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Management Functions as Correlate of Sports Programme Implementation among Secondary Schools in Kwara Central Senatorial District, Kwara State, Nigeria

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Abstract

School sports competition are often designed to cater for talents discovery among secondary school athletes. This study investigated management function as correlate of sports programme implementation in secondary schools in Kwara Central Senatorial District, Nigeria. The objective of the study was to examine correlation between availability of sports facilities, funding, leadership style and school sports programme implementation. Descriptive survey research design was employed for the study. The population comprised sports officers and vice principals within the study area. Stratified, purposive and simple random sampling procedures were used to select 150 respondents. Researcher designed questionnaire was used for data collection. The instrument was validated for reliability through test re-test method using the Pearson's Product Moment Correlation (PPMC). A co-efficient of $r = 0.85$ was obtained. The instrument was administered by the researchers and three trained research assistants. The data were subjected to inferential statistic of Pearson Product Moment Correlation (PPMC) to test the hypotheses at 0.05 alpha level. The findings revealed that there was significant relationship between sports facilities and implementation of sports programme, funding and implementation of sports programme and leadership style and implementation of sports programme in secondary schools in Kwara central, senatorial district, Nigeria. Based on the finding, the study recommends that relevant agencies of government should provide standard sports facilities so as to enhance effective implementation of school sports programme. Also more funds should be made available to schools to run sports programme.

Introduction

School sport is a complementary phase of sports development that is designed to cater for young athletes within the four walls of secondary schools. Mgbor and Obiyemi, (2001), pointed out that school sports is an integral part of general education which contributes to the intellectual growth and development of youths. It enhances the physical, social, emotional and cognitive development of youths. School sports is an institutionalised competition that involves vigorous physical exertions and the use of relative complex physical skills by an individual whose participation is motivated by a combination of intrinsic and extrinsic satisfaction often associated with the activity itself (Orunaboka, 2011). School sports programme is usually designed in such a way that opportunities are provided for secondary school athletes to participate in various

sporting activities which provide a wide range of abilities to perform excellently well.

The discovery of talents and development of athletes from school sports programmes in Nigeria is yet to reach its peak. This is as a result of the challenges confronting the nation ranging from socio-economic, psychological to gender-related problems. The importance of effective management of school sports programme cannot be overemphasized as it does not only promote the performance of the athletes involved but also bring such winning school athletes into limelight at both national and international levels (Asagba, Odewumi & Oladipo, 2009).

Sports facilities and equipment for practice and contests are said to be the key factors that determine the ability of a school to provide satisfactory conditions for school sports programme implementation. The provision of sports facilities in

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schools is an essential way of motivating secondary school athletes in sporting programmes that will lead to the acquisition of sports skills in an organized school sports (Ajeigbe, Olabanji & Abdullahi, 2014). Obiyemi, Adesoye and Ogunsanwo, (2002) pointed out that where sports facilities are accessible to students, the enhancement of such will facilitate the smooth organisation of school sports programmes. If sports facilities like soccer pitch, basketball court, tennis and badminton courts are available with adequate personnel, it would bring about effective implementation of school sports. Sports facilities are the power house of sports which are indispensable to the organisation of school sports programme (Ajeigbe & Abubakar, 2009). Also sports facilities are usually referred to as sports arena such as soccer fields, courts, running tracks and swimming pools which are designed for organising sporting activities in schools (Omolawon, 2009).

Leadership style involves providing direction, implementing plans and motivating human resources to discharge their duties. Leadership styles include transformational, transactional and laissez-faire (Asagba, Adegbesan, Chidi & Odior, 2017). Effective sports management is an essential factor that is associated with the implementation of school sports programme. Studies have established that poor administration of sports at the secondary school level hinges on the administrative structure of the school, the leadership style and the membership of sports committee (Morakinyo & Aluko, 2008).

Leadership style is a pattern of behaviour designed to integrate organisation and personnel interest in the pursuit of the organisation's objectives. Most school administrators adopt the traditional style in management and control. This involves the use of autocratic or authoritarian style owing to bureaucratic

process that makes most decisions taken by principal officers in schools to leave no room for amendment or changes. This often results in delay in implementation of school sports programmes. Programming is the process of developing sports plans while implementation is the accomplishment of the planned sports programme that involved both human and material resources. Implementation is an administrative process through which decisions made by a higher authority that are faithfully met to be reproduced as out-comes in the organisation at large. (Orunaboka, 2011). One of the major administrative problems facing school sports programmes is finance. There are two ways of financing school sports programmes. The first is the idea of the school taking the total responsibility through fund raising programmes from philanthropists and sports levies. The second option is where the Ministry of Education and Ministry of youths and sports collaborate to provide standard sports facilities and equipment to enhance effective implementation of school sports programmes (NSSF proposal, 1998). Adesoye (2003) observed that the provision of adequate finance is the key to success in sporting activities. Funding of sports in the contemporary time has been a source of concern to stakeholders. With the technological and scientific development in the area of sports in terms of procurement of sports equipment and facilities, limited financial resources is often the most common complaint of sports organisations (Parkhouse, 2005). Effective implementation of school sports programmes requires good administrative styles. Examples of school sports programmes in secondary schools are inter-class sports competitions, inter-house athletics sports competition, inter school fiesta and lots more (Orunaboka & Ogulu, 2015).

Furthermore, the concept of implementation literally means carrying out, accomplishing, fulfilling, producing and completing a given task.

Statement of the Problem

In spite of the enormous contributions of school sports programme to the development of sports in terms of talents discovery at the secondary school level, the interest of school management in organising sports programme is still very low. This is due to their belief that academic development of students take precedence over sports. Interactions between the researchers and most sports officers in secondary schools in the study area revealed that they often find it difficult to implement schools sports programme due to lack of funds, inadequacy of sports facilities and leadership styles adopted by the school administrators. In addition, it was discovered that school sports in the study area is not properly managed because individuals saddled with this responsibility are not qualified and in some cases teachers of other subjects often discourage school administrators from organizing school sports programmes. Furthermore, most school administrators and teachers do not always cooperate with sports officers when it comes to approving the sports budget. Some school administrators adopt executive style of management by using funds meant for sports programmes on other projects. This necessitated the need for a study to investigate management functions as correlate of sports programme implementation in secondary schools in Kwara Central Senatorial District, Nigeria.

Objectives of the Study

This study is specifically meant to:

- (1) examine the relationship between availability of sports facilities and implementation of sports programme in secondary schools in Kwara central senatorial district.
- (2) investigate the relationship between funding and implementation of sports programme in secondary schools in Kwara central senatorial district.
- (3) evaluate the relationship between leadership style and implementation of sports programme in secondary schools in Kwara central senatorial district.

Hypotheses

1. There is no significant relationship between availability of sports facilities and implementation of sports programme in secondary schools in Kwara central senatorial district.
2. There is no significant relationship between funding and implementation of sports programme in secondary schools in Kwara central senatorial district.
3. There is no significant relationship between leadership style and implementation of sports programme in secondary schools in Kwara central senatorial district.

Methodology

Descriptive research design of survey type was used for this study. The population comprised all sports officers and all school administrators (vice-principals) in senior secondary schools in the study area. sampling techniques were stratified, purposive and simple random used to select the sample for the study. The respondents were stratified into two strata the

school vice-principals and sports officers. Kwara central senatorial district consist of 4 local government, namely; Ilorin East, Ilorin West, Ilorin South, Asa Local Government area. In each local government, five (5) secondary schools were purposely sampled simply because they have equal number of registered schools. 20 schools were sampled and only vice principal administration were sample in each schools, totaling 20 vice principal, 20 school administrators that were purposively sampled. 130 sports officers were purposively sampled. In all 150 respondents were sampled for this study. A researcher-structured questionnaire designed on modified Likert rating scale format was used for the study. The instrument's validity was also assisted by

experts. The reliability of the instrument was established through test re-test method using Pearson's Product Moment Correlation (PPMC). Co-efficient of 0.85 was obtained. The administration of the instrument was done by the researchers and three trained research assistants. The data were analysed using inferential statistic of Pearson Product Moment Correlation (PPMC) to test the hypotheses at 0.05 alpha level.

Results

Hypothesis One: There is no significant relationship between availability sports facilities and implementation of sports programme in secondary schools in Kwara central senatorial district.

Table 1: Pearson 'r' analysis on relationship between sport facilities and implementation of sports programme in secondary schools

Variables	No	Mean	Standard deviation	df	Cal r-value	Crit. p-value	Remark
Sports facilities	150	10.868	3.856	148	326	21.03	Hypothesis is Rejected
Implementation of sports programme	150	11.122	4.553				

$p < 0.05$

Table one revealed the calculated r-value of 326 and critical p-value of 21.03 computed at critical p-value of 0.05 alpha level, since the critical p-value is less than the calculated r-value therefore, the null hypothesis which stated that there is no significant relationship between availability of sports facilities and implementation of sports programme in secondary schools was therefore rejected. This implies that there was a significant relationship

between sports facilities and implementation of sports programme in secondary schools in Kwara Central Senatorial district.

Hypothesis Two: There is no significant relationship between funding and implementation of sports programme in secondary schools in Kwara central senatorial district.

Table 2: Showing Pearson 'r' analysis on relationship between funding and implementation of sports programme in secondary schools

Variables	No	Mean	Standard deviation	df	Cal r-value	Crit. p-value	Remark
Funding	150	47.855	36.55	148	34.41	21.03	Hypothesis is Rejected
Implementation of sports programme	150	26.42	23.91				

$p < 0.05$

Table two show the calculated r-value of 34.41 against the critical p-value of 21.03 computed at critical p-value of 0.05 alpha level, since the critical p-value is less than the calculated r-value hence, the null hypothesis which stated that there is no significant relationship between funding and implementation of sports programme in secondary schools was therefore rejected. This means that there

was a significant relationship between funding and implementation of sports programme in secondary schools in Kwara Central Senatorial district.

Hypothesis Three: There is no significant relationship between leadership style and implementation of sports programme in secondary schools in Kwara central senatorial district.

Table 3: Pearson 'r' analysis on relationship between leadership style and implementation of sports programme in secondary schools

Variables	No	Mean	Standard deviation	df	Cal r-value	Crit. p-value	Remark
Leadership style	150	10.343	2.45	148	37.8	21.03	Hypothesis Rejected
Implementation of sports programme	150	21.812	4.39				

p<0.05

Table three indicated the calculated r-value of 37.8 and critical p-value of 21.03 computed at p-value of 0.05 alpha level, since the critical p-value is less than the calculated r-value hence, the null hypothesis which stated that there is no significant relationship between leadership style and implementation of sports programme in secondary schools was therefore rejected. This implies that there was a significant relationship between leadership style and implementation of sports programme in secondary schools in Kwara Central Senatorial district.

Discussion of the Findings

The findings revealed a significant relationship between availability of sports facilities and implementation of sports programme in secondary schools in the study area. This result supported the finding of Ajeigbe and Abubakar (2009) who affirmed that availability of sports facilities for practices and contests are said to be the key factors that determine the ability of schools to provide satisfactory condition for sports programme

implementation. Similarly, Obiyemi, Adesoye and Ogunsanwo (2002) stressed that if sports facilities like soccer field, basketball court, tennis and badminton court are available, it would bring about effective implementation of school sports. In the same vien, Omoolawon (2009) pointed out that sports facilities are the power house of sports which are indispensable to organisation of school sports programmes.

The finding from the tested hypothesis two showed that there is a significant relationship between funding and implementation of sports programme in secondary schools in the study area. This result tallied with the view of Morakinyo and Aluko (2008) who observed that one of the major administrative problems facing school sports programmes is finance. There are two ways of financing school sports programmes. The first is the idea of the school taking the total responsibilities through fund raising programmes from philanthropists, and also through sports levies. The second option is where the Ministry of Education and Ministry of Youths and

Sports collaborate to provide standard sports facilities and equipment to enhance effective implementation of school sports programmes. Adesoye (2003) observed that the provision of adequate finance is the key to success in sports generally. However, inadequate finance is another factor that often determines the level of organising school sports programmes.

The finding from the tested hypothesis three revealed that there is a significant relationship between leadership style and implementation of sports programmes in secondary schools in the study area. This result is in line with the finding of Morakinyo and Aluko (2008) who stressed that poor administration of school sports as well as the administrative structure in the leadership style and membership of sports committee are the determinants of the implementation of school sports programmes. Similarly, Orunaboka (2011) asserted that leadership style is a pattern of behaviour designed to integrate organisation and personal interest in the pursuit of objectives. Most school principals adopted the traditional style in management which involves autocratic or authoritarian style due to bureaucratic process that makes most decision taken by principal officers in schools to leave no room for amendment or changes which often results in delay in implementation of school sports programmes.

Conclusion

There is a significant relationship between sports facilities and implementation of sports programme in secondary schools, there is a significant relationship between funding and implementation of sports programme in secondary schools, there is a significant relationship between leadership style and

implementation of sports programme in secondary schools in Kwara central senatorial district.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The Ministry of Education and Ministry of Youth and Sports Development should work with school administrators to provide standard sports facilities and also to maintain the existing ones in order to enhance effective implementation of school sports programme.
2. Sports officers and members of sports committee should work together to source for funds from philanthropists and corporate organization to enhance effective implementation of school sports programmes.
3. The Ministry of Education should adopt a leadership style that would enable them to monitor the funds released to school for sports programmes in order to check the expenses of school administrators and to enhance effective implementation of school sports programme.

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