

**ADMINISTRATIVE AND SOCIAL DETERMINANTS OF
STUDENTS' SPORTS PARTICIPATION IN SECONDARY
SCHOOLS IN KWARA STATE, NIGERIA**

By

**Danjuma Moudu MOMOH
B.Ed, M.Ed (IBADAN)
MATRIC NO: 58583**

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ABSTRACT

Participation in sports is of immense benefit to the soundness of an individual mental and social wellness, particularly youngsters. Recently there has been great involvement of youngsters in school games arising from the high administrative supports and social values attached to sports. Previous studies on documentation youngsters' participation in sports had focused more on other factors (such as demographic and personal) rather than administrative and social. This study, therefore, investigated the importance of administrative (facilities, equipment, funding, scheduling, administrative style and personnel) and social (peer influence, parental influence, gender, religious beliefs and cultural beliefs) factors on students' sports participation in private and public secondary schools in Kwara State, Nigeria.

The descriptive survey research design was adopted. The stratified random sampling technique was used to select 2,560 students and 64 teachers from public (16) and private (16) secondary schools. Five instruments were used: Administrative Determinant Questionnaire for Students ($r=0.82$) Social Determinant Questionnaire for Students ($r=0.76$), Administrative Determinant Questionnaire for Teachers ($r=0.73$), Social Determinant Questionnaire for Teachers ($r=0.76$), and Students' Sport Participation Questionnaire ($r=0.73$). Four research questions were answered and six hypotheses tested at 0.05 level of significance. Data were analysed using Pearson's product moment correlation and multiple regression.

Administrative and social factors significantly determined participation in sports for students ($F(6, 2553) = 968.15$) and for teachers ($F(6, 57) = 31.06$). These contributed 69.0% and 71.0% to the variance of sports participation respectively. The relative contributions of administrative factors among the students were: scheduling ($\beta=0.447$), equipment ($\beta=0.444$), facilities ($\beta=0.314$), funding ($\beta=0.301$), personnel ($\beta=0.27$) and administrative style ($\beta=0.059$). Relatively, also the social factors contributions among the students were: peer influence ($\beta=0.058$), parental influence ($\beta=0.076$), religious beliefs ($\beta=0.094$) and cultural beliefs ($\beta=0.065$). Gender was not significant. The relative contributions of independent variables among the teachers: administrative factors (equipment ($\beta=0.648$), facilities ($\beta=0.528$), scheduling ($\beta=0.299$), funding ($\beta=0.244$)) and social factors (peer influence ($\beta=0.222$), parental influence ($\beta=0.166$), gender ($\beta=1.76$) and cultural beliefs ($\beta=0.172$)). However, administrative style, qualified personnel and religious beliefs were not significant. Sport participation had significant relationships with the independent variables as

follows: equipment ($r=-.584$), scheduling ($r=-.407$), funding ($r=-.348$), peer influence ($r=-.332$), gender ($r=-.249$), cultural beliefs ($r=-.245$), religious beliefs ($r=-.184$), personnel ($r=-.139$), facilities ($r=-.119$), administrative style ($r=-.112$) and parental influence ($r=-.030$). Significant difference existed between students' sports participation in public ($\bar{x}=33.16$) and private ($\bar{x}=32.47$) secondary schools.

Scheduling, equipment, facility and funding are the most potent factors that determined sports participation in private and public secondary schools. Therefore, sports equipment and facilities should be made more available and well managed to promote sports participation among secondary school students. Besides, more sports personnel who are administratively qualified should be recruited while more peer interactions are encouraged among the students.

Keywords: Administrative determinants, social determinants, secondary school students in Kwara State, sports participation

Word count: 444

CERTIFICATION

I certify that this work was carried out by Danjuma Moudu, MOMOH under my supervision in the Department of Human Kinetics and Health Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria.

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Date

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Supervisor
Prof. B.O. Asagba
NCE (Ondo), B.Sc Hons (Ife)
M.Sc Ed (Hunter College New York)
Ph.D. (Sports Admin. Ibadan)
Department of Human Kinetics and
Health Education. University of
Ibadan, Ibadan,
Nigeria.

DEDICATION

This thesis is dedicated to the Glory of God Almighty for the gift of:

My darling wife Moronke Omolara Momoh

And my beloved children:

Omouwe Adam,

Zemaiye Aaliyah

and Irekpita Azhar.

UNIVERSITY OF IBADAN

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CHAPTER ONE

INTRODUCTION

Background to the Study

Sport is a social agent that brings different people of different ages and religious background together. It is important to note that sport is a significant and integral part of general education programmes in institutions and this has been widely recognized and accepted as a social activity and an indispensable part of the students. Onifade (2003) defined sport as a structured and institutionalized activity that involves vigorous physical exertion that has the components of competition and prowess on a continuum between play and work. Sports has the capacity to develop to physical, intellectual, social and moral dimensions of life for all the continents citizens and it has overtime been a conduit for communication between nations and people and an instrument that brings down barriers and safe guards peace. Beyond its physical and health dimensions, sports contribute to comprehensive and harmonious development and fulfillment of human being. Morakinyo (2000) also pointed out that sport is a social phenomenon that has grown from its humble beginning of being an entertainment and recreation pastime to become a visible and prominent business phenomenon that could no more be ignored in the social, political and economic environment of any nation.

Msheila (2000) also described sport as a highly organized physical activity of high human intensity regulated by accepted rules and regulations, which requires maximum physical and mental exertion. He also went further to state that sport is a form of education which pervades the lives of people throughout the world, permeating through the process of knowledge starting from the rules of competition to the complex art of coaching, administration, research and nation building. Sport is a means of exchange and understanding among people of various backgrounds, nationalities or beliefs, and promotes expression beyond traditional barriers. The rules of the game transcend differences and inequality and help redefine success and performance. Through sport, people identify new role models in society (Fidelis, 2008).

Sport is an essential tool for building strong individual and vibrant communities and for enhancing collective pride, identity and sense of belonging. Sport is also a valuable tool to initiate social development and improve social cohesion, especially when implemented with young people. With the power or to be a

major influence on marginalized and under-represented groups and individuals at risk, sports development, self-esteem and helps to overcome personal and social challenges (Coakley and Pike, 2009)

According to Saba and Agbeko (2009) school sports refer to athletic programmes in the context of the school setting. They refer most often to inter school competitions at the junior, middle and higher school levels. The objectives of school sports are the enrichment of the high school experiences of students within the educational mission of schools (Education Encyclopedia, 2009). The factors that encourage young people to participate in organized sport became a focal point for research from the beginning of 1980s. Results of preliminary research on motives for participation have indicated that skill training and development, fun, the resultant energy and alertness, making new friends, and being successful are the most important motives for joining in a sporting activity. Other factors include but not limited to conditional motives (the attitudes and influence of families, trainers, and non-governmental organizations), sociocultural factors unique to various cultures, age, and gender (Freedman-Doan, Wigfield, Eccles, Blumenfeld, Arbretton and Harold, 2000; Manning and Taylor, 2001; McCarthy, Jones, and Clark-Carter, 2008).

The first point of contact and exposure to sports for the average person is at school. This is where the basis of recreational activity and physical education must be inculcated. It is a fundamental objective of the education system to nurture an enquiring mind in a fit body and the future emergence on a sports in elite will depend on the development of a structured approach to sports in school that involve all stakeholders in education. The policy framework therefore seeks to ensure that school curriculum and that a teaching manual be designed for physical education in schools (African Union, 2009).

Many factors have been found to motivate children and teenagers to participate in sporting activities. Genetic factors, such as muscle and body structures may directly affect interest in sport, however some psychological factors such as motivation also have direct effects (Plomin, Corley, Caspi, Fulker, and De Fries, 1998; Rhee, and Waldman, 2002; Johnson, 2007). It is the position of the National Association for Sport and Physical Education (NASPE, 2009) that all students should have the opportunity to participate in a wide variety of organized sports and physical activities through intramurals, clubs and school sponsored co-curricular programmes. People's participation in activities is influenced by the built and natural environment in

which they live, by the social environment and by personal factors such as gender, age, ability and motivation (Edward and Tsourus, 2000). The administrative and social factors as determinants of sports participation are thus; administrative style of school principals, qualified personnel, scheduling of sport programmes, facilities, equipment, funding, peer influence, gender influence, parental influence, cultural beliefs and religious beliefs.

For sports programme to be of good quality and effective, a sound administrative procedure is needed to run them. Good programming of sports entails among other things budgeting, staffing, selection of activities, scheduling, supervision, equipment and facilities, competitions and motivational incentives to participants. According to Awosika (2005) Educational institutions, be it primary, secondary or tertiary is established to prepare students for adult life, and a major function of the school is to socialize young ones. Onifade (2001) submitted that if sport is well planned in secondary schools; more students are expected to create interest in sport. This is more, because it is a stage psychologists believe that young person's develop their attitudes appreciations; practices and interest in sport, particularly if a solid foundation was laid at elementary schools. Sports bring young people into contact with each other and other communities. It teaches leadership skills, provides a constructive outlet, and generally enhances quality of life and social capital is built by learning.

Olowoyo (1998) suggests that sports should be an important part of extracurricular activities entrenched in the academic programme going by the fact that engaging in sport has a lot of values (social, mental, physical and emotional) which contribute to all round development of an individual. Sports, if carefully planned by the administrators of schools can make significant contributions to the development of students' ability to achieve satisfaction as responsible citizens of the society. In order to make this a reality, sports administrators in schools should concentrate on maximizing the unique contributions sport makes to the education of the individual, concentrating on educational outcomes that are not likely to be realized through any other subject area in the school syllabus.

It is important to state that in order for the general objectives of any educational programme and the National Policy on Education to be met school administrators and sports administrators must take it as a building responsibility to put everything in place to attract students participation, arouse general interest and foster

discipline among the rank and file of the students and teachers alike. It must be borne in mind that if organizational blueprints are to be put into practical reality, then efficient administrative leadership is a prerequisite.

Previous researches on children's and adolescents self-reported barriers to participation in physical education and physical activity have reported changing attitudes to activity and physical education, adolescents decision making favouring more sedentary activities, the importance of peer pressure or desire for peer approval when choosing activities, the changing fitness levels of students, students unwillingness to participate, a dislike of activity,; lack of understanding of the benefits of physical activity and a decline in student interest (Trudeau and Shephard , 2005; Dagkas and Stathi, 2007;Boyle, Jones, and Walters, 2008; Sherar, Gyurcsik, Humbert, Dyck, Fowler Kerry and Baxter-Jones, 2009;).

Baker and Cote (2006) posited that parent behaviours and parenting styles can also have both positive and negative influences on children's sports experiences and participation. They further argued that children who perceive more positive interactions, support, and encouragement and less pressure from parents experience more sport enjoyment, show more preference for challenges, and display more intrinsic motivation than other children. The benefits of participation in physical education are numerous and have been highlighted by Bailey, Armour, Kirk, Jess, Pickup, and Sandford (2009), who categorize them as being physical, lifestyle, affective, social, and cognitive. However, it becomes increasingly difficult to provide quality physical education and physical activity opportunities in schools when constrained by many institutional, teacher- and student-related barriers.

Secondary school students belong to a peculiar group with particular characteristics when it comes to participation in competitive sports and sports in general. They are young and always eager to learn sport skills. Students in secondary schools undergo a rapid growth in terms of body size and physical skills. They enjoy participation in sport not only because of skill acquisition but also mainly because of the provision of avenue for socialization (Ananomo, 2005). There is a marked tendency towards a sedentary lifestyle among school going students that are not participating in sport, this is because children from secondary schools currently form the most active segment of the population in developed societies (Arnold and Sadvoskii, 2009). Sport and physical activity is defined as "any bodily movement produced by skeletal muscles that result in energy expenditure (Deci and Ryan, 1998).

Sports participation at school is imperative. If students can understand the importance of participating in sports this can motivate them to get involved in sports programmes (Papaioannou and Theodorakis, 2008). A great deal of the youth's structured physical activity that might have health-enhancing effects will come through sports participation and physical education. Schools often support the involvement of pupils in sport as it is perceived to be a "good thing" (Fox, 2010). These issues highlight the need to enhance an understanding of the motivation of young people at school to participate in sport. Apart from the awakening of students in relation to sport participation, there has also been involvement of students in various social sectors. Students have been given a lot of freedom because of what we have today, known as the fundamental human rights of citizens. Vannier and Gallahue (1998) confirmed the above statement when they stated that every child needs freedom in a world in which he is accepted as a child, irrespective of sex. Such thinking creates awareness which could lead to administrative and social changes.

Robertson–Wilson (2003) discovered that students' attitude towards participation in physical activities was complimentary, though some showed lukewarm attitude. The authorities of both the private and public schools showed positive attitude towards students' participation. Students' sports programmes were better scheduled in private secondary schools than in public schools. Levels of participation by students were different in both private and public schools. There are also better facilities and equipment in private schools than in public schools. Perhaps, these differences may be as a result of proper funding at the private schools. This assists to enhance the students' chance of performance in their school sports. Escobedo et al (1993) also posited that participation in physical activity and sports can promote social well-being, as well as good physical and mental health, among young people. Research has shown that students who participate in interscholastic sports are less likely to be regular and heavy smoker or use drugs and more likely to stay in school and have good conduct and high academic performance. Zill et al (1995) further explained that sport and physical activity programmes can introduce young people to virtues such as teamwork, self-discipline, sportsmanship, leadership and socialization. Lack of recreational activity on the other hand may contribute to making young people more vulnerable to gangs, drugs and violence

Sports have come to be recognized as one of the most active ways of building up and moulding of characters and personalities of the individual. Therefore all

concerned with character, moral and spiritual training of individuals must be involved in sports. The secondary schools in our society, inclusive of “private and public” believed to be character moulders, should be actively involved in sporting activities, which have been known to be an integral component of the educational programme of all nations, to achieve its set goals. Sport is an essential tool for building strong individual and vibrant communities and for enhancing collective pride, identity and sense of belonging. Sport is also a valuable tool to initiate social development and improve social cohesion, especially when implemented with young people, with the power to be a major influence on marginalized and under-represented groups, individuals at risk, sports development, and self-esteem helps to overcome personal and social challenges (Coakley and Pike, 2009)

Administration is the performance of the administrative process by an individual or group in the context of an enterprise functioning in its environment. Administration has the qualities of perpetuating itself and growing, it preserves the internal wellbeing of itself vis-à-vis others and seek its goals. These attributes have a significant effect upon administrative behaviour. Administration occurs in the same generalized form in industrial, commercial, educational and other organization (Tiwari, 2008). According to Oloruntoba (2005) to contribute to fullest development of the individuals who participate in sports programme in order to achieve that objective, the administrator should ensure that the various aspect of school (staff, students, resources and programmes) are well planned, organized and executed. The objectives of administration and management of sports therefore include among others a good and useful sports plan and policies, adequate supply and maintenance of staff, funds, facilities and equipment, adequate development of programmes adequate improvement and execution of sports programmes and effective evaluation and or assessment of the outcome of sporting activities. Ladani (2007) also concluded that administration is related to the function of the school itself, that it involves examining alternatives and making sound decisions, dealing not only with the provision of facilities, equipment, personnel, budgetary resources, but also with the establishment of an environment, which will make it possible for the optimal development of students and school members. He also said that administration involves leadership and getting things done that will ensure the successful completion of any task. Therefore, this study examined the administrative and social determinants of students’ sports participation in secondary schools in Kwara State.

Statement of the Problem

The standard of participation of students in secondary sports is witnessing a drastic decrease. At the secondary school level, sports are expected to become an integral part of the youth subculture, which should be highly valued among students at this level. Because of the development stage of the students, interest in consuming a variety of sports is often stimulated and reinforced within the school. Such opportunity is often encouraged to promote school solidarity or identification. Paradoxically, school authorities may have failed in this regard. Hardly can one hear of school sports in our society today. When occasionally such sports is floated, it is usually haphazard as such sports competitions often ended with severe violence due to poor planning and apathetic attitudes of the concerned authorities.

Observation has shown that there is no consistency in the participation of private and public secondary schools in sports. In many secondary schools sports facilities are either not in existence, inadequate or sometimes dilapidated. The scarcity of equipment and supplies constitute a cog in the wheel of successful schools sports (Mgbor, 1994). It has also been noted that very often, academic works clash with other school activities like sports on the school timetable. Many educational administrators and teachers do not always cooperate with sports administrators when it comes to situations like approving the school sports budget and or encouraging active participation in sports programmes by students. Students in secondary schools are energetic and full of health. Therefore, effective sports programme coupled with modern sports facilities and equipment should be developed and provided by educational institutions to engage the students. This will serve as an avenue where surplus energy that is hitherto channeled to negative venture could gainfully utilized.

Many secondary school students do not have interest in any other extracurricular activities besides their academic work. Even where sports facilities and materials are available one discovers that only few students patronize them. This is why some intramural sports programme organized in schools, sometimes ends in failure. There is academic freedom in our private schools and so, students are free to do what they feel is beneficial to them. Many private schools tailor their participation towards particular sports. Despite the increasing awareness and enthusiasm expressed, school authorities have not encouraged maximum participation (Asagba, 1993). This act to some extent may have deprived private students of many benefits of sports participation.

School sports programme need to be conducted in such a way that its values and expected results would continue to be appreciated by the participants. It is obvious that the attitude of some school administrators towards sports activities is not encouraging. Some see sports activities as a waste of time, a quick means to injury and disability. Parental attitude also has a lot of influence on students' participation in any form of activity. It is unfortunate that most parents do not honour the school invitations to sports programme nor support their wards to take part in sports.

General Objective of the Study

The general objective of this study was to:

Investigate the administrative and social determinants of students' sports participation in secondary schools in Kwara State, Nigeria.

Objectives of the Study

The specific objectives of the study were stated and accomplished. However, the specific objectives are to:

1. Find out if there is joint effect of independent variables of administrative factors (availability of qualified personnel, administrative style of school principals', funding, scheduling of sports programme, availability of equipment and facility) on sports participation.
2. Find out if there is relative effect of independent variables of administrative factors (availability of qualified personnel, administrative style of school principals', funding, scheduling of sports programme, availability of equipment and facility) on sports participation.
3. Find out if there is joint effect of independent variables of social factors (peer influence, gender influence, parental influence, religion beliefs and cultural beliefs) on sports participation.
4. Find out if there is relative effect of independent variables of social factors (peer influence, gender influence, parental influence, religion beliefs and cultural beliefs) on sports participation.
5. Find out if there is joint effect of independent variables of administrative and social factors (availability of qualified personnel, administrative style of school principals', funding, scheduling of sports programme, availability of

equipment, availability of facility, peer influence, gender influence, parental influence, religion beliefs and cultural beliefs) on sports participation.

6. Find out if there is relative effect of independent variables of administrative and social factors (availability of qualified personnel, administrative style of school principals', funding, scheduling of sports programme, availability of equipment, availability of facility, peer influence, gender influence, parental influence, religion beliefs and cultural beliefs) on sports participation.

Research Questions

This study provided answers to the following research questions:

1. What is the impact of the involved in sports participation based on the status of school?
2. What is the impact of the involvement in sports participation based on gender?
3. What is the impact of the involved in sports participation based on qualifications?
4. What is the impact of involvement in sports participation based on religion?

Hypotheses

The following hypotheses were tested

1. There is no significant joint effect of independent variables of administrative factors (Availability of Qualified Personnel, Administrative Style of School Principals, Level of Funding, Scheduling of Sports Programme, Availability of Equipment Facility) on Sports Participation
2. There is no significant relative effect of independent variables of administrative factors (Availability of Qualified Personnel, Administrative Style of School Principals, Level of Funding, Scheduling of Sports Programme, Availability of Equipment/ Facility) on Sports Participation
3. There is no significant joint effect of independent variables of social factors (Peer Influence, Gender Influence Parents Influence, Religious Beliefs, and Cultural Beliefs,) on Sports Participation.
4. There is no significant relative effect of independent variables of social factors (Peer Influence, Gender Influence Parents Influence, Religious Beliefs and Cultural Beliefs) on Sports Participation

5. There is no significant joint effect of independent variables of administrative and social factors (Administrative Style of School Principals, Availability of Qualified Personnel, Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Peer Influence, Parental Influence, Gender Influence, Cultural and Religious Beliefs) on Sports Participation
6. There is no significant relative effect of independent variables of administrative and social factors (Administrative Style of School Principals, Availability of Qualified Personnel, Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports programme, Peer Influence, Gender Influence, Parents Influence, Religious Beliefs and Cultural Beliefs) on Sports Participation

Delimitation of the Study

This study was delimited to the following:

1. Standard of sports participation in secondary schools
2. The descriptive survey research design
3. Private and public secondary schools in Kwara State
4. Male and female students of selected private and public secondary schools in Kwara State.
5. 2 sports committee members from each school.
6. Variables of Administrative factors (qualified personnel, administrative style of principal, funding, facilities, equipment, scheduling), Social factors (peer group, parental influence, gender, religion and cultural beliefs) and Sports participation (amotivation, identified regulation, external regulation, integrated regulation, introjected regulation, and intrinsic motivation)
7. Self-developed structured questionnaire as instrument for data collection
8. 8 research assistants
9. One school each from the sixteen local government areas from private and public schools.
10. 20 participants each from class strata (JS II, JSIII, SS I, SS II) for the study.
11. Descriptive statistics of frequency counts and percentages for analyzing demographic data and parametric statistic of Multiple Regression to analyze the variables under study.

12. All hypotheses were tested at 0.05 alpha level

Limitation of the study

One of the limitations experienced is that teacher participation in the study was conditional subject to the school principal's agreement, who, by forwarding relevant information to heads of department, expressed their consent. The study obtained self-reported data and therefore, the respondents may not have accurately represented the physical education and sports programme delivered in their schools. Though, obtaining perceptions of their sport programmes necessitates the utilization of self-reported data.

This study engaged only specialists in physical education. Respondents might tend to claim that student-related barriers had a greater influence on student participation to avoid reflecting poorly on their schools.

Significance of the Study

The results and findings of this study would be valuable to the private and public secondary schools in the formation of policies concerning sports participation.

The study of administrative and social determinants of sports participation can assist the school administrators, games masters/mistresses and physical education teachers to design quality sports programmes and activities that could motivate the students to participate in sports.

The findings of the study would be published and made available to the Kwara State Ministries of Sports and Education, and this would be of value to the ministry officials when formulating policies concerning school sports programme. The study would add to the existing body of knowledge in the area of sports administration. The study may stimulate further research in the areas not covered by this study thereby serving as a reference point.

Operational Definition of Terms

Administrative Determinants: the administrative determinants in this study are facilities, equipment, funding, scheduling, administrative style and qualified personnel.

Social Determinants: In this study social determinants represent peer group influence, parental influence, gender influence, religious beliefs and cultural beliefs

Sport: This refers to physical activities engaged in for direct and immediate end run, pleasure and social interaction.

Students' Sport Participation: The involvement in physical activities and programme for the purpose of promoting good health/fitness, recreation, competition or social action.

Private Schools: These are schools that are exclusively owned and controlled by individual or group of people.

Public Schools: These are schools that are owned and controlled by the government

UNIVERSITY OF IBADAN

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The review of literature related to this study was discussed under the following sub-headings:

1. Concept of sports and participation
2. Theoretical framework
3. Conceptual framework
4. Concept and Importance of Sports Administration
5. Concept of Physical Education and Sports Activities
6. School Role and Sports participation
7. Advantages and Disadvantages of Participation in sports
8. Administrative factors of Sports Participation
9. Social factors of Sport Participation
10. Motivation and Sports Participation
11. Benefits of Students' Sports Participation
12. Sports Participation and Physical Education Teachers
13. Participation Motives of students in Sports
14. Geographical Location of the study area
15. Appraisal of literature review

Concept of Sports and Participation

Many scholars have defined sports in various ways. Webster's sports Dictionary (1976) defined sports as a recreational or competitive activity which involves a degree of physical exertion or which requires skill in the playing of an object (as a ball), disk or shuttle – cock) for scoring. Loy (1984); Coillois (1990); Huizinga (1984); and Edward (1983): reflect on sports as game occurrences, as institutionalized game, as social institutions and as social situations.

Bucher (1979) talked of sport as culturally and socially beneficial and Nixon and Jewett (1990) based their definition on ideology. Adedeji (1978) also defined sports in terms of organized competitive and recreational physical activity among athletes.

Robert (1982) classified sports into three spheres on the basis of outcome

1. "Sport of physical skill" in which the outcome is determined by player's motor activities such as in weight lifting and racing and so on.

2. "Sport of Strategy" in which the outcome is determined by rational choices among possible courses of action such as chess to mention just one example.
3. "Sports of Chance" in which the outcome is determined by guesses, such as dice which is uncontrolled. He went further to state that although participation in an array of sports can be very broad in some societies and groups, the participation is greater or lesser on the basis of sex, age, social status and variety of cultural factors within a single or small society and so the involvement of athletes are never constant. Participation in sports can be seen as an outcome or product of obedience, achievement, interest, needs and responsibility. This is valid when it comes to the explanation of individual differences with regards to areas of interest and innate tendencies.

Two basic modes of behavioral participations formulated by Kenyan (1989) are primary and secondary participations. The primary participation refers to actual involvement in sport as a player or contestant while secondary refers to all other forms of involvement such as consumer and producer of sports. Obviously, people behave in several different ways in sports situation. There are some who are associated with primary participation like the athletes. These athletes can be referred to as superstars and can substitute athletes in sports. The roles reflecting secondary participation are both consuming and producing. The spectator at the playing ground represents the direct consuming role while viewers of the game at home or listener or sports commentary and readers of the sports column represent indirect consumers. Kenyon classified the producing roles as "leadership roles arbitration and entrepreneurial roles as of sports science, coaches, umpires, scorekeepers, to mention a few example while the entrepreneurial roles include the promoters of sports, manufacturer of sports equipment and sellers of the equipment whether wholesalers or retailers. Sport participation will be considered as a relative term signifying the strength of person's sports interest, be it primary or secondary. One of the many sources of sports involvement today is the potential environmental sources. Basically, a person's relation to sports at a certain point in time is dependent upon a complex interplay between hereditary and environmental factors (Shensaasen, 1981).

The environmental factors encompass all the factors that the person interacts with in the environment. It includes the person's native physical and mental disposition for participation in sports. These factors determine at least, to a certain extent, what kind of sports activities the person will most probably choose and thus

his/her experiences of success and failure in the attempts to master the skills and techniques needed. The environment also influences the kinds of activities, skills knowledge, attitude and interest that he or she learns.

Shensaasen (1981) opined that “the interplay between hereditary and environmental factors constitute a complex, dynamic process which lasts in principle and for the whole period of life”. However, childhood and during adolescent stages of life have been assumed to be most potent formation periods.

The complexity of the process rests first, in the number of factors involved. Second, is, in the fact that learning takes place much more during this period and finally there is the concomitant change of behavior which constantly create new dispositions for further learning. Sport participation, whether organized or spontaneously practiced, is often the only physical activity of choice for many children and adolescents. Sport is, as a priority, focused on sport participation for children and youth, particularly in the school environment. It is also believed that increases in physical activity by school children and adolescence will have a beneficial impact, within 10 to 15 years on levels of participation among adults (Pattin, and Jallis 2001).

Theoretical Framework

A theory is a set of logically interrelated constructs and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting phenomena. The importance of theoretical frame-work in sport administration research cannot be over-emphasized. Keslinger (2000) pointed to one such importance as determinant function. A good comprehensive theory enables one to determine an athlete’s behaviour and attitude as determinants of participation which has not been observed or occurred. A theory can help to determine behaviour and attitude and how such can influence individual athlete as well as determine their participation. However, Griswold (2001) argued that theoretical thinking provides a rich source of data or idea that can be drawn on in research and stimulate the imaginative capacities as essential to progress in the posture behaviour of an athlete to determine their participation. On this background, this study is theoretically framed on the Theory of Reasoned action.

The Theory of Reason Action (Fishbien and Ajzen, 1975) posited that the most important determinant of behavior is a person’s behavioural intention and that intention is determined by the person’s attitude towards the behaviour plus the

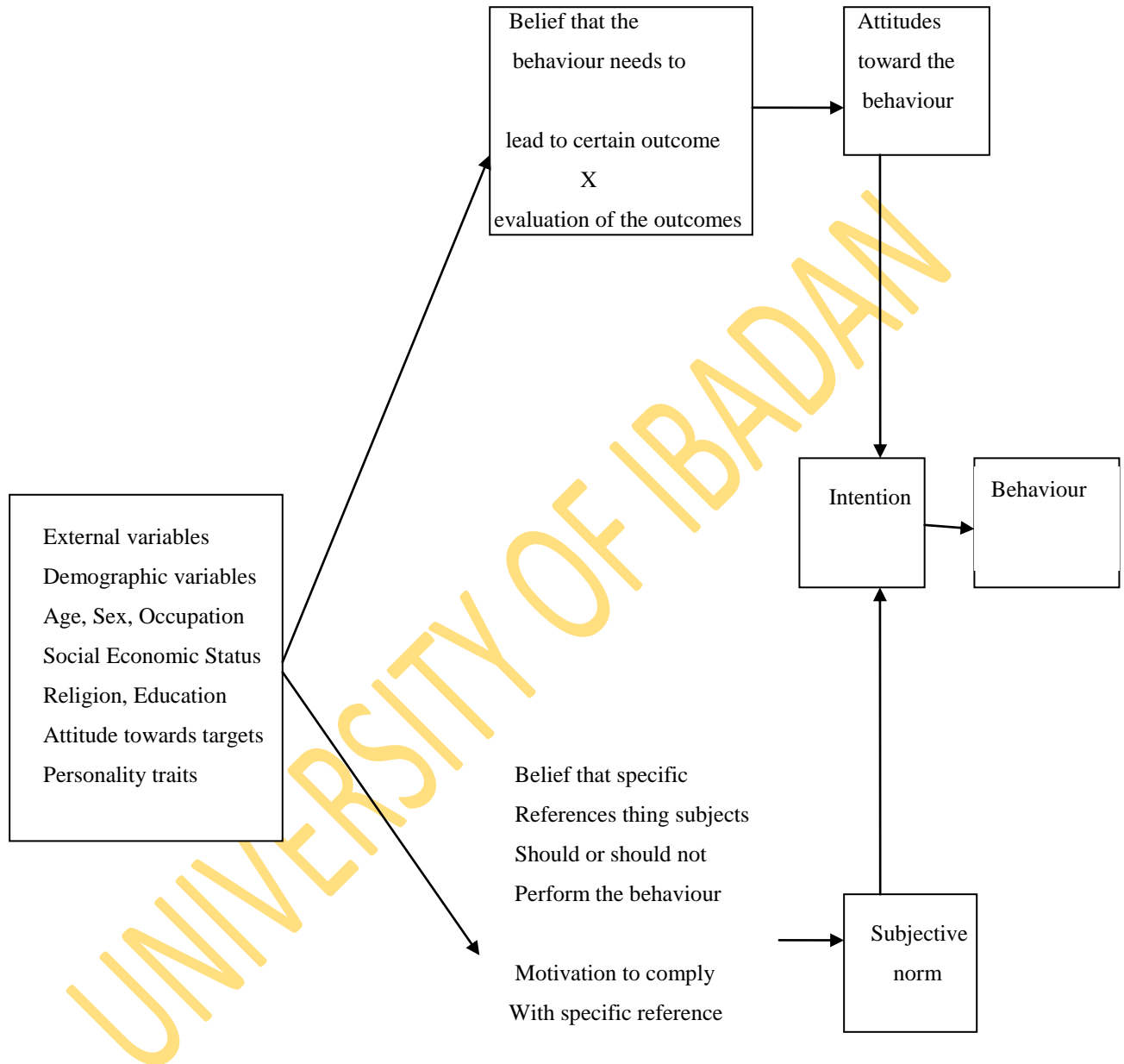
influence of social factors. Attitude is a function of personal beliefs about the perceived consequences of engaging in behaviour and an evaluation of those consequences. If the person believes that taking part in regular physical activities would be expected to have a positive attitude towards physical activity. Attitude is believed to be composed of an evaluation of the level of perceived enjoyment and the level of benefit or discomfort associated with the behavior.

Subjective norm is a function of the view of important others in the person's life regarding the target behaviour, weighted by how motivated the person is to act on the views. In other words it presents the social pressure to engage or avoid particular behaviours. More recently, it is also hypothesized to include a component which represents the extent to which one's social network performs the behaviour (Rhodes and Courneya, 2003).

The Theory of Reasoned Action suggests that the probability of engaging in sporting activity would be increased if:

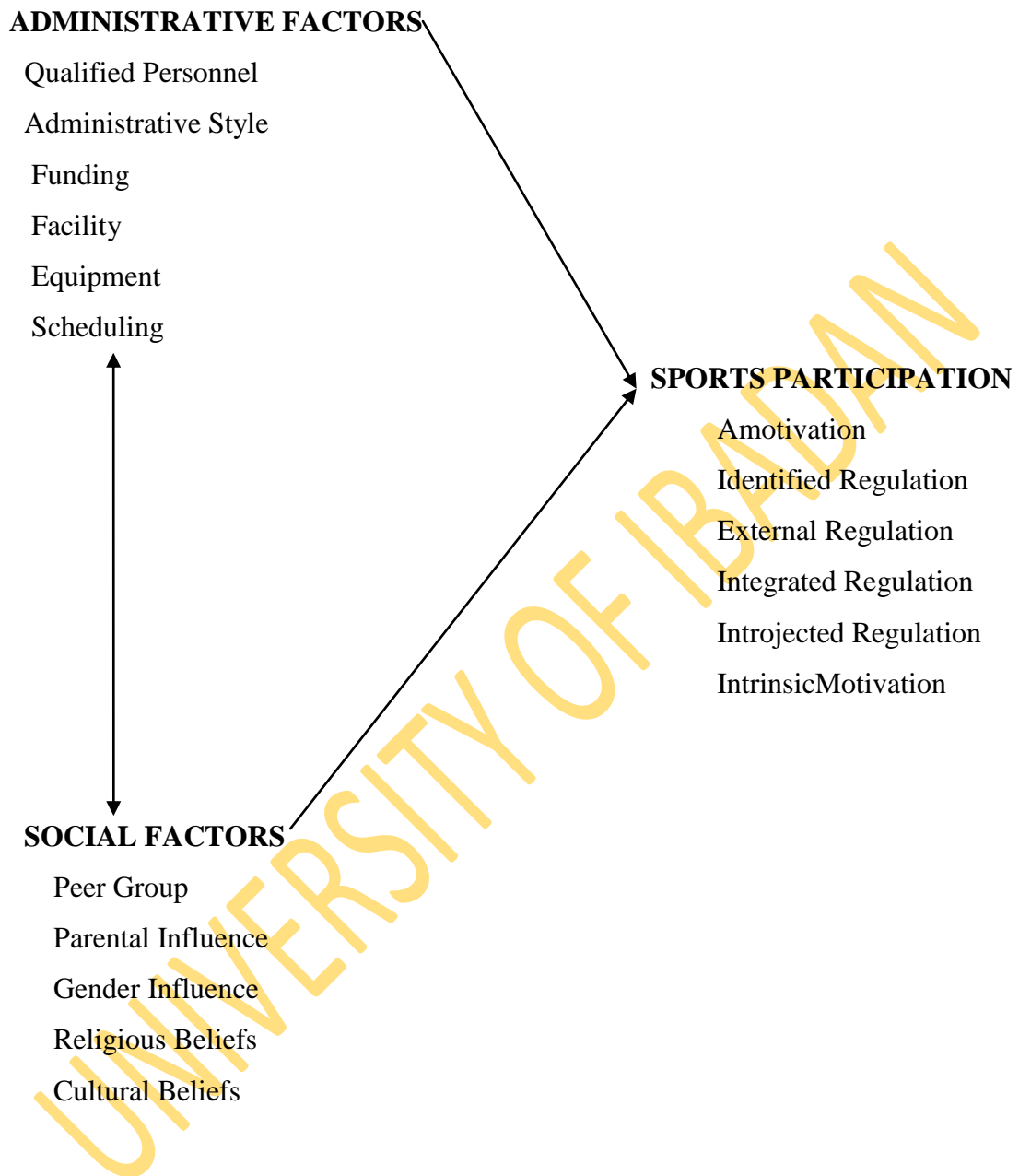
1. A person predicts that physical activity will be enjoyable
2. Physical activity will lead to only valued positive outcomes and minimal discomfort
3. A person's social network will want them to be physically active
4. A person's social network is physically active.

THEORY OF REASONED ACTION



Source: Sports England 2005

CONCEPTUAL FRAMEWORK ON ADMINISTRATIVE AND SOCIAL DETERMINANTS OF SPORTS PARTICIPATION



Source: Developed by the Researcher and subjected to reliability test (2012)

The chart shows the relationship between administrative factors and sports participation, social factors and sports participation and the way administrative factors relate to social factors to determine sports participation.

The external regulation refers to behaviour that is regulated through external means such as obtaining reward e.g. medal, trophies and avoiding constraints like social pressure. For instance an athlete will not want to miss his training so that his coach will not make to sit on the bench as a substitute during the next day game this in turn

will affect the level of participation of athletes in this category. With introjected regulation the individual has started to internalize the reason for his or her actions such, such internalization merely replaces the external source of control with an internal one, that is self-imposed guilt and anxiety. By this an athlete might say he will go to practices because he would feel guilty if he did not (Robert, 2004).

The integrated regulation also involves engaging in activities from intrinsic perspective in a “choiceful” manner. An integrated athlete might decide to stay at home rather than go out with friends, so that the athlete will be ready for the next day’s game. This shows that participation could be influence by the administrative and social factors of peer, family, gender, equipment and facilities.

Concept and Importance of Sports Administration

Administration begins when more than one person is involved in accomplishing a task. As the task becomes more complex and the number of individuals involves increases, the responsibilities, duties and qualifications of administrator take on added significance as the decisions become more crucial, and the number of people affected increases (Henry, 1995). Fasan (2000) define sports administration as the process of coordinating the programme in sports organization so as to achieve the best result and satisfy the demand and expectation of the management and interest of the general public. He said sport administration can also be seen as the practice of administration in sports organizations be it private or public.

Sports administration is the bedrock or cornerstone for sports development in virtually all nations. This is the aspect that is responsible for the planning, organizing, directing and controlling all the essentials inputs in sports. Sports will succeed or fail in direction proportion to the appropriate decisions and actions of those who are responsible for managing them (Oloruntoba and Achugbu, 2000). Sports Administration can be defined as activities which are intended towards the developments of sports in general and carried out by specific people trained in the administration of sports. Sports Administration can also be defined as formulation of plans and programmes to serve as guidelines in the execution of programmes that are sports oriented. It can also be defined as the art of managing programmes, human and material in sports organization for the purpose of accomplishing its objectives. Sports Administration the is process of coordinating the programme in sports organization so as to achieve the best result and satisfy the demand and expectation of the

management and interest of the general public. Sports Administration can be seen as the practice of administration in sports organizations be it private or public (Fasan 2000). The importance of administration in general is well expressed by a simple statement “Managers are people who are primarily responsible for seeing to it that work gets done in an organization. (Emeruwa, 2004)

The way in which organization are administered determines the course of human lives. Management provides an understanding and appreciation of the underlying principles of the science of the field. Methods, techniques, strategies and procedures employed by the managerial or administrative understanding. Also, sound management will be better of management work; therefore an understanding of management will contribute to better performance. Management is not restricted to one group of individuals because most staff members have reports to complete, equipment to order, evaluation to make and other managerial duties to perform. An understanding of administration will help in efficiently carrying out these assignments.

Management is fundamental to associated effort. Goals are created, stated and reached, ideas are implemented, and esprit de corps is developed with planning and cooperative action. Knowledge of administration facilitates the achievement of such aims and an understanding of management also helps to ensure continuity. A fundamental purpose of management is to carry on what has proved successful rather than destroy the old and attempt a new and untried path. An appreciation of this concept by all members of an organization will help ensure the preservation of the organization’s best traditional practices while embracing paradigm shifts and new challenges. Knowledge of management helps further good human relations; an understanding of sound management principles will ensure the cooperation of the members of the organization and produce optimal efficiency and productivity (Bucher and Krotee, 2002).

Participation in extracurricular activities such as drama, music, sport, debating and community work can be important in the child’s association with the school, and maybe related to positive educational outcomes. Importantly, schools are in a position to influence student participation in extracurricular activities of this kind. The educational curriculum for sport is now broad-based, providing pupils with grounding in games, gymnastics, athletics and outdoor adventure activities. Teaching of sport incorporates the use of information technology (IT) and focuses upon the

development of decision making skills. Sport remains compulsory through all four Key Stages of life because of the many benefits for pupils and the aim is to make sport attractive to all children, whatever their level of skill (Fullarton, 2002).

Concepts of Physical Education and Sports Activities

According to Young and Enrique (2009) beginning from ancient times, different civilizations embraced physical education and sporting activities either by chance or intention after having considered the inherent benefit. Even up till today, not all people have come to terms with the real concepts of physical education and sporting activities.

They went further that a young girl trying to decide on a career in today's sport world finds that she is faced with making a critical decision. Many changes have occurred in this world that makes such a choice extremely difficult. Most nation's economy has been thrown into a state of upheaval, resulting to problems such as budget cutbacks, inflation, unemployment, mounting government deficits etc. this has resulted to varying standards of living for the people and unequal opportunities for the minorities. The present day technological advancement means challenging decisions as well as opportunities for the boys and girls about what career to enter.

They went further to observe that the above fact makes it very necessary that the concepts or philosophy of physical education and sporting activities be made very explicit in order to help people, especially young girls to evaluate themselves and their world, to give them basis to either take to physical education and sporting activities or not.

Bucher (2000) further asserted that the real concept of physical education and sporting activities cuts across metaphysics which is associated with the principles of being or existence, epistemology which is method of obtaining knowledge, and the kinds of knowledge that can be gained e.g what role physical activity may have on an individual's physical development; axiology which deals with how to determine what has value and the criteria such judgment is based upon by the society; ethics i.e. moral character which serves as a basis for an individual's code of conduct.

In conclusion, Bucher (2000), said that modern day concept of physical education is in line with the trend in modern view of general education in which students are treated as individuals with different needs, ambitions and problems. One important aspect of the modern aspect of physical education is communication. There

should be good communication between sports administrators and the home, parents of the student, the community in order to ensure that both parties believe that physical education and sporting activities are beneficial to them. When such a good communication is established, participation becomes spontaneous, purposeful and without coercion.

Students in secondary school stage could be said to be at the adolescent period of their life. At this stage, they tend to be confused, rebellious to both parents and sports administrator and teacher alike. Most of them prefer to obey their peers than the adults. The adolescent period of a person's life, ages 9 – 21 is one in which there great differences in physical, mental and socio-emotional characteristics. During this adolescence span, Lindeburg (1989) postulated that the physical development of the individual is characterized by many bodily changes. Such changes if not properly explained to the growing child may create problems for the child. The changes are most noticeable by tremendous differing rates of growth, a development of muscle mass and obvious changes in secondary sex characteristics.

He went further to say that the implications of these pronounced bodily changes indicated that these individuals are reaching physical maturity, endeavoring to accept body changes and the process of learning to use body parts of physical abilities as effectively as possible. George and Lehnman (1986) stated that the main characteristics of the adolescence period is that students begin to assume great masses of knowledge to think independently, to assume responsibilities, to gain insight and see meanings in the affairs of life, coupled with increased ability and attention span. In most cases, the students in the secondary schools are not exposed to the right environment to exhibit these potentials because of undue pressure by cultural and societal norms where sex of the adolescents is the determining factor.

There are various ways to counter individual differences even in the event of lumping these individuals with the individual differences together for physical activities. The two main groupings are the homogenous and heterogeneous settings. The homogenous setting or grouping in the private secondary schools will result in greater efficiency in teaching, increased safety for the participants and for easier adaptability in physical activities intramurals and interscholastic sports competitions. The introduction of sporting activities at this period in the colleges will result in extended opportunity for the students to explore their interests, abilities and capabilities in school sports. The prevailing homogenous atmosphere is enhanced by

the consideration in age, sex, weight, height and peer status in class. This is also equalized through the gradual integration process which begins as soon as the student is admitted to the school, into the junior secondary class one.

Evidence from research showed that in the inheritance of ability, the ability of children who have been adopted is more closely related to the ability of their 'natural' parents than to the ability of their adopted parents (Carter, 1962). These findings seem not to be conclusive on the issue of the offspring's of the natural parents who are endowed with potential sporting abilities, failing to take part in such activities on their own volition, even when their parents are well disposed to their participation in competitive sports in the school.

Sharp (1975) also opined that where standards of living in a country and educational opportunities vary to a large extent from one section of the population to another, then the apparent differences in ability may be due as much to environment as to inheritance. She concluded by asserting that where standards of living and educational opportunities become more uniform, inheritance would become relatively more important with the following implications. These include failure to learn due to a child's genetic inheritance; some adolescents find it more difficult than others to take part in physical activities; generic differences make it quite unreasonable to expect all the students of a certain age and class to achieve the same standard of work; education cannot eradicate genetic differences; and education should provide each student with the educational environment to express the best of his/her ability.

School Role and Sports Participation

Education is generally accepted as instigator for change in the needs of society. Schools, because of their location and prominence in society, and because a high percentage of children attend school at some stage in their lives, are considered the ideal avenues through which most educational and sport objectives can be achieved. Schools also have the obvious advantage of reaching all sectors of society regardless of gender (boys and girls), social status, or physical fitness and skill level (Zenong and Moore, 2004). (Travill, 2003) also stated that Physical Education and sport activities in the school setting is therefore the most effective vehicle through which both participation objectives can be achieved. In the first instance it creates opportunities to introduce children to sport activities. From a public health perspective the second and possibly more important outcome of Physical Education at school is

that it inculcates a desire in pupils to pursue physical activities. Physical education at schools should assume the key role of educating children regarding the health benefits of an active lifestyle. The participation in sports clubs has recently become more popular in communities partly due to an active youth sports (De Knop and Engstrom, 2002). Most schools require physical education classes and most elementary schools have recess periods, when many adolescents at schools engage in athletic activities. As a result, these institutions can serve as agents for sport socialization and participation. This is particularly true if the school's enrolment is small, where children are more likely to participate in sport. In Schools which historically have more male sport participants than female, may be particularly powerful socializing and participating agents (Greendorfer, 1993).

Advantages and Disadvantages of Participation in Sports

To overlook the merits and demerits of participation in sports will be like a woman cooking a pot of soup without adding salt, the sweetness of her cooking will not show. After so much review, researching merits and demerits will help in comparing the pros and cons of participation in sports, justifying them with facts.

The aim of any organized sport programme is to create an environment that stimulates selected movement of experiences, resulting in desirable responses that contribute to the optimal development of the individual potentialities in all phases of life. Regular vigorous physical activity is the only means of developing and maintaining organic power and vigor. Thus, participating in sports has its own gains and misgivings.

Advantages of Participation in Sports

Wayman (1998) and Morrish (1998) stated the benefits of participation in sport as follows:

Physiological: It helps to improve muscle tone and promotes growth and development. Regular physical activity is basically needed by all individuals throughout his/her life time in order to maintain the body through maximal exercise.

Peer and Social influence: It develops ones emotional control, leads to resourcefulness, accurate mental reaction when under pressure; need to engage in creative divergent thinking.

Social: It helps to cultivate an attitude of fairness and displaying a good sportsmanship when playing with or competing against others in various social activities. This is because most of our time is spent in interacting with others.

Disadvantages of Participation in Sports

Neal (1999) stated that sports has its disadvantages in relation to student participation in sports and are as follows:

Arrogance: Often more than none, students participating in sports tend to feel on top of the world because of the great fame attained through sports. This therefore, makes them arrogant which could be problem for unmarried female athletes.

Aggressiveness: It is believed that to participate and excel in sports, one has to be aggressive. As a student, aggressiveness is not a good trait to exhibit.

No time: It is said that the role of a student participating in sports is so packed up with training activities and rules to be followed thereby sacrificing time which could be detrimental to the family.

ADMINISTRATIVE DETERMINANTS OF SPORTS PARTICIPATION

Personnel and Sports Participation

Sports can only be coached successfully by specialist who is expected to teach both knowledge and skills. Therefore a coach is a trained specialist who is expected to impart knowledge and skills of the subject to the learners for achievement. Justifying the importance of coaches in the participation of students in sports knowledge and skills, Ireogbu and Opara (1998) stated that sports today are the greatest image booster for any nation, group and individual and there could be no sports without sports personnel.

While buildings and programmes are importance in any educational enterprise, no component of an institution or organizational unit surpasses in significance that of sports personnel who are in daily contact with the students (Campell, 2000). Cassidy (2000) also stated that when high quality and competent individual are selected, and they are assigned functions and responsibilities which are appropriate to their interests and abilities, they feel secure and well cared for, well-motivated and inspired to do their best, than the probability in high that most of the educational goals will be reached.

Onifade (1992) stated that most of Nigeria higher institutions do not have coaches and therefore the availability of qualified coaches with good temperament in most sports will go a long way to affect students' participation in sports. Okonkwo (1993) in his study, pointed out that for us to provide sportsmen and women in Nigeria, capable of excelling in world sporting events in the years to come, require a development of effective organization of school sports. This according to him includes the provision of conducive environment to work in, adequate fund, material resources and personnel.

Igbanugo (1986) emphasized that personnel who are involved in sports must include people whose knowledge about sports are interested in its advancement. She emphasized on the employment of adequate and qualified personnel who are specialist to run sports programmes. Adegbesan(1998) supported this by suggesting that qualified and knowledgeable teachers should be employed to teach and coach students in order to achieve desired sports participation.

Administrative Style and Sports Participation

Leadership may be defined as the capacity to guide others in the achievement of a common goal. Decisiveness, determination, interpersonal and organizational aptitude, loyalty, self – efficiency and self-discipline are considered some of the attributes of effective leaders (Black, 2007). Goldberg and Chandler (2006) explained further that athletics is an area that provides the opportunity to develop and display leadership qualities. He also stated that leadership development is important for society, as today's youth will be tomorrow's business and government decision - maker.

Hogan (2007) stated that leadership generally can be found to be very social, intelligent, self-confident, and dominant. He further stated that their knowledge and skills must be adequate to justify others' following them. Hohmann, Hawker and Hopmann (2006) identified sensitivity to others' needs, acceptance and use of others' contributions, tolerance for personal difference, and confidence in skills and knowledge as characteristics of strong leaders. Groustrom(2005) found that adolescent leaders, as compared with non – leaders, are dominant on both physical and psychological dimensions. He also noted that adolescent leaders are more active and aggressive, received more positive manner. Snyder and Sopreitzer (2006) explore the relationship of academics and athletics to social and behavioural characteristics.

They pointed out further that those who held both scholar and athletic roles stood out in regard to positive attributes, including leadership.

According to Monaco and Gaier (2005) females in mixed – sex groups are less likely to be group leaders regardless of leadership style or dominance level”. Female tends to try to find the best outcome for all, while males simply have a strong desire to win, reinforcing the conventional view of males as instrumental or autonomous and females as expressive or cooperative. Strong gains in female leadership are observed when they have experience the task at hand. They concluded that females rely on outside support to achieve success, and they tend to have lower confidence and self-regard. Athletes possess stronger leadership skills than do non-athletes, and that male athletes have greater leadership skills than do female athletes, females are as competent in this area as males, but cultural factors hinder them from demonstrating leadership skills in social context (athletics). Ladani (2007) suggested the following qualities to be displayed by a leader:

- i. A good leader must have vision: implies that leaders should at least see a little further ahead; a little more clearly than those who follow. This is the only way that he can guide the members of his group in the right direction.
- ii. All leaders must be sensitive to the yearnings and aspiration, thoughts and feelings of those whom they seek to lead. This implies that there should be careful consideration of their concerns and evaluation of their conclusions.
- iii. Leaders must possess determination and perseverance. All enterprises have two sides – success and failure. There are frustrations and obstacles. During the time of crisis when it seems as if there is no way out, there are people who will suggest the abandonment of such enterprise. During this period the leader ability is put to test.
- iv. He must be impartial: any staff of an establishment will accept unfavorable decisions, personal disappointments and well-deserved penalties in good grace if the leader is just and impartial. Discrimination and favoritism on the part of a leader are sure paths to defeat.
- v. A good leader must be good psychologist: since any group or organization is established by human being, an effective leader must understand human nature. He must know how to tap the best efforts of members of a group. The leader must be aware that not every member will be influenced in the same way or by the same words.

Facilities/Equipment and Sports Participation

Sports facilities are referred to as permanent structures and space designed for effective implementation of sports programme. The availability and enough quantity of equipment and supplies in schools provide for optimum activity, participation and performance for all students. Facilities and suitable space affect the type of programme and the activities included in the curriculum, perhaps to a greater extent than any other factor. The success of any physical education programme according to Peters (2001) depends largely on the quality and quantity of available facilities. Supporting the above statement, Sheriff (2001) maintained that there must be a reasonable amount of equipment in the modern sport programme, otherwise the activities cannot be maintained. In the same vein, Klaf (1997) opined that good familiarity of the athletes feel safe during the period. Further support by Nwegbu (1988) stated that apparatus is one of the most important ingredients in modern physical education. The availability and standard of sporting facilities influence public participation and the quality of sports. There, in order to facilitate and encourage extensive participation, high standards and safety, and improved performance, attention must be paid to the available sports facilities.

Oyeniya (2003) pointed out that availability of facilities help in sustaining the attention of students, make them busy, stimulate them to learn more and make learning permanent and achievement. Abubakar (1992) agreed that facilities are related, if the facilities are available, adequate and well maintained, there is every possibility of students participating in sports programme in schools. He further, stated that facilities are fundamental factors and present a sensitive area in physical activities.

Facilities and equipment presents a sensitive area in all ramification of sports administration. They occupy such an enviable position, since their provision carries, with them certain standard as determined by age, weight and experience of the users as well as the type of activity. Facilities should be designed for the general population and not for a particular population (Awosika, 1996). Lack of adequate and suitable facility is a serious handicap to the effective and efficient sport programmes in the secondary schools. An athlete with a lot of potential and determination to excel will be seriously discounted and demoralized to excel will be seriously discounted and demoralized when the needed facilities are missing. Onifade (1995) suggested that development of safe habits with relation to equipment and facilities are imperative in

school sports. Young athletes should be enlightened and supervised on the use of sports equipment and gadgets.

Lack of adequate equipment means lack of well – planned programme of physical activities that are capable of providing all round development of the individual. Alamu (1991) proclaimed that, type of physical activity dictate what equipment is needed. This idea was buttressed by Asagba (1992), who cited that facilities and equipment should emanate, as a result of programme needs. According to Okunrotifa (1998) equipment for teaching sports are limited if not completely absent in the schools. Equipment is a coy in the wheel of effective teaching of physical activities. It is also observed that school and communities lack equipment for sporting activities.

Funding and Sports Participation

In any organization one of the facilitating factors that bring about effective organization and administration is funding. Sport is not an exemption. Igbanugo (1992) emphasized that funding is a very important aspect of sports and seems to be at the root of the administrative problems that institutional sports is facing especially at this period of economic recession in Nigeria. Without sufficient funding, facilities and equipment cannot be provided and maintained. She further stated that estimating the cost of a new facility is very important because there are many variables that affect the cost of facilities. Itu (1995) added that construction cost depends on the labour force available and the proximity of building materials. They also correlated with the economy and therefore fluctuate considerably from month to month or year to year.

Venkartesarlu (1999) opined that the inflated cost of construction of facilities and buying of equipment and the increasing cost of organizing sports programmes in schools as in other sectors demand a fresh and innovation approach to the funding of sports. He stated further that private sectors should be actively involved not only in the sponsorship of competitions but also in the construction of sporting facilities. To provide sound sports programme, sufficient fund is a primary factor and the major problem facing the teaching of physical education and sports programme is financing.

Edegbai (1992) asserted that sport is a recognized programme within the school and the provision of adequate fund is the key to its success. He concluded that no matter the amount of well – laid plans, programmes and strategies by coaches’

inadequate supply of funds for such plans will spell doom for its success. It is important to stress that adequate funding of sports programmes will definitely improve the performance and standard of sports in our schools. Funds are essential for effective organization and administration of sports at all level (Lowery, 2004).

Ananomo (2005) asserted that the importance of providing adequate funds for sporting activities cannot be over emphasized; 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 sums of money. He also maintained that it is obvious that one of the biggest constraints facing secondary schools today is hardly getting enough fund to devote and execute sports programmes in secondary schools in Nigeria.

Scheduling and Sports Participation

Scheduling refers to a list of the time set for certain events in physical activities, timetable, programme agenda for training in physical education activities or organizational pattern of an establishment. Before a programme can be considered properly organized, it must have direction and a set-up plan or sequential arrangement of the form it will take. This direction and sequential arrangement is known as scheduling.

According to Fisher (2001) scheduling involves maintaining a proper balance between home and away contest, seeking contest with organizations and institutions of approximately the same size and caliber of play and trying to restrict the scope of the geographic area where athletic programme has been determined and the unit for organization and time schedules selected, then remains the choice of a plan for organizing the competition.

Igbanugo (1986) stated that scheduling involves programming the game such that it will not affect the health of all involved executing the game. According to her, coaches should be aware of schedule of games, playing area and time allotment. This brings good atmosphere and cordial relationship within the coaches of different institutions or organizations.

Scheduling of physical education activity forms an important administrative function involving the total organization and programme, thus consideration must be given to relative needs among the various areas of the programme. Planning the schedule of any contest or competition must not be a haphazard effort and therefore

must be a vital task of coach. To this effect, there is need for cooperation among all the personnel within the establishment especially the administrator and coaches of other sports. Efforts must be made for 'give; and 'take' when setting dates and times for events to ensure fair play, avoidance of clash, maximum use of facilities especially when they are few and at the same time making sure other activities does not suffer.

Thomas and Nelson (2001) in their study, stated that in scheduling, before the programme begins, the director of sports should have appropriate idea of the sports that are to be in the programme, that he should also have an idea of the sequences of the scheduling; the days of the week and hours of the days in which sporting programmes would be scheduled. They further agreed that these factors might be affected by so many other variables such as facilities, equipment, staff, officials and general items.

A coach who is successful in building a good team and well scheduled sport programmes both in the past, present and future is a coach who must have carefully calculated his team's strength and weakness year after year and season after season. It is obvious that scheduling if not properly planned, will affect performance level of athletes, Iheanachco (2000).

SOCIAL DETERMINANTS OF SPORTS PARTICIPATION

Peer Group and Sports Participation

Peer group is an informal social group of persons with several common characteristics. Members may have very strong ties and may be influence by loyalty to the group (Kenneth, 2001). Peer group has been found to be a socialized agent among children in sport participation. Children are often socialized even before entering the school system and ideas, value, learned in the home are either opposed or reinforced (Colins, 2004). Sporting activities are received by the peer group through participation in extra curriculum activities stimulates the desire for the continued status and recognition that are associated with these activities beyond high school. Peer group provide experience that help the students to become independent of parents and other authority figure and expose the students ideas, values and experience through sporting activities that may not be encouraged in nuclear family.

Reisma (1990) supported the idea that peer group teaches taboo, helps the child to become independent of family and other institutions, exposes the (children) to idea, morals, values, and those experiences they may not have encountered from their

family. Juvonen and Graham (2001) stressed that peers supersede the parent as role models, as children advance in age, they draw even more heavily upon peers and other family models in getting prepared for new vocational, social and professional role that could not normally have been transmitted within the family. Coleman (2004) asserted that a male or female with high level of sport aptitude living in a large community with adequate facilities and equipment and receiving encouragement from peers has a great likelihood of becoming socialized into active sport participation. It has also been maintain that the absence of sport oriented sport group, often leads individuals to reduce their involvement. Admission into a new peer group which is sport oriented can suddenly revives previous interest or stimulates a new interest in primary or secondary involvement.

Friends and peer group serve as a very strong force in socialization of children later in childhood and adolescence period. Children who identify themselves with a particular group hardly break link with such group, most especially, when liked by the group. Often, attempt to break such links by other institutions, like family are often met with resistance. When young people participate in sports or have access to physical education, they can build up their health and self-esteem, use their talent to the fullest, learn the ideals of teamwork and tolerance and be drawn away from the dangers of drugs and crime (Annan, 2008).

Gender and Students Participation in Sports

All through history according to Mgbor (2003), sports has been used to affirm masculinity and the roles of manhood and `n have played their roles in this social milieu with some degree of arrogance. Man and womanhood across board are associated with home-making, housekeeping, reproduction and cooking (Adeyanju, 2002). Traditional sex roles in the society before were centered on the division of labour in the family. These roles describe behaviour regardless of marital status and age, but they are most centrally concerned with the gender based bread-winner, versus home maker specialization. This prescribed division of labour is often justified according to Manson, Czajka and Arber (1990) beliefs about innate sex differences.

Today, students are no longer leading the sheltered and sequestered life of the earlier, generation or adhering to the social moves that until now have prescribed physical activity of a strenuous nature following the onset of menarche (Klaffs & Arnheim, 1981). According to Vennier and Faith (1995) the athletic competition

picture for girls and women has changed very rapidly in the last few years, mainly because of the demand for equalization of opportunity of both sexes. Ellis (2003) stated that attitude change in ideology has helped to rationalize a change in sex role. Women today enter into the labour force in an unprecedented number, leading some to write an epitaph for the traditional male bread winner role.

In most cases males are involved in sport more than females. One reason for this difference may have to do with gender role orientation. Males have a more confidence about their physical ability and appearance (Marsh 1990). It is suggested that these gender differences tend to be consistent with traditional gender stereotypes. Sport is still generally considered to be a masculine domain (Gibbons and Lynn, 1997). Gibbons and Lynn also argued that individuals with a masculine gender role orientation might repress behaviours that are stereotyped as feminine. In contrast, those with a feminine gender role orientation might repress behaviours that are stereotyped as masculine. It is thus reasonable to assume that adolescent girls, who are more likely to hold a feminine gender role orientation, may not engage in sports activities because sports is considered to be a masculine activity. According to (Gibbons and Lynn 1997) many young women still believe that there is an inherent conflict between feminine-goal values (i.e., being concerned with the thoughts and feelings of others) and highly competitive achievement in activities, which would include sports. They may feel that by striving to "be the best" they run the risk of hurting someone else's feelings and being seen as too aggressive.

It has also been proved that there is significant variation in the vital capacity between male and female athletes, due to the direct relationship it has on the body size, age and height, although it cannot be predicted by performance but can be improved through training (Adeuga, 2010). It is concluded that the vital capacity of female is about 10% less than that of male of the same age and size, which is said to account for female metabolic rate to their less oxygen intake. However, there is higher per minute respiratory rate in female than in male. It is proven that at the age of 12 the maximum aerobic power (VO₂ max) of female is said to be about the same with male, both male and female reach their peak of oxygen utilization respectively at about the same age of 18 years and gradually decline afterward (Klafs, and Arhein; Ajibola, 1982). The youth engaged in physical activity to relieve stress, reduce tension and temper rage during physical activities. For example, a participant said, "If you're mad and you want to cool off, or if you had a busy day at school and you want to have fun, just go

out and play sport. Get your mind off things". Some participants viewed physical activity as a positive form of leisure. One said that being physically active kept him out of trouble (Robbinson and Tommy, 1996).

Parental Influence and Sports Participation

The family teaches roles and appropriate guidelines for behaviours, therefore, much that is learnt within the family context serves as a basis for an individual's. Parent provides a valuable social inheritance, the concept of what is and what is not appropriate. Although peer group, and the mass media, these institutions merely reinforce what has been initiated within the family. This is especially true when it comes to beliefs and behaviour in sports. In the African traditional setting and in Nigeria in particular, a child spends most part of his life from childhood to adolescent at home with all family dictates what the entire child should do to the extent of his exposure to sports participation (Akinkunmi, 2006). The first agents of the child's parents and teachers. Because children spend such a large portion of their time with their parents and teachers, it seems logical that parental encouragement would be a major factor in the process of increasing participation in sport (Greendorfer, 1993).

Abernethy (2003) posited that positive parental influence has been associated with greater attraction to sport and physical activity, and higher levels of sport involvement. He also found that teenagers from families that were stable and supportive, and that promote challenge and opportunities were happier, more cheerful, more alert, and showed more excitement towards their home and work experiences than teenagers from other families. In addition, these teenagers felt more often that they were living up to their own and others' expectations, and that they were doing something that had personal and long-term importance.

Most families or parents in Nigeria may not have been exposed to sport participation due to lack of western education and availability of sporting facilities and equipment. These families may not see any reason for socializing their children into sport participation (Olaoye, 1993). Berry (2004) asserted that parents are linked to negative sport experiences and outcome originates in the burn-out and drop-out. He supported this by founding out that football players who dropped out perceived themselves to receive less fatherly support than other players. In sum, great parental encouragement of physical activity lead to higher levels of childhood sport

participation, and greater childhood sport participation during later stages of life cycle.

The implementation of physical education and health education curricula that emphasis enjoyable participation in physical activity allow the students to become more involved, it helps students to develop the knowledge, attitudes, motor skills, behavioural skills, and confidence needed to adopt and maintain physically active lifestyles (Keresztes and Piko,2000)

Parents play an important role in their children's enjoyment, achievement and continued participation in sport. Parents play the main role in the development of their children. Children learn from their parents, who serve as their main role models.

Children also learn values, attitudes and how to behave from their parents, especially during the child's early years. By involving parents and guardians in physical activity instructions and extracurricular physical activity programmes the programmes becomes exciting to children. The schools should encourage parents and guardians to support their children's participation in enjoyable physical activities, as well as to recognize their powerful influence as role models for active lifestyles (Singh, 2006).

Religious Belief and Sports Participation

During the period, sporting activities tend to remain in part of the religious feast and festival, but in the middle age, sporting competitions began to be pursued on regular basis outside the control of religious leaders (Coakley, 1998). Coming back home to Nigeria, during the 'Osun Osogbo' festival for example, all rituals carried out is not done in isolation of sports. It is done alongside with women and men dancing, running an performing different acrobatic displays. Going to Lagos State the "Eyo" festival too involves a lot of sporting activities. Even in the orthodox religious churches today, there is singing, drumming and dancing (Adenuga, 2010)

Quran chapter four verses 10-31 according to Uroom (2001),frowns at women exposing their bodies, therefore, they cannot perform in open places like playgrounds etc. this generates a feeling of dislike for sports by the fanatics. It is well known that some religion deliberately use sports as a vehicle for attracting young people, and also converting them to a particular faith.

It is a general assumption that there are three main types of religion in Nigeria namely: Christianity, Islam and Traditional religion. These religions to any of its adherent, plays a significant role in influencing the behaviour of the entire family on

many issues – birth development, socialization, with others and the general question of trust and distrust. Religion in most cases helps to build a good and happy family life. Jegede (1998) reported that parents' religious background were ascertained but not tested to determine its influence on their off-spring as regards smoking, unlike in this study.

Through the early indoctrination and socialization of the offspring into the parents or family's religion, the social/religious values are hereby transmitted from generation to generation where the child is born into without him/her serious questioning the doctrine. These include patterns of behaviour, mode of dressing, types of food to be taken and not to be taken, participation in household chores and group interaction (including politics and sports) the adherents strive to abide by the religious tenets and injunctions strictly this therefore, implies that any child from this background might not be socially inclined to participate in competitive sport when he/she is away from home, in the boarding house, for fear of being reprimanded by the parents back home.

Hanson (2003) asserted that the role of socialization of the children have been assigned to the family from the childhood and during the early formative years, where they learn many roles, norms and family values. These conceptions would form an important ingredient in the significant part of the socialization process. He further affirmed that when a father or mother or older siblings participate in one activity, the offspring is being taught the activity indirectly or that it might be the result of the role-modeling, through family genes and inheritance or through positive exposure to other environmental conditions. Therefore, parents who have taken part in competitive sports may have offspring who are sportsmen and women because of the role modeling process which can be explained in part. Sometimes, it may not be true.

In other cultures and due to inter-tribal marriages which might be ascertained through research, adherence of one's parents to a particular religion has not been the most determining factor for participation in competitive sports. Even when offspring come from parents of different religious backgrounds, they have not been found either to have a negative or positive attitude towards their offspring participation in sports, at the college level. Sohi and Yusuf (1987) in their findings postulated that both parents in an ideal social and peaceful setting had considerably contributed in socializing their female athlete into competitive sports. This was based on the assumptions that parent reinforcement motivated the offspring by providing the necessary support to the

athletes as this formed required ingredient for active participation for male and female offspring in competitive sports.

Nigerian numerous cultures maintained a greater degree of sports competition for boys and girls. Women participation in competitive sports have been influenced negatively by the various cultures because of the many roles they tend to dictate to be appropriate for women through customs, beliefs, morals, societal norms and superstitions (Kabido and Vehcit, 1992). Kabido (2003) explained further that the influence of religion is much on sports in the northern part of the country where women have little or no time to participate in any form of sports – whether competitive or not particularly when they are married. In most Muslim controlled states of Nigeria, she affirmed the Islamic culture and tradition do not allow the exposure of women's body as certain sports outfit tends to depict and that the girls get married at very early ages in life so as to be kept away from other social interactions from peer groups

The implications for sport are that since the young girls are held obedient to religious and cultural beliefs, fewer girls take part in competitive sports; the belief that the women would lose her virginity through sports participation is held as strong – and the misconceptions, that participation in sports during menstruation would be awful.

Cultural Beliefs and Sports Participation

Culture has been defined differently by various scholars, Malinowski (1996) defines culture as a complex and many sided phenomenon. It was further stated that cultural heritage of the past centuries is greater and remarkable. Thus heritage represents a very rich store house for the formation of national cultures. Culture refers to the distinctive ways of life such a group of people that interact more with each other. It constitutes a store house of the pooled learning of the group which binds man together (Stafford, 2000).

Culture for Cole (1992) is concerned with the context and meaning of a particular way of life, in other words, with values. Secondly, it is expressed in terms of human behaviour shared among people, learned and inherited. Culture change is as a result of the process of civilization of the old society and culture (tradition). The influence of cultural tradition on women cannot be underestimated when analyzing

the factors affecting women participation in sports in this country. It influences the attitudes, action and social structures of our people (Amusa, 1986).

Motivation and Sports Participation

School children choose sport activities they find enjoyable. Thus, it is not surprising to learn that the desire to have fun is one of the primary motives underlying the sport participation of children. In fact, one of the earliest research endeavours, focusing on the motives of young athletes, identified the desire to have fun as a major factor. This motive was the primary factor in the child's decision to participate (Reis & Jelsma, 2005). Individual fitness is another motive for children to participate in sport. Citing the research of (Sapp and Haubenstricker (2007), it is noted that approximately 50% of adolescent school pupils believed that fitness was important in their lives.

The need for participation as part of a group member for sport is also a participation motive for school children. As human beings, to be with others and to function as a member of a group is desirable and is especially important to youngsters as they try to associate with the most popular cliques and peer groups, many of which are sport oriented (Miracle & Rees, 2005). Group memberships acquired through activities such as athletics allow children at schools to be accepted by their peers, extend their social networks, and gives them a sense of belonging.

Many children remain active in school athletics because they have a desire to improve their skills and eventually excel at a particular sport. This need for achievement, and for success at certain tasks, is a primary motive for many youngsters. Skill development is an especially important motive for children who believe that they have a good physical ability (Robinson, 2001). The desire to participate in exciting school activities influences the decision of many children to become and remain involved in sport (Alderman and Wood, 1990). That is, some children are motivated to engage in sport because it provides the excitement stress they seek in sport participation. Eustress is a positive form of stress that stimulates and energizes the individual to take part in sport.

Benefits of Students' Sports Participation

Physical educators and sports experts would agree that athletic participation brings numerous physiological, psychological, educational and social benefits to the

participants. These benefits of sports participation include improving health and exerting students' surplus energies, obeying the competition or societal rules and constraining delinquent behaviours (such as cheating, acting violently, consuming illegal substances, and drinking excessive alcohol) promoting social values, integrity and building character, enhancing confidence motivation, sense of empowerment, and self-esteem, providing social interaction, fun and enjoyment, offering opportunities, for education and career in sport, expanding life experience and making friends knowing how to deal with failure and difficult situation and developing life-skills (Blinde, Taub and han, 1993; Coakley 2007 Eitzen and sage, 2007). More specifically, many positive educational benefits were found to be associated with intercollegiate sport participation. Studies supported that collegiate students' athletes were often more engaged in academic and campus activities than their non-athlete peers (Wolniak, Pierson, and Pascarella, 2001).

Sports Participation and Physical Education Teachers

Physical education is a subject that can only be taught successfully and effectively by specialist who is expected to teach both physical education knowledge and skills. He is expected to impart knowledge and skills of the subject to the learners. The specialist should be knowledgeable about the legal aspects of sport, health, recreation and other areas of sport, which will help in teaching the subject effectively. According to Suarau (2000) the training programme for teachers should include physical education and sport for individual. He stated further that both theory and practical should be taught so that the teachers are fully equipped before going to the field.

Harding (2008) stated that physical education teachers have a reputation of being "men of action" with very few words spoken. According to Ogunrotifa (2000) the needs for physical education programme to be supervised by experience and qualified teachers can be under estimated. He stated further that teacher s teachers should have professional leadership training, which includes relevant courses. Hansen (1989) postulated that practitioners by virtue of training have acquired technique, which enables them to render specialized services to the community. Adegbesan (1998) suggested that qualified and knowledgeable teachers should be employed to teach and coach these students' in order to achieve the desired objectives of physical education and sports programmes.

In the teaching and learning process of physical education knowledge and skills, Ireogbo and Opara(1998) opined that sport today is the greatest image booster for any nation, group of individual, and there could be no sportsman or woman without teachers, then the physical education teacher should see himself as a n important person in the society. They further stated that the society should also recognize the role of the teacher by giving him better recognition, better incentives and better working condition. Therefore to encourage and motivate them there is need for government to provide attractive and good condition of service freedom of association, self-recognition and self-development.

Teachers of physical education should be ready to work consistently and relentlessly so that students will be interested in taking part in sports. According to Suarau (2000) physical education teachers are very important tools for sport development. Oyeniyi (1998) posited that physical education teachers should make the subject interesting to students so that they could be encouraged to offer the subject. He said they should try to teach the both physical education skills and knowledge. Adeyoju (1996) observed that teachers exert great deal of influence on the members of his class, thus the individual child in the can be influenced by the conduct of the teacher who is seen as authority but who is generally respected and appreciated for his success, industry and sense of commitment. Commenting on the roles of teachers in the teaching of students, Eni-Olorunda (2002) opined that the level at which students learn differ from one individual to the other, hence teachers should do everything within their power to build hope in the lives of the students not failure.

The fact that normal physical education teachers have adequate training institution, hence there are adequate teachers in the secondary schools., though not evenly distributed. There are inadequate teachers for physical education programmes. It is pertinent to note that both normal and adapted physical education programmes also suffer from inadequate teaching personnel in the schools.

Participation Motives of Students in Sports

A major aspect of youth participation among the students is the question of the motives in which every student has in mind before taking part in sport. These motives have eluded the total imagination of parents, coaches and sports psychology since females and youth differ in chronological age, physical features and psychological maturity, so also would their motives for participation differ from sports to sport.

These motives consequently transformed into reality even after leaving school/college and tertiary institution. These also change to some degree in priority of importance depending on the type of sport, age and years of experience of the individual. Dye (1982) acknowledging that chronological age serves as a useful practical but rather crude yardstick of when women are ready to be engaged in training in various types of competitive activity, listed other yardsticks as: modify the activity to consider maturation state of readiness, involvement in sports at early ages by providing effective guidance and time activities; readiness to learn and train through skill demonstration; while some young people profit from intensive training and competitions, others do not take care of individual's uniqueness.

Gould, Feltz and Weiss (1990) examined the participation motive of 365 competitive youth female swimmers (ages 8 to 19 years) and found them to be somewhat more concerned with fitness motives, than athletes in team sports. There were also differences in motives by age and experience. Young swimmers (8 to 11 years old) rated achievement –status motives as more important reason for swimming, than older swimmers. Least experienced swimmer of one year or less rated wanting to develop their skills as more important than the more experienced swimmers.

Passer (1982) however noted that having fun was very important to almost every athlete who he associated with, while other reasons include excitement, success, skill development and satisfying affection needs. Feigley (1984) pointed that elite young athletes ages 15 to 16 years may have trained for nearly a decade and that during this time, elite young athletes may perceive only small improvements in performance, this cause them to be increasingly aware of the physical, competitive and social consequences of intense participation.

Consequently, most of these young elite athletes drop out of competition before they achieve their potentials but can also create high levels of stress and less enjoyment. To sustain the motive of the females, more emphasis should be stressed on the fun of playing rather than winning, the child rather than the game, mass participation instead of a selected few and the development of skill in many activities rather than specialization.

Bucher (1979) listed some participation motives of children and youths as to promote physical fitness, emotional development, social adjustment, insulation against delinquency, provision of additional play opportunities and highly skilled performance. He explained that those who oppose youth sports say the winning is

over emphasized, children's physical bodies are under developed for such activities, sports result in a highly emotional strain on youth, the competitors are psychologically immature, sports at such an early age represent too much specialization and that such activities are run by over enthusiastic adults and that the teams are too selective, while other do not see anything good or bad in competitive sports by youths (boys and girls).

Singer (1972) posited that popularity had been shown to be more related to strength and athletic skills than to academic achievement and that high school athlete enjoys his status among his peer group. He advanced many reasons for participation in athletics as social approval and prestige as very important, while other influencing factors are the desire to excel, to master, to express oneself and to experience study. Joki (1994) discovered that women generally achieve full maturity in competition at a younger age than men, and explained that the reason might be due to their earlier physiological and emotional maturity and lack of sustained motivation to train and compete after the adolescent years. This may be the reason why female participants are usually younger than their male counterparts. Marriage and child rearing in future have some bearing in motives of female participants and these ex-role expectations determine continuity or withdrawal.

The existing social and cultural disapproval of women's competition in sports is difficult to overcome as it is one of the factors which curtail the athletic aspiration of most young women. Sometimes the relationships between the coach and athlete are explored maximally, the athlete and his/her family interactions are played, yet the influence of the family is due to genetic factors and to parental encouragement (Joki 1994). Nevertheless, he enumerated the participation motives as finding sports challenging, stimulating and enjoyable and that groups rewarded were less persistent than the non-rewarded groups. He also posited that children with aspirations of becoming the best in a sport and appear to be capable and willing to devote their energies to realize their dreams, would want appropriate specialized and technical training.

Singer (1997) further opined that patterns of activity are somewhat similar to given families and that body types of children are moderately correlated with those of their parents thus, the selection of a particular sport and success in it is enhanced by a predisposition in his/her inherited body characteristics to achieve in certain sports, and by family encouragement provided in various ways.

Boyle (1989) traced ego involvement; need to compete, poor physical endowments that can be overcome through competitive sports to be the athlete's drive which stemmed from infancy. He theorized that mother's approval and reinforcement for participation in certain kinds of activities served as an encouragement for the child to continue in his/her efforts and that the father plays a major role in the early formation of the child. He however agreed that there might be antagonism between the athlete and his family as not all athletes can conform easily to the demand of competition. The implication is that when the parent (father) has a different expectation from the athlete (his female offspring) there will be conflict due to behavioural patterns in the home.

Dolan (1990) wrote about the point (an intolerable state) which a person reaches as a result of terrific frustration, high moderation and strong outside pressures when the offspring is continuously bombarded with advice and direction both at home and at school. He asserted that fathers are usually quite devoted to their athlete sons than to their daughters and warned on the effects of overprotection, of difference or rejection shown to the female offspring. He however suggested that the coaches or physical education administrators/teachers should acquaint themselves with parents of the athletes, as this may provide the platform to understand the thoughts (perception) and action (attitude) of the parents.

GEOGRAPHICAL LOCATION OF THE STUDY AREA

Kwara State was formed out of the former northern region in 1967. At its creation, the state was initially named West Central State but was later changed to "Kwara", a local name for the River Niger. The capital (and only sizeable city) is Ilorin. Located in Western Nigeria (part of North Central Zone in official terminology), Kwara state occupies 36,825 square kilometers little more than its original size. Boundary changes and the creation of new states in 1976 and 1991 meant Kwara lost substantial portions of its original territory. Presently, Kwara State has 16 local Government Areas namely: Asa, Barute, Edu, Ekiti, Ifelodun, Ilorin East, Ilorin South, Ilorin West, Irepodun, Isin, Kayama, Moro, Offa, Okeero, Oyun and Patigi (Gannicott, 2008).

APPRAISAL OF LITERATURE REVIEW

The researcher studied the administrative and social determinants of sports participation of selected private and public secondary schools in Kwara State. The review of related literature focused on administrative factors (qualified personnel, administrative style, funding, facilities, equipment and scheduling), social factors (peer group, parental influence, gender influence, religious beliefs and cultural beliefs) and motivation. The researcher reviewed textbooks, journals, articles on the internet and other studies carried out relating to the variables in the study.

The review of studies on equipment and sport participation showed that lack of equipment and supplies is a major factor inhibiting sport development and participation in the various secondary schools, both private and public (Morakinyo, 2000, and Nwakwo, 2001). Provision of adequate facilities should be complimented with appropriate equipment as this will enable students participate effectively in sports competitions.

The review of literature on peer group influence and participation in sports showed that the school environment is a very influential social determinant of physical activity and constant interaction with peers can greatly affect participation in physical education and physical activity. Salvy, Roemmich, Romero and Epstein (2009) found out that peers and friends may promote physical activity and increase motivation to participate.

The review of studies on administrative style of school principal also shown that attitude of some school administrators towards sports activities is not encouraging, some see sports as a waste of time, a quick means to injury and disability (Anyanwu and Asogun, 2006). Oyesoro (1996) stated that the school principal could promote the teaching of physical education through employing qualified physical education teachers and providing facilities to aid teaching and supervision of sports participation.

Sports in Nigeria today have been a veritable avenue for national cohesion and unity. It is also a fact that sport has become a social phenomenon whose influence is felt in all facets of life, the incredible popularity and growth of international sports has had an appreciable impact on the sporting interest and awareness of Nigerians. Sports brings about patriotism among Nigerian youths, Nigerian athletes tend to develop consciousness of belonging to their state or nation through various sporting events at home and abroad. Sports participation by youths will inculcate in them the norms,

values and moral habits of the society. Traits of leadership and followership, moral character and perseverance are also some of the social characteristics that are bound to reflect on the youths.

UNIVERSITY OF IBADAN

CHAPTER THREE

METHODOLOGY

This chapter describes with the method and procedures that were used for carrying out the research work. It will be discussed under the following sub-headings:

1. Research design
2. Population
3. Sample and sampling techniques
4. Research instrument
5. Validity of instrument
6. Reliability of instrument
7. Pre-testing of instrument
8. Procedure for data collection
9. Procedure for data analysis

Research Design

The descriptive survey design was used for this study. The researcher described the observed phenomena based on identified characteristics and explored possible correlations among two or more phenomena. The intention was to describe the situation as it were, without manipulation and did not establish cause-and-effect relationship. Kerlinger(2000), Blaxer, Hughes and Tight (2003) ascertained that the descriptive survey design is not primarily concerned about the development of theories with which to predict, but with the development of explanatory data that can serve as a basis for further research activities. This design is therefore, considered appropriate because it enables the researcher to critically examine the events, attitudes and ideas with the aim of providing information about the phenomena being studied.

Population

The population for this study comprised male and female students in junior and senior secondary schools (JSSII, JSSIII, SSSI, and SSSII), games masters and key staff in the school sports committee in selected private and public secondary schools in Kwara State.

Sample and Sampling Techniques

Multi-stage sampling technique was used for this study. While the sample for this study was 2,624. First stage is for the Local Government Area of study. Purposive

sampling technique was employed, because none of the sixteen Local Government Areas from Kwara State was left out for this study.

The second stage involved the use of random sampling technique of fish bowl method to select one school each from the sixteen chosen Local Government Areas for both private and public schools to make a total of thirty-two schools. The fish bowl method was used in the third stage to select both male and female from JSS II, JSSIII, SSS I, and SSS II to make eighty respondents per school. JSSI and SSSIII were excluded from the research as the former were freshers in the school system while the later were preparing for their West African School Certificate Examination and National Examination Council.

The fourth stage involved selection one game master and principal from the selected secondary schools to make sixty-four, the purposive sampling technique was used to select the members (principal) of sports committee in each of the chosen schools based on the inclusion criteria of being part of the administrative policy and management of sport in each school and relevant as part of this study.

Table 3.1 Sample of respondents for both private and public schools according to Local government Areas:

S/N	LGA	POPULATION	SAMPLE	PERCENTAGE (%)
1	Asa	365	164	44.9
2	Barute	351	164	46.7
3	Edu	348	164	47.1
4	Ekiti	321	164	51.0
5	Ifelodun	310	164	52.9
6	Ilorin East	340	164	48.2
7	Ilorin South	365	164	44.9
8	Ilorin West	351	164	46.7
9	Irepodun	455	164	36.0
10	Isin	362	164	45.3
11	Kaiama	274	164	59.8
12	Moro	350	164	46.8
13	Offa	387	164	42.3
14	Okeero	345	164	47.5
15	Oyun	356	164	46.06
16	Patigi	342	164	47.9
	TOTAL	5622	2624	47%

Source: Kwara State Ministry of Education and Technology (Annual School Census Analysis Report 2010)

Research Instrument

The research instrument for this study is structured and self-developed questionnaire. The research instrument consisted of sections; A and B. Section A took care of the demographic data of the respondents, while section B elicited information on the administrative and social responses of sport participation of students' and teachers'. A self-developed structured questionnaire was used for teachers and students on the variables in relation to administrative and social determinants. The self-developed instrument was in a 4-point Likert type format using: Strongly Agree, Agree, Disagree and Strongly Disagree. The scoring reads as follows: SA= 4 points, A= 3 points, D= 2points and SD= 1 point. This is a modification of the original Likert type format of 5 points.

Validity of the Instruments

Validity is the ability of the test to measure what the researcher purported to measure (Araoye, 2004). To ensure validity of the instrument a draft of the self-developed questionnaire as well as the research questions were given to experienced researchers including the researcher's supervisor and other experts in the Department of Human Kinetics and Health Education, University of Ibadan to establish the face and construct validity as well as its adequacy.

Reliability of the Instrument

Reliability is the consistency of an instrument to correctly measure what it is intended to measure with the result remaining more or less the same after administration of the test on more than one occasion under the same situation. According to Thomas and Nelson (2001) reliability is an integral part of validity, which constitutes the basic attribute in a research procedure. The corrected version of the questionnaire forms were administered to 30 respondents drawn from students and teachers, who were not part of the respondents used for the study. A test-retest method was used to test the reliability of the instrument after time duration of two weeks. The results of the data collected were subjected to Cronbach Alpha reliability test. The reliability co-efficient for students on administrative determinant was found to be $r = 0.82$ and that of social determinant was found to be $r = 0.76$ while administrative determinant for teachers was found to be $r = 0.73$ and social determinant was found to be $r = 0.76$, and sports participation was found to be $r = 0.73$ which means that the results of the test-retest method of reliability was consistent in conveying the same meaning to the respondents.

Field testing of the Instrument

Pre-testing of an instrument enabled the researcher to discover ambiguities contained in the questions which might have constituted other limitations not envisaged during the study. It was also used to determine the difficulty respondents may encounter in completing the instrument. The pre-test of the instrument was carried out on 20 students all from private secondary schools who were not part of the study.

Procedure for Data Collection

The researcher obtained a letter of introduction from the Head, Department of Human Kinetics and Health Education, Faculty of Education, University of Ibadan, for the purpose of identification and to solicit cooperation from the school principal, students and game master in selected schools in Kwara States. The respondents were given the instrument directly. The researcher employed the services of 8 research assistants who were properly briefed to distribute and collect the questionnaire from the respondents immediately they were completed. This exercise lasted for six weeks.

Procedure for Data Analysis

The completed questionnaire was collected, coded and analyzed using both descriptive and parametric statistics. Descriptive statistics of frequency counts, percentages, mean and standard deviation were used to analyze the demographic characteristics of the respondents. Parametric statistics of Multiple Regression was used to test the hypotheses on students' and teachers' responses and relationship between (i) administrative determinants and sport participation (ii) social determinants and sport participation. Alpha level of 0.05 was used for all statistical tests of significance.

CHAPTER FOUR
RESULTS, ANALYSIS AND DISCUSSION

This chapter presents the results, analysis, interpretation and discussion of research findings. The result section is divided into two; the first section presents the demographic data of the respondents while the second section presents the testing of hypotheses, the latter part dealt with discussion of research findings.

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SECTION A

Demographic Characteristics of Respondents

Table 4.1: Distribution of Respondents' by Demographic Variables

Variable	Respondent	Frequency	Percentage
School type (Students)	Private	1250	50%
	Public	1250	50%
	Total	2560	100%
Gender (Students)	Male	1447	56.5%
	Female	1113	43.5%
	Total	2560	100%
Religious (Students)	Christianity	1818	71.0%
	Islam	548	21.4%
	Traditionalist	70	3.1%
	Others	116	4.5%
	Total	2560	100%
School Type (Teachers)	Private	32	50%
	Public	32	50%
	Total	64	100%
Gender (Teachers)	Male	39	60.9%
	Female	25	39.1%
	Total	64	100%
Religious (Teachers)	Christianity	37	57.4%
	Islam	27	42.2%
	Traditionalist	0	0%
	Others	0	0%
	Total	64	100%
Educational Qualification (Teachers)	B.Ed	26	40.6%
	M.Ed	38	59.45%
	Total	64	100%

Fig. 4.1 Pie chart showing distribution of respondents' by type of school

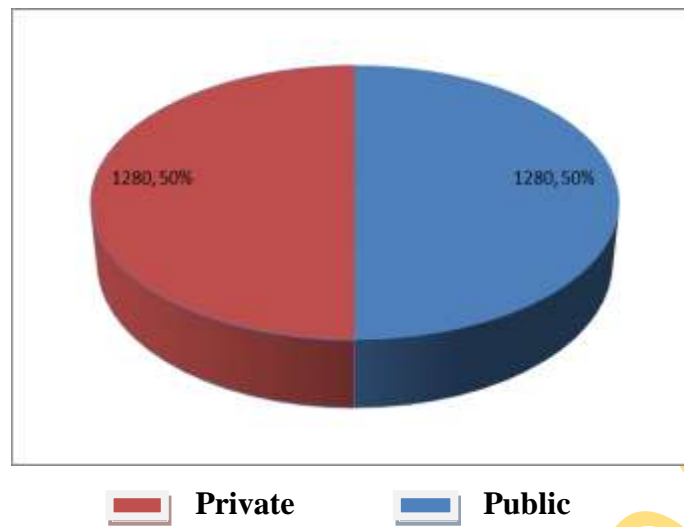


Fig. 4.2: Pie chart showing distribution of respondents' on gender (Students)

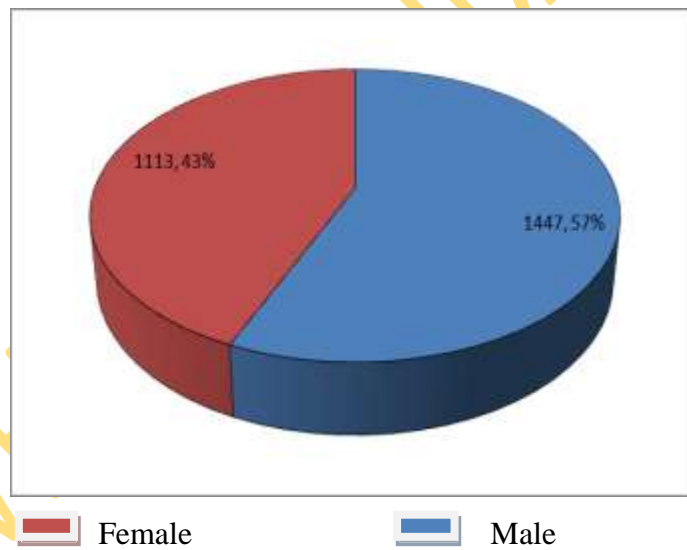


Fig. 4.3: Pie chart showing distribution of respondents by Religion (students)

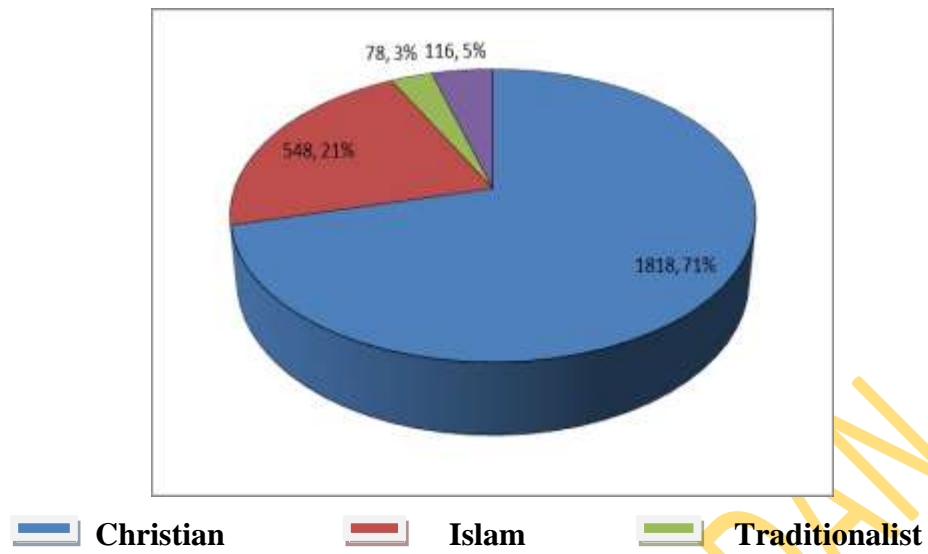


Fig. 4.4 Pie chart showing the distribution of the the Teachers by type of School

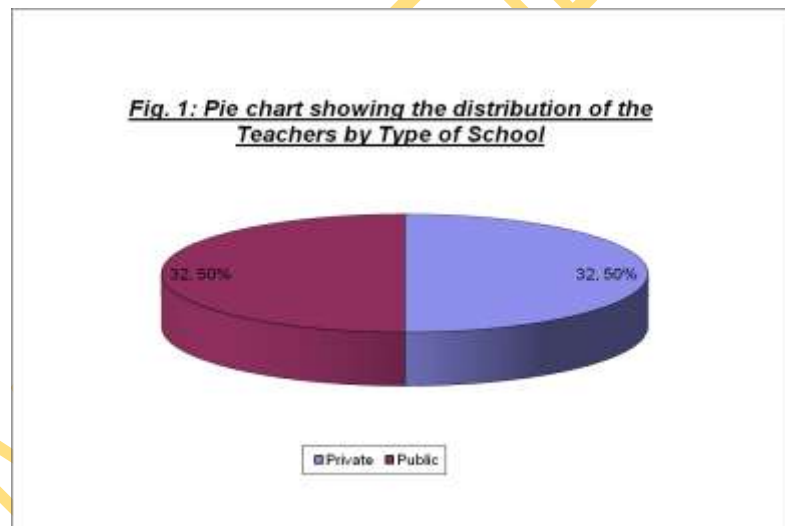


Figure 4.5 Pie chart showing distribution of respondents by gender (Teacher)

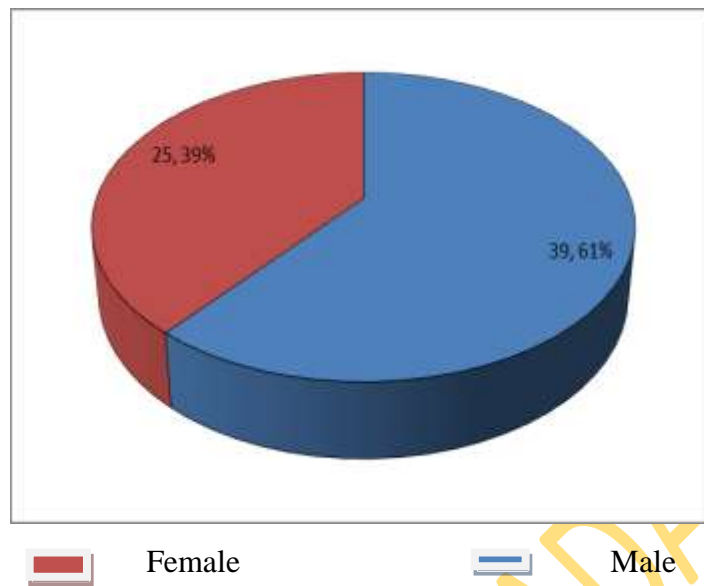


Fig. 4.6 showing distribution of respondents by Educational Qualification

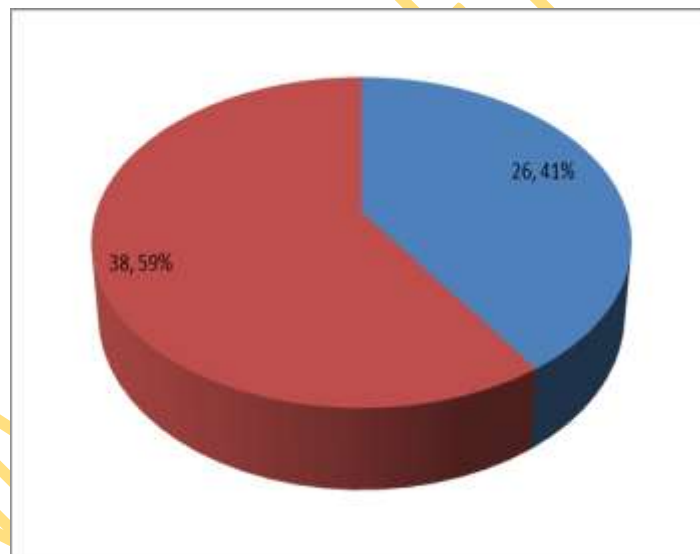


Figure 4.7 showing the distribution of respondents by Religion (Teacher)

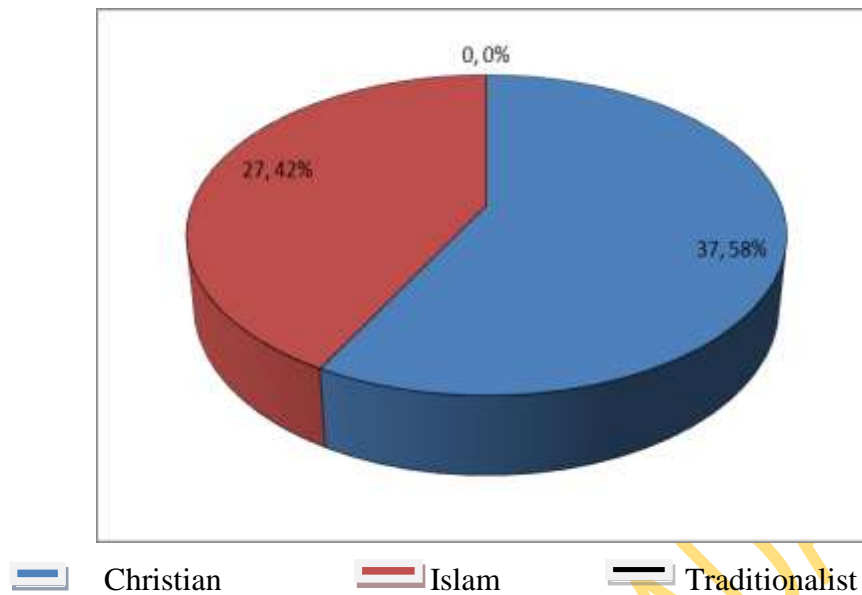


Table 4.1, figure 4.1 presents information on the type of school of respondents'. In table 1, figure 1, 1280 (50%) are from private schools, while 1280 (50%) are from public schools, all respondents are students.

Table 4.1, figure 4.2 presents information on the gender of students. In table 2, figure 2 1447(57%) are male, while 1113(43%) are female. Based on the information supplied, greater numbers of the respondents are male.

Table 4.1, figure 4.3 presents information on the religion of students'. 1818 (71%) are Christians, 548 (21%) are of Islamic faith, 78 (3%) are Traditionalists, while 116 (4%) are of other religious faiths. In all largest numbers of the respondents are Christians followed by those of Islamic faith, those of other religions faith are the third largest in number and traditionalist have the least number of respondents.

Table 4.1 figure 4.4, presents information on the types of school of teachers. In table 4 figure 4, 32 (50%) are for private schools, while 32 (50%) are for public schools. All respondents are teachers.

Table 4.1, figure 4.5 presents information on gender of teachers 39 (60.9%) are male, while 25 (39.1%) are female. Based on the information supplied, greater numbers of respondents who are teachers are male.

Table 4.1, figure 4.6 presents information on educational qualification of teachers 38 (59%) are with B.Ed. degree, while 26 (41%) are with M.Ed. degree. Based on the information supplied, teachers with B.Ed. degree have greater numbers of respondents while those with M.Ed. degree have the least.

Table 4.1 Figure 4.7 presents information on religion of teachers 37 (57.8%) are Christians while 27 (42.2%) are Muslims. In all larger number of the respondents are Christians followed by those of Islamic faith while traditionalists have the least number of respondents.

Research Questions

RQ 1: Will there be difference on school status based on sports participation as perceived by students?

Table 4.8: Sports participation based on status of school Students

Variable	Mean	Std. Dev.	N	R	P	Remark
Sports Participation	32.74980	6.7680	2560	.051**	.010	Sig.
Status of School	001.4800	00.5000				

** Sig. at .01 level

It is shown in the above table that there was relationship between Sports Participation and Status of School as perceived by the Students ($r = .051^{**}$, $N = 2560$, $p < .01$)

RQ 2: Will there be difference on gender influence based on sports participation as perceived by students?

Table 4.9: Sports participation based on gender influence
Students

Variable	Mean	Std. Dev.	N	R	P	Remark
Sports Participation	32.74980	6.7680	2560	-.108**	.000	Sig.
Gender	001.4300	00.5000				

** Sig. at .01 level

It is shown in the above table that there was relationship between Sports Participation and Gender as perceived by the Students($r = -.108^{**}$, $N = 2560$, $p < .01$).

RQ 3: Will there be difference on religious beliefs based on sports participation as perceived by students?

Table 4.10: Sports participation based on religion beliefs
Students

Variable	Mean	Std. Dev.	N	R	P	Remark
Sports Participation	32.74980	6.7680	2560	.066**	.001	Sig.
Religion	001.4100	00.7600				

** Sig. at .01 level

It is shown in the above table that there was relationship between Sports Participation and Religion as perceived by the Students($r = .066^{**}$, $N = 2560$, $p < .01$).

RQ 1: Will there be difference on school status based on sports participation as perceived by teachers?

Table 4.11: Sports participation based on status of school
Teachers

Variable	Mean	Std. Dev.	N	R	P	Remark
Sports Participation	33.5469	5.1174	64	.042	.741	n.s.
Status of School	01.2300	0.4300				

It is shown in the above table 4.11 that there was no significant/impact of the involved in Sports Participation based on the Status of School as perceived by the Teachers ($r = .042$, $N = 64$, $p > .05$).

RQ 2: Will there be difference on gender influence based on sports participation as perceived by teachers?

Table 4.12: Sports participation based on gender influence
Teachers

Variable	Mean	Std. Dev.	N	R	P	Remark
Sports Participation	33.5469	5.1174	64	-.058	.650	n.s.
Gender	01.2700	0.4500				

It is shown in the above table 4.12 that there was no relationship with sports participation based on gender influence as perceived by the Teachers ($r = -.058$, $N = 64$, $p > .05$).

RQ 3: Will there be difference on educational qualifications based on sports participation as perceived by teachers?

Table 4.13: Sports participation based on Educational Qualification

Variable	Mean	Std. Dev.	N	R	P	Remark
Sports Participation	33.5469	5.1174	64	-.011	.930	n.s.
Educational Qualifications	01.5900	0.5000				

It is shown in the above table 4.13 that there was no relationship on sports participation based on educational qualifications as perceived by the Teachers ($r = -.011$, $N = 64$, $p > .05$).

RQ 4. Will there be difference on religious beliefs based on sports participation as perceived by teachers?

Table 4.14: Sports participation based on religion beliefs

Variable	Mean	Std. Dev.	N	R	P	Remark
Sports Participation	33.5469	5.1174	64	-.221	.080	n.s.
Religion	01.2200	0.4900				

It is shown in the above table that there was no relationship on Sports Participation based on religion beliefs as perceived by the Teachers ($r = -.080$, $N = 64$, $P > .05$).

Hypotheses Testing

Hypothesis 1a: There is no joint effect of independent variables administrative factors (availability of qualified personnel, administrative style of school principals, availability of equipment, level of funding, scheduling of sports programme and availability of facility) on sports participation

Table 4.15a: Summary of Regression Analysis showing joint effect of students' independent variables of administrative factors on sports participation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	81430.174	6	13571.696	968.150	.000
Residual	35788.416	2553	14.018		
Total	117218.59	2559			

$$R = .833$$

$$R^2 = .695$$

$$\text{Adj } R^2 = .694$$

It was shown in table 4.15a that the joint effect of independent variables (Availability of qualified personnel, Administrative Style of School Principals, Availability of Equipment, Level of Funding, Scheduling of Sports Programme and Availability of Facility) on Sports Participation was significant ($F_{(6,2553)} = 968.150$ $R = .833$, $R^2 = .695$, $\text{Adj. } R^2 = .694$; $p < .05$). About 70% of the variation was accounted for by the independent variables. The independent variables are good predictors of Sports Participation. The null hypothesis is therefore rejected. This therefore, shows that the independent variables of administrative factors are good predictors of sports participation.

Hypothesis 1b: There is no joint effect of independent variables (Availability of Qualified Personnel, Administrative Style of School Principals, Availability of Equipment, Level of Funding, Scheduling of Sports Programme and Availability of Facility) on Sports Participation.

Table 4. 15b: Summary of Regression Analysis showing joint effect of teachers' independent variables of administrative factors on sports participation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1263.411	6	210.568	31.058	.000
Residual	386.449	57	6.780		
Total	1649.859	63			

$$R = .875$$

$$R^2 = .766$$

$$\text{Adj } R^2 = .741$$

It was shown in table 4.15b that the joint effect of independent variables (Availability of Qualified Personnel, Administrative Style of School Principals, Availability of Equipment, Level of Funding, Scheduling of Sports Programme and Availability of Facility) on Sports Participation was significant ($F_{(6,57)} = 31.058$, $R = .875$, $R^2 = .766$, $\text{Adj. } R^2 = .741$; $p < .05$). About 77% of the variation was accounted for by the independent variables. Hypothesis is thus rejected. The independent variables are therefore good predictors of Sports Participation.

Hypothesis 2a: There is no relative effect of students independent variables of administrative factors (Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Administrative Style of School Principals and Availability of Qualified Personnel) on Sports Participation

Table 4.16a: Summary of Regression Analysis showing relative effect of students' independent variables of administrative factors on sports participation

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error			
(Constant)	-2.211	.603		-3.669	.000
Administrative Style of School Principals	.168	.026	.084	6.508	.000
Availability of Qualified Personnel	7.839E-02	.035	.024	2.237	.025
Availability of Facility	-.570	.028	-.291	-20.163	.000
Availability of Equipment	1.137	.034	.431	33.067	.000
Level of Funding	.934	.037	.329	25.301	.000
Scheduling of Sports Programme	1.229	.037	.470	33.382	.000

The result in table 4.16a shows the relative contribution of each of the independent variables on the dependent: Administrative Style of School Principals ($\beta = .084$, $p < .05$) and Availability of Qualified ($\beta = .024$, $p < .05$) Availability of Facility ($\beta = -.291$, $p < .05$), Availability of Equipment ($\beta = .431$, $p < .05$), Level of Funding ($\beta = .329$, $p < .05$), Scheduling of Sports Programme ($\beta = .470$, $p < .05$), on Sports Participation. Null hypothesis is thus rejected. This therefore, shows that the independent variables of administrative factors are good predictors of sports participation.

Hypothesis 2b: There is no relative effect of teachers' independent variables (Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Administrative Style of School Principals and Availability of Qualified Personnel) on Sports Participation

Table 4.16b: Summary of Regression Analysis showing relative effect of teachers' independent variables of administrative factors on sports participation

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error			
(Constant)	-5.345	4.585		-1.166	.000
Availability of Facility	-1.197	.129	-.767	-9.312	.000
Availability of Equipment	2.245	.246	.755	9.111	.000
Level of Funding	.946	.199	.314	4.752	.000
Scheduling of Sports Programme	1.002	.235	.351	4.256	.000
Administrative Style of School Principals	.222	.123	.133	1.802	.077
Qualified Personnel	.102	.162	.044	.630	.531

The result on table 14.16b, shows the relative contribution of each of the independent variables on the dependent: Availability of Facility ($\beta = -.767$, $p < .05$), Availability of Equipment ($\beta = .755$, $p < .05$), Level of Funding ($\beta = .314$, $p < .05$), Scheduling of Sports Programme ($\beta = .351$, $p < .05$), Administrative Style of School Principals ($\beta = .133$, $p > .05$) and Availability of Qualified ($\beta = .044$, $p > .05$) on Sports Participation. Availability of Facility, Availability of Equipment, Level of Funding and Scheduling of Sports Programme had relationship and are significant, while Availability of Qualified Personnel and Administrative Style of School Principals were not. This therefore, shows that the independent variables of administrative factors are good predictors of sports participation, while qualified personnel and administrative style school principal are not

Hypothesis 3a: There is no joint effect of independent variables (Peer Influence, Gender Influence, Parents Influence, Religious Beliefs and Cultural Beliefs,) on Sports Participation.

Table 4.17a: Summary of Regression Analysis showing joint effect students' of independent variables of social factors on sports participation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	21494.245	5	4298.849	114.697	.000
Residual	95724.345	2554	37.480		
Total	117218.59	2559			

$$R = .428$$

$$R^2 = .183$$

$$\text{Adj } R^2 = .182$$

It was shown in table 4.17a, that the joint effect of independent variables (Peer Influence, Gender Influence, Parents Influence, Religious Beliefs and Cultural Beliefs) on Sports Participation was significant ($F_{(5,2554)} = 114.697$ $R = .428$, $R^2 = .183$, $\text{Adj. } R^2 = .182$; $p < .05$). About 18% of the variation was accounted for by the independent variables. Null hypothesis is therefore rejected. This therefore translate that the independent variables are good predictors of Sports Participation.

Hypothesis 3b: There is no joint effect of independent variables (Cultural Beliefs, Parents Influence, Religious Beliefs, Peer Influence and Gender Influence) on Sports Participation

Table 4.17b: Summary of Regression Analysis showing joint effect of teachers independent variables of social factors on sports participation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	591.112	5	118.222	6.476	.000
Residual	10585.747	58	18.254		
Total	1649.859	63			

$$R = .599$$

$$R^2 = .358$$

$$\text{Adj } R^2 = .273$$

It was shown in table 4.17b, that the joint effect of independent variables (Cultural Beliefs, Parents Influence, Religious Beliefs, Peer Influence and Gender Influence) on Sports Participation was significant ($F_{(5,58)} = 6.476$, $R = .596$, $R^2 = .358$, $\text{Adj. } R^2 = .303$; $p < .05$). About 36% of the variation was accounted for by the independent variables. The null hypothesis is thus rejected. This therefore, shows that the independent variables are good predictors of Sports Participation.

Hypothesis 4a: There is no relative effect of independent variables (Peer Influence, Gender Influence, Parents Influence, Religious Beliefs and Cultural Beliefs) on Sports Participation.

Table 4.18a: Summary of Regression Analysis showing relative effect of students' independent variables social factors on sports participation

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error			
(Constant)	16.225	.928		17.475	.000
Peer Influence	.384	.054	.137	7.126	.000
Gender Influence	.117	.038	.062	3.095	.002
Parents Influence	-.380	.044	-.165	-8.563	.000
Religious Beliefs	.375	.044	.163	8.554	.000
Cultural Beliefs	.863	.059	.286	14.550	.000

The result in table 4.18a shows the relative contribution of each of the independent variables on the dependent: Peer Influence ($\beta = .137$, $p < .05$), Gender Influence ($\beta = .062$, $p < .05$), Parents Influence ($\beta = -.165$, $p < .05$), Religious Beliefs ($\beta = .163$, $p < .05$) and Cultural Beliefs ($\beta = .286$, $p < .05$) on Sports Participation. This shows that all the independent variables are significant, therefore null hypothesis is rejected. This therefore, shows that the independent variables are good predictors of Sports Participation.

Hypothesis 4b: There is no relative effect of independent variables (Peer Influence, Parents Influence, Gender Influence, Religious Beliefs and Cultural Beliefs) on Sports Participation

Table 4:18b : Summary of Regression Analysis showing relative effect of teachers' independent variables of social factors on sports participation

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error			
(Constant)	20.418	6.776		3.013	.004
Peer Influence	.937	.240	.531	3.902	.000
Parents Influence	-.615	.194	-.388	-3.165	.003
Gender Influence	-.263	.191	-.173	-1.374	.175
Religious Beliefs	.493	.306	.224	1.611	.113
Cultural Beliefs	.626	.301	.229	2.081	.042

The result in table 4.18b, shows the relative contribution of each of the independent variables on the dependent: Peer Influence ($\beta = .531$, $p < .05$), Parents Influence ($\beta = -.388$, $p < .05$), Gender Influence ($\beta = -.173$, $p > .05$), Religious Beliefs ($\beta = .224$, $p > .05$) and Cultural Beliefs ($\beta = .229$, $p > .05$) on Sports Participation. This shows that while Peer Influence, Parents Influence and Cultural Beliefs were significant but Gender Influence and Religious Beliefs were not. This therefore translate that the independent variables are good predictors of Sports Participation, while gender and religious beliefs are not.

Hypothesis 5a: There is joint effect of independent variables (Administrative Style of School Principals, Availability of Qualified Personnel, Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Peer Influence, Gender Influence, Parents Influence, Religious beliefs and cultural beliefs) on Sports Participation.

Table 4.19a: Summary of Regression Analysis showing joint effect of students' independent variables of administrative and social factors on sports participation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	83465.020	11	7587.729	572.785	.000
Residual	33753.570	2548	13.247		
Total	117218.59	2559			

$$R = .844$$

$$R^2 = .712$$

$$\text{Adj } R^2 = .711$$

It was shown in table 4.19a, that the joint effect of independent variables (Administrative Style of School Principals, Availability of Qualified Personnel, Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Peer Influence, Parents Influence, Gender Influence, Religious Beliefs and Cultural Beliefs) on Sports Participation was significant ($F_{(11, 2548)} = 572.785$ $R = .844$, $R^2 = .712$, $\text{Adj } R^2 = .711$; $p < .05$). About 71% of the variation was accounted for by the independent variables. Null hypothesis is thus rejected. Meaning that the independent variables are good predictors of Sports Participation.

Hypothesis 5b: There is no joint effect of independent variables (Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Administrative Style of School Principals, Availability of Qualified Personnel, Peer Influence, Parents Influence, Gender Influence and Religious Beliefs) on Sports Participation

Table 4.19b: Summary of Regression Analysis showing joint effect of teachers' independent variables of administrative and social factors on sport participation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1398.463	11	127.133	26.297	.000
Residual	251.396	52	4.834		
Total	1649.897	63			

$R = .921$

$R^2 = .848$

Adj $R^2 = .815$

It was shown in table 4.19b, that the joint effect of independent variables (Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Administrative Style of School Principals, Availability of Qualified Personnel, Peer Influence, Parents Influence, Gender Influence and Religious Beliefs) on Sports Participation was significant ($F_{(11,52)} = 26.297$, $R = .921$, $R^2 = .848$, Adj. $R^2 = .815$; $p < .05$). About 85% of the variation was accounted for by the independent variables. Hypothesis is therefore rejected. The independent variables are good predictors of Sports Participation.

Hypothesis 6a: There is no relative effect of independent variables (Administrative Style of School Principals, Availability of Qualified Personnel, Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Peer Influence, Parents Influence, Gender Influence, Religious Beliefs and Cultural Beliefs) on Sports Participation

Table 4.20a: Summary of Regression Analysis showing relative effect of students' independent variables of administrative and social factors on sports participation

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error			
(Constant)	-4.402	.712		-6.182	.000
Administrative Style of School Principals	.118	.026	.059	4.573	.000
Qualified Personnel	8.734E-02	.034	.027	2.561	.010
Availability of Facility	-.616	.029	-.314	21.439	.000
Availability of Equipment	1.172	.034	.444	34.413	.000
Level of Funding	.854	.037	.301	23.271	.000
Scheduling of Sports Programme	1.169	.036	.447	32.234	.000
Peer Influence	.162	.033	.058	4.922	.000
Parents Influence	-.176	.027	-.076	-6.490	.000
Gender Influence	1.889E-02	.024	.010	.794	.427
Religious Beliefs	.217	.027	.094	8.167	.000
Cultural Beliefs	.197	.037	.065	5.340	.000

The result shows in table 4.20a, that the relative contribution of each of the independent variables on the dependent: Administrative Style of School Principals ($\beta = .059$, $p < .05$), Availability of Qualified Personnel ($\beta = .027$, $p < .05$) Availability of Facility ($\beta = -.314$, $p < .05$), Availability of Equipment ($\beta = .444$, $p < .05$), Level of Funding ($\beta = .301$, $p < .05$), Scheduling of Sports Programme ($\beta = .447$, $p < .05$), , Peer Influence ($\beta = .058$, $p < .05$), Parents Influence ($\beta = -.076$, $P < .05$), Gender Influence ($\beta = .010$, $p > .05$), Religious Beliefs ($\beta = .094$, $p < .05$) and Cultural Beliefs

($\beta = .065$, $p < .05$) on Sports Participation. This shows that all the independent variables are significant except gender influence. This means all variables are predictors of sports participation, while gender is not.

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Hypothesis 6b: There is no relative effect of independent variables (Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Administrative Style of School Principals, Availability of Qualified Personnel, Peer Influence, Parents Influence, Gender Influence, Religious Beliefs and Cultural Beliefs) on Sports Participation

Table 4.20b: Summary of Regression Analysis showing relative effect of teachers' independent variables of administrative and social factors on sports participation

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error			
(Constant)	-2.341	4.755		-.492	.625
Availability of Facility	-.823	.147	-.528	-5.607	.000
Availability of Equipment	1.929	.234	.648	8.232	.000
Level of Funding.	.737	.221	.244	3.331	.002
Scheduling of Sports Programme.	.853	.212	.299	4.021	.000
Administrative Style of School Principals	.131	.124	.079	1.059	.294
Availability of Qualified Personnel	-.165	.152	-.072	-1.111	.272
Peer Influence	.391	.161	.222	2.430	.019
Parents Influence	-.263	.108	-.166	-2.449	.018
Gender Influence	-.268	.108	-.176	-2.485	.016
Religious Beliefs	.105	.168	.048	.625	.535
Cultural Beliefs	.469	.205	.172	2.288	.026

The result of table 4.22 b, shows the relative contribution of each of the independent variables on the dependent: Availability of Facility ($\beta = -.528$, $p < .05$), Availability of Equipment ($\beta = .648$, $p < .05$), Level of Funding ($\beta = .244$, $p < .05$), Scheduling of Sports Programme ($\beta = .299$, $p < .05$), Administrative Style of School Principals ($\beta = .079$, $p < .05$), Availability of Qualified Personnel ($\beta = -.072$, $p > .05$), Peer Influence ($\beta = .222$, $p < .05$), Parents Influence ($\beta = -.166$, $p < .05$), Gender Influence ($\beta = -.176$, $p < .05$), Religious Beliefs ($\beta = .048$, $p > .05$) and Cultural Beliefs ($\beta = .172$, $p < .05$) on Sports Participation. The table shows that while Availability of Facility,

Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Peer Influence, Parents Influence, Gender Influence and Cultural Beliefs are significant while Administrative Style of School Principals, Availability of Qualified Personnel and Religious Beliefs were not.

Table 4.21a: showing difference between students' sports participation in private and public secondary schools.

	Status of school	N	Mean	Std. Deviation	Std. Error Mean
Sports	Private	1329	32.4658	6.0997	.1673
Participation	Public	1231	33.1568	7.4081	.2111

Table 4.21a shows that there is difference between students' sports participation in Private (\bar{x} =32.47) and Public (\bar{x} =33.16) secondary schools.

Table 4.2b: showing difference between teachers' sports participation in private and public secondary schools.

	Status of school	N	Mean	Std. Deviation	Std. Error Mean
Sports	Private	49	33.4286	5.3112	.7587
Participation	Public	15	33.9333	4.5743	1.1811

Table 4.21b shows that there is difference between teachers' sports participation in Private (\bar{x} =33.42) and Public (\bar{x} =33.03) secondary schools.

Table 4.22a: Correlation matrix showing the relationship between (Sports Participation, Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Administrative Style of School Principals, Availability of Qualified Personnel, Peer Influence, Parents Influence, Gender influence, Religious Beliefs and Cultural Beliefs)

	Sports Participation	Availability of Facility	Availability of Equipment	Level of Funding	Scheduling of Sports Programme	Administrative Style of School Principals	Availability of Qualified Personnel	Peer Influence	Parents Influence	Gender influence	Religious Beliefs	Cultural Beliefs
Sports Participation	1	.352**	.606**	.603*	.636**	.447**	.039*	.166*	-.044*	.199**	.237**	.358**
Availability of Facility	.352**	1	.496**	.438*	.539**	.374**	-.008	.174*	-.046*	.371**	.170**	.277**
Availability of Equipment	.606**	.496**	1	.410*	.339**	.294**	.011	.018	-.065*	.105**	.058**	.199**
Level of Funding	.603**	.438**	.410**	1	.412**	.365**	.002	.139*	-.023	.254**	.189**	.333**
Scheduling of Sports Programme	.636**	.539**	.339**	.412*	1	.480**	.014	.225*	.009	.280**	.201**	.320**
Administrative Style of School Principals	.447**	.374**	.294**	.365*	.480**	1	.002	.248*	.086*	.265**	.231**	.292**
Availability of Qualified Personnel	.039*	-.008	.011	.002	.014	.002	1	-.015	-.001	-.035	-.017	.001
Peer Influence	.166**	.174**	.018	.139*	.225**	.248**	-.015	1	.296*	.270**	.057**	.178**
Parents Influence	-.044*	-.046*	-.065**	-.023	.009	.086**	-.001	.296*	1	.261**	.174**	.125**
Gender Influence	.199**	.371**	.105**	.254*	.280**	.265**	-.035	.270*	.261*	1	.247**	.357**
Religious Beliefs	.237**	.170**	.058**	.189**	.201**	.231**	-.017	.057*	.174*	.247**	1	.279**
Cultural Beliefs	.358**	.277**	.199**	.333*	.320**	.292**	.001	.178*	.125*	.357**	.279**	1
Mean	32.7980	14.67	11.69	12.18	11.9668	19.65	8.58	10.13	12.71	16.23	13.70	12.14
S.D	6.77	3.45	2.57	2.38	2.59	3.37	2.11	2.42	2.93	3.61	2.94	2.25

In table 4.22a, there was significant relationship between Sports Participation and each of the eleven independent variables, viz: Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Administrative Style of School Principals, Availability of Qualified Personnel, Peer Influence, Parents Influence, Gender influence, Religious Beliefs and Cultural Beliefs.

Table 4.22b: Correlation matrix showing the relationship between (Sports Participation, Availability of Facility, Availability of Equipment, Level of Funding, Scheduling of Sports Programme, Administrative Style of School Principals, Availability of Qualified Personnel, Peer Influence, Parents Influence, Gender influence, Religious Beliefs and Cultural Beliefs)

	Sports Participation	Availability of Facility	Availability of Equipment	Level of Funding	Scheduling of Sports Programme	Administrative Style of School Principals	Availability of Qualified Personnel	Peer Influence	Parents Influence	Gender influence	Religious Beliefs	Cultural Beliefs
Sports Participation	1											
Availability of Facility	-.119	1										
Availability of Equipment	.548**	.557**	1									
Level of Funding	.348**	.153	.197	1								
Scheduling of Sports Programme	.407**	.397**	.425**	.001	1							
Administrative Style of School Principals	.112	.333**	.115	.030	.419**	1						
Availability of Qualified Personnel	-.139	-.091	-.118	-.330	-.361**	-.204	1					
Peer Influence	.332**	-.251**	.086	-.360**	.148	.258*	.143	1				
Parents Influence	-.30**	.259*	.053	-.279*	.060	.273*	.023	.260*-.125	1			
Gender Influence	-.249**	.448**	.304*	.005	.008	-.045	-.065	-.554**	.345**	1		
Religious Beliefs	-.184	.445**	.201	.240	.050	.060	-.141	.018	.085	.382**	1	
Cultural Beliefs	.245	.087	.204	.434**	-.235	-.207	.349**	.018	-.128	.165	-.067	1
Mean	33.5469	14.7656	11.7969	12.1719	12.7344	22.0156	9.0000	10.3125	11.5781	15.2969	14.1250	12.1875
S.D	5.1174	3.2793	1.7199	1.6955	1.7928	3.0680	2.1822	2.8998	3.2308	3.3650	2.3265	1.87461

In the table above, there was significant relationship between Sports Participation and Availability of Equipment, Level of Funding, Peer Influence, Parents Influence, Gender influence but no relationships with Availability of Facility, Administrative Style of School Principals, Availability of Qualified Personnel, Religious Beliefs and Cultural Beliefs respectively.

DISCUSSION OF FINDINGS

The result on the joint effect of independent variables on sports participation, the variables of availability of qualified personnel, administrative style of school

principals, availability of equipment, level of funding, scheduling of sports programme and availability of facility are good predictors of sports participation for responses of students and teachers. The variables accounted for 70% of variation for students and 77% for teachers.

In a study by Saba and Agbeko (2009) on factors militating against participation in interscholastic sports among selected private secondary school students in Ibadan, they reported that inadequacy in the number of qualified sport personnel in private secondary schools in Ibadan is significantly militating against interscholastic participation. To forestall problem of this nature, Amuchie (1997) submitted that more physical education teachers should be employed by institutions of learning in each level to boost the number of qualified personnel handling sports programme. In support of the above, Ikulayo (1996) noted that competent and dedicated personnel are required to execute sports programme. She further suggested that such people employed for sports must have been exposed to adequate knowledge about the mechanical and technical demands of their callings and be conversant with the associated problems in sports; they can never perform the job as effectively and efficiently as the real professionals on the job.

The findings on administrative style of school principals corroborate the submission of Anyanwu and Asogun (2006), as they posited that the attitude of some school administrators towards sports activities is not encouraging, some see sports as a waste of time, a quick means to injury and disability. They will deliberately refuse to include physical education on the school time-table. Oyesoro (1996) stated that the school principal could promote the teaching of physical education through employing physical education teachers and providing facilities to aid the teaching and supervision of sports programme.

The hypothesis on relative effect of independent variables on sports participation shows that for students, all variables tested (availability of facility, availability of equipment, level of funding, scheduling of sports programme, administrative style of school principals and availability of qualified personnel) had significant effects on sports participation. For teachers, only administrative style of school principals was not significant.

On level of funding, institutional barriers to provision of sports in schools highlighted in previous research included budget constraints and scarce resources (Commonwealth of Australia, 1992; and Hardman, 2008). Also, among the three

major institutional barriers identified by physical education teachers in Canada to the provision of sports programmes in schools, one of them is insufficient infrastructure which is directly related to funding.

Oyeniya (2002) asserted that sports facilities are important for sports to thrive in our institutions. The responses of the students indicate that availability of facilities is a significant determinant of sports participation of private and public secondary school students in Kwara State. This corroborates the submission of Anyanwu and Asogun (2006) who acknowledged that like in other organizational setting, facilities are of paramount importance in effective execution of physical education programmes. It should be emphasized that a functional facility will definitely attract the interest of the students and instructors.

Anyanwu and Asogun (2006) noted that facilities are important, if the facilities are available, adequate and well maintained, there is every possibility of students participating in sports programmes. Ekanem (1995) also observed that standard facilities are essential prerequisite to students' participation and achievement in sports. It is important to note that the presence of adequate facilities in schools will help sustain the attention of pupils, keep them busy, stimulate them to learn new skills and make learning permanent.

On availability of equipment Anyanwu and Asogun (2006) in their study on factors influencing sports administration in private schools in Ibadan North Local Government reported a very weak relationship between equipment and participation in sports activities. They concluded that if there is adequate supply of sports equipment, students' participation in sports will increase.

Umedum and Onyilogu (1986) cited in Anyanwu and Asogun (2006) emphasized that it would be impossible to participate and achieve satisfactory results from athletes, if equipment are inadequate or sub-standard and unmaintained. Igbanugo (1986) also added that it is important to provide proper and adequate equipment to enhance excellence in sports participation. Abubakar (1991) stated that equipment is the power house of sport and sine-qua-non to competitive and recreational sports. Smith (2002) and Okunrotifa (1996) agreed that provision of sports equipment promotes sports development. It could be asserted based on the finding of this study that provision and availability of sports equipment in public and private secondary schools in Kwara State would attract mass participation and improve sports participation among the students.

On relative effects of independent variables (peer influence, parental influence, gender influence, religious influence and cultural beliefs) all had significant effects for students while for teachers, gender and religious beliefs were not significant. On scheduling of sports programme, in their study on Barriers to Provision to Physical Education and Physical Activity in Victorian State Secondary Schools, Jenkinson and Benson (2011) asked teachers to rank the top five barriers they perceived as restricting student participation. The crowded curriculum and institutional barrier were ranked as the most influential by 29 percent of respondents as restricting students' access to physical education and physical activity in the school environment.

According to Bucher (1996), the physical education class will be more meaningful for students if it is scheduled in a manner that is linked to their interests rather than administrative convenience. Iheanacho (1999) also submitted that scheduling of physical activities forms an important administrative function involving the total organization of programme. Thus, consideration must be given to the relative needs of the various areas of the programme.

Looking at the finding on peer group influence it should be noted that the school environment is a very influential social determinant of physical activity and constant interaction with peers can greatly affect participation in physical education and physical activity. Salvy, Roemmich, Bowker, Romero, Stadler and Epstein (2009) found out that peers and friends may promote physical activity and increase motivation to participate. It may be suggested that partner and group work or peer-led activities may be useful in attempting to engage students in physical education and physical activity. Empowering students by offering elective topics, non-traditional activities or initiative games and increasing their role and responsibilities in class with sport education according to Siedentop (2002) can provide positive peer interaction that encourages and promotes activity.

On joint effect of independent variables (availability of facility, availability of equipment, level of funding, scheduling sports programme, administrative style of school principals, availability of qualified personnel, peer influence, gender influence, parental influence and religious belief) on sports participation. For the students all were good predictors of sports participation, they accounted for 71% of variation. Same was also reported for teachers, they accounted for 85% of variation. It is worthy of mention that parental attitude has a lot of influence on a child's

participation in any form of physical activity in life. The study by Anyanwu and Asogun (2006) revealed positive relationship between attitude of parents and students' participation in sports. They observed that most parents do not support or encourage the schools in organizing sports programmes. They do not honour sports invitations, find it difficult to procure sports materials for their wards, those contacted to donate trophies or support sports programmes do not give positive response to such offers. The findings revealed that parents have the opinion that children who participate actively in sports never perform creditably well academically. The implication is that the problems highlighted have influence on sports administration in the schools studied.

Babatunde (2000) noted that the child has to seek the approval of parents and avoid disapproval in day-to-day behaviour such as learning of various skills, attainment of knowledge and introduction to competitive and recreational sports. He concluded that students who receive positive reinforcement for sports participation are more likely to become involved in competitive sports than those who receive negative reinforcement.

On gender influence, it has been observed that participation in sporting activities differ according to gender. Females engage more in long-term activities, while males participate less although they are more competitive. Females prefer artistic and self-developing activities, but young men prefer competitive activities that increase their perception of their own success levels and improve their social status. Level of competence has also been found to have a considerable effect on continuity of attendance independent of age in both males and females, in that those with lower levels of competence are more likely to stop participating (Freedman-Doan, Wigfield, Eccles, Blumenfeld, Arbretton and Harold, 2000).

On relative effects of independent variables (availability of facility, availability of equipment, level of funding, scheduling of sports programme, administrative style of school principals, availability of qualified personnel, peer influence, parental influence, gender influence, religious and cultural beliefs) on sports participation, for students all were significant except gender influence. For teachers, administrative style of school principals, availability of qualified personnel and religious beliefs were not significant. For both students and teachers, the correlation matrix showed that there was significant relationship between the independent variables and sports participation.

The responses on religious beliefs, Utomi (2001) quoting Quran chapter four verses 10-31, stated that the Holy book frowns at women exposing their bodies; therefore they cannot perform in open places like playgrounds. It is known that some religion deliberately use sports as a vehicle for attracting young people, and also for converting them to a particular religion. It is a general assumption that there are three main types of religions in Nigeria namely: Christianity, Islam and Traditional religions. These religions to any of its adherent play significant role in influencing the behaviour/beliefs of the entire family on many issues including sports participation. Through early indoctrination and socialization of the offspring into the parents' or family's religion, the social religions values are hereby transmitted from generation to generation where the child is born into without him/her seriously questioning the doctrine.

The adherents strive to abide by the religious tenets and injunctions strictly. Kabido (1992) submitted that the influence of religion in the Northern part of the country, where women have little or no time to participate in any form of sports – whether competitive or not particularly when they are married, in Moslem controlled states of Nigeria. She affirmed that Islamic culture and tradition do not allow women exposing their body as certain sports outfit tend to depict. The implication for sport is that since young girls are held obedient to religious beliefs, fewer girls take part in competitive sports.

On cultural beliefs, it connotes that sport is a universal issue relating to all human beings irrespective of social or cultural differences. Sports can be considered as a tool that can be used to improve social life in that those who participate in sports can gain numerous social skills. The multiple skills and disciplines involved in sports can help individuals to interact with a diverse range of people (Cumming, Smith, Smoll, Standage, and Grossbard, 2008; Findlay, and Copian, 2008; Linver, Roth and Brooks-Gum, 2009). Sport plays an important role in social life by means of promoting group identity, group cohesion good behaviour within group, collaboration, following rules and a leader, sharing of group emotion/victories/defeats, respect for self and group members, self-confidence and trust in others (Ntoumanis and Biddle, 1998; Caspi, Moffitt, Morgan, Rutter, Taylor et al. 2004;).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary, conclusion and recommendations based on the research findings.

Summary

This research began with the introduction/background to the study. Variables relevant to the study were explained in line with the focus of the study. This was done by citing previous researches and submissions of scholars on administrative and social determinants of sports participation. 4 research questions and 6 hypotheses were raised for the study. The opening chapter ended with the definition of terms. The review of literature presented the theoretical and conceptual frameworks adopted for the study.

The review justified the appropriateness of the theory and its relevance to the work. The researcher consulted scholarly journals, texts and monographs for the review. The review covered concept and importance of sport administration, concepts of sport and sport participation, administrative factors importance of sports facilities in enhancing sports participation, scheduling of sport programme and influence of qualified personnel on the administration of sports programme. The social factors were also discussed i.e. peer group influence on sports participation, gender influence on sports participation, parental influence on sports participation, religious and cultural beliefs on sports participation. The review ended with an appraisal.

The descriptive survey research design was adopted for this study. The multi stage sampling procedure was used in selecting the sample for the study. The sample was drawn from among students, teachers and school administrators in private and public secondary schools in Kwara State. Self-developed structured questionnaire was the instrument for data collection. The questionnaire forms were designed to elicit responses from teachers, students and school administrators. The demographic information supplied by the respondents included gender and religion. The responses were analyzed using descriptive statistics of frequency counts and percentages for the demographic data of the respondents while inferential statistics of multiple regression was used to test the formulated hypotheses at alpha level of 0.05 significance. The findings which revealed as follows: The independent variables (availability of qualified personnel, administrative style of school principals, availability of equipment, level of funding, scheduling of sports programme and availability of

facility) are good predictors of sports participation for both students and teachers. The variables accounted for 70% of variation for students and 77% for teachers.

The relative effect of independent variables on sports participation shows that for students, all variables tested (availability of facility, availability of equipment, level of funding, scheduling of sports programme, administrative style of school principals and availability of qualified personnel) had significant effects on sports participation. For teachers, only administrative style of school principals was not significant.

The joint effects of independent variables (cultural beliefs, parental influence, religious belief, peer and gender influence) are good predictors of sports participation both for students and teachers. The variables accounted for 18% of variation for students and 36% for teachers.

The relative effects of independent variables (peer influence, parental influence, gender influence, religious influence and cultural beliefs) all had significant effects for students while for teachers, gender and religious beliefs were not significant.

The joint effect of independent variables (availability of facility, availability of equipment, level of funding, scheduling sports programme, administrative style of school principals, availability of qualified personnel, peer influence, gender influence, parental influence and religious belief) on sports participation. For the students all were good predictors of sports participation, they accounted for 71% of variation. Same was also reported for teachers, they accounted for 85% of variation.

The relative effects of independent variables (availability of facility, availability of equipment, level of funding, scheduling of sports programme, administrative style of school principals, availability of qualified personnel, peer influence, parental influence, gender influence, religious and cultural beliefs) on sports participation, for students all were significant except gender influence. For teachers, administrative style of school principals, availability of qualified personnel and religious beliefs were not significant. For both students' and teachers', there was significant difference in sports participation for Private and Public secondary schools in Kwara state. For both students and teachers, the correlation matrix showed that there was significant relationship between the independent variables and sports participation.

The analyzed data were presented in tables and figures. This was followed by interpretation under each of the tables. The discussion of research findings was done at the end of chapter four. The last chapter presents the summary, conclusion and recommendations.

Conclusions

Based on the findings of this study, the following conclusions were drawn. Sports participation in private and public secondary schools in Kwara State will not grow without administrative and social factors of funding, administrative style of school principal, gender influence and peer group influence. There could be effective sports participation in schools, if there is collaboration among government, school management, parents and other stakeholder. This will create avenues for the students to be physically, mentally and socially developed to handle their day-to-day activities.

The finding based on this revealed that most of the administrative and social factors were predictors of sports participation. The following factors were found to be predictors of sports participation: qualified personnel, level of funding, availability of facilities, availability of equipment, scheduling of sports programme, gender influence, parental influence, cultural beliefs, while administrative style of principals, qualified personnel, gender influence and religious beliefs were found not to be predictors of sports participation of secondary schools in Kwara State.

School management should make sure sports programmes are well planned, and enough qualified personnel are employed for effective planning of physical education sports programmes. The school authorities should give free hands to staff members, so that much can be achieved. Religious beliefs should not influence the participation of students in sports, as this will give room for socialization. The level participation is very low for gender especially for female, this is because female prefer sports that are artistic in nature.

Recommendations

The following recommendations are made based on the findings of this study:

1. The type of sports programme offered to students should be carefully considered. It must address the unique characteristics of students. Sports that encourage students to concentrate on personal improvement, accommodate large number of participants and are inherently safe should take precedence.

2. All students who want to participate and are willing to make the commitment necessary for sports participation should be encouraged to participate, but with the consent of their parents so that the schools are not found liable in case of injuries.
3. The state government through the school sports division of the Ministry of Education should invest more in sports facility and equipment development in secondary schools while same is extended to private secondary schools. This may contribute to grassroots sports development in the state.
4. Private and public secondary schools management should employ competent and qualified physical education personnel who will be able to plan, organize, schedule and execute purposeful sports programme for the students. Motivation of students to participate in sports programme may be best done by qualified sport personnel and specialists.
5. Physical education teachers should enlist families' consciousness focusing on the positive effects of sports participation on young people.
6. Physical education specialist should provide positive peer interaction that would encourage and promote sports participation among students.
7. Parents Teachers Association (PTA) should join hands in the provision of standard sports facilities and equipment for schools.
8. There should be adequate funding of school sports programme in schools with proper accountability.
9. Scheduling of school sports programme should take academic concern of students into consideration; afternoon and evenings should be proposed to be lecture free for students to encourage sports participation.

Contribution to knowledge

This study has focused on administrative and social factors as determinants of sports participation among private and public secondary schools in Kwara State. It has identified the impediments to sports participation and the impact they may have in day to day administration of sports in secondary schools.

It has also identified that capacity to provide positive and active learning opportunities for students to the development of cognitive, affective and psychomotor domains.

It also identified the need to provide alternative sports equipment or modify the existing ones to suit the needs of individual students and also for students who participate in sport to move or associate.

It will contribute to the reduction of been violent on and off the playing grounds by the respondents and also assist in teaching the rule of fair play and sportsmanship.

Government through this research work will understand the need to recruit more qualified physical education personnel.

Suggestions for further studies

This study examined administrative and social determinants of students' sports participation in secondary schools.

Future studies could be directed towards management factors determinants of sports participation among colleges of education students.

Further researches could also be conducted on psycho-social determinants of sports participation among female students in tertiary institutions.

Also, future studies may adopt a comparative approach focusing on the determinants of choice of sports by adolescents in competitive sports.

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Appendix I
DEPARTMENT OF HUMAN KINETICS AND HEALTH EDUCATION
UNIVERSITY OF IBADAN, IBADAN
QUESTIONNAIRE

Dear Respondent,

I am a doctoral student of Sports Administration in the above named department. I am conducting a study on Administrative and social determinants of students' sports participation of private and public secondary schools' students in Kwara State.

I therefore solicit for your cooperation by responding sincerely to this questionnaire. All responses are purely for research purpose. The outcome of this study would be of help in addressing the factors militating against students' participation in sports.

Kindly respond to all question items honestly and endeavour to provide answers to each of them.

Thanking you for your anticipated cooperation.

D.M. Momoh
Researcher

SECTION A

Instruction: Please tick () that column that best represents your response appropriately

1. Name of school _____
2. Status of school (i) private () (ii) public ()
3. Gender (i) Male () (ii) Female ()
4. Class (i) JSS II () (ii) JSS III () (iii) SSS I () (iv) SSS II ()
5. Age (i) 12-15 years () (ii) 16-19 years () (iii) 19 years and above ()
6. Sport of interest
7. Level of participation (i) intramural (within school) () (ii) extramural (outside the school) ()
8. Religion (i) Christianity () (ii) Islam () (iii) Traditionalist ()

**ADMINISTRATIVE FACTORS QUESTIONNAIRE OF SPORTS
PARTICIPATION**

S/N	AVAILABILITY OF QUALIFIED PERSONNEL	SA	A	D	SD
1	In my school, there are no sports specialists so we rely on coaches from outside to organize sports programme for students				
2	The sports personnel in my school do not show interest in organizing sports programme for students				
3	The number of sports personnel in my school is not enough to take care of our sport interest				
4	Organization of sport programme is left in the hands of non-specialists in my school.				
	LEVEL OF FUNDING				
5	Apart from sports levy paid by the students to the school authority, we still pay extra money to finance sports programme in my school				
6	It is the Government that gives money for sports programme in my school				
7	Organizations and rich individuals donate fund and sports equipment for use in my school to encourage students participation in sports				
	AVAILABILITY OF FACILITIES				
8	I Am not encouraged to take Part in sports because my school lack sports facilities				
9	The sports facilities in my school cannot serve the students population				
10	I am not interested in sports Participation because the facilities in my school are not well maintained				
11.	Students are not usually allowed to use sports facilities in the school.				
12.	The sports facilities in my school are very old and they				

	do not meet the current standard				
	AVAILABILITY OF EQUIPMENT				
13.	Sports equipment are not released to students for use during sports programme				
14	I personally purchase sports equipment that i use in the school				
15	The available sports equipment in my school are in bad condition				
16	I do not participate in sports activity because equipment are not available				
	SCHEDULING OF SPORTS PROGRAMME				
17	I am not encouraged to participate in sports because the time scheduled for sports activities affect my academic work				
18	No specific time is allocated for sports in my school, I am not encouraged to participate in sports				
19	The tie allocated for sports activity in my school is not enough to encourage sports participation				
20	In my school, participation in sports is only limited to the physical education period on the school time-table				
21	My school principal does not like seeing students playing sports				
22.	The administration in my school does not like spending on sports programme				
23.	My school principal only concerns himself about the academic development of the students				
24	In my school, anytime school athletes perform well in sports programme the school administration reward them adequately				
25.	My school principal usually join the students when it is time for sports programme				

SOCIAL FACTORS QUESTIONNAIRE OF SPORTS PARTICIPATION

	PEER GROUP INFLUENCE	SA	A	D	SD
1	I only participate in sports when my friends are involved				
2	The attitudes of my friends discourage me from participating in sports.				
3	The success recorded by my friends has encouraged me to participate in sports.				
4	My friends have great influence on me about the choice of my sport.				
	PARENTAL INFLUENCE				
5	My parents encourage me to participate in sport activities.				
6	My parents support me by buying sports materials for my use.				
7	I learnt some techniques of playing sport from my parents.				
8	My parents come to cheer me up when I participate in sports.				
9	I usually follow my parents to sports clubs.				
	GENDER INFLUENCE				
10	Sports activities are only meant for the male sex				
11	Sports activities are meant for both male and female.				
12	Female who engage in sports activities are likely to be aggressive.				
13	Men do not like women that take part in sports.				
14	I love sports and it is a must for me to take part.				
15	Female who participate in sports may have difficulty in bearing children.				
	RELIGIOUS BELIEFS				
16	My religion forbids me from participating in sports.				
17	My religion does not discourage me from participating in sport.				
18	My religious institution usually organize sports programme for members.				
19	My religious organization buys sports materials for our use to				

	encourage sports participation.				
20	There are sports facilities constructed within the premises of my religious organization for the use of members.				
	CULTURAL BELIEFS				
21	My culture forbids female participation in sports.				
22	Female who participate in sports may experience damage of the reproductive organs				
23	Men and women who participate in sports are flirts				
24	My culture forbids women from exposing part of their body hence I cannot participate in sports.				

UNIVERSITY OF IBADAN

Appendix II
DEPARTMENT OF HUMAN KINETICS AND HEALTH EDUCATION
UNIVERSITY OF IBADAN, IBADAN
TEACHER'S QUESTIONNAIRE

Dear Respondent,

I am a doctoral student of Sports Administration in the above named department. I am conducting a study on Administrative and social determinants of sports participation of private and public secondary schools' students in Kwara State.

I therefore solicit for your cooperation by responding sincerely to this questionnaire. All responses are purely for research purpose. The outcome of this study would be of help in addressing the factors militating against students' participation in sports.

Kindly respond to all question items honestly and endeavour to provide answers to each of them.

Thanking you for your anticipated cooperation.

D.M. Momoh
Researcher

SECTION A

Instruction: Please tick (/) that column that best represents your response appropriately

- 1 Name of school
- 2 Status of school (i) private () (ii) public ()
- 3 Gender (i) Male () (ii) Female ()
- 4 Qualification (i) B.Ed () (ii) M.Ed () (iii) Ph.D () (iv) Others.....
- 5 Age (i) 26-30 years () (ii) 31-35 years () (iii) 36-40 (iv) 41 years and above ()
- 6 Religion (i) Christianity () (ii) Islam () (iii) Traditionalist ()

ADMINISTRATIVE FACTORS QUESTIONNAIRE OF SPORTS

PARTICIPATION

S/N	AVAILABILITY OF QUALIFIED PERSONNEL	SA	A	D	AD
1	My school lacks sports specialists, so we rely on coaches from outside who come occasionally to organize sports programme for the students				
2	The sports specialists in my school do not show interest in encouraging students participation in sports				
3	Organization of sports programme is left in the hands of non-specialists in my school				
4	My school is very large but the available sports personnel cannot cater for the interest of the students				
	ADMINISTRATIVE STYLE OF SCHOOL PRINCIPALS				
5.	The authority in my school only focus on students' academic excellence				
6	My head of school does not like seeing students playing sports				
7	My school administration prefers using sport levy for other school programme				
8	My school administration mobilizes all staff to join the students during sport programme				
9.	Anytime our students perform well in sports programme, my school administration will praise and reward them.				
10.	My school principal often times use his personal fund to provide sports equipment for students' use				
11	In my school, the school administration will try to suspend other activities for sports programme				
	LEVEL OF FUNDING				
12.	In my school, students do not pay extra money for sports programme apart from the sports levy charged by the authority				
13.	We are not allowed to charge any fees in my school for sports programme, we only rely on government subvention				

14.	Organizations, Parents and rich individuals donate fund and sports equipment that we use in my school				
15	My school administration gives extra money towards sports programme to encourage students participation in sports				
	AVALABILITY OF FACILITIES				
16	Students in my school are discouraged from sports participation due to lack of facilities				
17	The available sports facilities in my school cannot serve the needs of the students				
18	Lack of maintenance of available sports facilities is a factor militating against students participation in sports in may school				
19.	The sports facilities in my school is not usually accessible for students use				
20	Students in my school are discouraged from sports participation because the facilities are very old and they do not meet current standard				
	AVAILABILITY OF EQUIPMENT				
21	It is a policy in my school that the available sports equipment should not be released to students for use				
22	There are no sports equipment in my school, the students are mandated to purchase personal sports equipment they use				
23	The few sports equipment in my school are in bad condition				
	SCHEDULING OF SPORTS PROGRAMME				
24	The students in my school are not encouraged to take part in sports program because they will not be given preference when they miss academic work				
25	In my school, there is no time allotted for sports participation in the school programme				
26	In my school, the only time allotted for sports programme is the physical education period on the school time-table				
27	My school authority only allows students to take part in sports activity once in a while				

SOCIAL FACTORS QUESTIONNAIRE OF SPORTS PARTICIPATION

	PEER GROUP INFLUENCE	SA	A	D	SD
1	Students in my school only participate in sports when they are in company of friends.				
2	The choice of sports participated in by students in my school is greatly influenced by their friends peers.				
3	Some of the students in my school have been greatly discouraged from participating in sports by the attribute of their peers.				
4	Students in my school have been influenced towards sports participation because of the success recorded by their friends.				
	PARENTAL INFLUENCE				
5	The parents of students in my school usually frown at their wards participating in sports activity.				
6	Parents of my school students have been supportive to the extent they buy sports equipment for their wards.				
7	Some parents of students in my school do take their wards along to sports club.				
8	Parents of students in my school do teach their wards some techniques of playing sports.				
9	Parents of students in my school come to cheer their wards whenever they are competing in sports activity				
	GENDER INFLUENCE				
10	Parents of students in my school do discourage their female wards from participating in sports.				
11	Parents in my school only release their male children for sports activity.				
12	Parents in my school impress it on their female wards that female that engage in sports activities are likely to be aggressive.				
13	Some parents of students in my school do tell their female wards that men do not like women that take part in sports.				

	RELIGIOUS BELIEFS				
14	Parents of students in my school forbid their wards from participation in sport because it is against their religion belief.				
15	Some parents release their wards to take part in sports because their religion permits it				
16	Parents of students in my school are indifferent to their wears participating in sports because their religious organization supports by even constructing sports facilities in their worship centres.				
	CULTURAL BELIEFS				
17	Parents of students in my school are not in support of their wards participation in sports because their culture forbids it and they have to uphold it.				
18	Parents of students in my school discourage their wards from taking part in sports because they do not want them to flirt about				
19	Some parents are against their wards participating in sports activity because their culture forbids female exposing parts of their body.				
20	Some parents of students in my school discourage their wards from participating in spots because they believe they may experience damage of reproductive organs.				

Appendix III

SPORTS PARTICIPATION QUESTIONNAIRE

Instruction: Using the scale below, please indicate to what extent each of the following items corresponds to one of the reasons for which you are presently participating in sport.

	ITEMS	SA	A	D	SD
	AMOTIVATION				
1.	I participate to know more and succeed in the sport of my choice				
2.	I commit much of my time and effort on sports				
3.	I don't really think I have a place in sport				
4.	I don't seem to be enjoying my sport as much as I previously did				
	IDENTIFIED REGULATION				
5.	Participation in sports makes me learn lots of things that are useful in other areas of my life				
6.	Participation in sports is one of the best ways I have chosen to develop other aspects of my life				
7.	Participation in sports is one of the best ways to maintain good relationships with my friends				
8.	Training hard in my sports will improve my performance				
	EXTERNAL REGULATION				
9.	Participation in my sports allows me to be well regarded by people that I know				
10.	I participate in sports for the prestige of being an athlete				
11.	My participation in sports is for the material and social benefits of being an athlete				
12.	I participate in my sports to show others how good I am at my sports				
	INTEGRATED REGULATION				
13.	Taking part in sports is part of the ways in which I've chosen to leave my life				

14.	Participation in my sports is an extension of me				
15.	Participation in my sports is being consistent with my deepest principles				
16.	Participation in my sports is an integral part of my life				
	INTROJECTED REGULATION				
17.	Participation in sports will absolutely make me to be in shape				
18.	I participate in sports to make me feel good about myself				
19.	I participate in sports because I will feel bad if I am not taking time to do it				
20.	I participate in sports because I must do it regularly				
	INTRINSIC MOTIVATION				
21.	I got involved in the activity for the excitement I feel				
22.	I feel a lot of personal satisfaction while mastering certain difficult training techniques				
23.	I take part in activities for the satisfaction I get while I am perfecting my abilities				
24.	I take part in sports to discover new performance strategies				

Appendix IV

The table below presents the list of schools of respondents according to Local Government Areas

S/N	LGA	PRIVATE SCHOOL	PUBLIC SCHOOL
1	Asa	Eucharistics Heart of Christ School, Asa	Government Secondary School, Asa
2	Barute	Al-Amin Model College, Okuta	Government secondary School, Okuta
3	Edu	UMCA Secondary School, Bacita	Government Day Sec. School, Lafiagi
4	Ekiti	Salvation Int'l School, Osi	Anglican Comp. High School, Oke-Opin
5	Ifelodun	Sapati Int'l School, Sapati-Ile	Omupo Gramm. School, Omupo
6	Ilorin East	Muslim Model Sec. School, Idi-Ori	Kwara Polytechnic Sec. School, Ilorin
7	Ilorin South	Chapel Secondary School, Tanke	Government Day Sec. School, Gaa Akanbi
8	Ilorin West	Mt. Carmel Secondary. School, Ilorin	Queen Elizabeth Sec. School, Ilorin
9	Irepodun	Thomas Adewumi Int'l. School, Oko	Ogbo Gramm. School, Omuaran
10	Isin	Green Pasture High School, Ijara-Isin	Aglican Gramm. School, Alla
11	Kaiama	Sheik Baba Comp. High School, Bani	Government Secondary School, Bani
12	Moro	Colony Model College, Jebba	Government Secondary School, Jebba
13	Offa	Adesoye College, Offa	Olalomi Comp. High School, Offa
14	Okeero	Gateway College, Illofa	Ilofa Comm. High School, Ilofa
15	Oyun	Zahrav Comp. College, Ijagbo	Government Technical College, Erinle
16	Patigi	Islamiya College, Patigi	Government Secondary School, Petigi

Source: Kwara State Ministry of Education and Technology (Annual School Census Analysis Report, (2010)