

**THE JOURNAL OF
SPORTS MANAGEMENT AND RESEARCH**

© 2000

Volume 6, Number 1, April 2000

PUBLICATION INFORMATION

Original research or positional articles on global and African sports, physical education, coaching, dance and recreation and health education and other human endeavours with specific colouration for the promotion of management concepts and principles are accepted by the Journal. Three copies of such articles should be submitted for review and should be between seven (7) and ten (10) pages including abstract and references on quarto sized paper. The Journal is published twice a year in April and August. It also accepts papers bordering on research, statistics, measurement and evaluation and special education.

It is our wish to call to call for papers for inclusion in April and August 2001 editions of the Journal which are due for release in September 2001. All articles for publication should be directed to the Editor, Dr. Wole Obiyemi, Department of Physical and Health Education, University of Ilorin, Ilorin.

EDITORIAL

This edition is a combination of two issues, namely, Volume 6, Numbers 1 and 2. In Volume 6 Number 1, articles that are published, apart from our normal flow of interest, include a survey of female participation in higher degree programmes in physical health education and sports, the role of exercise in the control of resting heart rate and marriage as a religious ordinance among Nomadic Fulanis of Kwara State. Others are the roles of training and development for improved performance of sportsmen and women, counselling needs of handicapped students in tertiary institutions and female students and sports participation in Botswana.

Articles published in Volume 6, Number 2 are motivational management trend in Nigerian States Sports Councils, an overview of professional preparation of coaches in National Institute for Sports and attitudes of teachers toward the adoption of mother-tongue as language of physical and health/sports instruction. The volume also featured articles on installing MBO in the administration of physical education and sports, sports in Nigerian universities: present status and influencing factors and hooliganism in sports, the family factor.

As usual, the edition will add to the quality of journals of our contributors as articles published cover various areas of interests through which readers are exposed to improved academic world. It is our expectation that contributors will continue to make use of the *Journal of Sports Management and Research* as a veritable weapon in disseminating academically sound research reports and positional papers from the world of academic in all disciplines.

Wole Obiyemi
Editor.

EDITORIAL ADVISERS

Prof. J. A. Adediji
Faculty of Education
University of Ibadan
Ibadan

Prof. F. A. Amuchie
Faculty of Education,
University of Nigeria,
Nsukka

Prof. M. L. Funola
Faculty of Education,
University of Ilorin,
Ilorin

Prof. Taheed Adedija
Faculty of Education,
Hawera University,
Kano

Prof. Aminu Momodu
Ambrose Alli University,
Ekpoma

Dr. Yemi Ayorinde
Faculty of Education,
University of Ibadan,
Ibadan

Dr. Ademola Onifade
Faculty of Education,
Lagos State University,
Lagos

EDITORIAL BOARD

Dr. Wale Obiyemi Editor
University of Ilorin,
Ilorin

Dr. E. B. Okunrotifa Member
Obafemi Awolowo University,
Ife-Ife

Dr. I. O. Akindutire Member
Ondo State University,
Ado-Ekiti

Dr. A. A. Adesoye Member
University of Ilorin,
Ilorin

Dr. M. O. Mghor Member
University of Benin,
Benin City

Dr. L. O. Eboh Member
Delta State University,
Abraka

Dr. Kola Lafinhan Member
University of Ilorin,
Ilorin

Mr. Ademola Adiat Member
Bayelsa University,
Kano

CONTENTS

A SURVEY OF FEMALE PARTICIPATION IN HIGHER DEGREE PROGRAMMES IN PHYSICAL/HEALTH EDUCATION AND SPORTS O. Mowaise, Eaptemi

The paper investigated female participation in higher degree programmes in physical health education and sports. The data gathered from the University of Ilorin post-graduate school showed that female graduation in higher degree programmes and staff strength were poor judging from the 4-year study period - 1988 to 1991. The paper suggested a new orientation and gender order that would make for greater enablement of women to participate in higher education in physical health education and sports.

THE ROLE OF EXERCISE IN THE CONTROL OF RESTING HEART RATE

P. Muoboghare

The paper investigated the effects of exercise on the resting heart rate. t-test statistical method was employed to analyse the data collected from 45 respondents. The finding revealed that both low intensity and high intensity exercises significantly lowered the resting heart rates of respondents.

MARRIAGE AS A RELIGIOUS ORDINANCE AMONG THE NOMADIC FULANIS OF KWARA STATE: THE CHALLENGES FOR HUMAN HEALTH AND ENDURANCE ABILITY

T. Aluko

The paper examined the marriage pattern of Nomadic Fulanis in Kwara State of Nigeria as a religious ordinance. It was identified that the occasion witnesses exchange of strokes of the cane among would-be grooms. If any should cry, he brings disgrace to himself and his family and he must necessarily perform the same exercise the following year if he has the mind of going into marriage. It was concluded that the challenges to human health and endurance ability must be weighed.

THE ROLES OF TRAINING AND DEVELOPMENT AS CATALYSTS FOR IMPROVED PERFORMANCE OF SPORTSMEN AND WOMEN

O. A. Hesanmi

The paper emphasized the roles of training and development as catalysts for improved performance of sportsmen and women. Issues such as the aims, purposes, nature, objectives, benefits and conditions required for effective training and development were examined. It was recommended that there is the need for proper planning, control and provision of adequate funding as ingredients required for the training and development of sportsmen and women.

COUNSELLING NEEDS OF HANDICAPPED STUDENTS IN TERTIARY INSTITUTIONS OF KWARA STATE

**J. B. Asonibare;
F. I. Ige &
O. O. Olawuyi**

29

The paper investigated the counselling needs of handicapped students in tertiary institutions of Kwara State. The respondents were 200 handicapped students who responded to a questionnaire. Mean and standard deviation were employed to summarize the results. The findings revealed that psychological needs which involved the problem of self-concept, emotionally-related needs, sadness, fear of rejection were ranked highest by the respondents. It was recommended that counsellors and educators need to intensify enlightenment programmes and organize career days as means of easing out the problems of the handicapped.

HOOOLIGANISM IN SPORTS: THE FAMILY FACTOR

S. Metiboba

34

The paper looked into the precipitating factors of defective primary socialization and its impact on the social vice - hooliganism in sports. Specifically, family factor was examined as one of the crucial sources of violence in sports. It was posited that it is the family who can likely reduce the nature and manifestations of crime and all kinds of anti-social behaviours among sports participants.

A SURVEY OF FEMALE PARTICIPATION IN HIGHER DEGREE PROGRAMMES IN PHYSICAL/HEALTH EDUCATION AND SPORTS

BY

*MOWAIYE-FAGBEMI, O.

ABSTRACT

The present paper attempts an historical examination of women in education vis-à-vis the present trend, and the trend of their participation in particular at the Department of Physical and Health Education and Sports.

The University of Ilorin was made a case study and the results showed a poor participation. The paper suggest a new orientation and gender order that would make for greater enablement of women participation in higher education.

Data gathering was from the postgraduate school of the University of Ilorin for data relating to higher degree statistics while data relating to staff strength was collected from the Academic Unit (Establishment) of the University. Four years study period was deemed appropriate to show the trend in graduation for the higher degree data. For the staff strength, the year 1992 was chosen because it recorded the highest record of female academic staff strength since the inception of the University as at the time of this survey. In view of the poor general trend of female graduation in higher degree programmes and staff strength, the paper suggest a new orientation and gender order that would make for greater enablement of women participation in higher education, especially in fields

regarded as masculine like sports education and physical and health.

Introduction

In recent times, the world's focus has been on women. On the 9th of March, 1990, the United Nations Commission on the Status of Women ended its thirty-fourth session and a motion to intensify efforts at raising and improving women's status by the year 2,000 was adopted.

In Nigeria, the Federal Government has initiated different enlightenment programmes aimed at raising the awareness of the female folks and at ensuring their maximum participation in every aspect of National Development. The President was of the opinion that national productivity could be increased by up to fifty percent if the energies of women were nurtured and released (*New Nigerian*, Feb. 22, 1992).

Trends in Education in Nigeria

Before the European advent to Africa, there was the traditional mode of education. Children were taught among other things, how to be good citizens and to be well-integrated into a given society. Female education at that time, took the primary form of teaching the female how to cook, to keep the home, how to take care of the child, and basically, how to be a good wife. This was usually under the tutelage of the mother, or female guardian and the older women that may be around her. They all saw the training of the child as their assigned responsibility, more so because of the communal feeling that existed in those days.

With the coming of the whitemen to Africa, and Nigeria inclusive, came the introduction of the Western form of education. First to be established by the Christian Missions were the

Dr. O. Mowaiye-fagbemi is an educational psychologist at the University of Ilorin, Ilorin, Nigeria

primary schools, named after the missions establishing them. With time, secondary schools were established, also by the missions, (before the government participation). The agitation for higher education led to the establishment of Yaba College of Technology, before the establishment of University College of Ibadan in 1948 by the Colonial Government.

From the onset of the western form of education, girls were not encouraged to go to school because schooling was seen as irrelevant to the roles they would play in their adult lives. Many parents could not waste time, energy and money to invest in a female child, more so when the child would end up in another man's house at marriage.

As early as 1922, this situation has become a source of worry to many parents. There were agitations that "education of women and girls should receive much more serious consideration as to the quality and quantity" (Muckerinhirn, 1966). Calls from parents were made for a change in the quality because the few girls attending schools were made to concentrate on needle-work, cookery, embroidery, laundry and housewifery as their course-curricular (Solaru, 1964). There were very few girls school established even by the missionaries as compared to all male schools.

By 1947, girls were lagging behind boys in education and the curricular had not changed much (Muckerinhirn, 1966). However, by independence, there appeared to have been some visible change in the attendance of females in primary and secondary schools. For example, enrolment at the primary level in 1960 rose to forty percent as against the twenty percent of 1954 (Taiwo, 1962).

Many factors led to the increase in girls participation in education nationwide. The first important factor was the free education that

paved way for female education in the West, and the second factor was the policy of the Universal Primary Education (UPE) programme of 1976 in the whole country. Parents were not burdened by overhead cost like school fees and so could afford to send their children to school. The new National Policy on Education, revised in 1981, also specifically encouraged having them go in for the technical and vocational subject offerings. The Federal Government of Nigeria has also in recent times given some boost to female education. For example, an all female secondary schools numbering twenty were established to bridge the gap between boys and girls education. Women units were established in the Federal and States Ministries of Education in the eighties. Also, in some states, especially in the Northern part of the country, like Niger and Kwara States, education is free for girls, sometimes up to secondary school level. However, even though these efforts can be said to have yielded dividends, the impact seem to be significant only at the primary school level.

From the secondary school level to the university, participation of girls in formal education has been dwindling, for graduate studies, the same trend is noticeable. Participation of girls becomes even more critical at every subsequent level, and in the so-called "unfeminine" fields. Available data reveal that that females in choosing subjects and courses to pursue, follow the stereotype (i.e. traditional lines). For example, in the 1981/82 session, of the final year students in technical and vocational schools in Anambra State, there were only 80 females in a population of over 800 students. And in some states of the Federation e.g. Kano, girls are said to shy away totally from the vocational and technical schools. Subsequently, their number is very

insignificant in the schools (Blueprint on Women Education, 1989).

The poor state of female education revealed above is however not peculiar to Nigeria. Horner (1972) noted that in the United States of America, there is a decline in the proportion of women seeking every level of higher education, even with the increased opportunity in that country. Career wise, even though the participation of adult women in the labour force rose from 20 percent to 45 percent from 1900 - 1974, it was still considered low (Troll, 1975). It was also observed that 45 percent of the technical and professional positions in USA were occupied by women. And in 1973, of all the registered nurses in the same country, women constituted 97 percent. Women also constituted 92 percent of all dieticians, 85 percent of all elementary teachers and 70 percent of health technicians. Whereas they made up just 2 percent of the engineers in that country, 5 percent of the attorneys, and 9 percent of the physicians (U.S. Department of Commerce, 1973).

In conclusion, while it may be true to say that there has never been any deliberate policy in Nigeria to deny the females access to education, or career options, it may be equally true to say that different constraints within the social and cultural milieu, make women disadvantaged, and this is more pathetically so in fields like sports education and physical and health.

Statement of Problem

Studies have shown that women are under-represented in many professional areas in Nigeria. In Nigerian Universities their representation in Higher Degree programmes is disappointing. In the University of Ilorin their distribution in terms of Higher degree

participation and academic staff representation is very poor. As important as PHE is to National Development, there is dearth of studies in the area of female participation in this field especially in Higher degree programmes. This study therefore hopes to find out women's participation in higher degree programmes and academic staff positions in University of Ilorin with specific focus on the Department of PHE.

Methods of Study

Data was collected from the Graduate Schools of the University of Ilorin, on the sex ratio of those who have graduated in the last four years. The data collected for the Staff strength was from the Academic Department of the University. The data on female participation in Higher education from 1988 - 1991 are shown on table 1. The survey method of research was made use of. It aimed at finding out women's participation in PHE teaching specifically.

Results

The results of data collected is as presented on Tables 1 - 3, with a 4 year examination of graduating students on the masters and doctoral programmes, cum an examination of the level of participation of women on the teaching roll at the University. The results show that under the 4 years examined no female student graduated in science based faculties for the doctoral programme. In 1991, in the faculty of social science, there was one female graduand. There were more women graduands in the faculty of education during this period, but none under the PHE Department.

The trend for the masters programme was better, though it was the same trend with no female in the PHE department, and while the faculty of education had the highest number of

female participation for the academic staff; but noteworthy is the fact that there was no single female lecturer in the Department of Physical and Health Education which also "house" the sports education yet, the University does not lag behind other Universities in the country in laurels especially at NUGA games. Maybe if there was a female lecturer, that could be a model for other female undergraduates who may want to model her since records show that the department does have many female graduands at the undergraduate level. Since a lecturer may

also have a way of counselling the female wards under her even for their participation in higher education and may show others how she does cope with her various roles since it is believed that sports does hinder older women from their roles of child bearing and rearing and home making. In the Faculty of Science, of the one hundred and two staff, only three were females. The Faculty of Engineering and Technology had none at all. The same trend was also recorded in the Faculty of Health Sciences.

Table 1

Master Degree Awarded by the University of Ilorin By Faculty and Sex (1988-1991)

	Faculty	1988			1989			1990			1991		
		M	F	%F	M	F	%F	M	F	%F	M	F	%F
1	Agriculture	-	-	-	-	-	-	7	2	22.2	13	2	13.3
2	Arts	12	8	40	14	2	12.5	23	11	32.4	14	3	17.6
3	Business/Social Sciences	2	-	0			2			2			
	A) MBA	9	1	10	32	5	13.5	59	6	9.2	-	-	-
	B) M.Sc.	8	-	0	15	3	16.7	10	1	9.1	2	-	0
4	C) MPA	10	1	9.1	23	3	11.5	27	1	3.6	2	-	0
5	Education	15	12	44.4	31	10	24.4	27	17	39.5	57	43	43
6	Engineering/Technology	-	-	-	3	-	0	3	-	0	5	-	0
7	Health Sciences	-	-	-	1	2	66.7	2	1	33.3	4	-	0
	Sciences	-	-	-	13	7	35	20	2	9.1	28	2	6.7

Key: + M.Phil candidates
 * Number of names missing from data collection
 # Note that of the data from the Faculty of Education under which the PHE Department is, there was no female graduand during this period

Table 2

Doctoral Degree Awarded by the University of Ilorin by Faculty and Sex (1988-1991)

	Faculty	1988			1989			1990			1991		
		M	F	%F	M	F	%F	M	F	%F	M	F	%F
1	Agriculture	-	-	-	-	-	-	-	-	-	-	-	-
2	Arts	-	-	-	-	-	-	2	1	33.3	2	-	0
3	Business/Social Sciences	-	-	-	4	-	0	1	-	0	1	1	50
4	Education	4	-	0	9	1	10	9	2	18.2	7	3	30
5	Engineering/Technology	-	-	-	-	-	-	-	-	-	1	-	0
6	Health Sciences	-	-	-	-	-	-	-	-	-	-	-	-
7	Sciences	-	-	-	4	-	0	-	-	-	8	-	0

Key: • During this period, there was no female graduate in Physical and Health Education under the Faculty of Education.

Table 3

Academic Staff of the University of Ilorin by Faculty and Sex as at January 1992

	Faculty	Male	Female	% Female
1	Agriculture	31	5	13.8
2	Arts	64	8	11.1
3	Business and Social Sciences	52	4	7.1
4	Education	50	12	19.3
5	Engineering and Technology	44	0	0
6	Health Sciences	61	6	8.9
7	Sciences	99	3	2.9
8	Research Institute	6	0	0
9	GNS	2	1	33.3

Key: • (i) There was no single female Physical and Health Education lecturer in the Department of Physical and Health Education.
(ii) Female academics made 8.7% of total staff.

Discussion

As could be observed from Table 1, the Faculty of Education consistently had a high Percentage ratio of females as compared to the other faculties. This no doubt could be attributed to the general notion that teaching is a feminine profession and that it gives women the opportunity of taking care of the home. Another faculty with high percentage of women was the faculty of arts, another supposed feminine area of study for women. One curious aspect was the non-availability at all throughout the period under study of any female in the Faculty of Engineering either among the staff or among the graduate students. At the doctoral level, the same pattern followed and even in the Faculty of Science, there was no single female student. As at this period, there was also none in the PHE Department. The general observation though is the low ratio of students graduating in the programme. This could be because of the high level of dropout among new entrants to the programme. At the professional level of teaching the stereotype followed. It is worthy of note that of the almost one hundred lecturer in the Faculty of Science, just three were women. There was none for engineering and there were just six for the Health Science. Further, there was none in the PHE department.

It follows that even now, much still needs to be done to raise female participation at all levels of education. This is the only way by which more can move into the higher echelons of many professions. The poverty level of Nigerians also need to be reduced to enable a greater level of people the opportunity to participate in higher education.

Conclusion

Females constitute the majority of Nigeria's population. With the 21st century by the corner, Nigeria must seriously think of ways to join the global village if she is not to continue to be an on-looker. If this is the objective, then women cannot be left behind because of their numerical strength. Many developed nations took special interest in the education of their females for maximal output. Nigeria must take steps toward this and should not leave the propaganda on paper. This is a task that must be done and the time to begin is now. There are still many professions that women still tend to shy away from, and this include the physical and health education unit. It is still highly dominated by men at the higher level. Even Nigerian sports women seem to shy away from higher education while those who do not prefer to go abroad for higher degrees. Higher degree programmes must be made appealing to Nigerian sports women by examining the factor that make studying abroad more appealing. Definitely, the social, economic and political milieu in the country has contributory factors and societal constraints must be broken for progress to evolve, for the society generally and women in particular, may be then, there could also be improvement in the attitude of women to higher studies in PHE.

References

- Blueprint on Women Education. (1989). A publication of the Federal Ministry of Education, Nigeria.
- Horner, M.S. (1972). Towards an understanding of achievement related conflict in women. *Journal of Social Issues*, 28, 137 - 175.

Muckereinhiem, B. F. (1966). *Secondary education and girls in Western Nigeria*. Michigan: Mailey Litho.

New Nigeria, February 22, 1992, p.1.

Solaru, T. (1964). *Teacher Training in Nigeria*. Ibadan University Press.

Taiwo, C. O. (1962). *The Nigerian education system: A biometric study of statistical method*. Cambridge University Press.

Troll, L. E. (1975). *Early and middle adulthood*. Monterey, Calif: Brooks/Cole

United States Department of Commerce, (1973). Council of Economic Adviser. *Where women stand in the professions*. Washington D.C. Government Printing Office.