

JEDA

UNIVERSITY OF PORT HARCOURT
Journal of Education in Developing Areas

Vol. 22, No. 1 March, 2014

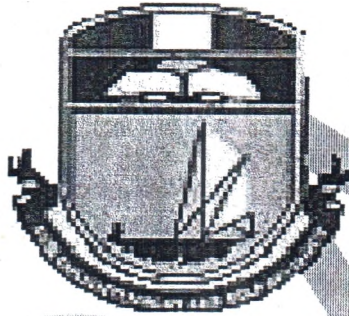
PUBLISHED BY
THE FACULTY OF EDUCATION
UNIVERSITY OF PORT HARCOURT,
PORT HARCOURT, NIGERIA



JOURNAL OF EDUCATION IN DEVELOPING AREAS

(JEDA)

UNIPOINT



**PUBLISHED BY THE FACULTY OF EDUCATION
UNIVERSITY OF PORT HARCOURT
EAST/WEST HIGHWAY, CHOBA
PORT HARCOURT-NIGERIA.**

<http://www.jeda-uniport.com>

Copyright © Faculty of Education, University of Port Harcourt – 2014.

ISSN: 0189420X

**Produced by the Editorial Board
2014**

TABLE OF CONTENTS

1.	Secondary Schools Students' Perception of Problems Associated with Corporal Punishment in Ilorin, Nigeria. Bolu-Steve F. N.; Oniye. M. I. & Abejirin, M. A.	001
2.	Material Resources As Predictors of Sports Delivery Services in Sports Councils and Recreation Centres in South-West Nigeria - Omolawon Kayode Omotayo, <i>Ph.D</i>	008
3.	Conceptual Framework for <i>WebQuest</i> Development to Support Learning with Technology in Higher Education Badmus, Ayodeji Muideen, <i>Ph.D</i>	013
4.	Planning Strategies for Sustainable Development in Early Childhood Education in Nigeria - Mrs. Odigie, V. O., <i>Ph.D</i>	022
5.	Entrepreneurial Education: A Panacea to Unemployment in Nigeria - Sunday D. Osaat, <i>Ph.D</i> ; Dinah Sunday Osaat, <i>Ph.D</i> & Onyinyechi O. Ochuba.	028
6.	An Analysis of the Causes of Abandonment of Community Development Projects by Local Government Councils in Bayelsa State - Etigbamo Esuefiene Jubilee, <i>Ph.D</i>	034
7.	Gender: A Predictor of Communication and Administrative Effectiveness in Kwara South Senatorial District Primary Schools - Fashiku C. O., Olofinniyi O. E., & Fashiku, B. C.	045
8.	School Phobia and Students' Adjustment in Junior Secondary Schools in Obio-Akpor Local Government Area of Rivers State - Chikwe Agbakwuru, <i>Ph.D</i> , & Mrs. B. N. Iruloh.	051
9.	Analysis of Teachers' Job Performance in Secondary Schools in Bayelsa State - Major Nanighe Baldwin, <i>Ph.D</i> & Omemu Felix, <i>Ph.D</i>	057
10.	Re-Thinking Social Studies Education for Effective Citizenship in Twenty-First Century Nigeria - Ibhafidon, H. E.; Otote, O. C. & Jimoh, A. S.	063
11.	Assessing the Effectiveness of Entrepreneurship Education in Classroom Implementation of NCE II Vocational Education Curriculum. - Pac Ordu, <i>Ph.D</i>	069
12.	Effects of Stimulus Control on Inclination to Pornography by Secondary School's Students and University's Undergraduates in Rivers State, Nigeria - Azuka F.N. God'spresence	077
13.	Managerial Practices for Quality Improvement in Public Secondary Schools in Abia State - Awah, Okorie Awah, & Agabi Eucharia	088
14.	Philosophy and National Objectives of Adult Education in Nigeria: A Conceptual Analysis - M.O.A. Ezimah, <i>Ph.D</i>	097
15.	Analysis of the Factors in Students' Mathematics Achievement at the Senior School Certificate Examination in Ika North-East and South Local Government Areas of Delta State, Nigeria - Joseph Osamwenyobor Ahunsi & Mrs. Lucy Eraikhuemen, <i>Ph.D</i>	102
16.	A Review of Federal Government Financing of Education in Nigeria - Tijani A. A., <i>Ph.D</i>	114
17.	Evaluation of the Implementation of Universal Basic Education Programme in Imo State, Nigeria - Peter James Kpolovie, <i>Ph.D</i> & Amaeze, Fidelis Eze	118
18.	Indigenous Agents and the School Apostolate in Ukwuaniland, 1841-1941 - Jones Ugochukwu Odili, <i>Ph.D</i>	128
19.	Awareness of Cardiopulmonary Resuscitation (CPR) Among Secondary School Students in Port Harcourt, Nigeria - Adedamola Olutoyin Onyecaso	137
20.	Evaluation of Product Development and Growth in Money Deposit Banks in Nigeria - Abdullahi, Dauda; Tsaku, Isaac David & Kuje, Alu John Emmanuel	143
21.	Democracy, Political Education and the Challenge of Post Election Violence in Nigeria - Asiru T.A., <i>Ph.D</i>	150
22.	An Assessment of the Pattern of Resource Distributions: Implications for Equality of Access to Secondary Education in Rivers State - Chukwuma Caroline C.	157

23.	An Investigation into the Scientific Attitude of Science Students in Senior Secondary Schools in Edo South Senatorial District - Edo State - Utibe Clarence Ataha, <i>Ph.D</i> & Ogumogu Excellent Augustine	163
24.	Analysis of Students' Responses to Patterns of Academic Leadership in Rivers State Secondary Schools, Nigeria - Prof. Elizabeth C. Okeke & Cecilia Ihuaku Ukegbu	169
25.	Parental Involvement, Self Esteem and Gender as the Correlates of Academic Performance of Hearing Impaired Students in Lagos State, Nigeria - Oyewumi, Adebomi, <i>Ph.D</i>	179
26.	Single Parenthood as an Impediment to Adolescents' Health - Mirekemfon P. Inyang, <i>Ph.D</i> & Thankyou Asimiea	186
27.	Christianity and Promotion of Igbo Culture - Iremeka, Felicia Ukamaka.	192
28.	Emotional Intelligence and Psychopathic Behaviours Among Secondary School Students in Port Harcourt Mrs. Betty-Ruth Ngozi Iruloh, <i>Ph.D</i> , Mrs. Ijeoma Ernest-Ehibudu, <i>Ph.D</i> & Uchenna Charles Achonwa	202
29.	Evaluation of Administrative Bottle-Neck in the Effective Implementation of Family Planning Programme in Aguata Local Government Area of Anambra State, Nigeria - Okpako, J.E.F. <i>Ph.D</i> & Nkechinyelu, Martina Ihekwoaba.	208
30.	Secret Cult and Administration of Higher Education in Rivers State - Malik Achama Comfort, Ibe-Amadi Gerty & Mustapha Malik Babatunde	215
31.	Interscholastic Sports Participation Among Selected Private Secondary Schools Students in Osogbo, Nigeria - Adisa Olawumi, <i>Ph.D</i> & Oyedele, Akinsanmi - Opeoluwa,	224
32.	Flood Protection and The Environment: An Academic Romance Between Education and Theatre Arts Azunwo, Eziwho Emenike, Azunwo, Mamnzenzu Ukwanyi & Nwaogu Francis	231
33.	Physical Resources Availability for the Implementation of Universal Basic Education (UBE) Programme in Rivers State - Amaechina, Obumneme Uche & Ewelike, Chibuzor Rose	238
34.	Vocational Education: An Under-Harnessed Tool for Economic Development in Nigeria - Igbinedion, Doye A.	245
35.	Universalising Education and the Perceptible Analysis of UBE as A Concept and Phenomenon: Operational Frameworks in the Nigerian Context - Abdulrahman Yusuf Maigida, <i>Ph.D</i>	255
36.	Adapting Teaching to Suit Learners' Learning Style Preferences in the Present Day Classroom - Adedapo Adeyemi, <i>Ph.D</i>	267

**INTERSCHOLASTIC SPORTS PARTICIPATION AMONG SELECTED PRIVATE
SECONDARY SCHOOLS STUDENTS IN OSOGBO, NIGERIA**

By

ADISA OLAWUMI, Ph.D

Department of Physical and Health Education,
Osun State College of Education,
Ila-Orangun, Nigeria

E-Mail: wumiadisa@gmail.com
+2348055544668, +2348066189498

&

OYEDELE, AKINSANMI OPEOLUWA

Department of Physical and Health Education,
Osun State College of Education,
Ila-Orangun, Nigeria

E-Mail: opeoyedele@yahoo.com
+2348036719421

Abstract

This study investigated interscholastic sports participation of selected private secondary school students in Osogbo, Osun State, Nigeria. The study used simple random sampling technique to select 20 private secondary schools and 500 respondents while a self developed, structured and validated questionnaire with reliability index of 0.95 was used for data collection. The data were analyzed with both descriptive statistics of percentages and inferential statistics of Chi-square at 0.05 alpha level. The result showed that inadequate personnel, improper programming and lack of motivation are some of the factors militating against private secondary school students' participation in interscholastic sports in Oshogbo. The results were discussed, conclusions drawn and recommendations that will assist in the proper implementation of interscholastic sports objectives among private secondary school students were also offered.

Introduction

Sport in Nigeria has grown from a humble beginning as an entertainment and recreational past time to a prominent phenomenon whose influence is felt in all facets of lives of the citizenry. Nigerians are sports loving people with very high appetite for winning. Success at competitions create an euphoric atmosphere with an injection of vibrancy and pride in the citizens. Conversely, poor performance by Nigerian athletes at international competitions results in a lingering sourness and a contagious sadness that envelope everybody with negative effect on their health, psyche and activities. Sport is therefore as important to Nigerians as the basic necessities of life, like food, clothing and shelter. Consequently, sport has become an important aspect of the Nigerian culture due to its popularity amongst the citizenry. The Nigeria State recognizes the power of sports and had used it to pursue its foreign policy and diplomatic agenda as well as foster national unity and socio-cultural integration (UNOSDP, 2010).

According to Igbanugo (2003) sport is an institutionalized competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individuals whose participation is motivated by a combination of intrinsic satisfaction associated with the activity itself and the external rewards earned through participation, often sports is thought to be a set of specific competitive physical activities based on elements of play, games and contest. From this perspective sports can be formally defined as structured, goal oriented, competitive, contest based, and lucid physical activities.

School sports, on the other hand, refer to athletic programmes in the context of the school setting. They refer most often to interschool competitions at the junior middle school and higher school levels. Interschool programmes at the elementary level vary among communities. School Sport also includes intramural competition, but such programmes are very rare. The objective of school sports is the enrichment of the high school experiences of students within the context of the educational mission of schools (Education Encyclopedia, 2009).

National Association for Sports and Physical Education (NASPE, 2009) opined that participation in sports and physical activity programmes outside of the regular curricular physical education programme provides many positive benefits for students when sound educational policies and qualified leadership are in place. It is the position of the National Association for Sports and Physical Education that all school 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.

Numerous authors and organizations have cited the potential benefits of participation in sport and physical activity programmes (Darst and Pangrazi, 2002; American Academy of Pediatrics 2001; Siedentop, 2001; Seefeldt & Vogel, 1986). The World Health Organization (1998) includes the following as benefit of participation in sports and physical activity: Improvement of motor skills and physical fitness; enhancement of normal physical and social growth and maturation; improvement of socialization; self-esteem; self-perception and psychological well-being and establishment of a basis for a healthy lifestyle and lifelong commitment to physical activity.

In addition, the Centers for Disease Control (2002) list the following benefits of physical activity, specifically for middle school students: Helps build and maintain healthy bones; muscles and joints; helps control weight; build lean muscles and reduce fat; prevents or delays the development of high blood pressure and helps reduce blood pressure on some adolescents with hypertension; appears to reduce depression and anxiety; improve mood and enhance the ability to perform daily tasks throughout the lifespan; may contribute to a physically active lifestyle and may continue into adulthood.

Despite such an impressive array of potential benefits, many secondary school students particularly those in private secondary schools participate less in interscholastic sports. This could be as a result of some parents, schools or authorities warning of the detrimental effects associated with participation in organized sports. Among the more common concerns are: distortion of students' educational priorities (Steinberg, 1996); overspecialization in one sport that leads to overuse; injuries and burnout; loss of identity (Wuest & Lombard, 1994), increased injury rates and psychological stress (National Middle School Association, 1997) and distorted concepts of fairness (Covrig, 1996).

What appears to create such diverse views about the values of sports participation is that the individuals responsible for conducting such programmes often lose sight of the programmes' educational purposes and the fact that such programmes may not be designed and implemented with the best interest of the participants in mind (American Academy of Pediatrics, 1997; Wuest & Lombardo, 1994; Siedentop, Mand, & Taggart, 1985). Sports are an effective tool for developing the youths through competitions and imbuing in them the spirit of nationalism. In realizing the importance of educational institutions in sports development in Nigeria, the National Sport Commission (NSC) established a division for school sports called the Nigeria School's Sports Federation (NSSF), this body organizes interscholastic sports competition in Nigeria tagged All Nigerian Secondary School's Games (ANSSG). This implies that, secondary schools are looked upon as one of the fertile breeding grounds for the nations sports men and women. The interscholastic competitions are organized in three stages, the local, state and national levels. Some of the aims of inter-scholastic sports competitions among Nigerian youths are to harness the abundant sporting talents and to produce young men and women of high sporting skills to represent the country to mention a few.

In the opinion of Nwankwo (1996) interscholastic sports programme is designed for the skilled individuals in one school who compete with skilled individuals from other schools in selected physical education activities. Daughtery and Woods (1996) also stated that inter-scholastic sports are contests between selected individuals or teams representing two or more schools organized and controlled by the school authorities. Interscholastic sports programme need to be conducted in such a way that it values and expected result would continue to be appreciated by the participants. This would be made possible through the good leadership, capable and well informed physical education administrators who have good knowledge of sports administration.

Participation in sports can be active or passive. Odejide (1992) affirms that sport participation is a means of correcting physical illness, a medium for cultural change and a source of revenue generation for the nation. Mohammed (1998) believes that sporting activities provide situations that are physically wholesome, mentally stimulating and socially sound. Sport participation at interscholastic level equips the individual with sports skills, many evils are avoided, friends and acquaintances are made through sports socialization. It was therefore, the concern of the researchers to investigate factors militating against interscholastic sports participation among selected private secondary schools in Ibadan, Nigeria.

Statement of the Problem

Despite the justification about desirable and appropriate inter-scholastic sports in schools, there is evidence that private secondary schools are offering less structured, intramural-type activities less frequently than in the past. Many private schools only participate in "intramural" sports (i.e. within their school and among their students only) which is usually tailored to a particular sport. This act has deprived private school students of many benefits of interscholastic sports. The researchers therefore, wanted to know the factors that are militating against interscholastic sports participation in private secondary schools in Osogbo, Osun State, Nigeria.

Research Hypotheses

The following three hypotheses were tested in this study:-

Ho₁: Inadequate sport personnel in private secondary schools in Osogbo will not significantly be a factor militating against interscholastic sports participation.

Ho₂: Sports programming in private secondary schools in Osogbo will not significantly be a militating factor against interscholastic sport participation.

Ho₃: Lack of motivation in private secondary schools in Osogbo will not significantly be a militating factor against interscholastic sports participation.

Methodology

The descriptive survey research design was used for the study. The population for the study consist all private secondary school students in Osogbo. Simple random sampling technique was used to select twenty (20) private secondary schools. One (1) principal, one (1) games master and 3 sports committee members were selected from each of the twenty (20) schools for the study. Simple random sampling technique was also used to select 20 (athletes) from each of the selected schools.

Instrumentation

The instrument used for data collection was a self-developed, structured and validated Likert-type questionnaire. The four point rating scale of strongly agree, agree, disagree and strongly disagree was used. The instrument has a reliability index of $r = 0.95$. The instruments were self administered. Descriptive statistics of frequency counts, percentages and inferential statistics of Chi-square were employed in the analysis of data at 0.05 alpha level.

Analysis of Result

Ho₁: Inadequate sport personnel in private secondary schools in Osogbo will not significantly be a factor militating against interscholastic sports participation.

Table 1: Chi-square Analysis on Inadequate Personnel and Interscholastic Sports Participation

Responses	Frequency	Percentage	df	Critical Value	Calculated X ² Value
Strongly agree	318	63.6			
Agree	160	32.0	1	3.841	306.96
Strongly Disagree	22	4.4			
Disagree	0	0.0			
Total	500	100			

Table 1 above revealed that the calculated Chi-square (x^2) of 306.91 is greater than the critical value of 3.841 at df 1. Since the Chi-square (x^2) calculated value is greater than the critical value, the null hypothesis was therefore rejected. This shows that inadequacy in the number of sport personnel in most private secondary schools in Osogbo is significantly militating against interscholastic sport participation. To forestall problem of this nature, Amuchie (1997) suggested that more physical education teachers should be employed by institutions of learning in each level to boost the number of qualified personnel handling sports programmes. In support of the above Ikulayo (1996) noted that competent and dedicated personnel are required to execute sports programmes. 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.

Ho₂: Sport programming in private secondary schools in Osogbo will not significantly be a determinant of interscholastic sports participation among private secondary.

Table II: Chi-square Analysis on Sport Programming and Interscholastic Sport Participation

Responses	Frequency	Percentage	Df	Critical Value	Calculated Value
Stongly Agree	222	44.4			
Agree	252	50.4	1	3.841	23.02
Disagree	24	4.8			
Strongly Disagree	2	0.4			
Total	500	100			

Table II above revealed that the calculated Chi-square of 23.02 is greater than the critical value of 3.841 at df 1. Since the calculated Chi-square (x^2) value is greater than the critical value, the null hypothesis was therefore rejected. This implies that sport programming among private secondary schools in Osogbo metropolis is significantly militating against interscholastic sports participation.

Programming in physical education, sports and athletics represents experiences and activities that meet the objectives of the profession or sports organization (Votmer and Esslinger, 1999). They further stated that selection, guidance and evaluation of experiences and activities are required to achieve both long-term and immediate goals. According to Daughterly and Lewis (1996) programming is the process of developing and implementing sports programmes by involving both human and material resources. They warned that, for the process of sports programming to be of good quality and effective, a sound administrative procedure is needed to run them. Parks (1980) stated that good programming entails: budgeting; staffing; selection of activities; scheduling; supervision; equipment and facilities; competitions; awards of motivational incentives to the athletes as well as their health and safety.

H₀₃: Lack of Motivation will not significantly be a determinant of interscholastic sports participation among private secondary schools in Oshogbo.

Table III: Chi-square Analysis on Motivation and Interscholastic Sport Participation

Responses	Frequency	Percentage	Df	Critical Value	Calculated Value
Strongly Agree	229	45.9			
Agree	225	45.0	1	3.841	306.36
Disagree	40	0.9			
Strongly Disagree	06	1.2			
Total	500	100			

The result as shown in table III revealed the calculated chi-square of 306.36 is greater than the critical value of 3.841 at df 1. Since the calculated Chi-square (χ^2) value is greater than the critical value the null hypothesis was therefore rejected. This shows that lack of motivation among private secondary school students in Osogbo significantly militate against interscholastic sports participation.

Participation in competitive sports have different reasons for doing so, some participate because of the incentives associated with participation. Some participate in order to be gainfully employed, while some go into sport for ego boosting. Incentives as well, keep young athletes to continually make efforts to improve their performance, incentives comes in different forms and types, and are virtually important. They consist of materials or symbolic objects given to an individual before or after a good performance (Eboh, 1994). According to Orlick (1991) motivation energizes and spurs one to action and at the same time, it is capable of sustaining high performance levels, because it is contained in the process of striving to attain one's optimum level.

Conclusions

Based on the findings of this study, the following conclusions were drawn. That inadequacy of sport personnel in private secondary schools in Osogbo significantly militated against interscholastic sports participation. That this inadequacy of sports personnel subsequently affects sports programming which in effect militates against interscholastic sports participation. That lack of motivation is also a significant factor militating against interscholastic sports participation among private secondary schools in Osogbo.

Recommendations

Based on the findings, the following recommendations are suggested by the researchers so as to improve interscholastic sport participation among private secondary schools in Osogbo:

1. The most appropriate practice for interscholastic sports programme is to provide a comprehensive array of after-school programmes to meet the diverse experiences, interests and ability levels of students. These programmes must always be based on the needs of students and should include intramurals, activity clubs (e.g sport, dance, exercise), special events, and open gymnastic days/nights.
2. All students should be encouraged to participate in interscholastic programmes regardless of their ability and prior experience with organized sport. The primary purposes of these programmes are to provide opportunities for students to improve self-esteem and feelings of competence

through positive interactions with their peers and adults. Acquire new skills and refine those previously learned; learn to function effectively as members of a team or group; improve personal health and fitness levels and to have fun and enjoy physical activities.

3. The types of interscholastic sports offered to students should be carefully considered. Sports that encourage students to concentrate on personal improvement (e.g track and field, swimming etc) accommodate large numbers of participants and are inherently safe should take precedence over contact sports that require extensive amounts of equipment or space.
4. Interscholastic sports must address unique characteristics of students. Therefore playing rules, equipment, and field dimensions etc must be modified to accommodate the ability levels and capacities of the participants.
5. All students who want to participate and are willing to make the commitment necessary for team membership should be allowed to participate in interscholastic sports, but with the consent of their parents so that the schools are not found liable in case of injuries.
6. Private secondary schools proprietors should employ competent and qualified physical education personnel who will be able to plan, organize, schedule and programme purposeful interscholastic sport programmes for the students. Motivation of students to participate in interscholastic sports may be best done by qualified sport personnel and specialists.

References

- American Academy of Pediatrics. (2001). *Organized Sports for Children and Preadolescents* [RE0052]. Retrieved on 18th March, 2009 from [http:// www.aap.org/policy/re0052](http://www.aap.org/policy/re0052).
- Amuchie, F.A. (1986). Preliminary observations on the effective organization of and performance in sports in Nigerian Universities. In C.O. Udoh, A.S. Sohi and J.A. Ajala (Eds). *Proceeding of Guinness/NUGA 1986 Sports Clinic*.
- Centers for Disease Control and Prevention. (2000). Physical activity and health; A report of the Surgeon General. Retrieved on 19th March, 2009 from [http:// www.cdc.gov/nccdphp/sgt/](http://www.cdc.gov/nccdphp/sgt/).
- Covrig, D.M. (1996). Sport, fair play, and children's concepts of fairness. *Journal for a Just & Caring Education*, 2, 263-282.
- Darst, P.L. & Pangrazi, R.P. (2002). *Dynamic Physical Education for Secondary Schools*. (4thed.) San Francisco, Benjamin Cummings.
- Daughtery, G. & Woods, J.B. (1996). *Physical Education and Intramural Programmes Organization and Administration*. (2nd ed.). Philadelphia, W.B. Saunders.
- Dougherty, N.J. (2002). *Principles of Safety in Physical Education and Sport* (3rd ed.). Reston, VA, National Association for Sport and Physical Education.
- Havel, R.O. & Seymour, E.W. (1996). *Administration of Health, Physical Education and Recreation*. New York, The Ronald Press Company.
- Igbanugo, C.V. (1992). Financing University Sports. *Journal of Nigeria Academy of Sports Administration*. 1(1):
- Mohammed, O.T.(1998). Importance of Sports to Developing Nations. *OLAO/WACO Magazine*. 7: 28-29.
- National Association for Sport and Physical Education (1995). *National Standards for Athletic Coaches*. Reston, VA, National Association for Sport and physical Education.
- National Association for Sport and Physical Education (2001). *Guidelines for after-school physical activity and intramural programs*. Reston, VA, National Association for Sport and physical Education. Retrieved on 18th March, 2009 from [http:// www.aahperd.org/naspe](http://www.aahperd.org/naspe).
- National Middle School Association (1997). *Sports in middle schools. NMSA Research Summary*. Westerville, Ohio, National Middle School Association.

- Odejide, M. (1992) Sports as an essential ingredient to national development. In O.A. Adesanya, A.O. Onifade, W. Obiyemi, E.O. Morakinyo and I.O. Akindutire (Eds.). *Journal of the Nigeria Academy of Sports Administration*, 1: 34-40.
- Seefeldt, V. & Vogel, P. (1986). *The Value of Physical Activity*. Reston, VA, American Alliance for Health and Physical Education.
- Siendentop, D., Mand, C., & Taggart, A. (1986). *Physical Education: Teaching and Curriculum Strategies for Grades 5-12*. Palo Alto, CA. Mayfield.
- Steinberg, L. (1996). *Beyond the classroom: Why school reform has failed and what parents need to do*. New York: Simon & Schuster.
- UNOSDP (2010) *Sport and Child & Youth Development in Nigeria*. Geneva, UN Office on Sport for Development and Peace Sport for Development and Peace International Working Group
- Voltmer, E.P., Esslinger, A.A., McCue, B.F. & Tillman, K.G. (1999). *The Unique School Practice*. Englewood Cliffs. Prentice Hall.
- World Health Organization (1998). Sports and Children: Consensus statement on organized sports for children. *Bulletin of the World Health Organization*, 76, 445-447.
- Wuest, D. & Lombardo, B. (1994). *Curriculum and Instruction: The secondary school experience*. St. Louis. Mosby.

UNIVERSITY OF IBADAN LIBRARY