that many athletes are occasionally victimized in examination because of participation in sports (Amuchie, 2001).

Time has gone when it was popularly believed that athletes are usually dropout or that they are inferior academically to their none-athletes colleagues. Today there are several research evidence pointing to the fact that the issue is either inconclusive or that athletes are superior academically to non-athletes, (Amuchie, 2001). University programmes are so choked up with the introduction of the semester system that athletes find little or no time to train. For university athletes to attain reasonable standard they need at least four months of consistent training which no Nigerian University can boast of. Inadequate training injures rather than benefit the Universities sports programmes as poor preparation results in dismal performance (Eke, 1992).

### **2.3.5 Funding**

There is no organization that functions effectively without adequate funds. Therefore, finance in the organization and management of sports programmes is vital. The adequacy of

fund allocation leads to success or failure in any sports enterprise. Adequate fund allocation improves facilities, equipment and supplies facilitate employment of qualified personnel and serve as a motivator for athletes (Bitrus, 2006). Fasan (2000) also reported that sports organizations to public or privates, need money to execute programmes. Finance is needed for execution of programmes locally, nationally or internationally. Similarly, Saba (2005) reported in his study that every sector of the education industry like sports require adequate amount of funds, to function efficiently and effectively. Funds are needed for providing the essentials like physical educators, gymnasium, construction of pitches, court, procurement of new equipment and other consumables in sports and sports programmes in tertiary institutions.

A sound, wholesome programme of sport requires sufficient financial support; Its traditionally for organization to operate without ample funds and so economize, and therefore, place the physical and emotional welfares of the clientele in jeopardy (Mshelia, 2002). The importance of providing adequate funds for sports programme cannot be over emphasized. (Burnnett, 2001) said that it is the area of higher experiences, as such adequate funding is necessary if goals are to be achieved. Akintunde (2001) also stated that one of the critical issue facing Universities sports is funding. He said the funding of education programmes is on the increase and sports programmes are no exception. Ladani (2008) pointed out that sports consume a lot of money. He stated sport practices could not be classified as with commercial ventures and in this regard, the funding of sports should be adequate and there should be no delay in the release of funds for running of sports programme. The finances involved inter collegiate sports programme are raised in various ways.

Mgbor and Obiyemi (1997) categorizes the present status of sports in Nigerian universities as being grossly underfunded, lacking adequate and complete staffs, improper

training programmes for athletes and lack of incentives to athletes and coaches, he stated further that, institutions often raise their own fund for sports by special launchings, lotteries and exhibition matches as well as government grants to institutions for the construction of facilities. The funding of facilities and organization of sports in all educational institutions shall be the responsibility of the federal, state and local governments in collaboration with the federal and state ministries of education (FGN, 2000).

Amuchie (2012) viewed schools sports as phenomena widely accepted by educationist to provide values that could be accrued if well planned and implemented. It is curriculum in nature rather than extra-curriculum as people were made to believe. Schools sports must include sports which are wholesome in nature and less risky or free from undue risk of injury. Competitions in schools are organized or run either in the form of intramural or extramural and are the continuations of the instructional programme of physical education (Omotayo, 2010).

## **2.4 Summary**

The purpose of this study was to investigate the relationship between university management support and sports performance in NUGA Zone A. To achieve this purpose, a number of literature related to achievement and management support were reviewed. Universities have become centre of intellectual pursuits and scholarship, and university authorities have opposed strongly anything that might distract them from this purpose. This single minded tradition has persisted to date in most nations of the world. Educational institutions all over the world play a primary role in the development of human resource of any society. Institutions are the most powerful and effective societal tools for the achievement of the intellectual skills, knowledge, understanding and appreciation necessary to make wise decision, good judgment and logical analysis of problem. In Nigeria, it was in 1964 the late Samuel Manuwa donated two trophies for the first West African Inter-

University games that inspired the then National Sports Council to the idea of Nigerian Universities games. One of the most important aspects of collegiate games is to serve as a breeding ground for the identification and possible nurturing of talented athletes who can reach international standards for the country. Most of the literature tends to suggest a favourable working condition aimed at improving the performance of coaches. This involves provision of adequate facilities and equipment and supplies for work, availability of adequate transport, journals on sport made available, and provision of favourable security measures. Other benefits includes, during and after completion all of which are very essential to creating enabling environment that in turn spurs the coaches to attain and maintain high standards. Similarly, other authors suggest that the use of welfare benefits is to increase productivity, prevent grievances and then assist in better performance. Therefore, a common agreement among authorities is that if both internal and external motivations are provided, the coaches will surely work towards the realization of the organizational objectives.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This study investigated the relationship between university management support and sports performance in NUGA Zone A. This chapter is presented under the following headings: Research Design, Population of the Study, Sample and Sampling Procedure, Data Collection Instrument, Validity of the Instrument, Reliability of the Instrument, Data Collection Procedure and Data Analysis.

#### **3.1 Research Design**

The study adopted correlation design. Descriptive design of the Correlation type was used for this study. According to Nwokeocha (2014), correlation design is a condition whereby the study investigates the relationship between variables. This design is suitable for this study because it investigated the relationship between management support and sports performance in NUGA Zone A, in relation to the subject under study.

#### **3.2 Population of the Study**

The population of this study comprised 69 sports directors, deputy sports directors and coaches from in NUGA zone A. Sport directorate of: Usmanu Dan Fodio University, Sokoto, Ahmadu Bello University, Zaria, Bayero University, Kano, Federal University of Technology, Minna, University of Abuja, Ibrahim Babangida University, Lapai, Kaduna, State University, Kaduna, Nasarawa State University, Keffi, KUST and Umar Musa Yar'adua university, Katsina (2014).

#### **3.3 Sample and Sampling Technique**

The sample of this study was 63 purposively selected respondents. They are made up of sports directors, deputy sports directors and coaches in the universities. Out of the 10 Universities that formed NUGA Zone A, 8 Universities were purposively selected for the

study because they are listed in the NUGA medals table within 2007-2013. Similarly, respondents were selected using availability sampling technique.

### **3.4 Data Collection Instrument**

The instrument for data collection for this study was a researcher's developed questionnaire on the relationship between university management support and sports performance in NUGA Zone A. The questionnaire consisted of six (6) sections. Section (1) contained demographic information of the respondents, section (2) was on facilities/equipment section (3) on coaches welfare section (4) on admission policy, section (5) on academic programme section (6) on funding. The Likert scale allowed the following scoring system: strongly agree 4 points, agree 3 points, disagree 2 points, and strongly disagree, 1 point. Coaches' performance was rated based on the medals won by each of the Universities in four (4) NUGA competitions. The medals were rated as follows Gold 3 points, silver 2 points and bronze 1 point.

### **3.5 Validity of the Instrument**

In order to validate the instrument, the drafted questionnaire was given to three lecturers in the Department of Physical and Health Education, Bayero University, Kano for content validity, their corrections observations, and comments were incorporated into the final draft of the questionnaire to the satisfaction of the supervisor.

### **3.5 Reliability of the Instrument**

To obtain the reliability of the study, the instrument was subjected to pilot study using 7 coaches from University of Jos that was not part of the study area. A split-half technique was used. In this method, the items were divided in to two equal halves and the two halves were correlated using Spearman Brown Prophecy formula. A coefficient of 0.82 was determined. Thus the reliability of the instrument was confirmed for usage.



### **3.6 Data Collection Procedure**

The researcher collected an introductory letter from the Head of Department, Physical and Health Education Bayero University, Kano to the directors of sports in the selected Universities in NUGA Zone A for permission to conduct the study. The researcher with the help of eight (8) research assistants distributed 63 forms of questionnaire and 63 copies of questionnaire were duly completed and returned.

### **3.8 Data Analysis**

The data collected was analyzed using statistical package for social sciences. Descriptive statistics of frequency count and percentage were used to organize and describe the data of the respondents while Pearson Product Moment Correlation Coefficient (PPMC) was used to test the formulated hypotheses at the 0.05 level of significance.

## CHAPTER FOUR

### RESULT AND DISCUSSION

#### 4.1 Introduction

The study investigated the Relationship between University Management Support and sports performance in NUGA Zone A. In this chapter, the result of the analysis of the data and discussion were presented.

#### 4.2 Result

The results of the study are presented below:

**Table 4.2.1 Information on the demographic characteristics of the respondents**

Variables	Classification	Frequency	Percentage (%)
Status	Sports Directors	10	15.87%
	Deputy Sports Directors	5	7.93%
	Coaches	48	76.19%
<b>Total</b>		<b>63</b>	<b>100%</b>
University	Usmanu Danfodio University, Sokoto	10	15.87%
	Ahmadu Bello University, Zaria	13	20.63%
	Bayero University, Kano	10	15.87%
	Federal University of Technology, Minna	7	11.11%
	University of Abuja	10	15.87%
	Ibrahim Babangida University, Lapai	3	4.76%
	Kaduna State University, Kaduna	5	7.93%
	Nasarawa State University, Keffi	5	7.93%
<b>Total</b>		<b>63</b>	<b>100%</b>

As shown in table 4.2.1 above, 10 (15.87%) respondents were sports directors, 5 (7.93%) of the respondents were deputy sports directors, while 48 (76.19%) of the respondents were coaches. The table also revealed that 10 (15.87%) of the respondents were from Danfodio University, Sokoto, 13 (20.63%) of the respondents were from Ahmadu Bello University, Zaria, 10 (15.87%) of the respondents were from Bayero University, Kano, 7

(11.11%) of the respondents were from Federal University of Technology, Minna, 10 (15.87%) of the respondents were from University of Abuja, 3 (4.76%) of the respondents were Ibrahim Babangida University, Lapai, 5 (7.93%) of the respondents were from Kaduna State University, Kaduna, 5 (7.93%) of the respondents were from Nasarawa State University, Keffi.

### Hypothesis Testing

**Sub-Hypothesis 1:** There is no significant relationship between sports facilities/equipment and sports performance in NUGA Zone A.

**Table 4.2.2: Summary of Pearson's Product Moment Correlation Coefficient on sports facilities/equipment and sports performance.**

Variables	Mean	Sd	n	r	P
Facilities/equipment	12.4603	4.56786	63	-.350	.005
Sports performance	58.1270	70.88348			

$r = -.350$ ;  $P < 0.05$

Table 4.2.2 above shows that the mean ( $\bar{x}$ ) for Sports facilities/equipment is 12.4603 while that of sports performance is 58.1270, the standard deviation (SD) is 4.56786 and for the sports performance is 70.88348. The statistical computation indicated significant relationship with  $r = -.350$ ,  $P < 0.05$ . The null hypotheses was rejected on the account that significant relationship exists between Sports Facilities/equipment and Sports performance.

**Sub-hypothesis 2:** Coaches' welfares have no significant relationship with sports performance in NUGA Zone A.

**Table 4.2.3: Summary of Pearson's Product Moment Correlation Coefficient on Coaches' welfare and sports performance.**

Variables	Mean	Sd	n	r	P
Coaches welfare	9.7460	1.24393	63	.082	.524
Sports performance	58.1270	70.88348			

$r = .082$ ;  $P > 0.05$

Table 4.2.3 above shows that the mean ( $\bar{x}$ ) for Coaches' welfare is 9.7460 while that of sports performance is 58.1270, the standard deviation (SD) is 1.24393 and for the sports performance is 70.88348. The statistical computation indicated no relationship with  $r = .082$ ,  $P > 0.05$ . The null hypothesis was accepted on the account that significant relationship does not exist between Coaches' welfare and Sports performance in NUGA Zone A.

**Sub-hypothesis 3:** Admission policy has no significant relationship with sports performance in NUGA Zone A.

**Table 4.2.4 Summary of Pearson's product Moment Correlation Coefficient on Admission Policy and Sports Performance.**

Variables	Mean	Sd	n	r	P
Admission policy	9.6032	1.36239	63	.166	.195
Sports performance	58.1270	70.88348			

$r = .166$ ;  $P > 0.05$

Table 4.2.3 above shows that the mean ( $\bar{x}$ ) for Admission policy is 9.6032 while that of sports performance is 58.1270, the standard deviation (SD) is 1.36239 and for the Coaches' performance is 70.88348. The statistical computation indicates no significant relationship with  $r = .166$ ,  $P > 0.05$ . The null hypothesis was accepted on the account that no significant relationship exists between Admission policy and Sports performance in NUGA Zone A.

**Sub-hypothesis 4:** Academic programme has no significant relationship with sports performance in NUGA Zone A.

**Table 4.2.5 Summary of Pearson's Product Moment Correlation Coefficient on Academic Programme and sports Performance**

Variables	Mean	Sd	n	r	P
Admission policy	9.6190	1.91285	63	.079	.537
Sports performance	58.1270	70.88348			

$r = .079$ ;  $P > 0.05$

Table 4.2.4 above shows that the mean ( $\bar{x}$ ) for Academic programme is 9.6190 while that of sports performance is 58.1270, the standard deviation (SD) is 1.91285 and for the Coaches' performance is 70.88348. The statistical computation indicated no significant

relationship with  $r = .079$ ,  $P > 0.05$ . The null hypothesis was accepted on the account that no significant relationship exists between academic programme and sports performance in NUGA Zone A.

**Sub-hypothesis 5:** Fund has no significant relationship with sports performance in NUGA Zone A.

**Table 4.2.5: Summary of Pearson Product Moment correlation Coefficient between Funding and Sports Performance.**

Variables	Mean	Sd	N	r	P
Funding	12.8095	1.76760	63	.199	.118
Sports performance	58.1270	70.88348			

$r = .199$ ;  $P > 0.05$

Table 4.2.5 above shows that the mean ( $\bar{x}$ ) for Funding is 12.8095 while that of Coaches performance is 58.1270, the standard deviation (SD) is 1.76760 and for the sports performance is 70.88348. The statistical computation indicates no significant relationship with  $r = .199$ ,  $p < 0.05$ . The null hypothesis was accepted on the account that no significant relationship exists between Fund and sports performance in NUGA Zone A.

## 4.2 Discussion

The finding of this study revealed that facilities and equipment have significant relationship with sports performance in NUGA Zone A. This finding can be explained to the fact that many coaches in Nigerian Universities scout for highly talented athletes for admission into the Universities and consequently represent such University in NUGA. This finding corroborate with the finding of Audu (2000) who reported that facilities and equipment are related, if facilities are available, adequate, and well maintained, there are possibility of having better performance.

The finding of this study also indicated that there is no significant relationship between Coaches welfare and Coaches performance in Nigerian Universities. In agreement with this finding, Mshelia (2002) reported that coaches are usually inadequate and in most

cases lack incentives and opportunities to attend courses, seminars, workshops and promotion. Therefore, it is pertinent to note that for any achievement to take place in the University sporting programme, motivational attachments play a significant role in enhancing performance to coaches and athletes in line with this.

The results of this study showed that there is no significant relationship between admission policy and coaches' performance in Nigerian universities. This finding can be justified by the fact that many universities in Nigeria do not have a formal admission policy to cater for the needs of talented sportsmen and women. Where such policy exists, the requirements are not lowered as to allow more athletes with deficiencies to be admitted. As a result, most of the athletes that are supposed to make the universities' teams do not eventually get admitted into the Nigerians Universities. Amuchie (2001) maintained that as a result of lack of policy, many student athletes leave Nigeria to USA and Europe and become super stars within a year and they are invited as foreign based athletes to represent Nigeria in international sports competitions. Kamiyole (1986) reported that rigid rules on admission had rendered many university sports administrators helpless. Because of this situation, athletes rejected by Nigerian universities get admitted to American, British and German universities to become world acclaimed stars. He further reported that universities in the United States are famous for recruiting talents from all over the world with their admission policies. Both admission and visa requirements are eased by the institution seeking to admit the sportsmen. Nigerian universities have not fully embraced this practice which has seen the cream of Nigerian talents disappear to the United States. Onifade (1990) reported that Nigerian Universities should serve as a factory for producing athletes for national teams as it is done in foreign Universities especially in USA, Australia, Canada, Russia and Germany. According to him these countries based their sports policy on developing their national

athletes around the universities because they are made up of youthful, strong, intellectual, resourceful, skillful and energetic students with a lot of stamina.

This study showed that there is no significant relationship between funding and coaches performance in Nigerian universities. This finding is supported by previous studies of Mgbor and Obiyemi (1997) which expressed that the present status of sports in Nigerian Universities are grossly underfunded, lacking adequate facilities and equipment, lacking adequate and competent staff, improper training programmes for athletes and lack of incentives to athletes and coaches. They also expressed the view that whatever amount is realized from students' sports fees is always inadequate to fund sporting programmes of the universities (Mshelia, 2002).

The finding is also in agreement with the report of Adiat (2007) on the securing funds like funds raising should not be limited to mere case solicitation and products as well, anything that can be beneficial to the sport organization becomes a legitimate goal of fund raising . For example, services. Emiola (2001) pointed out that institutional sports is seen as a means of developing acceptable social standard in Nigerian students, as such the Government, individuals and corporate bodies have the duty to contribute to the education of the whole body and mind of its young citizens. He therefore suggested that, the multinational organizations that sponsor institutional sports in Britain, American and Canada are the same companies that exploit our resources and that they should be made to contribute to the social and educational development of the community through sports sponsorship.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

This study investigated the relationship between university management support and sports performance in Nigerian universities. To achieve this, five research questions and five null hypotheses were formulated to guide the study. Descriptive design of correlational type was used for the study. The population was made up of all sports directors, deputy sports directors and coaches from the selected Nigerian universities, while the sample size was 63 respondents selected using purposive and convenient sampling techniques. Data were collected using researcher developed questionnaire, on a Likert scale. The questionnaire was validated and a reliability of 0.82 was obtained. 63 forms of the questionnaire were distributed by researcher with the help of 8 research assistants which were duly completed, returned and used for analysis within the period of three weeks. Frequency count and percentage were used to describe and organize the demographic characteristics of the respondents while Pearson Product Moment Correlation Coefficient was used to test the hypotheses at the 0.05 level of significance.

The findings of this study revealed that:

1. Sports facilities and equipment has significant relationship with sports performance in NUGA Zone A.
2. Coaches' welfare has no significant relationship with sports performance in NUGA Zone A.
3. Admission policy has no significant relationship with sports performance in NUGA Zone A.
4. Academic programme has no significant relationship with sports performance in NUGA Zone A.



5. Funding has no significant relationship with sports performance in NUGA Zone A.

## **5.2 Conclusion**

Based on the findings of this study, it was concluded that

1. Sports facilities and equipment has relationship with sports performance in NUGA Zone A.
2. Coaches' welfare, Admission policy, Academic programmes and funds did not enhance sports performance in NUGA Zone A.

## **5.3 Recommendations**

Based on the conclusion of this research work, the following recommendations were made:

1. University management should provide standard facilities and equipment in order to facilitate effective training of athlete which in turn impact on the general performance of athletes during competitions.
2. University management should give incentives to coaches that distinguish themselves in order to encourage high performance during competitions.
3. University authorities should make a policy on lecture free hours (4pm) for some days and ensure compliance to enable students participate in sports activities, which in turn will assist the coaches in scouting for talented athletes.
4. Admission policy of the university should be favourable to potentials athletes which in-turn will facilitate the performance of coaches in Nigerian Universities.
5. Adequate funds should be provided by the management to support sporting programme that will facilitate or encourage coaches to perform wonderfully in competition.

#### **5.4 Recommendations For Further Study**

The Researcher recommends that similar research work should also be carried out in other parts of the country, especially in all NUGA Sports Zones in Nigeria.

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## **APPENDIX A**

### **(Questionnaire)**

**Bayero University, Kano Faculty of Education, Department of Physical and Health**

**Education**

**Questionnaire on Relationship Between University Management Support and Sports**

**Performance in NUGA Zone A.**

**Dear respondents,**

The researcher is a postgraduate student in Bayero University, Kano, Department of Physical and Health Education. He is undergoing a Masters Degree programme in sports management, undertaking a research work on “Relationship Between University Management Support and Sports Performance in NUGA Zone A” in partial fulfillment of the requirement for the award of Master of Science Degree (M.Sc) in Sports management. The research is strictly for academic purpose, therefore, all information given would be kept confidential.

#### **Section A: Personal Information**

Please tick the appropriate box applicable to you.

1. Status: (a) sports directors ( ) (b) Deputy sports Director ( ) (c) Coaches ( )
2. University you belong to:
  - a. Usmanu Danfodio University, Sokoto ( )
  - b. Ahmadu Bello University, Zaria ( )
  - c. Bayero University, Kano ( )
  - d. Federal University of Technology, Minna ( )
  - e. University of Abuja, Abuja ( )
  - f. Federal University of Technology, Wudil ( )
  - g. Kaduna State University, Kaduna ( )
  - h. Ibrahim Babangida University, Lapai ( )
  - i. Umar Musa Yar'Adua University Katsina ( )
  - j. Nasarawa State University, Keffi ( )



### Section 'B'

**Instruction:** Please tick (✓) the option that mostly represents your opinion.

Keys to the responses in section B. SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	Components	SA	A	D	SD
	<b>Sport Facilities</b>				
1.	There is adequate provision of sports facilities in the university.				
2.	The facilities provided are standard.				
3.	Facilities are adequately taken care of.				
4.	All materials needed for the maintenance of facilities are always provided.				
<b>Sport Equipment</b>					
5.	Equipment provided are of international standard.				
6.	Equipment provided are very adequate.				
7.	Equipment is distributed to the coaches at the right time.				
8.	There are qualified staff employed to manage the equipment.				
<b>Coaches Welfare</b>					
9.	University coaches are given their allowances promptly.				
10.	University coaches are given incentives whenever due.				
11.	University coaches are sponsored to attend training programmes.				
12.	University coaches are given additional cash as incentive whenever they won a tournament.				
<b>Admission Policy</b>					
13.	A Good athlete that obtains a minimum UTME score will be admitted into the university even if he did not pass UTME.				
14.	Talented athletes with merit in Diploma/ NCE irrespective of the state of origin will be admitted into the university.				
15.	A talented who did not possess the minimum O' Levels requirement but have passed UTME will be admitted into the university.				
16.	Talented athletes, who failed to collect admission or register within the stipulated time, will be allowed to do so.				

	<b>Academic programme</b>			
17.	Special academic programmes are conducted for potential athletes with deficiencies.			
18.	My university has set up one day free of academic programs from 4-6pm. for sports participation.			
19.	Athletes who miss tests or examinations as a result of participation in an organized university competition, are considered for makeup.			
20.	My university has a sports committee that serves as advisory body for sporting activities.			
	<b>Funds</b>			
21.	Adequate funds are released for sport development in the university.			
22.	University management releases funds on timely bases for the maintenance of sports facilities.			
23.	University management releases adequate funds for participation in all major competitions.			
24.	Funding is provided for intra and inter University sports competitions regularly.			

**Source:** Technical Committee, NUGA, 2007 – 2013.