

**INFLUENCE OF NIGERIA SCHOOL SPORTS FEDERATION ON THE
DEVELOPMENT OF SPORTS IN SECONDARY SCHOOLS IN NASARAWA
STATE**

BY

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DECLARATION

The researcher is hereby declares that this work is the product of his own research effort, undertaken under the supervision of Prof. M. G. Yakasai. The researcher also declares that to the best of his 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 Shammah Aliyu Makpa (SPS/11/MHE/00028) was carried out under my supervision.

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ABSTRACT

This study investigated the influence of Nigeria school sports federation on the development of sports in secondary schools in Nasarawa State. Five research questions were raised and five correspondent hypotheses were tested. A descriptive survey research design was used for this study. The population for the study comprised all Principals and Game Masters/ Mistress in the entire Government Secondary Schools in Nasarawa State, with a population of eight hundred and eighty two (882). Multistage sampling technique was used to select the sample of three hundred and eighteen (318) for the study. Researcher developed questionnaire was used as the instrument for data collection and it was validated by 5 Lecturers in the Department of Physical and Health Education, Faculty of Education, Bayero University, Kano. A pilot study was conducted and a reliability index of 0.85 was obtained. Out of 318 copies of questionnaire administered by the researcher and 9 research assistants, 311 copies were duly completed, returned and used for analysis. Frequency count and percentage were used to organized and describe the demographic information of the respondents while Chi-square (χ^2) statistics was used to test all the formulated hypotheses at 0.05 level of significance. The findings of this study indicated that, Nigeria school sports federation does not significantly influence the organization of inter-secondary schools sports competitions in Nasarawa state $\chi^2 = 180.608$ at $df = 1$, $P < 0.05$. Nigeria school sports federation does not significantly influence the development of personnel for secondary schools sports in Nasarawa State $\chi^2 = 157.045$ at $df = 1$, $P < 0.05$. Nigeria school sports federation does not significantly influence the funding for secondary schools sports in Nasarawa State $\chi^2 = 257.521$ at $df = 1$, $P < 0.05$. Nigeria school sports federation does not significantly influence the provision of sports facilities in secondary schools in Nasarawa State $\chi^2 = 112.441$ at $df = 1$, $P < 0.05$. Finally, Nigeria school sports federation does not significantly influence the sponsorship for secondary schools sports in Nasarawa State $\chi^2 = 143.154$ at $df = 1$, $P < 0.05$. It was therefore, recommended among others, that school authorities in collaboration with NSSF should provide the needed support and fund to organize inter-school sports competitions so as to meet the needs of the students and bring about desired development in school sports.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Generally, sport is used as an indispensable tool to promote physical fitness, mental alertness as well as social interaction skills, particularly among the youths. This in turn has contributed to empowerment as well as growth and development of various communities, countries and the world at large. It also plays a significant role as a promoter of social integration and economic development in different geographical, cultural and political contexts (Weinberg & Gould, 2011). Awosika (2003) described sports as a symbol that has become a unifying factor in Nigeria and views it as an essential ingredient for nation building, which cuts across all barriers-ethnic, religious or social, and has served as a medium for the development of youth. Specifically the type of sport, the ways it is organized, who participates and who does not, all provide clues to the nature of society (Aiyejuyo & Ayoade, 2002).

In spite of the benefits that accrued to sport; some challenges are serving as hindrance to its effective development, specifically in developing countries. Corroborating this, Yakmut (2014) opined that inadequate funding, facilities, uncoordinated grassroots programmes, weak governance of sports federations and a host of other factors are major limitations to schools sports development in Nigeria. Today, the general recognition of the importance of sports has made it to become a vehicle for promoting national unity and projecting the country's image. This has brought about healthy rivalry among all the states of the Federation of Nigeria and has helped to project the country's image beyond her borders. Sports like any other human action, cannot however, be viewed, let alone analyzed separately from surrounding culture because sports acquire its meaning through processes of cultural significance (Lindfelt, 2001). Sports thus, reflect the cultural heritage and values of the

surrounding society, in addition to which they also reveal the things which the members of the society consider valuable (Bale & Sang, 1999).

Sports development can be regarded as a process of continuous improvement of sports structures, performances and programmes in order to create an atmosphere which is conducive to physical fitness for all and the effective functioning of self actualization (Federal Republic of Nigeria, 1989). According to Maquire, Jarvie, Mansfield and Bradeley (2002), Sports development is simply making sure that people can start to play sports and then progress (if they wish) from taking part for fun to being the best they can be. This implies that sports development is about creating new and better ways of doing things in sports. It is also about helping people from backgrounds to start sports, stay in sport regardless of race, religion, age, gender, social class or ability (Laker, 2001). Explaining the concept of sports development, Shettima (2005) asserted that development must involve a movement from the old to the new and implies that this is progressive. According to Amuchie (1989), sports growth and development can be measured in two major ways, namely; vertical and horizontal. It could be done vertically by identifying increase in the number of new sports a country has participated in over the years; while its horizontal measurement could be done by determining the levels of frequency of competition in sports within a given period. He further established that sports could be measured from the number of successes achieved in national and international sports competitions. These successes have direct bearing with the indices of sports development. Some of the indices are sports competitions, sports personnel, funding, sports facilities and sponsorship (Amuchie, 2002).

In this modern civilized world, the success and failure of any sports team is often attributed to the philosophy, competencies and inadequacies of the coaches. This is because coaches and sports managers are responsible for designing quality programmes for the players/athletes, assessing and understanding strategies for training, camping and selection of

athletes for major national and international friendly competitions and so on (Federal Government Nigeria, 1989; Yusuf, 1991).

Sports personnel are the human resources required for the management of sports development programmes. These include coaches, sports managers, stadium managers and organizing secretaries. There is no way the quality of participation of any nation in competitive sports can improve without having well trained and experienced coaches in various sports. With standard facilities players/athletes could improve upon their standard of play and coaches could design a better training programme (Yusuf, 1991; Yazid, 2014).

Funding is considered as an essential component of sports development. However, adequate funding is necessary towards achieving the goals of sporting activities. According to Yusuf (1991), procurement of facilities and equipment, recruitment of qualified personnel, payment of better remuneration and incentives for coaches and players/athletes, engaging teams in international training tours can only be possible with adequate funding. Similarly, Yazid (2014) submitted that services like recruitment and training of personnel, purchase of equipment, and construction of standard facilities as well as transportation of athletes require large sum of money. Yazid (2014) stated that provision of facilities in all sports is one of the major priorities in the promotion and development of sports. Responsibility for the provision of the facilities shall be shared by government, individuals and private organizations. This implies that before effective sports programmes could be developed, the government must show high sense of responsibility; meaningful collaboration from philanthropic individuals as well as corporate organizations.

Sponsorship is an important element of sports development. In recent times, there exists a symbiotic relationship between sports and its sponsors. It is a relationship/partnership that plays to the relative strengths of the two parties and provides each with handsome reward. All over the world, sports thrive on sponsorship from corporate organizations (Yazid,

2014). In the same vein, Yusuf (1991) viewed that sports programmes have grown beyond what government alone can fund effectively and the huge sums of money needed to carry out local and international sports activities makes it imperative for government to look for other sources (sponsorship) of funding outside government agencies.

School sports is described as activities undertaken in primary and secondary schools with the aim of meeting the physical, emotional, social, physiological and intellectual needs of students (Aluko & Adodo, 2011). The fundamental objectives of school sports in any country is to facilitate the total, wholesome and fullest development of each student in terms of enriching his/her intellectual, vocational, emotional, personal, social and psychomotor resources (Mgbor, 2002).

In corroborating the problems associated with school sports development in Nigeria, Ajiduah (2001) posited that there should be a direct linkage between the NSSF, school authorities and relevant organizations within the three tiers of government. This is to ensure that they work harmoniously towards achieving the overall objectives of the school sports system; through integrated intramural and extramural sports programmes, adequate provision of funds, facilities/equipment and training of personnel as well as enabling environment for sustainable school sports development in the country. Sports development actually begins from schools where talented athletes are discovered at their right ages before they are trained to stardom.

Musa (1999) noted that secondary school age bracket constitute the critical period for acquisition and mastery of sports skills. This is a unique and fascinating period in human development because students are usually in their formative period of development. It is evident that school sports constitute an important and inseparable stage in the pursuit of long term developmental objectives of sports. However, as important as this stage of sports development, not much is being done in terms of encouraging the NSSF to actualize the

dream of influencing sports development. Kim (2003) pointed that school should be regularly strengthened and reinforced such that it is able to offer a balanced physical activity in the area of cognitive, psychomotor and affective domain. In order to achieve balance learning, three dimensions of instructional, intramural and extramural sports activities must be re-invigorated and refocused (Ojeme, 2009). Once the sporting environment is present as a base, then broader social concepts can be integrated into the programmes (Perkins & Noam, 2007).

In an attempt to address the challenges facing NSSF and their tenacious effects on sports development in Nigeria, Sports Writers Association of Nigeria (SWAN), National Sports Commission (NSC), Corporate organizations and a host of other stakeholders have organized various symposia/conferences, seminars and meetings with a view of supporting the improvement of government's commitment to sports (Perkins & Noam, 2007). Equally, a research conducted by Shehu, Shettima and Tanglang (2010) on gender perception on the impact of sports development in Borno State; and it was reported that talents encouragement was promoted at the expense of other aspects of sports development. In the same vein, Nwabuwe and Nwachokor (2011) opined that there is disconnect between education and sports for the purpose of producing future sports men and women in Nigeria. This may have explained the reason why the NSSF was introduced in 1976 to bring about enhanced growth and development of sports in schools in Nigeria, essentially for grassroots sports development and mobilization for the discovery of talented athletes and effective coverage of the scope of sports development (Ladani, 1990; Federal Republic of Nigeria, 2000).

Several attempts were made by the federal government of Nigeria to improve sports funding as well as provision of standard sporting facilities across the thirty six (36) states in order to encourage sports development especially at the schools and provide first hand opportunity for children to engage in sporting activities and competitions. However, school sports delivery seems to be ineffective in Nasarawa State. It is against this background that

the study examined the influence of Nigeria School Sports Federation on the development of sports in secondary schools in Nasarawa State in terms of inter-school sports activities, sports personnel, adequate funding, provision of sports facilities and sponsorship drive for school sports development in the state.

1.2 Statement of problem

School sports system is necessary in the development of sports due to its numerous benefits in terms of opportunity to sports infrastructural development and increase participation in sporting activities among students. It provides better opportunity to adopt modern and scientific method in identifying and developing talents. Many countries today adopt school sports development system as a mechanism to achieve sustainability in sports development and spark tremendous increase in high performance and win medals at international competitions (Onifade, 1999).

Secondary school sports no doubt provide the appropriate environment to get and groom budding athletes. Aibueku (2003) stated that for purposeful and sustainable sports growth and development in Nigeria, it would have to be anchored on efficient grassroots sports development. This is because, the schools are supposed to be the reservoir of vibrant youth with exuberant energy drives for physical activity. It would apparently be difficult to actualize the “catch them young” approach in isolation of school sports especially at the lower levels of the educational system. At the secondary school level, the objectives of the National Sports Development Policy 1989 is to promote an awareness of the need for general fitness, encourage mass participation in physical activities, provide personnel for training in physical activities and sports, adequately provide and maintain facilities and equipment as well as fund and organize sporting activities (Federal Republic of Nigeria, 2004).

The Nigerian sports structure is such that the secondary school offers the main sporting opportunities for her citizens and it is the key for early discovery of talented athletes.

Onifade (1999) explained that this opportunity for organized sports at the secondary school level is most logical, especially as many Nigerians appear to terminate their formal education at the secondary school level. It would, therefore, make reasonable sense to have strong secondary school sports structure in order to easily identify early talented athletes. This may have explained the reason why the Nigeria School Sports Federation (NSSF) was introduced in 1976 to bring about enhanced growth and development of sports in secondary schools in Nigeria, essentially for grassroots sports development and mobilization for the discovery of talented athletes and effective coverage of the scope of sports development (Ladani, 2008; Federal Republic of Nigeria, 2000).

Unfortunately, the achievement of this laudable goal by NSSF seems to be questionable in Nigeria, especially in secondary schools in Nasarawa State. The researcher observed that there is low level of participation in sporting activities among secondary school students in Nasarawa state. Also, the state is not been featured prominently at the national school sports competitions. This may be a downward trend of sports development in secondary schools in the state. This might not be unconnected with the type of personnel that are on ground, the quality and quantity of facilities that are on place, the organization of schools sports competition within the state, funding of school sports and sponsorship from the corporate organization. It is in the light of the aforementioned statements that the study investigated the influence of Nigeria school sports federation on the development of sports in secondary schools in Nasarawa State.

The following research questions were raised to guide the conduct of the study:

1. Will Nigeria School Sports Federation influence organization of inter-secondary school sports competitions in Nasarawa State?
2. Will Nigeria School Sports Federation influence the development of personnel for secondary school sports in Nasarawa State?

3. Will Nigeria School Sports Federation influence the funding for school sports development in secondary schools in Nasarawa State?
4. Will Nigeria School Sports Federation influence the provision of sports facilities in secondary schools in Nasarawa State?
5. Will Nigeria School Sports Federation influence sponsorship for secondary school sports in Nasarawa State?

1.3 Hypotheses

Based on the statement of the problem, the following hypotheses were formulated to guide the conduct of this study:

Major Hypothesis:

There is no significant influence of Nigeria school sports federation on the development of sports in secondary schools in Nasarawa State.

Sub-Hypotheses:

H01: Nigeria School Sports Federation will not significantly influence the organization of inter-secondary schools sports competitions in Nasarawa State.

H02: Nigeria School Sports Federation will not significantly influence the development of personnel for secondary school sports in Nasarawa State.

H03: Nigeria School Sports Federation will not significantly influence the funding for secondary schools sports in Nasarawa State.

H04: Nigeria School Sports Federation will not significantly influence the provision of sports facilities in secondary schools in Nasarawa State.

H05: Nigeria School Sports Federation will not significantly influence sponsorship for secondary schools sports in Nasarawa State.

1.4 Purpose of the study

The purpose of the study was to investigate the influence of Nigeria School Sports Federation on the development of sports in secondary schools in Nasarawa State, with the view to make recommendations that will enable the school authorities as well as the NSSF to take appropriate measures on inter-school sports competitions.

1.5 Significance of the study

The outcomes of this study would be significant in the following ways:

- It would provide current information to the government of the state and the school authorities on the influence of Nigeria School Sports Federation on the development of sports in secondary schools in Nasarawa State. Thereby giving the relevant authority an opportunity to adopt strategy to improve sporting facilities, funding and training of personnel in secondary schools in the state.
- It would serve as knowledge base and reference point for future researchers who might be interested in the subject matter that are connected to school sports programmes.
- It would also contribute to the existing body of knowledge in area of sports management.
- It is expected that, the findings of this study would go a long way in helping stakeholders in improving various ways of organizing, funding and developing school sports programmes in Nasarawa State.

1.6 Delimitation of the study

The study was delimited to the influence of Nigeria school sports federation on the development of sports in secondary schools in Nasarawa State. The study was also delimited to inter-school sports competitions, personnel, funding, provision of sports facilities, and

sponsorship as the variables of the study. It was further delimited to the principals and games masters/mistresses as the participants in the study.

1.7 Operational Definition of Terms

The following terms were operationally defined:

- **Nigeria School Sports Federation:** This is an organizational body that is responsible for school sports programme delivery and contributing to grassroots sports development in Nigeria.
- **Sports development:** is a process of continuous improvement of school sports competitions, personnel, funding, facilities and sponsorship in Nasarawa state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study examined the influence of Nigeria school sports federation on the development of sports in secondary schools in Nasarawa State. The review of related literature is therefore presented under the following sub-headings:

- Concept of School Sports
- Origin and development of Schools Sports
- Historical Development of schools sports in Nigeria
- Influence of School Sports on the Development of Sports
- Challenges and prospects to the development of school sports
- Summary.

2.2 Concept of School Sports

School Sports is a practice, a policy direction, and in particular a philosophy which had developed since the late 1960s and early 1970s, it is now maturing after years where news of its passing had been premature (Lentell, 1994). School sports, occurs in a number of diverse settings and context. Despite political shifts in darker time that saw School Sports less fashionable and its activities was carried by other non-sports specific professionals like sports initiatives at a very local level. School sports are now subsumed under the title of Grassroots Sports Development. This is in recognition that the practice often reflects quite inclusive formal and informal activities which blur the boundary between sports and education (Butcher, 1979).

According to Malina (1999), school sports refer to athletic programs in the context of the school setting. School sports refer most often to interschool competitions at the middle/junior high school and high school levels in the United States. School sports are

provided through many different types of academic calendar. It is mostly practiced in the public schools, often also in the private schools. It is originally arisen out of the realization that the traditional pattern of high performance system to develop talents was not yielded positive outcome and that alternative approach was needed (Haywood, 1994).

2.1.1 Components of School Sports Development

School sports development is all about providing and improving opportunities for the students to participate in school sports from the lower level to the best of their ability and in fulfillment of their interest. The basic principles is that schools sports development should give opportunities for people to participate in sports as well as supporting the development of new facilities and activities sessions (Umedum, Okafor & Azubike, 2006).

Bucher and Krotee (2002) sees sports development as a state of visible and measurable increase in the number of functional sports skills, facilities, and equipment in the school as well as improvement in the standard of sports skills, sports performance and increase in the number of talent pool and a high turnout of youth participation in sporting activities locally and internationally. Thus, consistent supply of adequate funds to provide personnel and all other essentials necessary for effective sports training and hosting of school sports competitions is highly required.

Ogundari (1990) identified several components that are fundamental to the achievement of effective school sports in Nigeria. These components include the following:

1. Provision of finance: Sports are capital intensive; hence the provision of adequate funds is the key to success in sports development. He added that, no matter the number of well laid out plans, programmes and strategies by coaches and administrators, inadequate supply of funds for such noble plans will spell doom for the success of sports development programmes. It further stated that funds more than anything, are needed to provide facilities and equipment that will be used by students

and the coaches during sports training and competitions, as well as for the recruitment of professional sports personnel for the effective handling of training programmes in schools.

2. The provision of facilities, equipment and qualified personnel, which are fundamental to the success of any sports development programmes, has been observed to be in short supply in Nigeria. This perhaps link to underdevelopment of schools sports in Nasarawa State despite the efforts of the Nigerian School Sports Federation (NSSF) in organizing school sports activities across. Another factor contributing to the stunted growth and development of schools sports is the scheduling of sports in the activities of the schools (Akinpekun, 2000).
3. Proper scheduling of sports is an important factor in physical education and must be done in order to safe guard the health of students and develop their skills to the high performance. According to him, scheduling of activities must be done without unnecessary clash or obstruction of other important activities on the school time table (Ogunyemi, 2002). Thus poor participation of sports activities in Nasarawa State might be attributed to lack of proper scheduling of sports programmes in the State.

2.1.2 Benefits of School Sports

Research by Taliaferro (2010) was conducted to find out the Relationships between Youth Sport Participation and Selected Health Risk Behaviours. This report analyzes many different factors, including race, age, and gender, and behaviors, including eating habits, sexual activity, and drug risks. The report found that many groups experienced overall benefits, with the exception of some subgroups. Overall, the study found that advantages of sports include:

- Weight control
- Problem-solving skills

- Self-esteem
- Social competence
- Academic achievement

And sports can lead to reduced rates of:

- Juvenile arrests
- Teen pregnancies
- School dropout (Taliaferro, 2010)

In addition to these social and emotional benefits, sports can also bring about intangible benefits to the school and community as a whole. School sports also create important opportunities for students to contribute to the school and community, which may cultivate an increased commitment to, or identification of values (Taliaferro, 2010). The benefits of school sports include but not limited to health, social, emotional and academic.

▪ **Health Benefits of school sports:**

The clearest benefits of school-based sports programs can be seen in the overall physical health of teenagers. Over the past 20 years, many studies have looked at the correlation between the rising rates of obesity and the declining funding for physical activity, whether in a gym class or after-school sports, in high schools. Young people generally get less physical activity the older they get, but if they stay involved in sports programs, they're more likely to reap the physical benefits they otherwise would not receive. This certainly helps alleviate one of the factors that can lead to obesity (Taliaferro, 2010).

Not only does the physical activity help obesity prevention, but that activity can lead to better eating habits. students who involved in sports generally consume more fruits and vegetables, are less likely to be overweight and are more likely to become physically active adults. Also, one good habit can lead to many good habits, so keeping young people physically active is imperative for their overall health (Taliaferro, 2010).

Arnold (2015) posits that sports promote good health and that there is a positive relationship between average health, adjustment and exceptional academic achievement on the other hand a relationship between low organic fitness and low scholastic achievement even when potential ability was above average. Students who actively participate in sports exhibit increased vigor and alertness than those who do not (Ekperigin & Uti, 2012). Weinberg and Gould (2011) revealed that their mental strategies to the extent that they react automatically to adversity. McNally (2003) concur that sports promote greater strength, flexibility and endurance as well as coordination and confidence.

▪ **Social Benefits of school sports:**

The Taliaferro study marked a number of positive social benefits of physical activity, including less risky sexual behavior (increased condom use and fewer sexual partners) and fewer tendencies to smoke cigarettes or use marijuana or other illegal drugs. The social benefits can also lead to academic benefits. Physical activity is shown to lead to better academic performance, and when your team is performing better, on the court and in the classroom, it adds an incentive for the individual players to do better. Participating on a team or as an individual can also help students improve problem-solving skills, which translate to better academic performance (Anderson, 2012).

Sports and recreation activities are seen as good ways of spending leisure time in a socially acceptable way and as a method of reducing time spent in imbibing intoxicants or engaging in crime and other anti-social activities (Republic of Kenya, 1998). Thus, play improves discipline among students by making them conscious of the meaning and value of rules, order and structure (Helms & Turner, 2007). Student-athletes are less likely than non-athletes to have discipline and interaction problems within the school (Newman, 2005).

Sports are also meant for enjoyment or for fun. Sigmund Freud believed that children are motivated by a pleasure principle, that is, they tend to seek pleasurable rather than painful

experiences (Matano, 2002). In the Kenya primary schools education syllabus it is spelt out that all teachers should be cognizant of the golden rule of sports, that of satisfaction from participation (Republic of Kenya, 2002). Johann Heinrich Pestalozzi, an educationist, believe that the aim of physical process of education is essentially moral to develop perseverance, courage and self-control while Quintillian, the celebrated Greek orator and rhetorician of the first century, notes that play reveals children's bent and moral character (Rust & Golombok, 2013). Clarke (2014) contended that sports should gradually lead to a sense of order and self-control.

▪ **Emotional Benefits of school sports:**

It appears reasonable to suggest that for White females, playing on a sports team, especially one at school, appears to be protective. Playing on sports teams may enhance school connectedness, social support and bonding among friends and teammates for White females, and may have greater value compared to regular exercise. For males (Black and White) it appears that regular exercise, stretching exercises, actually exercising in PE class, and playing on a sports team at school are protective for improved quality of life (perceived life satisfaction). For males, building endurance, stretching, and strength training may be more important mentally and physically for competitive sports at school and for overall mental health (Valois, 2004).

It is not just girls who reap the social, physical, and emotional benefits from exercise. Generally, it is shown that physical activity has numerous benefits to teen participants. A growing body of literature suggests a relationship between PA (Physical Activity) and improved mental well-being for adolescents. Participation in sports for students was associated with decreased anxiety and depression and improved academic performance; improved parental relationships, increased self-esteem, and decreased anger; decreased

psychological stress; lower levels of mental health problems; reduced tobacco, alcohol, and marijuana use; and satisfaction with mandatory gym classes in school (Valois, 2004).

Taken the other way, not getting enough exercise, in school or otherwise, can lead to depression, anxiety, and lower interest in school and academics. Unfortunately, physical activity decreases throughout a young person's time in school. Participation in vigorous physical activity for at least 20 minutes 3 days per week decreases from 69% among adolescents aged 12 to 13 years to 38% among those aged 18 to 21 years (Valois, 2004). This could be due to a number of factors throughout the young person's life, but parents and teachers should continue to encourage young people to stay active to increase their quality of life. According to Weinberg and Gould (2011) students' athletes have better personality than non-students athletes. In their research, they found out that those who play team sports as compared to non-athletes exhibit less abstract reasoning, more extroversion, more dependency and less ego strength while those who play individual sports as compared to non-athletes display higher levels of objectivity, more dependency, less anxiety and less abstract reasoning. More so, athlete's students are more independent, more objective, and less anxious than non-athletes (Cox, 2013).

- **Academic benefits of school sports**

The contribution of sports to the educational process in educational institutions cannot be overstated. Many researchers like Updyke and Johnson (2014), Matano (2002), McNally (2003) and Newman (2005) among others have showed that participation in sports and other sports related activities have a positive correlation with academic performance of students.

Arnold (2013) mentioned that students' participation in sports interfere with academic programmes in schools while the latter maintain that it is important as part of school curriculum. In many parts of Africa, many parents feel that without sports formal education can still succeed. Hence, it is not uncommon for parents to object to their children

participation in sports saying that they sent their children to school to study and not to play. A study conducted in Maryland, USA at Patapsco High School and Center for the Arts showed that students who participated in sports performed better in academic work than non-athlete counterparts. This was attributed to high level of discipline, hard work ethic and good health among student-athletes (Vencateswarla, 1999).

2.3 Origin and Development of School Sports

The development of organized school sports has suffered a lot of controversies on how it was been organized and practiced according to communities, countries and different continents of the world (Seefeldt & Ewing, 1997). In United State, early settlers brought some sports with them, but there was a minimal amount of organized sports in communities and none in the schools until near the middle of the nineteenth century. The first organized baseball team was founded in 1845, and the first college sports were played between Amherst and Williams in 1859. The game of American football originated from soccer and rugby; the first game is claimed to have occurred in 1869 between Rutgers and Princeton. James Naismith created the game of basketball in 1891 to fill a need for play and sport during long winter months (Mirel, 1982). Sports received mixed reviews, as the activities were usually conducted by citizens on a volunteer basis or by unsupervised high school and university students. By 1879 a need arose for systemization of sports and for a governing agent to oversee sports in the United States, which resulted in the formation of the Amateur Athletic Union in 1888. In 1906 the National Collegiate Athletic Association (NCAA) was founded as an outgrowth of meetings held by twenty-eight of the nation's colleges (Seefeldt & Ewing, 1997).

Two major forces were involved in the development of interschool sports in the United States: the school program, specifically physical education, and students. The interschool sports for boys had its origin in student organizations in the 1880s and were

motivated in part by intercollegiate sports, especially football, baseball, and track and field (Tyack & Hansot, 1992).

Activities of sports clubs attracted the attention of administrators and faculty, who had major reservations about the time and energy devoted to sports and effects on the schools, including the small number of boys involved, quality of coaching (clubs often hired their own coaches), unsportsmanlike conduct, use of "ringers" (nonstudents, professionals), out of-town travel, length of schedule, interference with school work, lack of carry-over value, injury (especially in football), and emphasis on winning, among others. Although the welfare of high school athletes was a major issue, more important, perhaps, was concern of faculty and administrators for the reputations of the schools and the perceived need for adult control. These factors contributed to the formation of state high school athletic associations, such as those in Michigan started in 1895 and Indiana 1903 (Reilly, 2011).

Interschool sports spread rapidly from the 1930s through the 1950s, at a time when the medical and physical education communities were opposed to competitive sports for elementary and junior secondary, and occasionally high school, students. Sports opportunities for females also increased, but school sports were largely the domain of males. Title IX of the Education Amendments of 1972, which was implemented in 1975, increased sports opportunities for girls (Gutowski, 1988).

The NCAA and AAU have remained powerful governance boards in regulating college and all other amateur sports in America. As girls and women entered the sport arena, the formation of the National Association of Girls and Women in Sport in 1899 was instrumental in providing sound sport opportunities for all girls and women in a variety of sports at the elementary, high school, and collegiate levels. In 1971, with the impending passage of Title IX, representatives from 278 colleges and universities formed the Association of Intercollegiate Athletics for Women (AIAW), which governed women's

intercollegiate sports until a takeover by the NCAA in 1981. The AIAW began to level the playing field for girls and women in sport. For the first time in American history, women's sports began to rival men's programs in the number of contests held, which increased the amount of publicity given to women's sports. When the NCAA took over as the governing body of women's intercollegiate athletics, it inherited a new era in women's participation, in 1971, only 31,000 women were engaged in varsity sports; a decade later there were 70,000, and the numbers have continued to escalate significantly (Seefeldt & Ewing, 1997).

In the United States, participation in organized sports has become a common rite of childhood. At the beginning of the twentieth century, agencies and schools provided sport opportunities as a means of providing wholesome leisure time activities for children and youth. Prior to 1954, most of these experiences occurred in Boys and Girls Clubs, Young Men's Christian Associations (YMCA), Young Women's Christian Associations (YWCA), Boy Scouts, and Girl Scouts. With the inception of Little League Baseball in 1954, sport for youth moved from social agencies and activities organized by youth themselves to adult-organized sport programs. In the early twenty-first century, schools have organized teams primarily for the "athletically elite," often to the exclusion of the majority of students. In this regards, the opportunities for youth to engage in sport remain unequal across genders and social class (John & Cambell, 2004).

2.2.1 Overview of the International School Sports Federation (ISF)

Around the mid - 1960s, international sporting contests between schools were on the increase. Besides occasional and haphazard meetings between two or more schools, tournaments were beginning to be organized regularly in different disciplines: in handball from 1963, in volleyball from 1969, in football from 1970 and from 1971 also in basketball (Haywood & Kew, 2009). Each of these annual tournaments produced basic regulations and a standing committee.

Grayson (2000) informed that the large number of international sports competitions requiring eliminating heats at the national level soon gave rise to a desire to coordinate these events, within a specific International Federation. To help promote this idea, the Federal Minister of Education and Arts of the Republic of Austria convened a Conference at Vienna/Raach in the autumn of 1971. Here the conditions were discussed for setting up a European School Sport Federation. After very lengthy debates, the project was approved. However, bearing future development possibilities in mind, the Federation was not limited to European countries alone. A Provisional Committee, the members of which were chosen from among the 22 nations present, was set up, and the meeting of the constituent General Assembly was fixed for 4 June 1972 at Beaufort Luxembourg). This meeting adopted the Statutes and proceeded to elect the members of the first Executive Committee.

The ISF is the International Federation of official school sport organizations in the different countries (or of representative organizations where there is no official one). It organizes international competitions in different sporting disciplines and encourages contests between school students with a view to promoting better mutual understanding. It seeks close collaboration with the school authorities of member countries, with the international sporting federations concerned, and with international organizations having similar aims. The International School Sports Federation ISF restricts its activities to the secondary school-sector. It is free from political, religious or racial considerations (Li, 2012).

The supreme body of the International School Sport Federation is the General Assembly in which each full member country is represented with voting rights. The principles of the ISF are defined in the Statutes. Competitions are governed by the General Rules of Competition. These Rules lay down the age-limits of the participants, eligibility to take part, the programme of events, the duties and rights of the organizing country as well as those of the participants. In addition, the Special Competition Regulations drawn up by the

Technical Commissions concerned, determine the arrangements for organizing and carrying out ISF sporting competitions (Li, 2012).

The ISF, since its establishment, has been recognized by many national and international school authorities and organizations, and has taken its place among international sport federations. The ISF is recognized by the International Olympic Committee (IOC) and as of today is a worldwide federation covering five continents. Following this phase of interior stabilisation, the ISF organized a world symposium, entitled “Bridging the gap”, at Brussels in 1985. The objective was to bridge the gap between the ISF and other international sporting federations, between school sports and club sports, and between the ISF and leading international associations, such as the International Olympic Committee, UNESCO, GAISF and FIEP. Comprehensive multi-lateral exchange of information clarified view-points and identified common goals (Li, 2012).

Furthermore, the problem of lack of funding/resources experienced by many ISF member countries for school sport activities, in contrast to ample funds supplied to the larger OLYMPIC organizations, was also discussed during the symposia. Thus, following a presidential initiative, the ISF organized a worldwide seminar on sport marketing in 1986 at Nieuwport, Belgium. This seminar offered many suggestions and much organizational assistance in order to procure necessary funding for school sports activities (Li, 2012).

2.4 Development of School Sports in Nigeria

Sports development in Nigeria has witnessed a lot of metamorphosis from the colonial, pre-independence to independence eras. Prior colonial incursion, dancing, acrobatic displays and wrestling featured prominently as part of ceremonies in Nigerian societies (Ikulayo, 1994). In addition, modern sports competitions were introduced to Nigeria mainly by the British Christian missionaries.

Ladani, (2008) revealed that perspective of Nigeria schools sports could be traced during the colonial masters; lamentably, no available research document to provide information on the administrative structure of school sports during the era of colonial masters in Nigeria. Between year 1842 -1882, Nigeria witnessed the introduction of western literary education by missionaries. Christian Missionaries came from different churches and established educational institutions. However, there was no uniform curriculum of studies and physical training had no place in the school curriculum. However, there was indication that sports competitions were held among the villagers in Nigeria, between 1840 and 1850. Such indigenous sporting activities were governed by rules which were socially approved by the streets, wards, villages and even tribal groups. With the advent of western education by the British in Nigeria, modern sports such like football, cricket, netball, etc were introduced at the expense of indigenous physical activities (Eleyae, 1979).

Sports were organized on recreational basis in the schools, but were later held competitively as part of the British Empire day celebrations. In 1910, school competitions started in Ibadan, western Nigeria to vie for the Rowden shield, presented by the former Director of Education in Southern province of Nigeria, Mr. E.G. Rowden. In the Eastern provinces, the first inter-school sports meeting was organized in 1919 for the peace challenge shield competition held an armistice day to commemorate the signing of the armistice, which ended the First World War on 11 November 1918. In 1933, Selwyn Grier, the Director of Education of the Western province donated Grier shield that was first competed for by colleges, namely Kings college, Lagos, Government college, Ibadan, St. Andrews college Oyo and Baptist College, Ogbomoso. The British, in their effort to strengthen the ties between Northern and Southern Nigeria started the Hussey shield competition in 1933. The competition was named after E. R .J. Hussey, the National Director of Education (Uti & Ojeme, 2002).

The first formal school in Nigeria to organize any competitive sporting programme was the Church Missionary Society established in Badagry in 1844. Though, the school priority was not aimed to develop high quality sports man rather sports served as an integral part of character training of young men and women. School sports gained momentum during the introduction of government schools in Nigeria in 1950s and early 1960s, native administrative schools springing up in the country. The government schools were better stated and equipped with sports facilities and the establishment of more primary, secondary and teacher training institutions by government gave birth to the organized regional and national sports competitions such as the Soccer Cup, Hussy Shield and several other trophies in the country (Ogunbiyi, 1978).

Omo-Osagie (2008) reported that, the creation of the 12 state by General Yakubu Gowon administration facilitated the growth of sports in the country. Furthermore, the presence of the American Peace Corps Volunteers in more of the nation's educational institutions witnessed the introduction of basketball and volleyball. It is of note that the recognition which physical education gained in the early 1970s as an academic discipline with a distinct body of knowledge led to the emergence of physical and health education departments in several institutions of higher learning in the country.

This development had the consequence of the growth of professional physical educators and the subsequent consolidation of the Nigerian Association of Physical, Health Education, Recreation, Sports and Dance (NAPHER-SD). It is important to stress that all physical educators subscribe to and respect NAPHER-SDs' findings and opinions on issues that affect the discipline (Fatile, 1987). With the recognition of the role of sports in bringing about national reconciliation after the bitter Nigerian civil war experience, governments at all levels started investing huge sums in the organization of sports festivals, schools sports, increased funding of international sporting events as well as engagement in capital intensive

construction of sports facilities like stadium, gymnasium, swimming pools, courts for the various ball and racket games (Aibueku, 2002). This was the setting when it became clear that the lack of a policy guideline was doing damage to our sports.

For instance, Ojeme (1992) in his analysis of Nigeria's sports delivery system came to the conclusion that the system could best be described as haphazard. This assertion is fortified by the observation that measures and accomplishments identified earlier have all been undertaken and accomplished without a well thought-out guideline cut out to maximize the gains of sports development on a sustainable basis. The absence of the comprehensive national policy guidelines and implementation strategies, conceptual confusion, discordant management strategies and the uncoordinated practices have been noticed in the Nigerian sports sector.

It was in response to these lapses and the consequences occasioned thereof, that the Federal Government developed a sports development policy. The 1989 sports development policy highlighted the following: Peculiar qualities: It was the first official reaction by Government to the rising influence and importance which sports had gained over time (Aibueku, 2002). Shehu (1995) opined that the sociological and political influences on the enactment of this policy may have been conceived as arising from the general sports ethos of the 1980s when there was a crisis of confidence in the sports sub sector of our economy.

Sho-Silva (2004) reported that the various memoranda on sports development received by the National Sports Commission as well as the significant degree of media coverage on the subject of sports policy were instrumental to its formulation. Furthermore the philosophy of the 1989 policy stated in teleological terms is "Nigerians are by nature a dynamic and very energetic peoples; such virtues find expression in the active engagement of our people in various traditional sporting events for entertainment and for the development of body, mind and spirit. The peculiar quality here is that the 1989 policy stems from this

tradition which in essence emphasizes maintaining our rich culture as well as extending the spirit of competitiveness in sports and recreation beyond the family.

The thrust of the 1989 sports policy is consequently predicated on this factor. Furthermore, the policy is aimed at arousing sports consciousness in all and sundry and encouraging mass participation in sports as a means of ensuring physically fit and mentally alert citizenry. It also aims at encouraging competitive sports and integrating traditional sports at nationals and international levels as a means of fostering patriotism, mutual respect, unity, friendship, peace and excellence in sports (Aibueku, 2002).

2.4.1 Nigeria School Sports Federation NSSF

With the advent of the Nigeria School Sports Federation in 1976 a new dimension was taken to set up a sports program that will wear national outlook. Branches of Nigeria School Sports Federation were further established across the nineteen states of the federation and as such the board of the NSSF resolved to separate the original teacher's college games, secondary school games and technical and commercial college games in order to have three distinct games under the banner of the Nigeria school sports federation. The body was made up of representatives of schools, National Sports Commission, Ministry of Education, State and School Management Boards. This composition was the pattern at the national and state levels. It is charged with the responsibility of organizing the schools festivals every year in post-primary institutions in Nigeria (Onifade, 2000).

Nigerian schools sports started as Hussey shield competition when in 1933 E.R.J. Hussey who was the then Director of Education for the southern provinces donated a shield for athletics competitions among Teachers Training Colleges in both northern and southern provinces. Hussey shield later developed into all secondary school affairs. In 1964, the late Sir Samuel Manuwa donated two magnificent trophies for the first West African inter-University Game, which were held at the University of Ibadan from March 22nd to 29th

1965. The success of these games caused the then National Sports Council to the mute the idea of a Nigerian University Games (Nwabuwe, 2007).

However, the NSSF with representation from all states and territories became identified as the controlling body of secondary schools sports in Nigeria and has continued to develop this role over the years (Lindfelt, 2001).

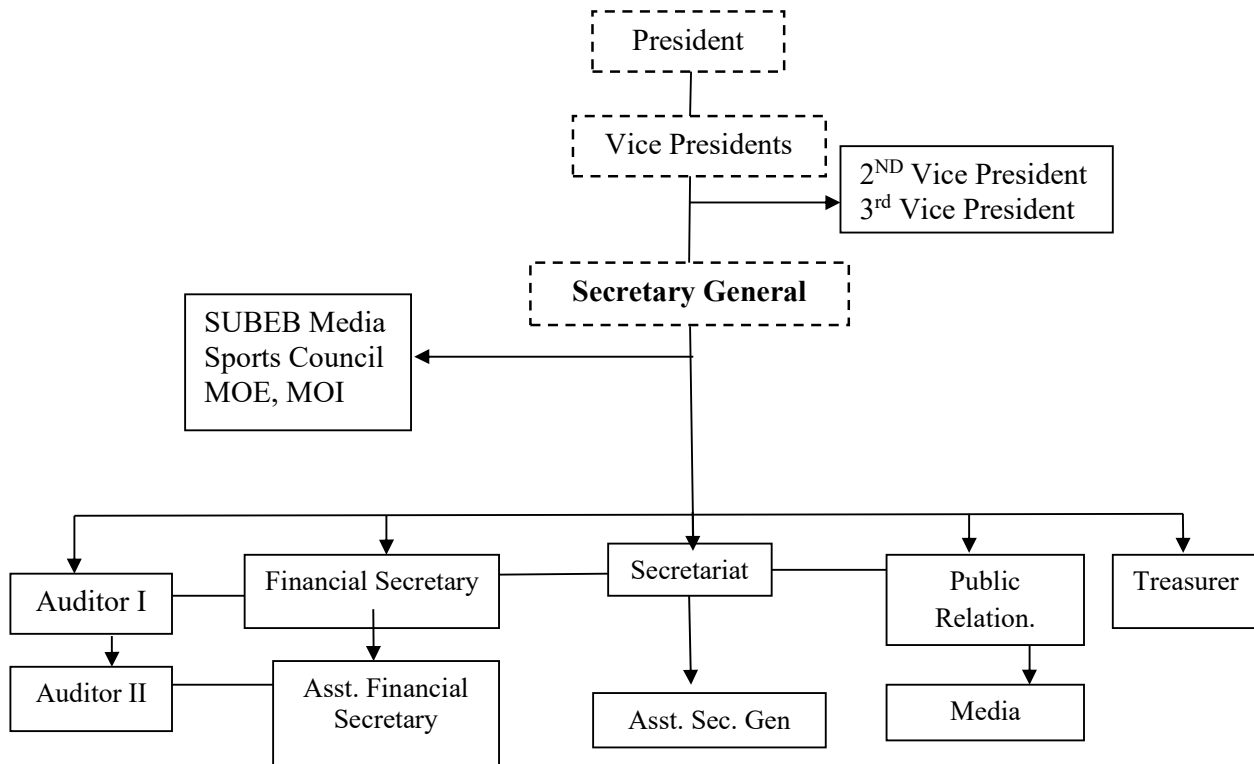
Historically, the Nigerian school sports federation activities commenced with selected secondary schools in 1963. The competition was then known as the Hussey Shield competition and was later replaced with the Nigeria School Sports Federation in 1976 under the auspices of the Federal Ministry of Education. The Nigerian School Sports Federation (NSSF) recognizes school sports as a part of the school curriculum devoted to grassroots sports developmental and educational programmes and got affiliated to the International School Sports Federation ISF, it adopted the federal government policy on international sports as expressed in the National Sports Development Plan and Vision 2010 particularly sections 7 and 8 of the policy document which state that 'The funding, provision of facilities and organization of sports in all educational institutions shall be the responsibility of Federal, state, and local Government in close collaboration with the Federal and State Ministry of Education (Nigeria's National Sports Development Plan and Vision, 2010).

Since the formation of the Nigerian Schools Sports, there has been significant growth in representative sporting activities, greater liaison and improved relations with community groups and systematic generation of relevant policies aimed at the betterment of school sport. After several years of operation, the role of the Federation was supplemented by the establishment of the National Sports Commission. This body represents Primary Schools, Secondary Schools, Universities, Polytechnics, Colleges of Education and Sports Associations throughout Nigeria (Lindfelt, 2001). According to Ukah (2005), an essential feature in the social unity of any country is co-operation among its people. To achieve this, it

is imperative that individuals develop particular traits which help to promote co-operative spirit. Important among these are honesty, respect for others, loyalty, impartiality, fair play and good sportsmanship.

2.4.2 The Organizational Structure of the Nigeria School Sports Federation (NSSF)

Figure 1: The NSSF Organogram



2.4.3 National Sports Commission, as an Organization.

Oyewusi (2009) revealed that, National Sports Commission as the body charged with the administration, management and organization of sports in Nigeria. This arrangement technically brings sports directly under the presidency. It is thought that with this set-up, decisions will be taken faster and implementation more to the target and funding challenges will be largely reduced. What remains however is for states to key into this arrangement as very many states are still operating the outdated ministerial pattern which is achieving only very little in terms of returns. One point which must be noted is the major break with the past

which is the involvement of local government councils in the investment and promotion of sports in their respective areas of jurisdiction. Ojeme (2000) stressed that local government councils must be given clear responsibilities in the development of sports as the absence of their involvement created an unnecessary vacuum which these policies are attempting to resolve.

Yakmut (2014) stated that, it is pertinent to note that the National Sports Commission as an apex agency responsible for administration, regulation and control of sports development and infrastructure started in 1962 as National Sports Council, then metamorphosed into the Sports Commission via Decree 34 of August 1971. From 1962 the National Sports Commission went into mergers and today, the NSC as it is called now has gone through series of changes in nomenclature and merged in different forms as stated below:

i.	National Sports Council	-	1962 – 1963
ii.	Ministry of Labour	-	1964 – 1975
iii.	Ministry of Social Development, Youth and Sports	-	1975 – 1979
iv.	Ministry of Youth and Culture	-	1979 – 1982
v.	Ministry of Youth, Sports and Culture	-	1982 – 1990
vi.	Ministry of Youth and Sports	-	1990 – 1992
vii.	National Sports Commission	-	1992 – 1995
viii.	Ministry of Youth and Sports	-	1995 – 1999
ix.	Ministry of Sports and Social Development	-	1999 – 2007
x.	National Sports Commission	-	2007 Till Date

Following the above evolution there is a corresponding turnover of ministers in the sector. From 1960-2014, the sector has had thirty-two (32) ministers. Under democratic dispensation, that is from 1999–2014, thirteen (13) ministers have headed the sports industry.

The Sports Commission was in 2009 reconfigured with emphasis on professionalism. There are now five (5) professional departments carved out from the one department of Sport in the Commission viz:

- i. Sports Planning Research and Documentation
- ii. National Sports Federations and Elite Athletes
- iii. Facilities and Stadia Management
- iv. Sports Medicine and,
- v. Grassroots Sports Development

During the public hearing on the downward trend in Nigeria sports organized by the Senate Committee on Sports, Federal Republic of Nigeria, 12th March, 2012 emphasized the need for a defined policy to revamp school sports and reinforce synergy between institutions so that the sporting programmes can be absorbed into the holistic National Sports Calendar to facilitate effective monitoring and coordination at the centre. In the same vein, the Presidential Sports Sectors Retreat (2012) highlighted a set of challenges in sports development in Nigeria due to reduced state and local government focus on sports leading to a declined level of grassroots competitions and opportunities for broad based sports participation as well as decline in the quantity and quality of school sports engagement (Yakmut, 2014).

Nasarawa State was created along side other five states from six geo-political region under the military dispensation on 1st October, 1996. The State is bounded in the north by Kaduna State, in the west by the Abuja Federal Capital Territory, in the south by Kogi and Benue States and in the east by Taraba and Plateau States. The state suffered structural delay since its creation, till September, 2000 the Ministry of Sports and Youth Development was created and the establishment of the State Sports Council in 2002 by the first democratic elected Governor, His Excellency, Alhaji Abdullahi Adamu who saw the important of sports

for youth empowerment and state's building and as such the sports council assumed technical responsibility in the management and development of sports according to the international best practice (Nasarawa State Gazette, 2006). The Sports Council assumes the following functions:

- To promote and encourage youth and sports development in the state
- To coordinate the activities of all sports organizations in the state
- To organize and encourage participation in sporting activities
- To raise the standard of performance of the state in sports.

The operational structure of the Sports Council is defined as follows:

The sports Council is headed by a part time chairman while the Director is double as the chief accounting officer and head of technical in charge of all matters related to sports activities in the state.

Structure of the sports council

- i). Administration and Finance
- ii). Technical and sports Facilities
- iii). Sports Organization
- iv). Youth sports development (school and Local Government sports)

(i.) Administration and Finance:

The department is responsible for the supervision and coordination of the operations of other department. Other functions of the department include staff promotion, employment, training, discipline, confirmation of appointments, processing of annual leave, staff welfare, annual increment as well as other establishment matters. It also serves as secretariat to management meetings and controls the financial transaction and maintains accounts of the sports council. The department advises accounting officer and other heads of departments. It

also keeps custody of disbursement of funds and maintenance of recognized books of accounts (Nasarawa State Sports Council Gazette, 2012)

(ii.) Technical and Sports Facilities

The technical department is responsible to initiate policy and programmes for the sports council activities as well keeping statistical records on sporting activities and achievements. It also regulates the technical officials (coaches and referees) in accordance to the international laws. The department ensures that the stadia and all other sporting facilities are properly sustained and maintained (Nasarawa State Sports Council Gazette, 2012).

(iii.) Sports Organization

The department is responsible for the organization of sporting activities through its sporting associations. It regulates the activities of all registered sports clubs and sports associations in the state. The department collaborates with other agencies and stakeholders in the organization of sports tournaments and competitions in the state (Nasarawa State Sports Council Gazette, 2012)

(iv.) Youth sports development (school and Local Government sports)

The youth sports development department is responsible for the implementation of youth sports policy, ensures adequate sporting activities at the schools in collaboration with the ministry of education to encourage high turn-up of children in the activities. The department also employs talent identification programmes at various levels (ward, local government and state level) to provide play level ground and opportunity for youth to show case their skills (Nasarawa State Sports Council Gazette, 2012)

2.5 Influence of School Sports on the Development of Sports

According to Jeroh (2012), Nigeria is gradually becoming a sporting nation in view of its performance at international competitions especially in soccer, track and field and boxing. Despite this encouraging trend, not very much is being done in sports development

particularly at the secondary schools level to lay a solid foundation for sports development in Nigeria. Sporting activities in Nigeria are also organized and administered in the school system under the auspices of the school, and supervised by experts in the field (Ojeme, 2000). In Nigeria, sports activities are undertaken in primary and secondary schools with the aim to build in the individual, a sound mind in a healthy body. Specifically, this is to meet the physical, emotional, social physiological and intellectual needs of students. This view is equally buttressed by Amuchie (2003), when he asserts that school sports aimed at meeting health needs, and the promotion of optimum development of students.

Importantly too, one known avenue by which the child can be totally empowered, so that he can function meaningfully within the society is by creating for him varied opportunities for worthwhile movement experiences. In the opinion of Goak and Lee (2001), play provides an inner understanding to the child. Through play, children are able to relate to their unfamiliar world, and gain the desired experiences. In all these experiences, the child not only increases his physical and health status, but along the line develops social relations and self-esteem. It is in this vein that, Slade (1999) affirmed that, the exposure to early motor skills through formal learning is a necessary ingredient for the development of excellent sport performance in later year. Essentially, it is a period when the direction of the child's life begins to crystallize. In this regard too, failure to appropriately guide the child's tomorrow may prepare the way for future failure.

Education and sports policies:

As far back as the 1969 National Curriculum Conference, the Nigeria government has made effort to lay a solid foundation for physical education. The conference reviewed past educational goals and identified the new course to chart with a view to setting new goals according to the present needs of society. The National Policy on Education (NPE) evolved from the recommendations of the national conference. Generally, the NPE took cognizance of

the needs of the Nigerian child at all levels of learning. In the same vein, the subjects offered in the curriculum were given prime attention (Taiwo, 1980).

Government recognition of the importance of PHE was further strengthened with the enactment of the 2000 and 2009 National Sports Development Policy. Significantly, the emergence of the sports development policy provided the needed catalyst to propel sports organization and administration in schools. This also included other areas as:

- a. International sports
- b. Indigenous sports
- c. Management of sports facilities and equipment
- d. Sports federation
- e. Associations and clubs
- f. Grassroots sports (Federal Republic of Nigeria, 2009).

It is very important to examine the origin of policy prescription in sports development in general, however, focus was more in the area of school sports growth and development.

Education and sports policies as related to school sports:

The recommendations of the 1969 Curriculum Conference which evolved as the Nigeria National Policy on Education (NPE) 1977 gave physical education (PE) a new status. P.E was formally recognized as a school subject just like every other subject. There is no gainsaying that P.E as a school subject has its implication for health, physical skill and moral value and character development of the child. In this context, and to fully develop the totality of the individual using physical education and sports as the vehicle, the elementary and secondary schools are seen as appropriate starting point (Federal Republic of Nigeria, 2004).

Notably, even from pre- school, the culture of play is imbibed in the young learner. In this regards, and as prescribed in the NPE 2004, some of the goals which the pre-school seeks to achieve include:

- i. Molding the character and developing sound attitude and morals in the child
- ii. Developing in the child the ability to adapt to his changing environment.
- iii. Giving the child opportunities for developing manipulative skills that will enable him function effectively in the society within the limit of his capacity. To meet the above needs, the curriculum of pre- school just like that of primary school was expected to include physical and health education (Federal Republic of Nigeria, 2004).

Significantly, physical and health education as a school subject has the capacity to increase the individual's ability and desire to participate in socially responsible ways in and out of school (Taggart, 2003). It is this perceived importance of the subject in the wholesome development of the individual that led the National Policy on Education (NPE) to specifically recommend that specialist physical education teachers be trained and employed to teach the subject at the primary school stage. Unfortunately, inconsistency in physical education policy implementation in schools may have been responsible for the poor handling of the subjects in our schools (Dankadai, 2001). According to Federal Republic of Nigeria (2009), the National Sports Development Policy 1989 revised under article 8 sub-sections 9 made the following provisions:

- i. Participation in sports shall be compulsory in primary, secondary schools and institutions of higher learning.
- ii. The Federal Government through Federal Ministry of Education shall provide facilities and funding for sports in institutions of learning at all levels. In addition to the above policy prescriptions, the Ministries of Education and Sports have also been useful in emphasizing PE in schools. However, how well these policies are translated to concrete reality at the schools' level leaves cause for concern. In other words, the actual status of PE in our school today is not truly a reflection of some of these policies. The question therein is: what is expected in the implementation of such policies?

Implementation of sports policies:

Policy formulation is the primary stage of addressing observed short, medium or long range problems. The process of policy formulation could be quite cumbersome, especially if not properly managed. Essentially, policy formulation involves consultation, participation and choice making, all from a wide range of alternatives. While acknowledging this complex nature of policy formulation, such formulated policy may not automatically translate to success, without appropriate working guideline, for its implementation. Importantly too, the implementation of the policy depends to a large extent on the character of the team of implementers (Nwagwu, 2002). Using the foregoing as our context, the implementation of sports policies in the Nigeria primary and secondary school may be assessed.

- **Primary school:**

Educators all over the world agree that the elementary or primary school is the foundation of formal teaching and learning of any skill or knowledge necessary for the maximum development of the child. Therefore, this level of education should provide a fertile based for a diversified and development of the beneficiaries. As far as sports development in concerned, the primary school should be the ideal ground for its take-off, through a sound programme of elementary physical education. A good physical education programme makes use of the natural activity drive of children, who even the most timid, enjoy movement. Nowhere in the world does sports develop in isolation of physical education which starts in the school through a formal graded instruction under experts trained for this purpose (Yazid, 2014).

In Nigeria, the current status of primary physical education levels much to be desired. This is quite contrary to the practice in primary schools during the period described in Nigeria as the colonial days. That time, every primary school provided for a daily physical activities which were quite rigid and militaristic on the school time-table. It was compulsory

for every class teacher to take his or her class out for thirty minutes' vigorous regimented physical activities. In addition to this, there was a break period daily where organized games and sports took place during this period. In this way every pupil was conscious of physical activities and sports. By the time a child completed primary school education, it was possible to identify children talented in sports skills (Yazid, 2014).

Primary school is generally seen as the foundation of formal teaching. It is aimed above all at the wholesome development of the child. Essentially, activities of learning at this level should be adequately diversified to ensure good growth and development of the child. By virtue of their age, children at this level of growth possess a lot of natural energy and drive to learn (Taggert, 2003). He further suggested that what is required for them is a programme of activity capable of stimulating their interest and attention. The recent trend across nations is to inculcate the culture of sports activities in children. This is in addition to imbibing in them, a culture of play. The goal is to develop in these young ones appropriate movement patterns necessary for all physical activities.

Nwagwu (2002) stated that with emphasis on the foregoing, sports in Nigeria primary school still lacks the attention it deserves. Before now, what was prevalent was a situation where even though PE and sports was allotted time on the time table, it was taken more like an unserious routine. This is the sense that the classroom teachers (not the specialist in PE) engage their learners' usual sports and games. The hope was that it would help elicit some potentials stars that could be nurtured. Even at the turn of the 21st century, not much can be said of redefining the status of sports in Nigeria primary schools. It is in this context that Ojeme (2010) lamented the handling of the subject at this level of learning, observing that unqualified teachers were left to teach the subject. More disheartening is the observation of Toriola (2002), where football fields have been converted to school building, thereby denying school children the much needed facilities to play. There is no gainsaying that with the above

situation no effective teaching of physical education would be done in primary schools. More so when most public primary schools lack basic facilities and equipment necessary to conduct physical education classes, in addition to the reported zero funding of physical education programme and activities.

Even with the prescription of the National Policy on Education (1977) which makes physical education a compulsory subject at this level, the situation remains the same. The needed policy leverage may not have been quite attained. Hence the subject is yet to gain the needed impetus to grow. Ojeme (2009) asserted that this continuous set back can largely be attributed to Ministries of Education and Youths and Sports. At this juncture, it becomes imperative for these Ministries, and all other stakeholders in primary school sports programme, to revisit the aims and objectives of sports at this level of learning, and the expected fruitful gains it hopes to achieve. Until this is done the desired status of sports in primary school may continue to suffer neglect.

- **Secondary school:**

The situation in Nigerian secondary schools is not different from the described situation in primary schools. One cannot totally rule out the fact that there are some forms of physical activities on ground, but to what extent do these meet the required standard for secondary school sports remains the concern. There is no gain saying that even the few activities available in most schools are those made possible by the effort of education planners as far back as the colonial era. Unfortunately not much of such legacies are left. This is largely due to poor planning and management of Nigeria school sports as a whole in the last two and half decades. The expected change in the status of sports was the concern of National Policy on Education and National Sports Development Policy (Federal Government of Nigeria, 2004).

These policies variously made prescription for the subject. The implication was to make sports/PE have equal status with other school subjects. This made the subject examinable both in the West African Examination Council (WASC), General Certificate of Education (GCE) and National Examination Council (NECO). The question again is how this can be when the same policy makes the subject compulsory only up to the junior secondary school, while making it optional at the senior secondary schools. It was thought that with the revised policy in 1998, this anomaly would be corrected, instead, the subject was further relegated from a core and separate subject to elective and Physical and Health Education (PHE). One wonders if such a stance may not force the subject into extinction, rather than the expected intent of sustaining its growth for its developments (Federal Government of Nigeria, 2004).

As presently practiced in Nigerian secondary schools, physical education is organized under three major phases, namely: instructional, intramural and extramural programmes. The instructional programme ought to be an avenue for implementing the compulsory teaching of physical education at the junior secondary schools. However what obtains in most schools is not quite the case. Not much is done by way of instructional programme. Following the trend of the organization of sports in phases, what should logically follow the instructional programme is the intramural programme (Federal Government of Nigeria, 2004). Ojeme (2010) described the intramural programme as an all year programme of activity with an intention of mass participation and broad based activities. But what is prevalent by way of the intramural sports in our schools is the annual inter-house competitions. This tends to defeat the policy of intramural programme which logically should provide opportunity for everyone to participate in. It is also expected that, there will be the need for adequate facilities and equipment if participants are to have a fair share of participation in intramural sports. However, the case is contrary, with a focus on organization for selected few.

Besides the dearth of essential equipment and facilities, personnel for the management of intramurals are also inadequate, and at times there is the absence of qualified personnel to run the programme. The nature of intramurals is such that almost every admitted student is entitled to participate. This will stretch the facilities and equipment available. Where such facilities cannot meet the students demand, the expectation is that personnel should be able to improvise, so as to fulfill the programmes' needs. But this is made worse where qualified personnel are lacking and at other times inadequate. The only option left would be to leave the administration of the programme in the hands of unqualified individuals who may end up thwarting the desired goals of the programme. So far, the foregoing has been the unfortunate trend with secondary school sports (Adedeji, 2009).

At the secondary school level there are hardly sports units or offices. Even where equipment is procured, they are poorly maintained. Since the Ministries of Education, Youth and Sports scarcely provide funds, the schools usually turn to the students for sports levy. This is in a bid to sustain school sports at their level. The question therein, is in what direction can status of the Nigeria secondary school sports be turned around so as to put it at par with other nations that take great concern on the total development of the child? Moreover how can Nigeria, with this attitude towards school sports boast of the philosophical dictum of the sound mind in a healthy body (Adedeji, 2009).

Musa (1999) stated that the potentiality of secondary schools sports to develop Nigerian sport is not in doubt if one gets down the memory lane of the history of school sports. Specifically soccer had its root in schools where many who represented Nigeria were products of school sports. The likes of late Sam Garba, the Atuegbus, Ismaila Mabo, Jonny Egbuonu, Haruna Ilerika, Tunde Disu, Peter Aneke, Tony Igwe, Late Daniel Okwudili, etc. are shining examples of footballers groomed from school sports. Track and field on the other hand produced the likes of Urhobo, Jeroh, Porbeni, Ehizuelen, Ebewe, Oshikoya,

Agbebaku, and so on, who represented the country in international sports competitions. In spite of the inadequate and substandard facilities and equipment, secondary schools of old succeeded in producing sports heroes. School sports today are pathetic.

Furthermore, many schools no longer have interest in school sports in spite of the National Policy on Education (1981) which specified the role sports should play in the education of the Nigerian child. In schools which think about sports, it is only during their haphazardly organized annual inter-house athletic meets that school heads make unnecessary and heavy demands on parents and invitees in well worded addresses. At the end of the day, whatever is realized is not ploughed into sports development. There were series of friendly matches/contests between schools which are extinct nowadays; where such competitions exist nowadays, shameless sports organizers recourse to the use of non-bonafide students otherwise known as “mercenaries”. Stressing the need for grass root sport, a one time national triple jumper, Ajayi Agbebaku opined that “it was school sports that brought so many athletes of my generation to lime-light. We must return to grassroots and school sports if we ever hope to develop our athletes (Musa, 1999).

Collins (1995) defined sports development as a process whereby effective opportunities, processes, systems and structures are set up to enable and encourage people in all or particular groups and areas to take part in sport for recreation or to improve their performance to whatever level they desire. Explaining the concept of sports development, Sheitima (2005) claimed that development must involve a movement from the old to the new and implies that this is progressive. In other words, sports development is about creating new and better ways of doing things in sports. In the context of the present study, sports development is defined as the provision of standard facilities and equipment, qualified personnel, adequate funding as well as an effective school sports policy that can accommodate the needs, interests, and aspirations of the participants.

Sports development refers to the gradual increase, attainment and advancement of sport from low level strata to a higher level or strata with due cognizance and consideration of the indices that enhance the realization and actualization of sports development (Yazid 2006). These indices include: sports policy, sports personnel, sports programme (training and competition), funding, facilities and sponsorship. Sports is a vital and dependable weapon for all kinds of battles; it is today's greater marketing instrument for political mass mobilization and for direct governance and anchorage for national and international unity (Irabor, 2000). Sports has become an important aspect of Nigerian culture so much so that the interest in and popularity of sports have affected the political, social, economic and educational fabrics of the nation; the review become imperative as the nation is gearing towards rebranding and reviewing its sports development policy. The review will go a long way in assisting and bringing to light some silent issues that have been overlooked over the years (Yazid, 2014).

Amuchie (1999) stated that sports is a mirror of the society; games provide a touch stone for understanding how people live, work, think and play as well as serving as a barometer of a nation's progress and civilization. It is understood that sports is one of the social services that nations of the world provide for their citizens and for such service (sport) to flourish, there must be a laid down philosophy and policy. The question is, are these responsibilities adhered to by the three tiers of government as laid down in the policy (1989 & 2002). In this modern civilized world, the success and failure of any sports team is often attributed to the philosophy, policy statement, competencies and inadequacies of the coaches. This is because coaches and sports managers are responsible for designing quality programmes for the players/athletes, assessing and understanding strategies for training, camping and selection of athletes for major national and international friend lies and competitions. With standard facilities players/athletes could improve upon their standard of play and coaches could design a better training programme (Amuchie, 1999).

Sports development can be regarded as a process of continuous improvement of the sports structures performances and programmes in order to create a condition which is conducive to physical fitness for all and the effective functioning of self-actualization (Federal Republic of Nigeria, 1989). It is a common knowledge today that the attainment of world class status in sports is a strong reflection of development objective of a country. Sports development is the process by which the sports administrator harmonizes the various divisions in the sports system, trying to accomplish the established goals of the sports systems (Omorie & Jimoh, 2004). Sports provide positive images for the nation to the international community, studies on specific cases have shown that sport, especially football, can positively contribute to strengthening national pride and forming a cohesive national identity. Today, the general recognition of the importance of sports has made it to become a vehicle for promoting national unity and projecting the country's image. This has brought about healthy rivalry among all the states of the federation and has helped to project the country's image beyond her borders (Akraka, 2004).

According to Amuchie (2002), sports growth and development can be measured in two ways:- Vertically and horizontally: Vertically by identifying increase in the number of new sports a country have participated in over the years: horizontally by determining the levels of frequency of competition in sports within a given period, furthermore sports could also be measured from the number of successes achieved in national and international sports competitions. These successes have direct bearing with the indices of sports development either in the schools or at the national level, these are:

Influence of inter-school sports competitions

The role sports participation by students play in the educational process has been a topical issue for decades. Critics have observed that sport activities deflect time away from the classroom (Melnick, Sabo & Vanfossen, 1992). Supporters of school sports competitions

argue that sports participation improves students' achievement improves students' grades, keeps them in school, and raises their educational aspirations (Melnick, Sabo & Vanfossen, 1992). Whether school sports competitions benefit or negatively impact the academic achievement of student, participants remains controversial (Din, 2006).

This is also the position of Coleman (1965) who asserted that participation in sports is counterproductive in the educational enterprise. Sage (1967) opined that non-athletes achieved better grades and were more occupationally oriented at school than athletes. A synthesis of the above findings points to the fact that participation in school sports takes much of the study time of participating students. This, according to Ogundari (1990) affects the quality of their educational attainment and eventually delays graduation.

The finding of Ongonga, Okwara and Okello (2014) who investigated the role and benefits of inter-school sports competitions in secondary schools education from the perspectives of teachers and students in Kenya. They found that inter-school sports competitions play a number of roles in the educational process in secondary schools. 68.75% of the games-teachers interviewed revealed that inter-school sports competitions supports academic objectives and are therefore, valuable due to their ability to create self-esteem and self-confidence in the students, and also serve as factors that enable them to improve in their academic performance. Confidence, they noted, is important in academics is that inter-school sports competitions facilitates concentration such that the student's mind is free to focus on the subject at hand. Confidence also enable students to set challenging goals and to pursue them actively. In line with this finding, Weinberg and Gould (2011) also revealed that most of the students who participated in sports are confident thus do not need constant reinforcement or support in the classroom to perform well. Toward this end, Ojeme (1999) noted government in conjunction with stakeholders provide the standard sports facilities and

equipment at national, state and local government levels as well as ensure availability of sporting facilities in schools, communities and mass housing arena.

Influence of Sports Personnel:

Sports personnel are coaches, sports managers, stadium managers, game masters/mistress and organizing secretaries. These are some of the personnel required for the management of sports development programmes. Coaches are responsible for the improvement of the level of skills of the athletes. There is no way the quality of participation of any nation in competitive sports can improve without having well trained and experienced coaches in various sports (Yazid, 2014).

The reports of Federal Republic of Nigeria (1997) on Vision 2010, acknowledges that, sports administration and practice in Nigeria have taken a new dimension, thereby becoming a big commercial venture and employer of qualified sports personnel. However, the Federal Government of Nigeria through the National Sports Council in 1962 now renamed the National Sports Commission controls, regulates and promotes sports personnel in Nigeria (Federal Republic of Nigeria, 2009). Toward this end, Kienka (2012) and Akarah, (2014) noted that efforts of Nigeria governments' monetary commitments towards the organization and appointment of sports personnel is very high. Mshelia (2002) reported that coaches are usually adequate and in most cases have 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 programmes, motivational attachments play a significant role in enhancing performance to coaches and athletes in line with this.

Ajiduah (2001) revealed that people who are not professionals in the area of sports and who know nothing about sports development do maneuver themselves into the centre stage of sports development in Nigeria. In most cases, they were serving professionals and retired professionals from disciplines other than sports. He also pointed out that the problem

of Nigerian sports is that of leadership failure. Non-professionals who know nothing about sports development and so could not deliver good results because no one can give what he or she does not have people the sports avenue. Most of the sports personnel in Nigeria function on trial and error basis depending on their secretaries and coaches who sometimes are not competent enough in the area of sports administration. Amuchie (2002) concluded in his study that, due to the incompetence and constant changing of sports personnel there is hardly any form of continuity in Nigeria's sports development. Duru (2001) also pointed out that there is nothing basically wrong with Nigeria or her athletes, the problem is that we have sports personnel who are not professionally prepared for the job at the helm of affairs.

Influence of 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 which facilitate employment of qualified personnel and serve as a motivator for athletes (Bitrus, 2006). Fasan (2000) also reported that sports organizations either 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 unit, require adequate amount of funds to function efficiently and effectively. Funds lead to the provision of essentials like physical educators, gymnasium, construction of pitches, court, procurement of new equipment and other consumables in sports and sports programmes in all the secondary schools.

A sound, wholesome programme of school sports requires sufficient financial support. 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 institutional sports is funding. He said that, as 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 school sports practices could not be classified as with commercial ventures and in this regard, the funding of school sports should be adequate and there should be no delay in the release of funds for running of school sports programme. The finances involved inter collegiate sports programme are raised in various ways.

Mgbor and Obiyemi (2001) categorizes the present status of sports in Nigerian institutions 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 (Federal, Republic of Nigeria, 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).

Adequate funding in any field of endeavor is of paramount importance. This is because the procurement of facilities and equipment, recruitment of qualified personnel,

payment of better remuneration and incentives for coaches and players/athletes, engaging teams in international training tours can only be possible with adequate funding (Yusuf, 1991). Sports programmes have grown beyond what government alone can fund effectively and the huge sums of money needed to carry out local and international sports activities makes it imperative for government to look for sources (sponsorship) of funding outside, government agencies (Yazid, 2014).

The importance of providing adequate funds for sports programme cannot be over emphasized; this is because as Bucher (1979) stated that, the services that are involved such as recruitment and training of personnel, purchase of equipment, construction of standard facilities, transportation and care of athletes all require large sum of money. Writing specifically about sports programmes, Zeiglar (1968), maintained that it is an area of higher expense and adequate funding is necessary if goals are to be achieved. Adequate funding is essential for effective sports development.

Influence of Sports Facilities:

The provision of facilities in all sports is one of the major priorities in the promotion and development of sports. Responsibility for the provision of the facilities shall be shared by government, individuals and private organizations (Yazid, 2014). The provision of adequate sports facilities are as important as providing adequate incentive for the athletes, but the maintenance of such adequate facilities use by many often constitute a managerial problems. Traditionally, at the secondary schools level, facilities management are usually the responsibilities of those persons who are in-charge of physical education and sports programmes (Cohen, 1996). The facilities for which they are responsible include outdoor facilities - such as playgrounds, pools, skate parks, courts and fields – and indoor facilities – such as locker and shower rooms, natatorium, racket, sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiums, their supplies and equipment. Facilities,

supplies and equipment management includes not only the effective scheduling, operation, and maintenance of such facilities, supplies and equipment but also, at times, planning new structures to keep pace with the demand for participation in physical education and sports programmes of the school (Crompton, 2005).

In Nigeria today, sports is fast gaining recognition as a way of the life of the people. Sports has also become a universal political game, therefore no effort should be spared in providing facilities as well as encouraging every able bodied person to participate. The primary and secondary schools are the fertile ground for mass participation and sports for all through physical education programme. It is at primary and secondary schools that the aim of the slogan “Catch them young” will be achieved (Flynn, 2013). Furthermore, the importance of physical education and sports in this country has been demonstrated by the level of patronage from the government, individuals, private sectors and even the spectators. Excellent physical education and sports programmes have been matters of interest to many people and government, because physical education and sports have been the avenue through which great nations of the world exhibit their supremacy over others. Physical education and sports are now effectively used to propagate political, social and economic might (Flynn, 2013).

Facilities are permanent and non-moveable materials used in sports which may either be real or improvised for competition or recreational purposes (Ituh, 1992). He further stated that, in many of the institutions there is absence of standard sports facilities. The importance of sports facilities and equipment in sports development has long been recognized. Igbanugo (2008) 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 injuries and enhance sports performance (Klafs & Amhein, 2011).

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 institutions. He also stated that if facilities are available and well maintained, there is every possibility of having good sporting programme. Akinsanmi (2009) stated that facilities are some of the determinants of physical education curriculum as standardized curriculum cannot be formulated without them. Oyeniyi (2002) asserted that facilities are the power house of sports; hence they are indispensable to competitive sports. He further noted that provisions of good and well-equipped facilities are among other factors that are necessary for effective administration of sports in our institutions. Adesanya (1990) viewed that through provision of facilities, students are encourage to participate in sporting programmes and therefore discouraged from engaging in anti-social behaviour such as cultism, hooliganism, unnecessary disruption of academic programmes and others to list a few. He further revealed that, it is evident that one of the vital roles of institutions in promoting sports and fitness programmes are realized through provision of adequate and standard facilities.

Udoh (1986) lamented that most sports facilities in Nigerian institutions are far from quality facilities.

Influence of Sponsorship:

Sponsorship is the life blood of sports. In this day and age there exists a symbiotic relationship between sports and its sponsors. It is a relationship/partnership that plays to the relative strengths of the two parties and provides each with handsome reward. For example, football, boxing and tennis are visual entertainment at the highest level. All over the world sports thrive on sponsorship from corporate organizations and wealthy individuals (Yazid, 2014). Sport sponsorship has evolved into a vast business enterprise, encompassing sport at

all levels. In 2007 alone, spending on sport sponsorship worldwide was approximately \$28 billion with an estimated amount of over \$14 billion being spent in North America (IEG, 2008). As interscholastic athletic departments across the nation and high school athletic/activity associations are continually faced with rising costs, both are relying more heavily on sponsorship as a means of successfully financing their sports programs and organizations (Forsyth, 1995).

Sports sponsorship is the provision of resources by an organization directly to an event or activity in exchange for a direct association to the event or activity. The providing organization can then use this direct association to achieve their corporate, marketing, or media objectives (McCarville & Copeland, 2004). Sports sponsorship is one of the fastest growing areas in sport marketing and has become a multi-billion dollar business with the majority of the growth occurring during the end of the 20th century (Meenaghan, 1994). It was in the 1990's when sport sponsorship reached unprecedented levels.

Mullen, Hardly and Sutton (2000) reported that more than \$5.1 billion were invested in sport sponsorship in the North American sport industry in 1998 alone. Sport sponsorship has continued to grow significantly in both North America and worldwide. In 2001, it was reported by the International Event Group's (IEG) Sponsorship Report that corporations around the globe spent more than \$23.6 billion sponsoring sports, arts, entertainment, and cause-related events (International Event Group's, [IEG], 2001). Global spending on sponsorship increased by 2004 with an estimated \$28 billion reportedly spent. North American sponsor's expenditures amounted to an estimated \$11 billion (IEG, 2004). Because of this significant growth in sport sponsorship, it has become an effective revenue producer for sport organizations at all levels including professional, intercollegiate, amateur and interscholastic sport (IEG, 2001).

Lough and Irwin (2001) further discovered that, companies do not believe demonstrating corporate philanthropy as a primary reason for engaging in sports sponsorship. Instead, sport sponsors are now more likely to engage in sponsorship deals because it will ultimately lead to increased sales and influence brand market share (Lough & Irwin, 2001). 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. In the same vein, Adiat (2007) opined that funds raising should not be limited to mere case solicitation and products as well, anything that can be beneficial to the sports organization becomes a legitimate goal of fund raising.

2.6 Challenges and Prospects to the Development of School Sports

Hornby (2001) defined constraint as a thing that limits or restricts. Quirk (2003) perceived constraint as something that limits ones freedom of doing what he wants to do. A constraint is anything that prevents the system from achieving more of its goal.

In sports parlance, the availability and use of facilities and equipment, lack of skills and professional sports personnel and lack of functional sports policy are all internal constraints to school sports development. This makes it difficult for there to be enough and adequate school sports programme for people. If this is the case then the organization should focus on mechanisms to create more demand for its product or services. School sports also suffer from constraints of this nature, where the public loses interest in the sports programmes and sports packages offered. As used in this research, constraints are those

restricting factors or obstacles that make sports to remain underdeveloped in secondary schools in Nasarawa State.

Sports programmes in secondary schools have to be handled by professionally qualified personnel if the objective of the programme and deserved developments are to be achieved. Therefore in choosing personnel for sports programme in secondary schools, certain principles must be borne in mind, such as principles include qualification, personality trait, interest and experience. According to Morakinyo & Aluko (2010), the administration of any organization is a function that requires personal and professional preparations. Sport is a technical area that requires adequate preparation for those that will manage sports at any level. A good sports manager 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.

The administration of sports programme in the secondary schools is majorly the responsibility of the physical education teachers. They are the axis around with the sports programme revolves. This implies that secondary school sports development is very much affected by the activities of the PE teachers. This view is confirmed by Toriola, Adetoro, Toriola and Igbokwe (2010) who pointed out that P.E teachers are widely judged to possess the right type of qualification and skills required to promote youth sport development in the country. Sports programmes in Nigerian secondary schools are usually organized by game masters and mistress who may or may not be a physical educator. Ajiduah (2001) confirmed this when he revealed that people who know nothing about sports development do maneuver themselves into the center stage of sports development in Nigeria. Based on the above view, one can rightly say that assigning unqualified personnel the duty of running sports programmes is pathetic and wrong. There should be consideration of the special qualification

for teaching and coaching, the general qualification of physical educators and the unique qualifications needed.

United Nation Educational Scientific and Cultural Organization (UNESCO) (2007) outlined that all personnel who assume professional responsibility for physical education and sport must have appropriate qualifications and training. They must be carefully selected in sufficient numbers and given preliminary as well as further training to ensure that they reach adequate levels of specialization. It went further to state that “Voluntary personnel”, given appropriate training and supervision, can make an invaluable contribution to the comprehensive development of sport and encourage the participation of the population in the practice and organization of PE and sport activities.

The role of sports personnel in sports development cannot be overemphasized in his view, Eze (1983) postulated that the provision of qualified physical educators is very essential to make the whole sports programme more realistic. Contributing to the role of sports personnel, Abeku (2000) argued that a major hindrance to the development of sports at any level was that of personnel. To this effect, all secondary schools should have sufficient number of physical educators and sport coaches. Government of all levels and various school authorities should ensure that professionals are employed to handle the organization of games and sports. It is only when professionals are in charge of games and sports in schools that the desired objectives of sports can be achieved. Also appropriate structures must be established for the training of personnel for PE and sport. Personnel who have received such training must be given a status in keeping with the duties they perform, which is geared towards sports development.

Policies are developed from mission statements which should be the basis for establishing all aspect of the operational procedures of an organization. Koontz, O'Donnell and Weihrich (1980) and Massie and Douglass (1981) revealed that policies are plans, in that

they are general statements or understanding which guide or channel thinking and action in decision making. Parkhouse, (1996) defined Policy as a definitive course of action selected from various alternatives to guide and determine present and future decisions. Formulations of policy are essential to the efficient administration of any sports organization. Without appropriate policies in place, there will be little to guide the activities and conduct of the establishment in the pursuit of its goals. Policies serve as a standing plan or guide in general terms of how sports organization will run and how its activities are to be conducted. Bucher and Krotee (2002) pointed out that efficient management of sports requires the establishment of sound policies, if it is to achieve its goal. According to Morakinyo and Aluko (2010) the Federal Government of Nigeria in 1986 released a National sports policy which had the objectives of awakening the sports consciousness of the citizens and ensuring mass participation in sports for the physical, mental and moral growth and development of people. Onifade (2000) pointed out that the policy was not able to achieve its set objectives.

In 1988, the Nigerian Federal Government developed a document to guide sports development for the nation (Mgbor, 2006). Federal Republic of Nigeria (1989) outlined specific expectations in sports development by various units of the Nigerian society, such as local, state and federal government, educational institutions clubs and voluntary organizations. This policy was well conceived and indicated that the government was aware of the role sport had in the development of the nation. Parts of the objectives of the National Sports policy for Nigeria according to Ndanusa (2009) is to promote school and institutional sports development and competitions at all three tiers of government and also to ensure that sports is an integral part of the curriculum of educational institution at all levels (Nursery, Primary, Secondary and Tertiary). The policies still has not been fully implemented, as is often the case with government policies in Nigeria.

Since the late 1990s visioning has been recognized as a vital tool of national development. It is indeed the only means of achieving systematic national development. In 1997, the military government of Nigeria, under General Abacha launched the well articulated and celebrated policy document. Vision 2010 which was intended to make Nigeria: “To be united, industrious, caring and God fearing democratic society, committed to make the basic needs of life affordable for everyone and creating Africans leading economy” Ojeme (2007). The final report of vision 2010, as it related to sports development gave sport a prominent place. However, in our typical discontinuous ways of national leadership, vision 2010, like its predecessor, the National Sports Development Policy, (1989) pulled out disingenuously and soon a new government came on board and as a result was not implemented effectively. Therefore, it has not had significant impact on physical education and sport programs in Nigeria. This is in line with the submission made by Pa John Chukwuma Ojido, a renowned sports administrator, that the non implementation of the various sports policies have also contributed to the reason why sports is in the wilderness (Osasuyi, 2008). For a policy to be effective it must according to Donnelly, Gibson and Vancovich (1991) have the characteristics of flexibility, comprehensiveness, co-ordination, ethical and clarity to attain set objectives. If the policy does not lead to achieving set objectives then it should be revised and in any case policies should be reviewed periodically.

One of the most important factors to consider in planning any sports programme is the availability, quality and quantity of facilities and equipments. This is true because in sports most actions are practical. Facilities are simply those areas, spaces, or stations in which sports programs may hold. They can be categorized on the basis of siting as indoor facilities and outdoor facilities. Those sited indoors are indoor facilities, while those sited outside are outdoor facilities. Outdoor facilities include: Soccer, hockey, and cricket fields, basketball, handball, tennis, volleyball and badminton courts, athletic tracks, swimming pools and other. Filed

events including long jump, triple jump, high jump and pole vault pits, and shot put, discus and javelin pitches. As for indoor facilities, they may contain a gymnasium, boxing and wrestling rings, and weight lifting and training rooms. Some facilities are however both indoor and outdoor and those outdoor facilities which could be sited indoors are: basketball, volleyball, badminton and handball courts with movable posts (Ojeme, 2007).

Equipment on the other hand refers to items of more or less durable nature. They include such items as hurdles, high jump and pole vault standards, shot put, javelin, discus and starting blocks (Federal Ministry of Education, 2007). Provision of adequate physical resource including facilities, equipment and maintenance can help in influencing attitudes and facilitating sports development programme success. Often sports administrators do not consider the motivational values of good and pleasing facilities and equipment. The sight of a well laid running track a beautiful indoor sports hall with standard nets and markings or a well kept, warm swimming pool could bring about such feelings that will make an athlete want to participate in sport. If students in Nigeria Secondary Schools are to be gainfully involved in sports, and enabling environment must be provided. Sports facilities and equipment are factors that contribute to an enabling sports environment and also make participation in sport worthwhile. However, according to Okosun (2010) sports facilities and equipment in Nigerian Secondary School are in pitiable situation and in most cases they are not in existence. This of course is a major constraint to the development of sport.

United Nations Educational Scientific and Cultural Organization (UNESCO) (2011) pointed out that adequate and sufficient facilities and equipment must be provided and installed to meet the needs of intensive and safe participation in both in school and out-of-school programmes concerning physical education and sports. It is therefore a known fact that the success and development of any sports programme depends largely on the availability and adequacy of facilities and equipments.

Sporting activities can hardly be effectively organized and administered without adequate funding. This is a very important factor upon which other factors depend. This is because the provision of personnel, facilities and equipment involve disbursement of fund. According to Dike (2008) funding of sports development is the process of raising money or capital for any kind of expenditure and it includes sources of funds, sourcing for funds, and management of funds. DeSchriver and Stotler (1996) identified some traditional sources of income for secondary school sports programmes as general school fund, gate fees, state appropriations, bonds and activity fees. It is sad observing many enthusiastic athletes in our secondary schools, not performing to expectation due to inadequate funding of sports in the schools. Hence Bucher and Krotee (1998) pointed out that it is difficult for the traditional sources of fund to sustain sports in schools. They therefore added other sources of fund to include special foundation/projects, government or individual grants or gift/donations, special fund raising events, sponsorship, launching and sale of television and radio rights.

The National sports policy for Nigeria, according to Ndanusa (2009) pointed out that the three tiers of government federal, state and local government should provide and embark at least 5% of its total budget for sports for maintenance of sports facilities and infrastructure. This policy statement is geared towards ensuring adequate provision of fund and budgetary allocation for sports development. The main contribution of the Nigerian Government is in the area of capital expenditure in constructing sports facilities and other necessary infrastructures in the various states which facilitates the sports development process (Toriola, Adetoro, Toriola & Igbokwe, 2010).

2.7 Summary

This study is investigated the influence of Nigeria school sports federation on the development of sports in secondary schools in Nasarawa State. School sports is a practice, a system that is been practiced worldwide due to its numerous benefits in terms of

opportunities to sports infrastructural development and increase in participation amongst students in sports. It is all about providing and improving opportunities for the students to participate in sports from the lower level to the best of their ability and in fulfillment of their interest. There are several components that are fundamental to the achievement of effective school sports in Nigeria, such components include but not limited to provision of finance, provision of facilities/equipment, qualified personnel and proper scheduling of sports. Among others, the benefits of school sports include health, social, emotional and academic benefits.

Sports development in Nigeria has witnessed a lot of metamorphosis from the pre-independence to the independence eras. Prior colonial incursion, dancing, acrobatic displays and wrestling featured prominently as part of ceremonies in Nigerian societies. In addition, modern sports competitions were introduced to Nigeria mainly by the British Christian missionaries. However, there was indication that sports competitions were held among the villagers in Nigeria, between 1840 and 1850. Such indigenous sporting activities were governed by rules which were socially approved by the streets, wards, villages and even tribal groups. With the advent of western education by the British in Nigeria, modern sports such as football, cricket, netball, were introduced at the expense of indigenous physical activities.

Nigeria is gradually becoming a sporting nation in view of its performance at international competitions especially in soccer, track and field and boxing. Sporting activities in Nigeria are also organized and administered in the school system under the auspices of the school, and supervised by experts in the field. In Nigeria, sports activities are undertaken in primary and secondary schools with the aim to build in the individual, a sound mind in a healthy body.

Lastly, literature pointed out the challenges and prospects to school sports; unavailability and use of facilities and equipment, lack of skills and professional sports personnel and lack of functional sports policy are all are the challenge facing school sports

development. This makes it difficult for there to be enough and adequate school sport programme for people. If this is the case then the organization should focus on mechanisms to create more demand for its product or services.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This study examined the influence of Nigeria school sports federation on the development of sports in secondary schools in Nasarawa State. This chapter described the Research Design, Population of the Study, Sample and Sampling Technique, Data Collection Instrument, Validity of the Instrument, Reliability of the Instrument, Data Collection Procedure and Data Analysis.

3.2 Research Design

Descriptive survey research design was adopted for the study as Ofo (2004) asserted that descriptive survey research design is used to collect information in order to describe the existing phenomenon, identify problem make systematic evaluation and find out the efforts other have made to solve similar problem, hence the benefit of such effort may be of assistance in future plans and decision making. Sunusi (2008) stated that descriptive survey design is a kind of research design in which a person is able to find out the feelings of others about something. He added that descriptive survey design is a systematic description of event in a very factual and accurate manner. The design was considered appropriate because it sought the opinions of Principals and Games Masters/Mistresses about the influence of Nigeria Schools Sports Federation on the development of sports in secondary schools in Nasarawa State.

3.3 Population of the Study

The population for this study comprised all Principals and Game Masters/ Mistress in Government Secondary Schools in Nasarawa State, with a population of eight hundred and eighty two (882) (Nasarawa State Ministry of Education, 2014).

3.4 Sample and Sampling Techniques

The sample for the study was three hundred and eighteen (318) respondents from three senatorial zones of Nasarawa State. The researcher used a multistage sampling procedure to select the sample for the study. According to Njodi and Bwala (2004), multistage sampling is a procedure carried out in phases and usually involves more than one sampling method. They further stated that in a very large and diverse study population, sampling may be done in two or more stages. Therefore, the stages for sample selection in this study were as follows:

Stage 1:- Stratified sampling technique was used to stratify Nasarawa state into three (3) stratum as in the Senatorial zones, North senatorial zone, South Senatorial zone, and West Senatorial zone.

Stage 2:- Simple random sampling technique was used to select three (3) Local Governments from each senatorial zone in Nasarawa State.

Stage 3:- Fifty percent (50%) of the total schools in each of the selected Local Government area in Nasarawa State was used by the researcher to randomly select the sample secondary schools for the study.

Stage 4:- Purposive sampling technique was used to choose one principal and one game Master/Mistress (respondents) from each of the selected secondary schools.

Table 3.4.1 Distribution of sample of the study

S/N	Senatorial zones	Selected Local Government	Number of schools in each LGA	Sample Schools (50%)	Number of Principals	Number of Game Masters /Mistresses	Total
1.	Nasarawa North	Akwanga	31	16	16	16	32
		Nasarawa-Eggon	46	23	23	23	46
		Wamba	32	16	16	16	32
	Total	3	109	55	55	55	110
2.	Nasarawa South	Doma	19	10	10	10	20
		Keana	21	11	11	11	22
		Lafia	78	39	39	39	78
	Total	3	118	60	60	60	120
3.	Nasarawa West	Karu	23	12	12	12	24
		Keffi	14	7	7	7	14
		Toto	49	25	25	25	50
	Total	3	86	44	44	44	88
Total		09	313	159	159	159	318

3.5 Data Collection Instrument

The instrument used for data collection in the study was a researcher's developed questionnaire. The questionnaire was structured and tagged; Influence of Nigeria School Sports Federation on the Development of Sports in Secondary Schools (INSSFDSS). The questionnaire was divided into six (6) parts. Part 1 demanded data on socio-demographic characteristics of the respondents, part 2 sought information on inter-schools sports competitions, part 3 on sports personnel, part 4 on sports funding, part 5 on provision of sports facilities and part 6 on sports sponsorship. Five statements were formulated from each variable (totaling 30 statements). The responses were on 4 points modified Likert scale with a rating score of Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. The highest possible points a respondent can score is 20 and

the lowest is 4 while the middle score is 12. Therefore, any respondent that scored 13-20 was regarded as agree and 4-12 was regarded as disagree.

3.6 Validity of the Instrument

In order to establish the content validity of the questionnaire, the questionnaire was subjected to vetting by five (5) Lecturers in the field of sports management from the Department of Physical and Health Education, Faculty of Education, Bayero University, Kano. Their observations and corrections were incorporated in the final draft of the questionnaire to the satisfaction of the supervisor before conducting a pilot study.

3.7 Reliability of the Instrument

In order to ascertain the reliability of the instrument, a pilot study was conducted using thirty (30) principals and Games Masters/Mistresses of the public secondary schools in Abuja (FCT). A split-half reliability test was used to determine the reliability of the research instrument. The administered and filled questionnaire was pooled and split out into odd and even number items. The scores obtained from odd and even number items was subjected to a statistical test using Spearman-Brown Prophecy Formula, and the reliability index of 0.85 was obtained which confirmed the instrument as reliable for usage.

3.8 Data Collection Procedure

To facilitate the administration of the research instrument, an introductory letter was collected from the Head of Department, Physical and Health Education, Bayero University, Kano which was taken to post primary school management board in Nasarawa State, to solicit for permission to conduct the study. After permission was granted, the researcher employed the services of nine (9) research assistants (3 from each senatorial zone), who helped in administering and retrieving the questionnaire within a week. Three hundred and eighteen (318) copies of questionnaire were administered and three hundred and eleven (311) copies were duly completed, returned and used for analysis while 7 copies were not return.

3.9 Data Analysis

Descriptive statistics of frequency count and percentage was used to organize and describe the demographic information of the respondents, while Chi-square (χ^2) was used to test the formulated hypotheses at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This study investigated the influence of Nigeria school sports federation on the development of sports in secondary schools in Nasarawa State. The data collected for this study were statistically analyzed and presented in this chapter.

4.2 Results

Out of three hundred and eighteen (318) copies of questionnaires administered, three hundred and eleven (311) copies were duly completed, returned and analyzed as presented in the following table:

Table 4.2.1: Demographic Information of the Respondents

Variables	Frequency	Percentage (%)
Gender:		
Male	204	65.6
Female	107	34.4
Total	311	100
Years of Experience in the service:		
1-5 years	45	14.5
6-10 years	91	29.3
11-15 years	67	21.5
16-20 years	30	9.6
20 years and above	78	25.1
Total	311	100
Highest Educational Qualification:		
P.hD	2	.6
Masters/PGD	34	10.9
Degree	72	23.2
HND	21	6.8
OND	13	4.2
NCE	95	30.5
Grade II	51	16.4
SSSCE	23	7.4
Total	311	100

Table 4.2.1 shows that 204 (65.6%) of the respondents were male and 107 (34.4%) were female. Based on the years of experience of the respondents, 45 (14.5%) were between 1-5 years in the engagement, 91 (29.3%) were between 6-10 years in the engagement, 67

(21.5%) has 11-15 years experience, 30 (9.6%) has 16-20 years experience, while 78 (25.1%) has 20 years and above experience. Regarding the highest educational qualifications of the respondents, 2 (8.1%) were PhD holders, 34 (10.9%) were Masters/PGDE holders, 72 (23.2%) were Degree holders, 21 (6.8%) were HND holders, 13 (4.2%) were OND holders, 95 (30.5%) were NCE holders, 51 (16.4%) were Grade II holders while 23 (7.4%) were SSCE holders.

Hypotheses Testing:

Hypothesis 1: Nigeria school sports federation will not significantly influence the organization of inter-secondary schools sports competitions in Nasarawa State.

Table 4.2.2: χ^2 Summary on the organization of inter-secondary school sports competitions

Variables	Agree	Disagree	Total	χ^2	df	P
Frequency Observed	39 (12.54%)	155.5				
			311	180.608	1	.001
Frequency Expected	272 (87.46%)	155.5				
$\chi^2=180.608$; $df=1$; $P=.001$						

Table 4.2.2 showed that 39 (12.54%) of the respondents agreed that Nigeria school sports federation influences the organization of inter-secondary schools sports competitions while 272 (87.46%) of the respondents disagreed. Statistical computation indicated the χ^2 value of 180.608 at $df = 1$, $P < 0.05$. The null hypothesis tested was therefore, retained on the basis that number of respondents disagreed outweigh the number that agreed. This implies that Nigeria school sports federation does not contribute meaningfully towards the organization of inter-secondary schools sports competitions in Nasarawa State.

Hypothesis 2: Nigeria school sports federation will not significantly influence the development of personnel for school sports in secondary schools in Nasarawa State.

Table 4.2.3: χ^2 Summary on the development of personnel for school sports in secondary schools

Variables	Agree	Disagree	Total	χ^2	df	P
Frequency Observed	45 (14.47%)	155.5	311	157.045	1	.001
Frequency Expected	266 (85.53%)	155.5				

$\chi^2=157.045$; df=1; P=.001

Table 4.2.3 showed that 45 (14.47%) of the respondents agreed that Nigeria school sports federation influence the development of personnel for school sports while 266 (85.53%) of the respondents disagreed. Statistical computation indicated the χ^2 value of 157.045 at df = 1, $P < 0.05$. The null hypothesis tested was therefore, retained on the basis that Nigeria school sports federation does not significantly influence the development of personnel for school sports in secondary schools in Nasarawa State.

Hypothesis 3: Nigeria school sports federation will not significantly influence the funding for school sports in secondary schools in Nasarawa State.

Table 4.2.4: χ^2 Summary on the funding for school sports in secondary schools

Variables	Agree	Disagree	Total	χ^2	df	P
Frequency Observed	14 (4.50%)	155.5	311	257.521	1	.001
Frequency Expected	297 (95.50%)	155.5				

$\chi^2=257.521$; df=1; P=.001

Table 4.2.4 showed that 14 (4.50%) of the respondents agreed that Nigeria school sports federation influence the funding for school sports while 297 (95.50%) of the respondents disagreed. Statistical computation indicated the χ^2 value of 257.52, at df = 1, $P < 0.05$. The null hypothesis tested was therefore, retained on the basis that Nigeria school

sports federation does not significantly influence the funding for school sports in secondary schools in Nasarawa State.

Hypothesis 4: Nigeria school sports federation will not significantly influence the provision of sports facilities in secondary schools in Nasarawa State.

Table 4.2.5: χ^2 Summary on the provision of sports facilities in secondary schools

Variables	Agree	Disagree	Total	χ^2	df	P
Frequency Observed	62 (19.94%)	155.5				
			311	112.441	1	.001
Frequency Expected	249 (80.06%)	155.5				

$\chi^2=112.441$; $df=1$; $P < 0.05$

Table 4.2.5 showed that 62 (19.94%) of the respondents agreed that Nigeria school sports federation influence the provision of sports facilities while 249 (80.06%) of the respondents disagreed. Statistical computation indicated the χ^2 value of 112.441 at $df = 1$, $P < 0.05$. The null hypothesis tested was therefore, retained on the basis that Nigeria school sports federation does not significantly influence the provision of sports facilities in secondary schools in Nasarawa State.

Hypothesis 5: Nigeria school sports federation will not significantly influence sponsorship for school sports in secondary schools in Nasarawa State.

Table 4.2.6: χ^2 Summary on the sponsorship for school sports in secondary schools

Variables	Agree	Disagree	Total	χ^2	df	P
Frequency Observed	50 (16.08%)	155.5				
			311	143.154	1	.001
Frequency Expected	261 (83.92%)	155.5				

$\chi^2=143.154$; $df=1$; $P=.001$

Table 4.2.6 showed that 50 (16.08%) of the respondents agreed that Nigeria school sports federation influence the sponsorship for school sports while 261 (83.92%) of the

respondents disagreed. Statistical computation indicated the χ^2 value of 143.154 at $df = 1$, $P = .001$ which is less than 0.05. The null hypothesis tested is therefore accepted on the basis that Nigeria school sports federation does not significantly influence the sponsorship for school sports in secondary schools in Nasarawa State.

4.3 Discussion of findings

This study examined the influence of Nigeria school sports federation on the development of sports in secondary schools in Nasarawa State. The finding of this study revealed that Nigeria school sports federation does not significantly influence the organization of secondary schools sports competitions in Nasarawa State. This finding might be due to lack of support and collaboration between the NSSF and the schools authorities to organize pre-national school sports festivals across the state, and it might also be due to lack of central calendar of programmes that would encourage regular sports competitions among students. In line with this finding, Awosika (2003) stated that when programmes are not properly outlined and implemented they will be at no relevance or use to the institution hence there will be no adequate participation in sports by students through acquisition of basic skills of sports, broad based participation in sports activities and opportunities for the most athletically talented students in the schools to excel in their chosen sports through organized sports competition. However, this finding contradict the finding of Ongonga, Okwara and Okello (2014) who investigated the role and benefits of inter-school sports competitions in secondary schools education from the perspectives of teachers and students in Kenya. They found that inter-school sports competitions play important roles in the educational process in secondary schools.

The finding of this study revealed that Nigeria school sports federation does not significantly influence the development of personnel for secondary school sports in Nasarawa State. This finding might be due to lack of synergy and collaboration between the NSSF and

the schools authority in order to regulate the activities and certification of games master/mistresses. This finding supported the view of Mshelia (2002) who reported that coaches are not usually adequate and in most cases lack incentives and opportunities to attend courses, seminars, workshops and promotion. In agreement with this finding, Ajiduah (2001) reported that people who are not professionals in the area of sports and who know nothing about sports development do maneuver themselves into the centre stage of sports development in Nigeria. In most cases, they were serving professionals and retired professionals from disciplines other than sports. He also pointed out that the problem of Nigerian sports is that of leadership failure. Non-professionals who know nothing about sports development and so could not deliver good results because no one can give what he or she does not have. Most of the sports personnel in Nigeria function on trial and error basis depending on their secretaries and coaches who sometimes are not competent enough in the area of sports administration. In his study on Vision 2010 and sports and the 21st Century and Sports Development in Nigeria; Amuchie (2002) concluded that, due to the incompetence and constant changing of sports personnel there is hardly any form of continuity in Nigeria's sports development. Duru (2001) also pointed out that there is nothing basically wrong with Nigeria or her athletes, the problem is that we have sports personnel who are not professionally prepared for the job at the helm of affairs.

The current finding is also in line with the reports of the Federal Republic of Nigeria (1997), on Vision 2010, which acknowledged that, sports administration and practice in Nigeria have taken a new dimension, thereby becoming a big commercial venture and employer of unqualified sports personnel. Towards the end, UNESCO (2007) submitted that all personnel who assume professional responsibility for physical education and sports must have appropriate qualification and training. This qualification and training can be acquired through attendance to seminar, conferences, regular in-service training and specialized

training of sports personnel. However, the Federal Government of Nigeria through the National Sports Council in 1962 now renamed the National Sports Commission which controls, regulates and promotes sports personnel in Nigeria (Federal Republic of Nigeria, 2009).

The finding of this study further revealed that Nigeria school sports federation does not significantly influence the funding of secondary school sports in Nasarawa State. This finding might be due inadequate provision of funds by the NSSF to schools authority that may support the national schools sports festival and inter school sports. This finding is in line with the submission of Bucher and Krotee (2002) who revealed that it is difficult for traditional sources of funds (sports levy) only to sustain sports in schools. They therefore added other sources of funds to include government and individual grants or donation. These are all lacking in the schools, thereby affecting the development of sports. The finding concurred with the submission by Mgbor and Obiyemi (2001) who expressed that the present status of sports in Nigerian institutions is grossly underfunded. They further expressed that whatever amount is realized from students, there is always inadequate fund to organize sporting programmes in the institutions.

Contrary to this finding, Akarah (2007) postulated that Nigeria government no doubt realizes the impact of funding towards sports development in Nigeria, and also notes the relatively high overhead costs associated with financing sports programmes, camping, training and competitions. Aibueku and Ogbouma (2013) supported that the three tiers of Government (Federal, State and Local Governments) took the responsibilities of providing fund for sports, formulation and review of the National Sports Policy, development and maintenance of government sports facilities, creation of conducive environment for participation of sports, ensuring adequate budgetary allocations for sports, organizing and funding of researches related to sports. Similarly, Saba (2005) reported in his study that every

sector of the education industry like sports unit, require adequate amount of funds to function efficiently and effectively. Funds lead to the provision of essentials like physical educators, gymnasium, construction of pitches, court, procurement of new equipment and other consumables in sports and sports programmes in all the secondary schools.

The finding of this study also revealed that Nigeria school sports federation does not significantly influence the provision of sports facilities in secondary schools in Nasarawa State. This finding might be as a result of visible decay of the existing sporting facilities in the schools across the state and no commitment from the NSSF to encourage the usage and maintenance of sports facilities for sustainable development of sports in schools. This finding is in line with the view of Odegbami (2003) who expressed that unavailability of sporting facilities and equipment is an impediment to the development of football and other sports in Nigeria. Okosum (2010) also noted that sports facilities in Nigerian secondary schools are in a questionable situation and in most cases they are not in existence. In the same vein, Abayomi (2002) also supported that, provision of facilities is one of the essential ingredients in the development of sports in Nigerian institutions. He also stated that if facilities are available and well maintained, there is every possibility of having good sporting programme. Akinsanmi (1989) stated that facilities are some of the determinants of physical education curriculum as standardized curriculum cannot be formulated without them. Contrary to the findings of Audu (2000) who discussed on the institutional sports and sports development in Nigeria, reported that there are enough sporting facilities and equipment, which resulted to better performance of sports in Nigeria.

The finding of this study further revealed that Nigeria school sports federation does not significantly influence the sponsorship for secondary schools sports in Nasarawa State. This finding might be as a result of the challenges to secure and implement schools sports sponsorship programmes in Nasarawa state. This finding in line with that of Lough and Irwin

(2001) who discovered that companies do not believe demonstrating corporate philanthropy as a primary reason for engaging in sports sponsorship. Instead, sports sponsors are now more likely to engage in sponsorship deals because it will ultimately lead to increased sales and influence brand market share. The finding is in disagreement with the report of the International Event Group's (IEG) (2001) which reported that corporate bodies around the globe spent \$23.6 billion in sponsoring sports, arts, entertainment, and cause-related events. Because of this significant growth in sports sponsorship, it has become an effective revenue producer for sports organizations at all levels including professional, intercollegiate, amateur and interscholastic sports (IEG, 2001). The finding is also contrary to the assertion of Emiola (2001) who 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, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study examined the influence of Nigeria School Sports Federation on the development of sports in secondary schools in Nasarawa State. In order to achieve the purpose of the study, five research questions were raised and also five hypotheses were tested. A descriptive survey design method was used for this study. The population of the study comprised all principals and game masters/mistress in the entire government secondary schools in Nasarawa State while the sample of three hundred and eighteen (318) respondents was selected through multi-stage sampling technique. Data was collected using a researcher developed questionnaire on four points modified Likert-scale named Influence of Nigeria School Sports Federation on the Development of Sports in Secondary Schools Questionnaire (INSSFDSSQ). The questionnaire was validated by experts in the Department of PHE, Bayero University, Kano, and a reliability of 0.85 was obtained. 318 copies of questionnaire were distributed by the researcher with the help of 9 research assistants while 311 copies of questionnaire were duly completed, returned and used for analysis. Frequency count and percentage were used to organize and describe the demographic information of the respondents, while Chi-square statistics was used to test all the formulated hypotheses at 0.05 level of significance. The findings of this study revealed that:

1. Nigeria School Sports Federation does not significantly influence the organization of secondary schools sports competitions in Nasarawa State
2. Nigeria School Sports Federation does not significantly influence the development of personnel for secondary school sports in Nasarawa State.
3. Nigeria School Sports Federation does not significantly influence the funding of secondary school sports in Nasarawa State.

4. Nigeria School Sports Federation does not significantly influence the provision of sports facilities in secondary schools in Nasarawa State.
5. Nigeria School Sports Federation does not significantly influence the sponsorship for secondary schools sports in Nasarawa State.

5.2 Conclusions

1. Nigeria School Sports Federation does not contribute to the organization of inter-secondary schools sports competitions in Nasarawa State.
2. Nigeria School Sports Federation does not contribute to the development of personnel for secondary schools sports in Nasarawa State.
3. Nigeria School Sports Federation does not contribute to the funding of secondary school sports in Nasarawa State.
4. Nigeria School Sports Federation does not contribute to the provision of sports facilities in secondary schools in Nasarawa State.
5. Nigeria School Sports Federation does not contribute to the sponsorship of secondary school sports in Nasarawa State.

5.3 Recommendations

From the findings of this study, the following recommendations were made:

1. School authorities and NSSF should collaborate to adequately fund and organize secondary schools sports competition. This will encourage regular participation of students in sporting activities and competitions which will bring about the desired development in school sports.
2. State Government should ensure that all secondary school sports personnel are carefully selected in sufficient numbers and given preliminary training. Also the schools authorities in collaboration with the NSSF should organize regular seminars and workshop as well as certifications of games masters/mistresses.

3. The NSSF through State Government and school authorities should provide financial assistance to secondary schools for the development of school sports.
4. State Government should partner with private sectors so as to provide standard and adequate sporting facilities in secondary schools. Also, the NSSF should conduct regular inspection of sports facilities in schools to ensure that the facilities are in used as well as properly maintained.
5. The NSSF in collaboration with the school authorities should design a sustainable strategy to attract sponsors in school sports competitions, training of games masters/mistress and provision of sports facilities to develop sports in secondary schools of the state.

5.4 Recommendation for further studies

Similar study should be conducted in Nigeria at large.

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APPENDIX A:
QUESTIONNAIRE

Dear Respondents,

The researcher is a Master's (M.sc. Sports Management) student of the Department of physical and health education, Faculty of Education, Bayero University, Kano, conducting a study on the **Influence of Nigeria School Sports Federation on Development of Sports Secondary Schools in Nasarawa State**. This questionnaire consists of six (6) parts. Part 1 is on demographic information of the respondents, while parts 2, 3, 4, 5 and 6 contained information on inter-school sports competitions, sports personnel, funding, sports facilities and sponsorship respectively. The researcher is seeking for your cooperation to respond to the questions below. However, your responses to the questions shall be highly appreciated and treated confidentially. Kindly fill them as appropriate.

Thank you for your anticipated cooperation.

Shammah Aliyu Makpa.
(Researcher)

SECTION A: - Demographic Information of the Respondents.

INSTRUCTION: please tick (✓) in the column as it applies to you in each of the following items.

1. Years of Experience
 - a. 1-5 years () b. 6-10 years () c. 11-15 years () d. 16-20 years () e. 20 years and above ()
2. Gender:
 - a. Male ()
 - b. Female ()
3. Educational background: a. SSCE () b. Teacher's Grade II Certificate () c. Nigeria Certificate in Education [NCE] () d. Ordinary National Diploma [OND] ()
e. Higher National Diploma [HND] () f. First Degree () g. PGDE/Masters () h. Ph.D.

Key for responses to the statements below: - SA = Strongly Agree, A = Agree, D = Disagree, SD= Strongly Disagree.

PART 2: INFORMATION ON INTER-SCHOOL SPORTS COMPETITIONS

S/N	STATEMENT	SA	A	D	SD
1.	NSSF always influence in the designing of Central Calendar for sports Competitions in Secondary Schools in Nasarawa State				
2.	NSSF always coordinate inter Secondary School sports competition in Nasarawa State				
3.	NSSF always advocate and ensure that my school participate in the annual Secondary School sports competitions.				
4.	There is cordial relationship between my school and NSSF staff in organizing inter-School sports competition				
5.	NSSF always encourage schools to improve the standard of play for students in secondary schools				

PART 3: INFORMATION ON SPORTS PERSONNEL

S/N	STATEMENT	SA	A	D	SD
1.	NSSF has contributed in capacity building for Games Masters/Mistresses in secondary schools in Nasarawa State.				
2.	NSSF always organize training and certification of Games Masters/Mistresses in secondary schools on Nasarawa State.				
3.	NSSF contribute in sensitizing and encouraging Games Masters/Mistresses to undergo training courses to upgrade their skills.				
4.	NSSF contribute in providing scholarship for Games Masters/Mistresses to upgrade their skill and improve efficiency.				
5.	NSSF collaborates with Secondary schools authority to organize seminar and workshops on coaching skills for Games Masters/Mistresses				

PART 4: INFORMATION ON FUNDING

S/N	STATEMENT	SA	A	D	SD
1.	NSSF always provide financial support for my school to organize sporting activities.				
2.	NSSF contributes in the funding of annual intra/inter secondary schools sports competitions in Nasarawa. State				
3.	NSSF always advocate and encourage government to provide funds available for sports development in secondary schools in Nasarawa State.				
4.	NSSF provide intervention funds to support sports facilities and equipment in secondary schools.				
5.	NSSF provide annual grant to encourage sports development in secondary schools in Nasarawa State				

PART 5: INFORMATION ON PROVISION OF SPORTS FACILITIES

S/N	STATEMENT	SA	A	D	SD
1.	NSSF has contributed in the provision of standard sports facilities in secondary schools in Nasarawa State.				
2.	NSSF has always advocates and encourages good use of sports facilities in secondary schools in Nasarawa State				
3.	NSSF collaborate with school authority to upgrade and improve standard of sports facilities in secondary schools in Nasarawa State				
4.	NSSF influence in the Construction of good sports facilities in secondary schools in Nasarawa State.				
5.	NSSF always influence maintenance of sports facilities in secondary schools in Nasarawa State.				

PART 6: INFORMATION ON SPONSORSHIP

S/N	STATEMENT	SA	A	D	SD
1.	NSSF has developed a sponsorship drive for secondary schools sports in Nasarawa State.				
2.	NSSF consistently attract sponsors to support schools sports activities in Secondary Schools in Nasarawa State.				
3.	The annual inter secondary school sports competitions is always organize through the sponsorship platform of NSSF.				
4.	NSSF always approach corporate and private organizations to sponsor our inter secondary Schools sports Competitions.				
5.	Sports equipment in my school were provided through sponsorship platform of the NSSF				