

**Organisational and Administrative Factors as Predictors of Undergraduates  
Intramural Sports Participation: A Case Study of Adeleke University, Ede, Osun  
State**

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Education Degree M.Sc (Ed) in Sports Administration**

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## CERTIFICATION

This is to certify that Joseph Ayanlere Ayansian with matriculation number LCU/PG/001652 carried out this research work titled organizational and Administrative factors aa predictors of Undergraduates intramural sports participation. A case study of Adeleke University, Ede, Osun state “Nigeria” in the Department of kinesiology. Sports science and Health Education, faculty of Arts and Education lead city University Ibadan, Oyo State for the award of Master Degree (M.Sc(Ed) I sports Administration.

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Date

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Date

## **DEDICATION**

First, this research work is dedicated to God Almighty. Who out of His infinite mercy, love protection and provisions seen me through this noble course and years after

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First of all I want to thank God Almighty who guided me from the beginning of my academic programme till the stage of concluding my research work and at the time when I think all hope was lost to God be the Glory.

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## ABSTRACT

Intramural sport is a physical activity that gives participants a chance to experience enjoyment and competition, while at the same time acquiring positive outcomes such as new challenges, social interactions, skill enhancement and increased levels of fitness as well as enhanced physical and mental health. However, previous studies paid little concentrations on intramural sports participation and predictive factors such as organisational and administrative in tertiary institutions. This study therefore examined organisational and administrative factors as predictors of intramural sports participation among undergraduates of Adeleke University, Ede, Osun State. The descriptive survey research design was adapted in this study. Proportionate stratified and simple random sampling techniques were used to select 1166 respondents; while questionnaire was used for data collection. The descriptive statistics of frequency counts, percentages and inferential statistics of regression were used for the analysis. The result of the study revealed that the level of intramural sports participation among the undergraduates of Adeleke University, Ede was low. There was a significant joint prediction of organizational factors on intramural sports participation among undergraduates of Adeleke University, Ede ( $F(3,1165)=34.169, p<0.05$ ). Sport funding ( $\beta=0.263, t=9.037, p<0.05$ ) and timetable scheduling ( $\beta=0.098, t=3.486, p<0.05$ ) had significant relative prediction on intermural sports participation among the respondents, while organizational policy ( $\beta=-0.029, t=-0.999, p<0.05$ ) did not. There was a significant joint prediction of administrative factors on intramural sports participation among undergraduates of Adeleke University, Ede ( $F(2,1165)=17.223, p<0.05$ ). Availability of personnel ( $\beta=0.165, t=5.582, p<0.05$ ) and personnel competencies ( $\beta=0.086, t=2.928, p<0.05$ ) had significant relative prediction on intermural sports participation among the respondents. It was therefore recommended that Sports Council of Adeleke University, Ede, in collaboration with academic planning Unit, should ensure that undergraduates are enlightened on the benefits that are attached to intramural sports.

**Keywords:** Intramural, Sports participation, Organisational and Administrative factors.

World count: 284.

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## LIST OF ACCONYMS

Abbreviation	Meaning
LCU	Lead City University
UNE SCO	United Nations Educational Scientific and cultural organization
CPD	Continuing professional development
TPB	Theory of Planned Behaviour
COS	Central organization of sport
CSR	Corporate Social Responsibility
EBES	Exercise Benefits/Barriers Scale
PE	Physical Education
NSPN	National Sport Policy of Nigeria
EAP	Emergency Action Plan
EBBS	Exercise Benefits/ Barriers Scale

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

Sport participation in the recent time provides the appropriate environment to discover and groom budding athletes in tertiary institutions. The likes of Adolie Amasiemeta, Bisi Afolabi, Babatunde Asagba, Segun Odegbami, Bola Ali, Oladele Oladipo, Tobi Amusan were discovered from their respective institutional intramural Sports competition. For sporting activities to attain greater height, sustainable sport growth and development would have to be anchored on efficient sports participation among students in tertiary institutions. The tertiary institutions are supposed to be the reservoir of vibrant youths with exuberant energy drives for sport participation. Sports has been described as a social agent that brings people of different ages and religious background together whether as producer or consumer with the intent that leisure time is judiciously used<sup>1</sup>. It has significantly influenced virtually every social institution has been part of civilization even right from the time of the ancient Greeks<sup>2</sup>.

Sport has a highly organized physical activity of human intensity regulated by accepted rules and regulations, which requires maximum physical and mental exertion<sup>3</sup>; 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. Also it is a means of exchange and understanding among people of various background, nationalities or beliefs and promotes expression beyond traditional barriers. The rules of the game transcend differences and inequality and help redefine success and

performance. Sport is played at different level by different people including students of tertiary institutions.

Tertiary institutions are educational establishments where people engage in different transactions irrespective of gender, age, sex, status, race and background<sup>4</sup>. The examples of such institutions are universities, colleges of education, polytechnics, school of health and sports institutions. The characteristics of these environments are mainly research work, sports and health. One of the major extracurricular activities which characterize all institutions of higher learning including the universities is sport which involves participation by undergraduates. Sport at this level can be played in forms of extramural or intramural.

Intramural sport is a physical activity that gives participants an opportunity to experience enjoyment, fun and competition, while at the same time acquiring positive outcomes such as new challenges, social interactions, skill enhancement and increased levels of fitness as well as enhanced physical and mental health<sup>5</sup>. The most important aspect of the intramural sports programme lies in its educational objective. Some of the objective are primarily social and are designed for wholesome fun, to develop teamwork, loyalty, reward and achievement, friendship and good followership while other objective are primarily physical and psychological such as improvement of health personality development, ability to meet effectively the mental and emotional stresses and acquisition of lifelong leisure time skills<sup>6</sup>. Intramural sport can be defined as those sporting activities that are organized and carried out within the confines of an institution<sup>7</sup>. It is those sporting activities planned and organized for members of an organisation within the four walls of the organisation<sup>8</sup>. All registered members in an

institution or establishment are qualified to take part in intramural sports<sup>9</sup>. Examples of intramural sports competition include inter-house athletics competition, inter-class, inter-halls, inter-departmental among others.

The growth of intramural sports in America and England influenced the decision of colleges and universities administrators in Nigeria to also embrace the phenomenon as a part of total physical education programme<sup>10</sup>. The value of intramural sports comes from the recreation and friendship shared with the other participants. Participating in intramural provides an avenue for students to socialise and may lead to building lasting relationships. It also improves both physical and mental health especially in an intense academic environment.

Many factors influence participation in intramural sports, these may include demography, psychological, organisational, administrative, social and economic status of the participants<sup>11</sup>. This study focused on organisational and administrative factors as predictors of participation in intramural sports. Organisation is the development of formal structure whereby the various administrative co-ordination centers and subdivisions are arranged in an integrated manner. Three main areas (key concepts) are involved, which include programming, facilities and personnel<sup>12</sup>. The importance of organisational structure cannot be overestimated. The framework enables people to interact as group to achieve organisational objectives. It also makes supervision possible and ensures co-operation and harmony it again directs flow of authority and responsibility<sup>13</sup>.

Organisational factors are indices within an organisation which may contribute directly or indirectly to intramural sport participation. These may include student's

recruitment, funding, conflict resolution processes, employees' code of conduct, facilities' maintenance culture, insurance policy, internal and external relationship, compensation, ethics and safety and security. These factors are usually action based carried out by an organisation, institution, society and so on, from among alternatives to guide and determine present and future decisions as well as positions on matters of public interest<sup>14</sup>.

Organisation is the process of planning, arranging or gathering of structures, resources and efforts into an ordered whole in order to achieve a predetermined objective activities carried out within the institution<sup>15</sup>. It involves the provision of resources and enabling environments for successful actualization of already laid down institutional goals. Just like in every other organized event, intramural sports need adequate funding as they are comprehensive programmes of sports and intramural activities carried out within the institution<sup>15</sup>. Organisational matters are the internal matters of the institutions, their staff and the administrative personnel. It is more concerned with the details of the implementation of the programme.

One of the key determinants of successful intramural sports participation is funding. Intramural sports need adequate financing as they are comprehensive programmes of sports and intramural activities carried out within the institution. The objectives of intramurals are threatened with issues bothering on proper utilization of financial resources<sup>16</sup>. A lack of fund is one of the most obvious obstacles to providing suitable facilities and equipment and greatly influences the facilitation of an effective intramural programme in institutions of learning. Sports programme should be financed out of central administration funds just as other phases of programmes in the institution

are financed<sup>17</sup>. Hence, adequate funding of sports in tertiary institutions would facilitate their success and the realization of the goals and objectives of sports<sup>18</sup>.

The mode of scheduling of sports programme and the interest level are very vital and key to the level of participation expected from the beneficiaries of the programme. In this regard, crowded curriculum is among the several barriers to participation facing physical activity and intramural sports participation in institutions of learning<sup>19</sup>. Participation in intramural sports could be developed and sustained among students when scheduled in a manner that is linked to their interests rather than administrative convenience<sup>20</sup>. Scheduling of physical activities forms an important administrative function involving the total organisation of programme<sup>21</sup>. Thus, consideration must be given to the relative needs of the participants as well as the various areas of the intramural sports programme itself.

Administration is the guidance, leadership or the ability to control or blend different available structures, resources and efforts together with minimum loss of fund, time and energy, in order to achieve the goal of the organisation<sup>8</sup>. It involves the performance of the administrative process by an individual or group in the context of an enterprise functioning in its environment. Administration occurs in the same generalized form in industrial, commercial, educational, sports and other organizations<sup>22</sup>. Administration is related to the function of the school itself, which involves examining alternatives and making sound decisions<sup>23</sup>. It does not only deal 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<sup>23</sup>.

Personnel and leadership are elements around which cooperation, loyalty, sociability and many other societal traits can be developed. In sports, personnel was defined as the officials that play an integral role in any competitive sport programme and should be well qualified, certified and licensed and holds membership in their respective officiating association. In the administration of organized intramural sports, there is need for availability of well trained and qualified personnel<sup>24</sup>. The tasks of sports personnel include planning, organizing, directing, coordinating, reporting, budgeting and evaluating.

Sports personnel are to organize and supervise intramural sports programme in the schools to achieve success at the end. Supervision will be effective if sound leadership is provided for physical education and sports programmes through act of making provision for adequate and qualified sports personnel<sup>25</sup>. Also, situation created by sports administrator in sports environment-physical infrastructures, pre-competitions, playing courts, sports arena and gymnasias, from an athlete's perspective and can be motivating or threatening<sup>26</sup>. In spite of the availability of facilities and equipment for intermural sports in Adeleke University, Ede, the numbers of undergraduates who participate during intramural sports are seemingly inadequate based on the baseline survey carried out by the researcher. This study therefore examined the organisational and administrative factors as predictors of intramural sports participation among undergraduates of Adeleke University, Ede, Osun State.

## 1.2 Statement of the Problem

One of the major extracurricular activities which highly characterized all institution of higher learning is sports. Undergraduates in institutions of higher learning who partake in intramural sports do so for the purpose of recreation, keeping fit and avoidance of illnesses such as diabetes, hypertension, coronary heart disease, obesity and overweight; as well as for the development of ethical behaviours. However, despite these lasting benefits that involvement in regular physical activities can provide, participation in physical activity is often seemingly disregarded by most undergraduate. Investigation by the researcher revealed that the fundamental problem of intramural sports organizations for undergraduates in Adeleke University, Ede, is the poor organization of the sporting events by the school authority. However the researcher gathered after interviewing some of the undergraduates that even when these events are organised, the numbers of undergraduates who participate in intramural sports are quite low compared to their counterparts who do not participate. It has also been observed by the researcher that in some cases, the sport administrators seem to lack adequate technical ability in sport organization with respect to interpersonal relationship with the participate, scheduling of events and adequate mustering of human and material resources needed for intramural sports. Sometimes, the awareness is not also always high while in some situations, the officials invited for the events are not either competent or not sufficient. These perhaps made some of the undergraduate see the event as not well organized. As a result of all these aforementioned situations, this study examined organization and administrative factors as predictors of undergraduates' intramural sports participation: A case study of Adeleke University, Ede Osun State.

### **1.3 Aim and Objectives of the Study**

The aim of this study was to investigate organisational and administrative factors as predictors of undergraduates' intramural sports participation: A case study of Adeleke University, Ede Osun State.

The objectives were to:

1. determine the level of intramural sports participation among undergraduates of Adeleke University, Ede Osun State.
2. assess the joint prediction of organizational factors (organizational policy, sport funding, timetable scheduling on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.
3. ascertain the relative prediction of administrative factors (availability of personnel and personnel competencies) on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.
4. examine the joint prediction of administrative factors (availability of personnel and personnel competencies) on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.
5. find out the relative prediction of administrative factors (availability of personnel and personnel competencies) on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.

## **1.4 Research Question**

The following research question was raised and answered in this study:

1. What is the level of intramural sports participation among the undergraduates of Adeleke University, Ede Osun State?

## **1.5 Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance:

**H<sub>01</sub>**. There will be no significant joint prediction of organizational factors (organizational policy, sport funding, timetable scheduling) on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.

**H<sub>02</sub>**. There will be no significant relative prediction of availability of personnel competencies on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.

**H<sub>03</sub>**. There will be no significant joint prediction of administrative factors (organizational policy, sport funding, timetable scheduling and interest) on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.

**H<sub>04</sub>**. There will be no significant relative prediction of organizational policy, sport funding timetable scheduling on intramural sports participation among undergraduates of Adeleke University, Ede Osun State.

## **1.6 Significance of the Study**

The findings of this study when published will be useful the students, management, sport administrators and other researchers. The outcome of this study will help to identify some organisational and administrative factors that could be militating

against adequate participation of undergraduates of Adeleke University in intramural sports. Furthermore, the findings from this study would help to acquaint information to the university management on some of the problems hindering participation in intramural sports among the students which should be addressed in order to maximize the benefits that will accrue to undergraduates involved in sports participation. Findings from this also benefit the sport administrators who are in charge of organizing intramural sports in Adeleke University, Ede by enlightening them on the possible influence of their actions and inactions on the organisation of successful intramural sports which will involve adequate participation of a large number of the undergraduates. Additionally, findings of this study would serve as a knowledge base and reference point for future researchers who may be interested in sports management with reference to organizational and administrative factors determining intramural sports participation.

### **1.7 Scope of the Study**

This research focused on organizational and administrative factors as predictors of undergraduates' intramural sports participation: A case study of Adeleke University, Ede. One thousand one hundred and sixty-six undergraduates of the university served as respondents for the study. Also independent variable of organisational factors (organizational policy, sport funding, timetable scheduling) and administrative factors (availability of personnel and personnel competencies) while intramural sport participation was the dependent variable. A self-developed questionnaire was used as instrument for data collection.

## **Limitation to the Study**

Some of the respondents were initially in filling the questionnaire as they claimed to have tight schedules. However, effort was made by the researcher to persuade them on the importance of their response to the study and they were assured of confidentiality of their responses.

## **1.9 Operational Definition of Terms**

The following terms used in the study are operationally defined:

**Intramurals Sports Participation:** This is described as involvement in physical activities and programme planned and organised within the confines of Adeleke University, Ede, Osun State.

**Organisational Factors:** This is the arrangement and gathering of structures and resources such as organizational policy, sport funding and timetable scheduling in an orderly manner to achieve a set of goals.

**Organizational Policy:** This provide guidelines for decision making processes and the way that work in should be carried out.

**Sport Funding:** This is finance for running events, competitions, development and sport facilities

**Timetable Scheduling:** The sets out time at which specific events are intended to occur

**Administrative Factors:** Administration involves leadership and getting things done that will ensure the successful completion of any task. Such factors include availability of personnel and personnel competencies.

**Availability of Personnel:** This include Sports director, their assistants, Chairman of Sport Committee and Coaches who plans and executes Sport Programmes in higher institution of learning.

**Intramurals Sports:** These are sporting activities planned and organised within the confines of Adeleke University, Ede, Osun State.

**Undergraduates:** These are bonafide students pursuing degree in different programmes across departments in Adeleke University, Ede, Osun State.

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## **Chapter Two**

### **Review of Related Literature**

The related literature to this research were reviewed.

#### **2.1 Conceptual Studies**

##### **2.1.1 Overview of Sports**

Sport is a broad term and as well flexible such that, it includes a variety of sporting activities that have received support from a wide range of organisations involved in sports development. The word sport is used to refer to all intramural, recreational, competitive sports, exercise and fitness activities. Sport may be played both as exercise and as a game. Sports is defined as physical activities governed by formal or informal rules that involves competition against an opponent or oneself, and engaged in for fun, intramural or reward. He further opined that the rules governing a sport, those who participate, their requisite skill levels and the significance placed on the outcome are rigidly structured<sup>1</sup>.

Throughout, a sport is defined as an activity requiring direct physical competition with an opponent(s), has established procedures and rules, and defined criteria for determining victory<sup>2</sup>. Sport is seen as physical activity that has its own techniques and which is properly planned, supervised, and governed by its own traditions, customs and proper set of rules. Sports is also viewed as a mirror of the society that gives reflection to understanding how people live, work, think and play as well as serving as wheel to progress and civilization in a given society<sup>3</sup>.

In addition, sports include non-formal, involuntary and leisure time play activities. Sport depicts all kinds of physical activities that aim at developing or

maintaining physical fitness and mental well-being, forming relationships or obtaining results in competitions at all levels through casual or organized participation<sup>4</sup>. Sport is a type of social glue, i.e. contributing 'bonding' capital by increasing social connectedness and a sense of belonging.

It was held that sport involves a moderate intensity activity of at least 30-min duration done at least once in a week. Also, it is further opined that sport comprises all forms of physical activity which aim at expressing or improving physical fitness and mental wellbeing as well as forming social relationships or obtaining results in competition at all levels<sup>5</sup>. Sport as all forms of physical activities which, through causal or organic participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition<sup>8</sup>. In the same vein, it was opined that sports include all forms of physical activities that contribute to the physical, sociological and psychological development of an individual<sup>9</sup>. The same authors further opined that the power of sports can be utilised in building good values of development, like equity, inclusion and sustainability, promotion of development of children, social inclusion, cohesion and contribution to health, education and economic development. Generally, sports include play, leisure and intramural sports, casual and competitive sports, and indigenous sports and games.

### **History of Sport in Nigeria**

Before independence; few Nigerians had taken the world sporting arena by storm, beating close rivals to emerge champions. One remembers the likes of Emmanuel

Ifejuna who won a gold medal in high jump during the Commonwealth games in 1954, Hogan "Kid" Bassey who became the world featherweight boxing king in 1957 and Dick Tiger who won the middleweight crown and later the world light heavyweight crown (Musa 2005). Sports began to take serious roots in the country in 1963 when the National Sports Commission (NSC) began to function under Abraham Ordia as secretary. The 60's were a period of laying foundations and the only visible achievement was the qualification of Nigeria's Green Eagles for the Olympic games held in Mexico in 1968. In 1973, Nigeria hosted the 2nd All-Africa games in Lagos and also introduced the national sports festival as a way of discovering athletes to represent the country try in continental and international meets. The first meeting in Lagos attracted about 6,000 athletes. The 1970's also witnessed tremendous achievements. Nigeria's senior football team won a gold medal in the 2nd All-Africa games while the country's contingent to the games won an overall Second position on the medals table. 1976 and 1977 saw the country tasting victories in continental championships through 11CC Shooting Stars and Rangers International of Enugu in the winners Cup Competition.

The country's record of achievements continued in the 1980s with series of achievements especially in football. The bronze medals won in 1976 and 1978 in the African Cup of Nations were improved upon in 1980: The Christian Chukwu led Green Eagles won the Cup for the first time in Lagos. In 1984 and 1988, Nigeria again got to the finals of that championship but lost to Cameroon on both occasions to win the silver medals. Nigeria's Junior Eagles qualified for the first time to represent Africa in a Junior

World Cup in Mexico. Although, Nigeria did not go beyond the first round having lost 0-3. to Brazil she beat highly rated USSR 1-0 and held Netherlands to a goalless draw.

In 1985, Nigeria's under-17 football team went to China and conquered the world in the first ever FIEA under-17 World Cup. The victory took Nigerian football to a high pedestal, setting the stage for a respect of Nigeria in international competitions. To prove a point of Nigeria's new found strength in football, the Nations under-21 team went to Saudi Arabia for the World Cup in 1989 and lost narrowly in the final to Portugal. The "miracle of Damman", Nigeria's victory over USSR after trailing four goals behind and with only twenty-five minutes left, stunned the world during the championship. The country did not only excel in football in the 80s as athletics provided opportunities for splendid performances. Five U.S. based Nigerians won gold medals at the World University games

which took place in Edmonton, Canada: Sunday Uti (400m), Yusuf Ali (long jump), Ajayi Agbebaku (triple jump), innocent Egbunike (200m) and Chidilmoh (100m). Nigeria went to the Olympic games in Los Angeles in 1984 and came back home with a silver medal in boxing through the efforts of Peter Konyegwachie and a bronze from the 4 x 400m male team led by Innocent Egbunike. There has been a remarkable improvement over the achievements of the 1970s, 80s and in the 90s. The exploits and potentials of Nigerians abroad have been tapped for the benefit of the country and the result has been very impressive. First was the 1990 Commonwealth games in Auckland, New Zealand. Nigeria did marvelously well, winning five gold, 13 silver and seven bronze medals.

With the euphoria of the 1990 games, the country stormed the Barcelona Olympic Games in

1992 and again there was an improvement from previous records. The quartet of Olapade Adenikan, Chidi Imoh, Kayode Oluyemi and Davidson Ezinwa won the silver in the 4 x 100m, while the women led by irrepressible Mary Onyali captured the bronze medal in the same event. Two Nigerian boxers also won silver medals. It was a moment of joy for all Nigerians. Football: in the 90's took Nigeria to greater heights. Between 1990 and 1994, Nigeria won silver, bronze and gold medals in the biannual Africa Cup of Nations competition.

Nigeria qualified for the first time to represent Africa in a senior World Cup and did it in grand style. She became the first country to win her first World Cup match and the first to advance beyond the first round in her attempt. Although the Eagles lost in the second round, they had stunned the world and Nigerian stars have become the toast of big football clubs all over the world<sup>4</sup>

The feat performed by the Golden Eaglets in Japan is memorable. For the second time, Nigeria won the FIFA under -17 championship making her the only country to achieve such feats. In a world of football giants like Brazil, Italy, Germany and Argentina, the feat of the Golden Eaglets and Nigeria is indeed spectacular. Nigeria has also produced great sports stars like Hakeem Olajuwon in Basketball, NdukaOdizor in tennis, Mike Okpara, a former world wrestling champion, Atanda Musa, Rashidi Yekini, Stephen Keshi and Richard Owubokiri who have made the nation proud. In spite of these successes record, the 21 century has not been a very good time for Nigeria sport as very

huge decline was recorded and up till now, no significant improvement has been recorded. This was attributed to the fact that grassroots sports participation has been neglected. It was argued that most of the athletes who have made the country proud in sports were discovered from grassroots sport<sup>8</sup>

### **Overview of intramural sports participation**

The purpose of intramural: programmes in schools, colleges and establishment is to offer opportunity for voluntary participation by all, both skilled and unskilled. It. also include the provision of time, enjoyment and followership for the students through mass participation in sports; for serving as an extension of the regular physical education period for the participants; for improving the physical fitness status and health of the participants; for encouraging mass participation of all participants regardless of age, sex, races, religion and cultural backgrounds; for common interest of the participants; for practicing good citizenship to make better citizens in the society; for developing filler cooperation between the home and the school; for developing the good spirit of sportsmanship and provide a basis for more effective counseling and promote better emotional climatejinOi4Considering these numerous benefits, the organization of sport programmes must be the sole responsibility of the sport educators and assisted by other members of health personnel.

The participants should share the responsibility in the planning, development and management of the programme. They should also participate actively in establishing policies, rules and regulations, procedures by serving in various sub-committees. The

term “intramural” was coined out of two Latin words, viz, intra meaning within and muralis which means walls.<sup>2</sup> Intramural simply means “within the walls.”

Traditionally, this term refers to team and dual/individual activities, tournaments, meets, and/or special events that are limited to participants and teams from within, a specific school or institutional setting. More recently, efforts to expand participation have broadened the definition to include all physical-activity based programming including clubs, open gym! days, dance activities. As an extension of regular class periods of physical education, only bonafide students of that institution can take part in the activities.

Effective intramural programmes offer a variety of options for students to be physically active including, but not limited to team sports throughout the school year. The term “intramural” simply means “within the walls,” implying that competition with other schools’ teams is not involved. The term intramurals has traditionally been used to describe a variety of clubs, leagues, tournaments, meets, and special events regarding sports within a specified institution, especially a school.

Intramural activities offer students basic instruction in motor skills, as well as sports and recreational activities. They are generally less competitive than extramural or cross-school events. A strong recreational programme or intramurals should include not only training in motor development and knowledge necessary to support an active, productive, and healthy quality of life, but also sport and recreational opportunities so that skills can be practiced and reinforced. Intramural programmes as part of the school programme ensure that all children are provided opportunity to participate regardless of

athletic skills or abilities, to learn an energetic approach to life intramural experience can contribute to their enjoyment of leisure and maintain a style of living that is health promoting. Intramural may offer a wider variety of sport than traditional extramural sport, and as a result attract more students. Lifetime sports such and as a result attract more students. Lifetime sports such as bicycling roller-blading, yoga, kayaking, and martial arts may be more easily included in intramurals than in physical education and extramural sports.<sup>4</sup>

### **2.1.2. Intramural Sports**

The word “intramural” is derived from the Latin word “intra” which means “within” and “mural” meaning walls. Intramural is defined as ‘being situated or done within the walls of a building’<sup>10</sup>. This definition was adapted to mean within a single educational institution or college. Therefore, intramural sports literally mean sports taking place within a single college. Intramural sports program are recreational sports organized within school, college and university settings which involves club teams that compete regularly<sup>11</sup>.

Intramural programs can take many different forms, but a common definition is recreational sports opportunities through competitive activities<sup>12</sup>. Intramural activities typically involve a schedule over a set time allowing each team to play a number of games against other teams and at the end of a schedule, a champion is named for the activity or sport<sup>13</sup>. Intramural sports were primarily termed extracurricular activities<sup>14</sup>. This implies that they are something voluntary for those who have time. With greater awareness and realization of the importance of physical education and sport, the term

has now changed to co-curricular activities. This term therefore, refer to that phase of physical education a program designed to improve upon the skills and abilities of the student body but consists of voluntary participation in sports, games and other social activities<sup>15</sup>.

Intramural sports program were recreational sports organized within school, college and university settings involving club teams that compete regularly<sup>16</sup>. Intramural sports are recreational sports organized within a particular institution, usually an educational institution. An intramural sport is a sport played in an institution between the students of that particular institution, no outsider is allowed in intramural sports<sup>17</sup>. Intramural sports programs provide students an opportunity to participate in variety of competition and recreational sport activities. Intramural sports means those sporting activities conducted within one school district involving only those pupils enrolled in such school district and which are organized to serve the entire or sport competition<sup>18</sup>.

These organized recreational sports program were used to promote wellness among school students, while also allowing those who do not compete at an elite level, an opportunity to be active. The most important aspect of the intramural program lies in its educational objectives. Some of the objectives are primarily social and are designed for wholesome fun, to develop teamwork, loyalty, reward and achievement, friendship and good fellowship, while other objectives are primarily physical and psychological such as improvement of health, personality development, ability to meet effectively the mental and emotional stresses and acquisition of lifelong leisure-time skills.

There is therefore substantial interest in how teenagers are spending their leisure time inside and outside the school day, and the types of activities which are important to

their development. Studies have been carried out that support either being involved, being over-involved, or not being involved at all in intramural and extracurricular activities and how participation can challenge what becomes of youth in the future based on participation in activities inside and outside the school day.

Intramural sports have been a vehicle used in bringing activities to the door step of all. It coordinates all sporting activities at the grass root level so that hidden talents in sport are discovered and given equal opportunity to participate <sup>19</sup>. Different levels of activity involvement and participation may positively impact the level of participation and challenge the individuals' development <sup>20</sup>. Well organized and structured sport activities fosters a healthy state of mind and body due to the support and opportunities that are present in it unlike the unstructured and substandard after school options for adolescents<sup>21</sup>. Students that participated in well-structured sporting activities are more likely to have respect for variety, play according to the rules and as well contribute as one of the team members whether in sports, scouting or clubs.

### **Motives of Students in Sports Participation**

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

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 moving 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. = (x-3).

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. Popularity has been shown to be more related to strength and athletic skill than to academic achievement and that high school athlete enjoys his status among his 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.

### **Benefits of Intramural Sports**

One popular extracurricular option that most colleges offer is intramural sports. This type of activity has many benefits for students, but only if they are able to participate.

**Stress Relief:** Taking part in intramural sports relieve stress in school: exams, group project, classmate trouble, computer problems or anything that causes stress in college can be dealt with, with intramural sports. Intramural sports have a set schedule, participant practically forced to set free some of their normal day activities so as to focused on training and rigorous exercise help in reliving pains.

**Developing new friendship:** Intramural sports can be great way to meet students that participants may not otherwise run into on a normal. Engaging in Intramural sports help many student to meet different people in the schools premises, it help them to interact very well even with people in higher level. These sports give students a means of getting exercise every day and remaining healthy, as well as encouraging and building a stronger connection to both the other students on the team as well as the college or university as a whole <sup>20</sup>. In the same vein, intramurals are often an important part of a college student's experience, one that helps to bond them to other students in their community as well as feeling more connected to the university as a whole.

Socially, being involved on an intramural team can increase a student's sense of belonging and make him or her feel more connected to a university. The teamwork and comradeship formed while playing on a team are important parts of the connectedness of the college as a whole which promotes being connected to a university even after graduation. Being involved in intramural sports actually increases the ease of integrating socially, and can make the transition to a new college easier.

**Leadership Opportunity:** every team needs a team leader or rather a captain. Many students get opportunity to serve as a leader in their various teams which prepare for future purpose.

**It Improves Physical Health:** Participating in intramural sports is also found to be good for preventing diseases, reducing the onset of mental illnesses and increasing grades. With an increase in childhood and adulthood obesity, being more active and establishing healthy routines can actually decrease the prevalence of diseases such as cardiovascular disease and type 2 diabetes. The consistent exercise which can be provided by participating in intramural sports is a good preventative measure for adult diabetes, obesity, and other health-related illnesses. Participating in intramural sports and exercising also is associated with an increase in expected lifespan, but this increase is seen because of the aforementioned decrease in disease <sup>21</sup>.

**It Improves Psychological Health:** Physical activity can also benefit a student's mental performance and stability. Living a healthy lifestyle, including getting exercise every day and eating well, has been shown to decrease the occurrence of depression. Depression is a common ailment in today's youth, and can lead to self-harming thoughts and actions, or potentially suicide ideations or actions. Improving mental health definitely can help to better a student's overall mood as well as mental state in general. Playing intramural sports is shown to decrease overall stress as well as a marketed increase in a student's self-esteem.

Intramural sports are a great outlet for college students. There also exists a correlation between increased physical activity, such as intramural sports, and a significant reduction in the symptoms of depression<sup>22</sup>. As the level of physical activity daily or weekly increased, depression and its associated symptoms become less prevalent.

**Increased Academic Achievement:** Intramurals have effects in the classroom as well, as grades are normally higher for those who participate in intramural sports, as well as a

decrease in drop-out rate for those students who do participate. Participating in intramural sports quite often is associated with higher grades. The purpose of college is to earn grades and eventually receive a degree; intramural sports may be the stress-relief that a student needs. Participating in intramural sports can actually affect the biochemistry of the brain and can restructure brain morphology <sup>23</sup>. This can have a positive effect on how a student functions and can drastically influence study habits.

Retention rates are also higher for students that consistently participate in intramural sports and other campus recreation activities. This includes students with similarly low GPAs, as the group who participated more on campus, via participating in intramural sports, joining student organizations, etc., tended to not drop out compared with the group who did not participate as much <sup>24</sup>.

Other benefits of participating in intramural sports include the following:

1. Learning how to win and lose in a sportsman-like manner
2. Creating greater loyalty to the school
3. Giving something worthwhile to do in leisure time
4. Promoting more friendly relations with teachers
5. Developing the willingness to accept criticism from others
6. Making available valuable information that would not have been received in a regular course.

### **Factors influencing Intramural Sports Participation among Students**

There is no gainsaying that not every student has equal access to intramural sports. Many factors can come into play when intramural sports time arrives, but the

goal of every intramural office is to encourage as many students as they can to play and support their university or college while growing closer to fellow classmates. One of the major barriers to intramural sports is the residence of the students. It has been observed that students that live on-campus often are presented more information about intramural sports, as they are easier to access from the intramural sports office or campus recreation headquarters. Also, other barriers can limit a freshman's participation, including being able to find a team. Therefore, limiting any barriers that may be found to impede participation is important.

Another factor that may not be readily apparent is discrimination based on some demographic factor. This discrimination may be intentional or unintentional, such as having intramural sports signs in English only or having no translation options. The abrupt change in societal norms and difference in the consideration of the importance of education can cause several international students to shy away from intramural sports without even participating in them<sup>26</sup>. Factors such as being too self-conscious, not being good at the sport, or being too shy to meet new people are some of the reasons to not participate in intramural sports<sup>8</sup>. In the same vein, not knowing where games were or what sports were available, having a lack of time, and too much crowding in the actual sports games.

### **The Benefits of School Athletic Programme**

School athletics programmes are secondary to the academic program of schools and are partners with schools' non-athletic activities in providing students opportunities to develop loyalty and school spirit, to practice teamwork, hard work, discipline, sacrifice,

leadership and sportsmanship and to gain lifetime appreciation for the arts, sports and healthy lifestyle (Minnesota High School Athletic Association MHSAA, 2013). Athletics provide a great educational experience because they can teach important values for dealing with the circumstances of life. The values taught through interscholastic athletics include teamwork, sportsmanship and citizenship, respect for self and others, caring, dedication, commitment, trustworthiness, loyalty, responsibility, integrity, fairness, and doing one's best regardless of the outcome. These values are often called "intrinsic" because they may not be included in the lesson plans coaches prepare, but they are very much a part of what a successful coach teaches.

The New York State Interscholastic Athletic Association (NYSIAA, 2013) 2-to margin for males and a 3-to-1 margin for females, student-athletes do better in school, do not drop out, and have a better chance to graduate from college. Student-athletes' parents are more involved with their educational process. Student-athletes demonstrate a higher level of self-confidence than non-athletes. 92% of student-athletes do not use drugs while 9% of high school principals nationwide believe activities programs contribute to the development of "school spirit" among the student body. Nearly seven out of ten Americans say high school sports teach students lessons about life that they can't learn in a classroom. Nine out of ten believe high school sports contribute to the health and fitness of participant and that successful extracurricular participation is a school's best predictor of adult success

The mission of New York State interscholastic athletic programmes as reported by MHSAA (2013) is to foster the quest for excellence by creating an educational and

competitive experience within an atmosphere of sportsmanship. Successful programs develop individual and team potential by promoting high standards of competence, character, civility, and citizenship. Interscholastic athletics are not courses offered by schools but are tools used by schools to reach and motivate students and to rally support within the community for schools' academic and activity programs. In order to justify school sponsorship, interscholastic athletics must be compatible with the academic mission of schools, giving priority deference to the academic schedule and requiring proper decorum at athletic events.

When kept in proper perspective, inter-scholastic athletics allow kids to be kids, Young people grow by learning the values of healthy competition, teamwork, goal setting, respect and hard work. The educational experiences of all participants are enhanced through these values, as everyone strives to be their best as individuals, students, teammates, and members of the community, rather than just as athletes (MHSAA, 2013). 96% of dropouts in 14 school districts in seven regions of the nation were not participating in an athletic program. Student-athletes' graduation rate far exceeds the rest of the student body. Overall, their graduation rate is 66%. However, of the 88 senior athletes last year, 87 met the graduation requirements.

About 92% of respondents agreed that participating in high school athletics made their high school experience more positive. While 87% of respondents also agreed that the lessons they learned while participating have helped them as adults. Overall, individuals who participated in sports during high school reported better general physical health later in life, satisfaction with their progress toward family, career, and general life goals

later in life, and were more likely than other men and women to volunteer their time for civic organizations.

### **Managing Risk in Sport Participation**

Risk management is about reducing and eliminating of risk of injury, death and potential liability that comes about through participating in sports and intramural programmes and services in the tertiary institution generally. It is required that sport and intramural organization implement safely measure or comply with certain safety standards. It is also expected of the intramural and sports organization to comply with play- ground safety standard in order for the organization of programmes to receive funds. It is therefore important to be familiar with or seek counsel from authorized someone that is familiar with laws relevant to sports and intramural organizations and programmes.

The essence of risk management plan is to provide a safe environment for participation in order to avoid pain, suffering and limit the energy expended on claims and reduce chances of law suit that may arise. There is possibility for being held liable for any injury or death, which call for important consideration when deciding to implement risk management plan or procedure. These often have bearing on whether an organization breached its duty of care to its participants and falling to have a risk management plan or adequate safely measures.

Previous studies have echoed that risk management is a good business management. Apart from preventing injuries and saving money, it also enhances images, public relations and customers services as well as excellent marketing. For instance, an

injured participant will never return to facility or recreation programmes neither will their family or friends. Hence, the objective of risk management include reduction in injury and property less claims against organizations warning for all know significant hazards and safe intramural sports environment.

When deciding to implement a risk management plan it is how well a given risk could be foreseen. Foreseeability in based on prior incidents resulting in injury or death, ignorance of prior incidents is not a viable excuses if one fails to address a particular safety measures when several injuries have occurred before.

### **School-Sponsored Sports Programme**

School-sponsored sports programs should be seriously curtailed; unlike most countries that outperform the United States on international assessments, American schools put too much of an emphasis on athletics. “Sports are embedded in American schools in a way they are not almost anywhere else,” she writes, “Yet this difference hardly ever comes up in domestic debates about America’s international mediocrity in education. ”American student-athletes reap many benefits from participating in sports, but the costs to the schools could outweigh their benefits, she argues. In particular, Ripley contends that sports crowd out the academic missions of schools: America should learn from South Korea and Finland and every other country in the top tier of international test scores, all of whom emphasize athletics far less in school. “Even in eighth grade, American kids spend more than twice the time Korean kids spend playing sports<sup>6</sup>

It might well be true that sports are far more ingrained in American high schools than in other countries. But our reading of international test scores finds no support for the argument against school athletics. Indeed, our own research and that of others leads us to make the opposite case. School-sponsored sports appear to provide benefits that seem to increase, not detract from, academic success.

If it is true that sports undermine the academic mission of American schools, we would expect to see a negative relationship between the commitment to athletics and academic achievement. They examine this relationship by analyzing schools' sports winning percentages as well as student-athletic participation rates compared to graduation rates and standardized test score achievement over a five-year period for all public high schools in Ohio. Controlling for student poverty levels, demographics, and district financial resources, both measures of a school's commitment to athletics are significantly, positively related to lower dropout rates as well as higher test scores.

On-the-field success and high participation in sports is not random it requires focus and dedication to athletics. One might think this would lead schools obsessed with winning to deemphasize academics. Bowen and Greene's results contradict that argument. A likely explanation for this seemingly counterintuitive result is that success in sports programs actually facilitates or reflects greater social capital within a school's community.

Research in education was ground-breaking, in his early work held athletics in contempt, arguing that they crowded out schools' academic missions. Altogether, the trophy case would suggest to the innocent visitor that he was entering an athletic club, not an

educational institution.” However, in later research he would show how the success of schools is highly dependent on what he termed social capital, “the norms, the social networks, and the relationships between adults and children that are of value for the child’s towing up.<sup>21</sup>”

That social capital is highly predictive of academic success. He comes to this conclusion after conducting substantial research on the remarkably low dropout rates at religious private schools. After extensive investigation, he and his colleagues Thomas Hoffer and Sally Kilgore concluded that the private-school effect “was not the result of greater curricular demands or anything else within the school, but was due to a different relation of the school to the parental community.” He concludes that it is weekly gatherings for religious services that facilitate increases in social capital. Although Joleman never studies sports from this aspect, we believe school-sponsored sporting events provide a secularized equivalent to these weekly, religious gatherings.

These events provide venues for parents, students, and teachers to come together, providing opportunities for increasing social capital. The research results from Ohio suggest that these

venues bolster, rather than deter, academic missions. Of course correlation does not imply causation. It might be that schools with well-run athletic programs benefit from superior leadership that also fosters better academic results. Or, put differently, schools that tend to be successful in one venue are often successful in others. Much more research is certainly needed on the topic, but we theorize that sports can in fact reinforce the missions of schools in ways that potentially help, not harm, academic achievement.

The need to build trust and social capital is even more essential when schools are serving disadvantaged and at-risk students. Perhaps the most promising empirical evidence on this point comes from a Chicago program; in this program, at-risk male students are assigned for a year to counselors and athletic coaches who double as male role models. In this partnership between Chicago Public Schools, Youth Guidance, and World Sport Chicago, sports are used to form bonds between the boys and their mentors and to teach self-control. The usual ball and basket sports are sometimes played, but participants are also trained in violent sports like boxing at school.

Chicago researchers were able to conduct a gold-standard evaluation because the program was oversubscribed and participation was determined by lottery. Evaluation conducted by the Crime Lab at the University of Chicago, *Becoming a Man-Sports Edition* creates lasting improvements in the boys' study habits and grade point averages. During the first year of the program, students were found to be less likely to transfer schools or be engaged in violent crime. A year after the program, participants were less likely to have had an encounter with the juvenile justice system.

If school-sponsored sports were completely eliminated tomorrow, many American students would still have opportunities to participate in organized athletics elsewhere, much like they do in countries such as Finland, Germany, and South Korea. The same is not certain when it comes to students from more disadvantaged backgrounds. An overview of the research on non-school based after-school programs, Gardner and Brooks find that disadvantaged children participate in these programs at significantly lower rates. They find that low-income students have less access due to challenges with

regard to transportation, non-nominal fees, and off-campus safety. Therefore, reducing or eliminating these opportunities would most likely deprive disadvantaged students of the benefits from athletic participation, not least of which is the opportunity to interact with positive role models outside of regular school hours.

Another unfounded criticism that Ripley makes is bringing up the stereotype that athletic coaches are typically lousy classroom teachers. “American principals, unlike the vast majority of principals around the world, make many hiring decisions with their sports teams in mind a calculus that does not always end well for students,” she writes. Educators who seek employment at schools primarily for the purpose of coaching are likely to shirk teaching responsibilities, the argument goes. Moreover, even in the cases where the employee is a teacher first and athletic coach second, the additional responsibilities that come with coaching likely come at the expense of time otherwise spent on planning, grading, and communicating with parents and guardians.

The data, however, do not seem to confirm this stereotype. In the most rigorous study on the classroom results of high school coaches, found that athletic coaches in Florida mostly tend to perform just as well as their non-coaching counterparts, with respect to raising student test scores. We do not doubt that teachers who also coach face serious tradeoffs that likely come at the expense of time they could dedicate to their academic obligations. However, as with sporting events, athlete coaches gain additional opportunities for communicating and serving as mentors that potentially help students succeed and make up for the costs of coaching commitments.

If schools allow student-athletes to regularly miss out on instructional time for the sake of traveling to athletic competitions, that's bad. However, such issues would be better addressed by changing school and state policies with regard to the scheduling of sporting events as opposed to outright elimination. If the empirical evidence points to anything, it points towards school-sponsored sports providing assets that are well Worth the costs.

Despite negative stereotypes about sports culture and Ripley's presumption that academics and athletics are at odds with one another, we believe that the greater body of evidence shows that school-sponsored sports programs appear to benefit students. successes on the playing field can carry over to the classroom and vice versa. More importantly, finding ways to increase school communities' social capital is imperative to the success of the school-as a whole, not just the athletes.

### **Organisation**

The word organisation refers to formal grouping of people with a common set of objectives whose activities are coordinated with a view to achieving specific goals<sup>27</sup>. He explained that organisation involves the coordination of the six basic resources; of men or women, materials, methods, machines, money and markets. Societies set up organisations to do specific work. An organisation is thus the result of the grouping of work and the allocation of duties, responsibilities and authority to achieve specific goals. An organisational structure is the linking of departments and jobs within an organisation<sup>28</sup>.

Organisational structure has to do with the pattern of official relationships, departments, and levels of management that are constituted in formal organisations and usually depicted on an organisational chart<sup>29</sup>. Slack and Parent stressed that formal organisation is designed to achieve the objectives in a rational efficient manner. The structure defines roles for people to know what they are to do, and also show clear hierarchy of command and control. It was opined that various steps in designing an organisational structure. These include setting attainable organisational objectives, identification of tasks to be performed by staff, identification and analysis of related tasks into various segments, establishment of positions into related tasks and determining the integration of such positions, preparation for job specification for staff recruitment, training and other purposes, and preparation of the hierarchy that will depict various positions of the structure.

The organisation's structure provides the means by which the top level management can control the middle and low levels of management. The way in which an organisation works is affected by official procedures, relationships and behaviour of people who work in it. The organisational structure can be vertical or horizontal in relation to their total size or characteristics. Organisation may contain many levels of authority or management, while small businesses may have just one or two levels<sup>30</sup>. The structure may stem from top management, middle management to the lower level that is the operatives or general personnel. The importance of organisational structure cannot be overestimated. It was indicated that the framework enables people to interact as a group to achieve organisational

objectives. It also makes supervision possible and ensures co-operation and harmony. It again directs flow of authority and responsibility.

### **2.1.3. Organisation in Sports**

Organization is a network or structure of relationships among individuals and positions in a work setting and the process by which architecture is created, maintained and used<sup>31</sup>. In the same vein, organization is the process of identifying and grouping the network to be performed, defining and delegating responsibility and authorities, as well as establishing relationships to enable people to work most effectively together in accomplishing set objectives<sup>32</sup>. In the literary term, an organization is a group or body of people coming together to accomplish some task or achieve common goals.

Organisation is the development of formal structures whereby the various administrative co-ordination centres and sub-divisions are arranged in an integrated manner<sup>34</sup>. He cited three main areas; programming, facilities, and personnel as key players. Organisation is also defined as the activities that are necessary to any purpose (or plan), which may be assigned to individuals. Organisation in sports involves grouping, dividing and assigning functions and activities for the purpose of achieving results. Coaches, managers and other staff members must be accurately informed of their specific functions and responsibilities and who to report to<sup>35</sup>. Organisation involves planning, co-ordination of materials and human resources and the implementation of plans.

In sports organisational skills play vital policies thoughtfully. It was identified that affective delegation of authority as complimentary to effective organisation in physical education/intramural sports due to multiplicity of operations. It was submitted that committees of various types, permanent and abhor, need to be formed to take charge of the preparatory organisational roles. Committees manage the extent to which effective delegation of function is practiced in various sub-committees charged with duties in overall planning of festivals, games and competitions<sup>36</sup>. Application for sound organisation principles and skills could permeate the entire sports organisation while procedural activities are streamlined, freedom exist for individual coaches or trainers attached to the teams to design, apply and experiment schemes that would yield maximum results. These and other organisational tactics are applied with the view to ensure that set goals for competitions are met through coordinated effort and unity of purposes.

### **Facilities/ Equipment and Sports Participation**

Sports facilities are referred to as permanent structures and space designed for effective implementation of sports provide for optimum certivity, 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 depends largely on the quality and quantity of available facilities. There must be a reasonable amount of equipment in the modern sport programme, otherwise the activities cannot be maintained. The availability and standard of sporting facilities influence public participation and the quality of sports. There, in order to facilities and encourage extensive participation, high

standards and safety and improved performance, attention must be paid to the available sports facilities. Availability of facilities help in sustaining the attention of students, make them busy, stimulate them to learn more and make learning permanent and achievement if the facilities are available, adequate and well maintained, there is very possibility of student participating in sport programme in school. Facilities are fundamental factors and present a sensitive area in physical activities.

Facilities and equipment presents a sensitive area in all ramifications of sports administration. They occupy such an enviable position, since their provision carries, with their 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. Lack of adequate and suitable facility is a serious handicap to the effective and efficient sport programmes in the secondary school. An athlete with a lot of potential and determination to excel will be seriously discounted and demoralized. When the needed facilities are missing. 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. Type of physical activity dictate what equipment is needed, to facilities and equipment should emanate, as a result of programme needs.

### **School Sport Policy and Intermural**

The school environment has been considered the main place of sport socialization for students. Past experiences with school sports and physical education have also been found to play an influential role in current and future decisions to take part in sport activities. Teaching climate and style also have an impact on sport competence and sport achievement goal orientation. For children in the age range of between 12 and 15 year old, data obtained by Bryant and McElory indicate that the school environment was the main place for school student sport participation. The data suggested that a desirable physical self identify could be developed during the state of a student's life. For example, the scholarly athlete has been identified as a by-product of school sport participation. Also, at the high school level, it has been established that participating in sport activities provides balance and depth for various education experiences of students such as testing their abilities, providing opportunities to excel, obtaining better understanding about themselves, and establishing extended interpersonal relationship because those functions that are related to sport appear to have a positive effect on school children. Educational institution have allocated specific resources within the curriculum directed towards socializing children into sport. Therefore, it is speculated that the nature of the school's orientation to sport may be an important contributor to children's sport identity development. Reasons for participation or withdrawal might vary as a function of differing emphases placed by school on importance of sport and sport competition

### **Academic Stress and Sports Participation**

Current scholarly knowledge about the relationship between sports and academic performance derives from and is based upon a long-term, multifaceted body of research and writing. Much of the inspiration for this work comes from James Coleman's classic, *The Adolescent Society*, which posited the powerful impact of interscholastic athletics in general and athletes in particular on American high school culture. Though focused on peer group dynamics and institutional effects and somewhat critical of the status of sport as related to the academic mission of schools, Coleman's work gave rise to numerous academic studies of the relationship between athlete participation and education for individual students and student-athletes. The basic result of this work was to establish a strong and positive baseline correlation between high school sports participation and academic achievement. Students who participate in high school sports tend, on average or in general, to perform better academically than their non-athlete peers. The explanation for this association, that is, its social sources, the causal factors and actual mechanisms that produce it was complicated, and much of the research on the topic in recent years has been devoted to trying to analyse and unpack it, identifying the underlying causes or sources of the correlation as well as exploring its variability and limitations. In terms of causal factors, for example, there is an ongoing debate about the extent to which the relationship is the result of being involved in high school athletics (thus suggesting that sports participation directly facilitates or enhances academic achievement) as opposed to being the product of other, related social factors such as parental income or education.

Factors that are well known to determine much educational attainment and correlate highly with sports participation. In terms of variations, researchers have been examining

how this relationship may be impacted by different types or levels of sport participation as well as how it may operate differently for diverse social groups or under different institutional conditions and configurations. Even research that is critical of the sports education nexus or that seek to complicate and unpack this statistical association begin from this basic assumption and understanding. The relationship between high school participation and scholastic achievement is, in the words of cane such research team a “fact, well established”. This knowledge and information is important for several reasons. First and most significantly, it dispels or perhaps more accurately could dispel if more widely, promoted, publicized, and understood prevailing cultural stereotype and myths about “dumb jocks” and this helps focus attention instead on the education benefits opportunities, and possibilities of high school sport participation indeed when it comes to educational attainment, interscholastic athlete compare favorably to other, more stereotypically “intellectual” extracurricular activities such as band, debate, music and the arts that facilitate learning and achievement.

Here it is also worth pointing out that educational attainment is far from the only pro-social activity, attitude or outcome associated with high school sports participation. Developmental theorists, for example, have long talked about the character building and socializing impacts of sport, based upon a correlation between skill and habits required for success in the classroom, sport area. Recent psychological and social psychological research appears to confirm a relationship between sport participation and both mental health and self-esteem and in recent years economists have found that sports participation is associated with higher post-school wages and income.

It is thus incumbent upon us to better understand the nature and complexity of the relationship between athletic involvement and academic achievement: more specifically, to identify the underlying causes or sources of the correlation as well to explore its variations and limitations. For scholars, educators, and sports policy makers and practitioners establishing the basic link between high school sport and educational attainment is not the end of the discussion, only its beginning.

#### **2.1.4. Administration in Sports**

The way in which organizations are administered determines the course of human lives. Administration provides an in-depth and appreciation of the underlying principles of the science of the field with regards to the methods, techniques, strategies and procedures employed by the managerial or administrative units. Administration 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. Therefore, an understanding of administration will help in efficiently carrying out these assignments.

Administration involves the coming together of more than one person to accomplish a common goal. Hence, as the task becomes more complex and the number of individuals involved increases, the responsibilities, duties and qualifications of administrators take on added significance as the decisions become more crucial, and the number of people affected increases<sup>38</sup>. 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<sup>39</sup>. The same author further saw sport administration 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 essential inputs in sports. Sports Administration can be seen 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. The success or otherwise of sport is in one way or the other linked to the decisions and actions of the people who are responsible for managing them<sup>40</sup>.

Sports administration is 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. Sports administration can be seen as the practice of administration in sports organizations either private or public. 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.

In practical sporting situations, sports administration is a hands-on delivery of sound procedures and systems to ensure that sport in all aspects happen as it should. Sports administration focuses on the organisational practices and

procedures which ensure that the day to day competitions, tournaments and events happen as they should, as well as making the overall organisation function as it should. The list of duties involved in sports administration include, but not limited to; bookkeeping, arranging fixtures, handling entries, organising meetings, applying for grants, organising international events, liaising with the media, preparing development plans, selling programmes, keeping records, selling tickets and arranging team jerseys<sup>41</sup>. Top class arrangements are needed for top class sport and poor administration would tend towards poor sport in terms of performance and development.

Sport administrators play a very vital role in ensuring effective sports management and participation. This is because; sound administration is the basis for all top performing sports administrators<sup>42</sup>. Management as a component of sports administration is fundamental to associated effort whereby goals are created, stated and reached, ideas are implemented, and esprit de corps is developed with planning and cooperative action. Also, the knowledge of administration facilitates the achievement of such aims and an understanding of management also helps to ensure continuity. A fundamental purpose of administration 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. Hence, good administration skill helps to further improve good human relations and ensure the cooperation of the members of the organization and produce optimal efficiency and productivity.

### **2.1.5. Administration of Sports in Tertiary Institutions**

Administration of sport is a vital component of sports development in any country. Administrative aspects are the concerns of governmental agencies that have to provide personnel and finances for the sports programmes<sup>43</sup>. The necessity for administration of sports programme in tertiary schools across the country cannot be over emphasized, if consideration should be given to the benefit that sport possesses. Sport is a general physical activity of competitive nature. Sports involve contest against an opponent, adversary, space, time obstacle, or natural force, thus, the aim is usually victory. Proper administration of sports activities in school at all level enhances the level of students and even teacher's participation in school sports and the over success of intramural sports programme in a school.

Sports administration could be viewed as a way of ensuring that sports activities are properly designed for all students to take part. Sports programme are planned activities involving sporting activities for people's participation<sup>45</sup>. It was stated that sports programme is set plans to provide opportunities for people to engage themselves in active sports<sup>46</sup>. This means that sports programme is geared towards involving people to regular participation in sports activities of their choice. It is clear indication that sports programme demands planning as well as providing material and human resources for it to be functional in schools in Nigeria.

Administration of intramural sports tends to give sports programme its deserved directions and place in school. An effective administration of sports simply means ensuring that the necessary materials needed for intramural sports programme are readily available<sup>47</sup>. Administrative practices are parameters or indices used to

enhance the development of sports in educational institutions in Nigeria<sup>48</sup>. Such indices for sport administration or management practices which may also serve as administrative strategies for intramural sports administration may include finance, personnel, athletes' recruitment, sports facilities, sports equipment, organizational structure, sports policies, athlete's motivational practice, student's participation in sports, and public relation services in sports.

Sports programme provide opportunities for play during free time and hence lead to the mastering of skills learn during instructional classes all of which can only be achieved through proper administration<sup>49</sup>. A view was expressed that the success of sports administration in Nigeria now and in the future depends to a large extent on the involvement of well qualified physical educators (sports administrators). The success or otherwise of any sports programme depends to a great extent on the personnel available to handle it. For instance, in a situations where there is money to run the programme, there are facilities and equipment and there are interested students, yet nothing gets done until the other element that is qualified personnel is present. In this regard, posited that all programmes, sports inclusive succeed or fail in direct proportion to the appropriate decisions and actions of those who are responsible for administering them.

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Tertiary institution throughout the world use to be centers of sporting activities. Many of those who won medals at international sporting events in the past are either students or fresh graduates students in tertiary institutions are mainly youths are ideal age for developing interest in sports. Sporting activities contribute in maintaining good health among both the young and the old, worldwide, most especially in the developed countries of the world, sports has always been the basis for selection of athletes for international competitions. Apart from this, an intramural sport has been used by students to keep fit, socialize, make economic gains and prolong life. Both male and female participate in sports to keep fit and live a healthy life devoid of disease or infirmity. Many universities worldwide provide sporting facilities for both male and female students to keep them relaxed after rigorous academic work. At time female undergraduates participate in sport in order to be physically fit. Regular physical

activities remain an important behavior of promoting health, postponing or preventing prevalence of neuromuscular disorders such as mechanical low back pain, neck and shoulder pain and decreasing the risk of developing coronary heart diseases, hypertension, diabetes, obesity and colon cancers. However in spite of the importance of sports and physical activities to student in tertiary institution, many factor seen to be hindering their participation. These include parental influence, availability of standard facilities and equipment, coping academic and university policy on sports

### **Organisational Factors and Intramural Sports Participation**

Several countries and organisations have sought to increase mass participation in sport to achieve various population health objectives and policies. This is evident in the increase in the promotion the development of sports through the establishment and development of sports infrastructures<sup>50</sup>. Gaining a clear understanding of the relationship between proximity to specific sports facilities and participation is essential for evidence based strategic facility planning and development<sup>51</sup>. As noted earlier, the trend in intramural has continued to gain momentum as the demand for intramural increases.

Many organisations just like the educational institutions have attempted to meet this demand by providing diverse leisure and intramural sports avenues for their students<sup>8</sup>. In addition, school administrators have invested funds and time to create intramural facilities in their respective schools<sup>52</sup>. The school owners is an indirect facilitator to school sports participation which is reflected in adequate financing, communicating and managing workplace team sport programmes by employers<sup>53</sup>.

However, despite all the significant positive relationship between workplace intramural and employee wellbeing and performance, many organisations including schools still have negative attitude towards this programme as they seem to find it very difficult to incorporate it their organisational routine<sup>54</sup>.

### **Time Table Scheduling and Intramural Sports Participation**

Available time of an individual is one of the significant determinants of intramural sports participation, most especially school intramural. The time available for intramural sports participation is influenced by the time consumed by an individual's daily work and schedule routine. In this regard, a student's individual's interest in intramural sports participation could be linked to the available time left for the day after reducing the time spent in their lecture for the day.

It has been observed that the academic structure of Nigeria tertiary institutions has no plan or provision for the student-athletes as a special population<sup>55</sup>. The student-athletes are saddled with so many obstacles including: variation in academic calendar among institutions, unstable lectures and tutorials clashing with practice or training period, test or examination anxiety while on training or competition tour, as well as the issue of hostel accommodation<sup>56</sup>. Reports state that balancing time with sports and academic commitments can be a burdensome task for the student-athletes<sup>57</sup>.

Time wasting and lecturers victimization is one of those factors that militate against sports participation among undergraduate student-athletes in University of Ibadan. Some issues affect level of motivation of student-athletes while other serves as incentives for participation in sports and keep students away from school during

national competitions. It was observed that in several cases, nothing is done to compensate them from missed lectures.

It was confirmed by a study that time for sports participation increases as time for work decreases<sup>59</sup>. Contrarily, a finding revealed that working time had a positive impact on sport participation, with the most probable motivation related to a compensation effect placed on sport in return for high working (academic) loads. The amount of hours spent studying is also a great determinant of intramural sports participation among students.

This occupational variable can also be related to the students' academic workload. Relationship between total work hours and intramural sports levels and found a negative association between work hours and sports levels. This indicated a negative threshold effect as the negative association between work hours and intramural sports was evident at the 45-50 hours per week level and above.

A study was also carried out using undergraduate recruited from introductory psychology courses at a Midwestern state university (n=398) studied the psychometric properties and relationship to physical activity levels of the Exercise Benefits/Barriers Scale (EBBS) among college students<sup>62</sup>. Although rarely utilized, the EBBS are a standardized measure of perceived benefits and perceived barriers for physical activity. Despite research citing support that perceived benefits and perceived barriers account for variance in physical activity levels, the measurement of these variables is not frequently standardized. That is, for each study, an untested customized measure of perceived benefits or perceived barriers is usually formulated. This practice raises serious concerns about the accuracy,

reliability, and validity measurements of barriers and benefits. Perceived barriers included insufficient time, lack of motivation, child care responsibilities, and lack of interest<sup>63</sup>.

An association between work hours and physical activity by measuring a detailed breakdown of weekly work hours (e.g., 30 - 40, 41-50, 51- 60) and examining the impact of various categories of work hours on physical activity levels<sup>65</sup>. They found a small to moderate effect of long work hours (e.g., 50) on participation in intramural sports activities. Furthermore, a relationship between overtime hours was examined (e.g., 40 hours/week) and participation in intramural sports activities. Job characteristics, such as job control, working hours, and job security, also affect the frequency and willingness to spend time on leisure activities.

Fund is an independent account in which costs and revenues balance out. It relates to specific activities with special objectives. Fund budgeting serves an important internal accounting function, but is most useful in presenting financial reports to higher authorities, such as school boards, or athletic councils<sup>4</sup>. Fund accounting requires no additional records or forms, but organises the reporting of existing data into a form that compares each fund to others. Non-profit sport organisations such as schools, colleges and intramural programmes are usually financed by a combination of sources.

Operation financing will typically be from municipal, district, or state funds augmented by fees and to a lesser extent by sales. At times bonds are floated, especially to finance major capital projects, and special assessments against a student body are frequently authorised<sup>5</sup>. Funding is very crucial to the success of any

programme be it sports or otherwise. Sports today cost money to administer effectively. Funding therefore, is an important aspect of sports and seems to be the root of all administrative successes or failures. Without sufficient funding, facilities cannot be provided and maintained, qualified personnel will be lacking and consequently ill prepared athletes would be produced<sup>66</sup>. No matter how seasoned an athlete may be, high enthusiasm will decline if the athlete does not have all it requires to perform.

Funding school sports is also a major issue that requires implementation for positive results. Funds are necessary for the provision of vital ingredients for intramural sports programme for effective participation among the students and the extent to which they are effectively utilised. The programme organiser is indeed the major figure on whom all factors revolve. Success of any sports programme depends largely on finance. They opined that sports will always be a child's play if adequate funding is not channelled to achieve the set objectives<sup>67</sup>.

The importance of providing adequate funds for sports programmes cannot be over emphasized as adequate funding is essential for effective sports development. This may not be dissociated from the fact that the services that are involved such as recruitment and training of personnel, purchase of equipment and construction of standard facilities all require large sum of money. Funding is a very important aspect of sports and seems to be at the root of the organisational problems that institutional sports are facing especially at this period of economic recession in Nigeria. Hence, organising sports programmes by any organisation including institution of higher learning requires high expenses and adequate funding if the set goals are to be achieved.

Research has shown that one of the common institutional determinants of provision of sports in schools is funding. On most occasions, there is always a problem of funding in form of budget constraints and scarce resources and which consequently affect the level of participation of the participants in institutional sporting activities like intramural<sup>68</sup>. 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 funding which is directly related to insufficient sporting facilities and equipment. This is because the provision of sports infrastructures, recruitment of qualified personnel, payment of better remuneration and incentives for coaches and players/athletes, engaging teams in international training tours can only be possible with adequate funding.

Intramural sports need adequate financing as they are comprehensive programmes of sports and intramural activities carried out within the institution. It was submitted that the objectives of intramural sports are threatened with issues bothering on proper utilization of financial resources. A lack of funds is one the most obvious obstacles to providing suitable facilities and equipment and greatly influences the facilitation of an effective intramural sports programme.

Provision of adequate sport infrastructure is important to sport participation, as many sports cannot be performed without having the appropriate sport facility. Sports infrastructure are the basic facilities, services and installations serving sports organizations, sports users and other community members providing increased opportunities to all to participate in sport for leisure, training or competitive purposes. This includes sports facilities (sports halls, sport pitches, playing courts and

swimming pools) and sport programmes (operated by sport clubs, commercial providers and city); while also including park and similar intramural areas<sup>69</sup>.

Funding for the provision of infrastructure, which is one of the macro-level factors of sports participation plays a positive role on sport activity and thus can be considered as facilitator of intramural sports participation. A positive effect on sport activity was witnessed by a larger supply of sports facilities and sport programmes. A host of studies have further established that physical activity is positively correlated with the availability of suitable sport infrastructure<sup>70</sup>.

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<sup>71</sup>.

The importance of providing adequate funds for sporting activities cannot be over emphasized. This is because 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. The same author 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<sup>72</sup>.

### **Funding and Intramural sport Participation**

In a study to ascertain the financial sustainability with an United Kingdom Charities Community Sport trust and cooperate social responsibility partnerships. It is clear that an over- reliance on government funding is a risky strategy and that there is a need to diversity and seek out alternative sources of revenue to fund sport. The authors explored sources of revenue through the analysis of financial statements, revealing that on average community sport trusts receive a significant proportion of income form grant funding while sponsorship income is relatively small. Also the potential for community sports trusts to diversify revenue streams by developing social partnerships that address the corporate social responsibility (CSR) agendas of commercial organization was upheld. It illustrated that although commercial sponsorship can provide benefits including the provision of additional funding that can enable financial stability, key issues include the balance of power, the impact on organizational flexibility, whether there is a need to restructure, and the development of long-term partnerships for sports.

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female students to keep them relaxed after rigorous academic work. At time female undergraduates participate in sport in order to be physically fit. Regular physical activities remain an important behavior of promoting health, postponing or preventing prevalence of neuromuscular disorders such as mechanical low back pain, neck and shoulder pain and decreasing the risk of developing coronary heart diseases, hypertension, diabetes, obesity and colon cancers. However in spite of the importance of sports and physical activities to student in tertiary institution, many factor seen to be hindering their participation. These include parental influence, availability of standard facilities and equipment, coping academic and university policy on sports

## **Administrative Factors and Intramural Sports Participation**

### **Personnel and Intramural Sports Participation**

In many schools sports are seen as professional fields of endeavour, especially in respect to their administrative aspects. They are concerned with the accomplishment of the objectives set for the organisation and administration of sports in schools. In many regions, physical education and sports are taught by the same person. Individuals working in this specialised areas share facilities, personnel, funds and other items essential to their programmes<sup>2</sup>. Administering intramural sports programmes in every society require both human and material resources. One of the challenges facing the administration and development of sports at any level and society is inadequate personnel or manpower<sup>73</sup>. The inadequacy of personnel needed for any sport event or programme can militate against the promotion of sports

participation in schools. This consequently affects the effective and efficient organisation and administration of sports programmes.

It is obvious that employed staff of sports clubs, sports associations, sports agencies, and sports ministries may never be adequate for effective and efficient administration and development of sports events, especially mega sports events. Sporting events around the world regardless of the size tend to rely on the efficiency and execution of their events by adequate administration<sup>74</sup>. Sports programmes for students cannot be operated in a vacuum, human elements must be present.

The success or otherwise of any sports programmes depends to a great extent, on the personnel available to handle it. Imagine a situation where there are facilities, equipment and supplies and there are interested students in the college to take part in the intramural sports; all aforementioned cannot function without the personnel that would direct and put it to operation. The participants in a sporting activity expect the coach to teach, guide and assist them in finding solutions to their problems irrespective of what means is used<sup>75</sup>.

### **Personnel and Intramural sports participation**

**Emergency Action Plan (EAP) (2013) enumerated seven crucial importance of good planning:**

**Vision:** Without a vision a club or an association will have no focus. Gymnastics Australia has adopted a whole of sport approach to planning. For example the vision

statement for Gymnastics Australia is Gymnastics: a healthy and active live for everybody

**Commitment:** It is essential for sport officials to be committed to the vision, otherwise the association is unlikely to succeed either on the long or short run.

**Timeless:** It is important to create timeless showing when particular targets or milestones will be achieved. This should be congruent with the organizational goals and philosophy for establishing, sport programmes

**Objectives:** The objective for establishing surveillance plan should be basic and simple. Personal must avoid a long list of objectives as it probably not realistic and will make it difficult for you to achieve. Focus on performance and friends that help determine change.

**Reporting:** Reports on membership members over few years, volunteer commitment, methods of fundraising provide an overview of past and present team's operations. For reliable reporting, mechanism for feedback should be spelt out clearly and for comprehension. This process will help all stakeholder available in sport programmes

**Contingencies:** Adequate account for the risks a team or institutions might face and work out contingency plans. ASWOT (strength, weakness, objective and trust) analysis template will determine an institutional threats and weakness. Without prejudice, a good institution must eliminate simulation in a bid to put in place quality assurance risk management practices for the benefit of stakeholders and significant order in sports.

**Change:** It is a constant phenomenon about life and it is inevitable. Any major changes affecting institutional sport programme or team must be indicated in the surveillance plan. A good plan will incorporate measures to prepare for potential change so as to give confidence to institutions, sport officials, athletes, spectators and the community they represent.

### **Emergency and Safety cave in Sport Programmes:**

Every programme and facility should have an emergency action plan as highlighted by Emergency Action Plan (EAP) (2013). This is the only way to be ready for potential emergencies. Although, emergencies can occur anywhere, certain types of emergencies such as specific nature disasters are more likely in some locations than others. Emergencies not only include injuries, but illness such as heart attack, seizure or stroke.

### **Layout of the facility:**

This is a man where emergency service personnel will enter and exit the field. Have a designated place for all keys that open gates or doors to the playing service so that emergency service can come in for student to be evaluated. Decide on the location of rescue and first aid equipment will go a long way to prevent degeneration of emergency situation in becoming worse.

### **Support Personnel:**

Evaluate which support personnel will be with you at the practice or game. This could include coaches athletic trainers, athletic officials facility administrators, management

personnel, teacher, school nurse or physician athletic director, clerical personnel and maintenance personnel. All these personnel are necessary for effective emergency management and confidence building among all stakeholder involved in emergency and safety care procedures.

### **External Support Personnel:**

This is collaborative method of handling emergency situation through involvement of external team.

Provide means of effective communication among all collaborators involve in emergency and safety care. In an ideal situation, personnel such as EMS personnel, police fire poison control center, hospitals, power and gas companies and health department need to be put in place for effective emergency and safety care. Assign each staff member a duty in accordance to their specialization and efficiency. This does not exclude however the overlapping function of the various personnel. There should be a person(s) to provide care, a person(s) to control by standers and supervise other athletes, a person(s) to meet EMS personnel, and a person(s) to transport the injured athlete when appropriate communication.

This is to ensure that appropriate, emergency quarter is informed about safely used within the facility where emergency had lacking place. The essence is to reduce the impact of the incident on victims and the facility at that particular moment. Create a

chain of command within your facility support personnel. Make sure there is a person to contact the injured student's and a person to deal with the media.

**Follow – up:**

This should not be compromised for whatever reason. Decide who will be responsible for completing the appropriate documentation (accident and incident report, etc) and refilling your first aid kits. Put together a team to evaluate the effectiveness of the EAP and conduct of staff debriefing. It is vital to have strategies and procedures in place prior to crisis. By developing an EAP, you will be prepared to handle emergency situations at your practices or games confidently and professionally.

**Personnel in Sports Programmes**

National Sports Policy of Nigeria (2009) indicated the government shall give priority to training and development of sports and personnel to enable them improve their skill and efficiency in programme implementation through; cohesive training programme for coaches to develop their complete to implement the pathway that support athletes development. Technical officials to undergo provide training that will qualify them to officiate at international competitions. The notion of getting the right people in the organization supports the concept of person organization fit. Wide range of personnel exists in sport programme include the following: director of sports across sports organization both at institutional, private and public organization, coaches and technical officials deal with the training of athletes for skill and technical efficiencies organizing secretaries are constantly been changed within a short period of time, but their role have

significant impact on the well-being of athletes, record keeping and the sustenance of the organization.

Coach is a person involved in the direction, instruction and training of the operations of a sport team or of individual sports people. A coach may also be a teacher. In football, the duties of a coach can vary depending on the level they are coaching at and the country they are coaching in, amongst others. In youth football, the primary objective of a coach is to aid players in the development of their technical skills, with emphasis on the enjoyment and fair play of the game rather physical or tactical development (Football Association of Ireland, 2009). The coach is also assisted by medical staff and athletic trainers. The presence of a sporting director is designed to give the medium term development of a club the full attention of one professional, allowing the coach to focus on improving and producing performances from the player under their charge. The system also provides a certain level of protection against overspending on player in search of instant success.

### **Personnel Competencies and Intramural 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, as stated, 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<sup>76</sup>.

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 is high that most of the educational goals will be reached<sup>77</sup>. 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 members of the institution's participation in sports. There is the need to development of effective organization of school sports for any population and which requires putting in place different things like the provision of conducive environment to work in, adequate fund, material resources and personnel<sup>78</sup>.

Lack of physical education personnel affects the organization of intramural sports programs hence teaching and coaching of physical education should be a task undertaken by competent personnel. 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<sup>79</sup>. Qualified and knowledgeable teachers should be employed to teach and coach students and staff alike in order to achieve desired sports participation. Also, in the UNESCO Charter, Article 4 is devoted to qualified personnel responsible for the delivery of physical education and sport programmes and to voluntary personnel who might also contribute. Personnel who take professional responsibility must be capable of

administering sport activities that are suited to the needs and requirements of the pupils in other that their safety is not jeopardise. The acquisition and development of the necessary relevant skills are acquired in teacher training programmes and updated throughout a teacher's career through in-service (INSET) or continuing professional development (CPD) programmes<sup>80</sup>.

The Charter called for the appropriate structures to be put in place for the training of personnel for physical education and sport. Personnel who have received such training must be given a status in keeping with the duties they perform. Voluntary personnel, according to the Charter must be given appropriate training and supervision to make invaluable contributions to the comprehensive development of sport and encourage the participation of the population in the practice and organisation of physical and sport activities<sup>81</sup>. In many countries, the adequacy of teacher preparation for physical education is arguable and initial teacher training can present a problem even in economically developed countries.

Generally throughout the European region, sports administration degree and diploma qualifications are acquired at universities, pedagogical institutes, national sports academies, or specialist sport institutes<sup>82</sup>. For primary school teaching, qualifications tend to be acquired at pedagogical institutes but not exclusively so; for secondary school teaching, qualifications are predominantly acquired at university level institutions. In approximately half of the countries, physical education teacher graduates are qualified to teach a second subject. Though not applicable to all countries, a common scenario across Europe is the practice of having qualified “specialist” physical education teachers at secondary level and “generalist” teachers

at primary level<sup>83</sup>. Some countries do have specialist physical educators in primary schools, but the variation is wide and there are marked regional differences.

In Central and Eastern Europe, around two-thirds of countries have specialist physical educators in primary schools compared with a third of countries in Western Europe. In some countries the primary school generalist teacher is often inadequately or inappropriately prepared to teach physical education and initial teacher training presents a problem with minimal hours allocated for sports teaching and training.

## **2.2 Theoretical Modern / Framework**

### **2.2.1 Theory of Planned Behaviour (TPB)**

A variety of theoretical approaches have been applied for the study of outdoor recreation participation, with the objective to identify the factors that facilitate or limit participation in outdoor recreational activities. Theory of Planned Behaviour (TPB) by Ajzen (1988)

According to the TPB (Ajzen, 1988), human behaviour is a function of an individual's intention to perform the behaviour in question. In its turn, intention is determined by a combination of three conceptually independent factors (a) attitude toward the specific behaviour, (b) subjective norms, and (c) perceived behavioural control. More specifically, the model proposes that behaviour is a function of beliefs, which are related to the behaviour. Attitudes are defined as one's positive or negative predisposition towards a specific behaviour, and determined by an individual's behavioural beliefs toward the behaviour (Ajzen, 1988). On the other hand, subjective norm expresses the social pressure that is placed on the individual to perform the specific behaviour.

Perceived behavioural control has been introduced to enhance the prediction of behaviours in which volitional control may be incomplete (Ajzen, 1988). Irrespectively of a person's intention, there may be some obstacles preventing him/her from carrying out the behaviour. These obstacles may be internal factors, such as, skills, abilities, knowledge, and adequate planning, as well as, external factors, such as, time, opportunity, and cooperation with other people (Ajzen and Madden, 1986), and expresses individual beliefs about the ease or difficulty in performing a specific behaviour. The TPB postulates that perceived behaviour control influences behaviour both directly and indirectly through an independent effect on behavioural intention (Ajzen and Madden, 1986). The more it is perceived that the behaviour in question is not under control, the more it is expected that a direct link between perceived behavioural control and behaviour, not mediated by intention, will be present.

In the context of outdoors, the more positive attitude an individual holds, the higher the societal pressure placed on him. Furthermore, when the behaviour is perceived to be controllable, behavioural intentions are more likely to be positive. Participation in outdoor recreation programs has unique characteristics, since it requires for individuals to invest time, effort and energy. Furthermore, there are many internal (eg, injury risk and perceived fitness and skill levels) and external factors (eg, weather conditions, transportation, availability of opportunities) that limit individuals choices and make perceived behavioural control an important variable Model of Sport Development

This theory established a sport development model to examine factors related to sport participation. This model comprises three stages called recruitment, retention and transition. It aims to comprehend the factors which are critical to the development of

sport, more precisely the combination of factors which impact participation rates and the commitment to sport of individuals. In every stage of this model, several motivations and available opportunities exist which directly influence an individual's decision to carry on or exit sport.

Recruitment is the first stage in the sport development model process which involves the individual, family and sport delivery system levels that influence an individual's decision to take part in sport. Motivations play an important role at the individual level which in addition to the availability of sports and sport programs, indicative of the system level, increase the likelihood that individuals move into a sport that better meets their needs and motivations.

Retention is the second stage and is considered by the author to be very challenging, but many times ignored stage in the process. Retaining and possibly increasing the involvement of individuals requires an in-depth analysis of what is that affects their decision to stay. Financial resources, skill level and social support are constraints that can affect the commitment of individuals towards a sport. Lack of sport programmes or coaching availability at the system level can disturb their commitment.

The transition stage which is the last stage occur between the entrance and retention stages which take place in commitment stage (example: recreational to elite). Similarly, to the other two stages, transitions are also marked by individual differences, and delivery system factors. Here, utmost attention must be given to certain aspects which encourage further participation such as providing more training opportunities, encouragement to advance and flexibility in membership options. With respect to this sports model. participation in recreational sports among academic staff is largely

influenced by various factors ranging from personal and institutional. All of these factors greatly determine their choice from the onset either to begin, sustain or increase their level of participation in intramural sports.

### **2.2.2. Incentive Theory**

Incentive theory began to emerge during the 1940s and 1950s when psychologists begin to question the drive reduction theory of motivation as the explanation of all types of behaviour. It was argued that organisms was not solely pushed into activity by internal drives but that external stimuli, called incentives, were also important in arousing behaviour. They believed that motivation could be better understood as an interaction between stimulus objects in the environment and a particular physiological state of the organism. For example, well painted marked out sport facilities like tennis, badminton, and volleyball courts as well as a well-marked athletics oval and a football field may arouse the interest of a student in engaging in any of the aforementioned sports. In this case the incentive (well-structured facilities provided) activates the interest which then serves as the motivation which is not as an internal drive but rather an external catalyst.

Since motivation has a greater role to play in participation in sports and enhance good academic pursuit among school students, the theory of incentives may provide a better understanding on most studies that entail motivation and how to improve productivity in education and social sciences.

## **2.3 Review of Empirical Studies**

### **2.3.1 Organisation Policy in Intramural Sports Participation**

This investigated the factors militating the organization of intramural sports programs in secondary schools in Ekiti State, Nigeria. The study employed the inferential statistics of chi square ( $X^2$ ). Five research hypotheses were formulated. The population for the study was all the students in the government-owned secondary schools in Ekiti West Local Government of Ekiti State Nigeria. The sample for the study was 60 students in three schools within the local government selected through simple random sampling techniques.

The instrument used for the study was a self-developed questionnaire by the researcher for data collection. The instrument was presented to experts and academicians in the field of Human Kinetics and Health Education for construct and content validation. A reliability test was conducted which involves 10 students who are not part of the study. The test-retest coefficient of 0.74 was obtained which attested to the fact that the instrument was reliable enough for the study. The validated questionnaire was administered to the students in their various schools by the researcher with the help of two research assistants; the questionnaires were filled and returned to the researcher immediately.

The data collected were analyzed using the descriptive statistics of frequency count, percentage and mean to analyze demographic data in section A of the questionnaire, while inferential statistics of chi square was used to test the hypotheses at 0.05 alpha level. The results of the study revealed that personnel, fund, schedule (time) were significant factors that affect the organization of intramural sport programs among students in secondary schools in Ekiti West Local Government Area of the

State. The study also revealed that organization of intramural sports programs among students of secondary schools will improve and motivate students' participation in sports beyond the local level. However, facilities and equipment is not a significant factor affecting the organization of intramural sports among secondary school students in Ekiti West Local Government Area<sup>16</sup>.

### **2.3.2 Sports Funding in Intramural Sports Participation**

In a study to ascertain the financial sustainability within United Kingdom charities, community sport trusts and corporate social responsibility partnerships, indicated that in a shifting funding landscape, it is clear that an over-reliance on government funding is a risky strategy and that there is a need to diversify and seek out alternative sources of revenue to fund sport. The authors explored sources of revenue through the analysis of financial statements, revealing that on average community sports trusts receive a significant proportion of income from grant funding whilst sponsorship income is relatively small. Also the potential for community sports trusts to diversify revenue streams by developing social partnerships that address the corporate social responsibility (CSR) agendas of commercial organisations was upheld. It illustrated that although commercial sponsorship can provide benefits including the provision of additional funding that can enable financial stability, key issues include the balance of power, the impact on organisational flexibility, whether there is a need to restructure, and the development of long-term partnerships for sports.

Fund is an independent account in which costs and revenues balance out. It relates to specific activities with special objectives. Fund budgeting serves an important internal accounting function, but is most useful in presenting financial reports to higher

authorities, such as school boards, or athletic councils Fund accounting requires no additional records or forms, but organises the reporting of existing data into a form that compares each fund to others. Non-profit sport organisations such as schools, colleges and recreation programmes are usually financed by a combination of sources. Operation financing will typically be from municipal, district, or state funds augmented by fees and to a lesser extent by sales. At times bonds are floated, especially to finance major capital projects, and special assessments against a student body are frequently authorised.

For private facilities, financing is another matter. The local government is the third tier of government. It is the government that is closest to the people and through which governance is gauged by the people. Having so many responsibilities to cater for her citizens, the local government has the unique role for developing sports among her citizens. As acknowledged in the National Sports Policy (1994), the Central Organisation of Sports (COS) assisted only in the provision of some basic sporting facilities at the school level. The objective of sports policy is not competition per se, rather the provision of opportunities for more individual's irrespective of age, sex or status, to participate in sporting activities. Funding is very crucial to the success of any programme be it sports or otherwise. Sports today cost money to administer effectively. Funding therefore, is an important aspect of sports and seems to be the root of all administrative successes or failures. Without sufficient funding, facilities cannot be provided and maintained, qualified personnel will be lacking and consequently ill prepared athletes would be

produced. No matter how seasoned an athlete may be, high enthusiasm will decline if the athlete does not have all it requires to perform<sup>85</sup>.

Funding school sports is also a major issue that requires implementation for positive results. Funds are necessary for the provision of vital ingredients for recreational sports programme for effective participation among the students and the extent to which they are effectively utilised. The programme organiser is indeed the major figure on whom all factors revolve. The success of any sports programme depends largely on finance. They opined that sports will always be a child's play if adequate funding is not channelled to achieve the set objectives.

The importance of providing adequate funds for sports programmes cannot be over emphasized as adequate funding is essential for effective sports development. This may not be dissociated from the fact that the services that are involved such as recruitment and training of personnel, purchase of equipment and construction of standard facilities all require large sum of money. Funding is a very important aspect of sports and seems to be at the root of the organisational problems that institutional sports is facing especially at this period of economic recession in Nigeria. Hence, organising sports programmes by any organisation including institution of higher learnings requires high expenses and adequate funding if the set goals are to be achieved.

Research has shown that one of the common institutional determinants of provision of sports in schools is funding. On most occasions, there is always a problem of funding in form of budget constraints and scarce resources and which consequently affect the level of participation of the participants in institutional sporting activities like recreation. 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 finding which is directly related to insufficient sporting facilities and equipment. This is because the provision of sports infrastructures, recruitment of qualified personnel, payment of better remuneration and incentives for coaches and players/athletes, engaging teams in international training tours can only be possible with adequate funding<sup>86</sup>.

Recreational sports need adequate financing as they are comprehensive programmes of sports and recreational activities carried out within the institution. The objectives of recreational sports are threatened with issues bothering on proper utilization of financial resources. A lack of funds is one of the most obvious obstacles to providing suitable facilities and equipment and greatly influences the facilitation of an effective recreational sports programme<sup>87</sup>.

Provision of adequate sport infrastructure is important to sport participation, as many sports cannot be performed without having the appropriate sport facility. Sports infrastructure are the basic facilities, services and installations serving sports organizations, sports users and other community members providing increased opportunities to all to participate in sport for leisure, training or competitive purposes. This includes sports facilities (sports halls, sport pitches, playing courts and swimming pools) and sport programmes operated by sport clubs, commercial providers and city while also including park and similar recreational areas.

Funding for the provision of infrastructure, which is one of the macro-level factors of sports participation plays a positive role on sport activity and thus can be considered as a facilitator of recreational sports participation. A positive effect on sport activity was

witnessed by a larger supply of sports facilities and sport programmes. A host of studies have further established that physical activity is positively correlated with the availability of suitable sport infrastructure<sup>88</sup>.

In a study to ascertain the financial sustainability within United Kingdom charities, community sport trusts and corporate social responsibility partnerships. It is clear that an over-reliance on government funding is a risky strategy and that there is a need to diversify and seek out alternative sources of revenue to fund sport. The authors explored sources of revenue through the analysis of financial statements, revealing that on average, community sports trusts receive a significant proportion of income from grant funding whilst sponsorship income is relatively small. Also the potential for community sports trusts to diversify revenue streams by developing social partnerships that address the corporate social responsibility (CSR) agendas of commercial organisations was upheld. It illustrated that although commercial sponsorship can provide benefits including the provision of additional funding that can enable financial stability, key issues include the balance of power, the impact on organisational flexibility, whether there is a need to restructure, and the development of long-term partnerships for sports. 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<sup>89</sup>.

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.

### **2.3.3 Time Table Scheduling and Intramural Sports Participation**

Humphreys and Rusaki [30] developed a model regarding economic determinants influencing sport participation and physical activity. They centred their research on two decisions which the consumer has to make: firstly, whether to participate in sport and second, how much time to spend participating in sport. They found that higher income is associated with a higher probability of participating in physical activity. However, time spent in physical activity declines with income, meaning that the economic factors which influence the two decisions to be made are working in opposite directions: factors that lead to an increase in the likelihood of participating in, sport generally decrease with the amount of time spent participating in sports.

This can be explained by the income-leisure trade off and the given time restriction, meaning that a higher income is associated with more working hours and consequently, less leisure time. Furthermore, their results showed that employed persons are slightly less likely to participate in sport than unemployed. This might also be explained by the fact that unemployed people have more leisure time than working people and thereby, can participate more in physical activity.

Study using undergraduate students recruited from introductory psychology courses at a Midwestern state university (n=398) studied the psychometric properties and relationship to physical activity levels of the Exercise Benefits/Barriers Scale (EBES) among college students<sup>90</sup>. Although rarely utilized, the EBBS is a standardized measure of perceived benefits and perceived barriers for physical activity (Brown). Despite research citing support that perceived benefits and perceived barriers account for variance in physical activity levels, the measurement of 24 these variables is not frequently standardized. That is, for each study, an untested customized measure of perceived benefits or perceived barriers is usually formulated. This practice raises serious concerns about the accuracy, reliability, and validity measurements of barriers and benefits. Perceived barriers included insufficient time, lack of motivation, child care responsibilities, and lack of interest.

Time constraints and family structure were the two economic factors examined in more detail. The study was carried out among residents of Germany using a unique primary data source and focused on the decisions to participate and for how long. Results are essentially consistent with findings in prior research. The decisions made by individuals to take part in sports and the time spent participating are influenced by the presence of children, in the household and time spent caring for children and relatives.

#### **2.3.4 Availability of Personnel in Intramural Sport Participation**

In many schools physical education (PE) and sports are seen as professional fields of endeavour, especially in respect to their administrative aspects. They are concerned with the accomplishment of the objectives set for the organisation and administration of sports in schools. In many regions, P.E and sports are taught by the same person.

Individuals working in this specialised areas share facilities, personnel, funds and other items essential to their programmes. Administering competitive sports programmes in every society require both human and material resources. One of the challenges facing the administration and development of sports at any level and society is inadequate personnel or manpower. The inadequacy of personnel needed for any sport event or programme can militate against the promotion of sports participation in schools. This consequently affects the effective and efficient organisation and administration of sports and PE programmes.

It is obvious that employed staff of sports clubs, sports associations, sports agencies, and sports ministries may never be adequate for effective and efficient administration and development of sports events, especially mega sports events. Sporting events around the world regardless of the size tend to rely on the efficiency and execution of their events by adequate administration<sup>91</sup>.

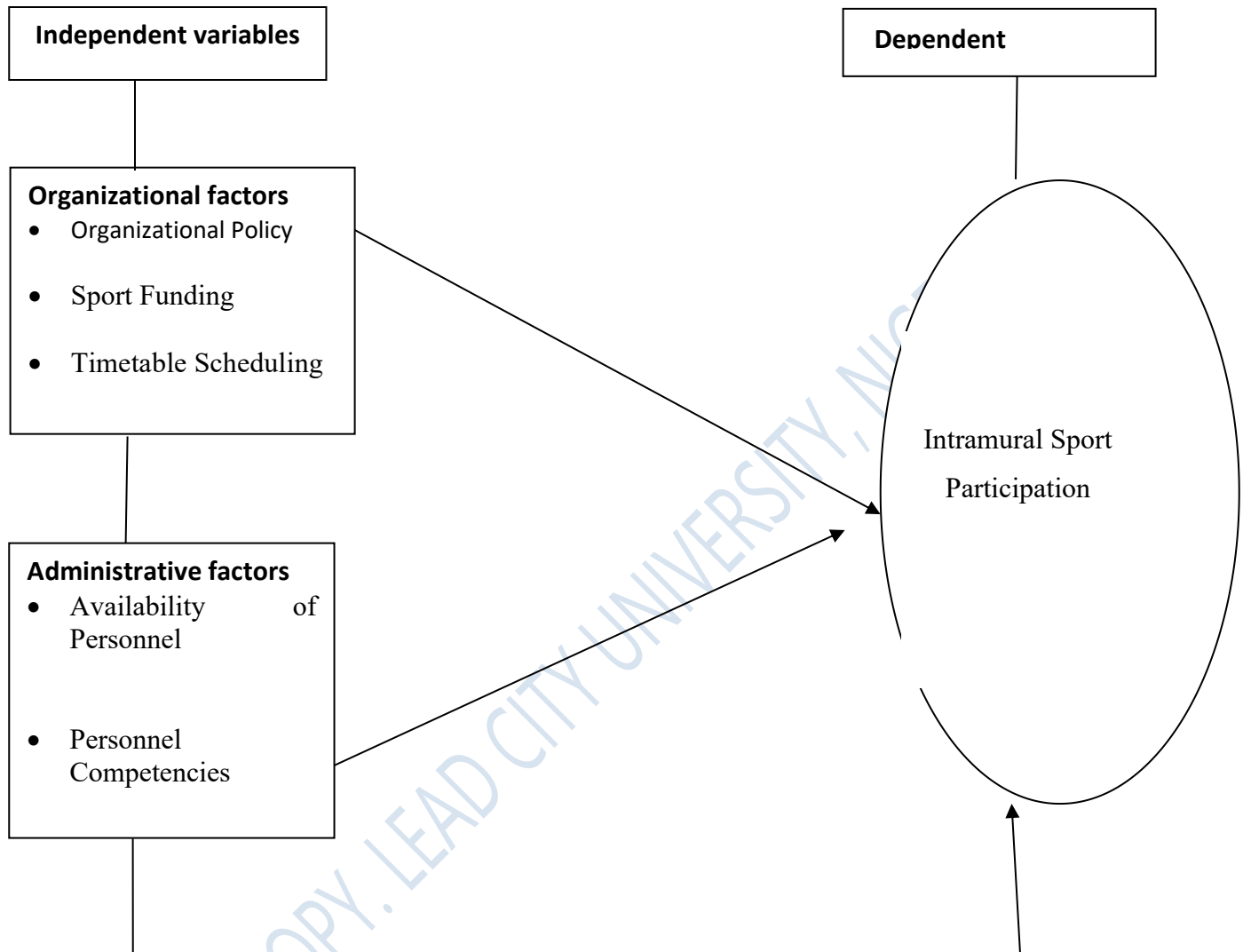
Sports programmes for lecturers just like any other of its type cannot be operated in a vacuum, human elements must be present. The success or otherwise of any sports programmes depends to a great extent, on the personnel available to handle it. Imagine a situation where there are facilities, equipment and supplies and there are interested students in the college to take part in the intramural sports. All aforementioned cannot function without the personnel that would direct and put it to operation. Participants in a sporting activity expect the coach to teach, guide and assist them in finding solutions to their problems irrespective of what means is used.

### **2.3.5 Personnel Competencies and Extramural 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, 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<sup>92</sup>.

When high quality and competent individual are selected, and they are assigned functions and responsibilities which are appropriate to their interests and informal settlement due to family obligations find it difficult to balance their time, hence, leaving them with very little time or completely no time to attend recreational activities

## 2.4 Conceptual framework



**Fig 2.1:** A Conceptual Model on Organisational and Administrative Factors as Predictors of Intramural Sport Participation among Undergraduates of Adeleke University Ede, Osun State.

**Source:** Self-Developed, 2022

## 2.5 Summary of Gaps in Literature

In this chapter, a review of relevant literatures on the subject matter had been undertaken. The chapter started with the conceptual framework theories of Planned Behaviour and incentive theory were examined. The concepts of sports, intramural sports, benefits of intramural sports, barriers to intramural sports participation, and concepts of sports organisation and administration among others were also examined. Also, the predicting of organisational and administrative factors to intramural sports participation among students was also discussed. A number of relevant empirical works were examined on the contributions of organisational (organisational policy, funding, interest and timetable scheduling) and administrative factors (availability of personnel and personnel competencies) on intramural sports participation among undergraduates.

The gap created from the reviewed literatures that necessitated this present study was that most of the researches were mostly carried out on the undergraduate while those among the adults did not directly assess some of the factors like the organisational policy and personnel on the participation of the undergraduate students. This then indicated paucity of literatures on the current study and this is the lacuna that this research would fill by examining organisational and administrative factors as predictors of undergraduates' intramural sports participation: A case study of Adeleke University, Ede, Osun.

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## Chapter Three

### Methodology

This Chapter describes the procedure and strategies for data collection. It is organized to cover the following services:

#### 3.1 Research Design

- 3.2 Population of the Study
- 3.3 Sample and Sampling Techniques
- 3.4 Description of the Research Instrument
- 3.5 Validity of Research Instrument
- 3.6 Reliability of the Research Instrument
- 3.7 Data Collection
- 3.8 Data Analysis

## **Endnotes**

### **3.1 Research Design**

The research design used in this Study was the descriptive research design of correlational type. This research design helps to unveil current conditions that exist during specific events through systematic collection, analysis, interpretation and report of relevant facts and information concerning a situation. This design helped to expose how much the independent variable of organization factor (organizational policy, sport funding, timetable scheduling) and administrative factors (Availability personnel and personnel competencies) help predict intramural sport participation among undergraduates of Adeleke University, Ede, Osun state.

### **3.2 Population of the Study**

The population of this study consisted of four thousand five hundred and sixty seven (4,567) undergraduates of Adeleke University, Ede, Osun state.

### **3.3 Sample and Sampling Techniques**

The sample for the study was one thousand, one hundred and sixty six (1,166) respondents, which were drawn from the three selected faculties at the Adeleke University, Ede, Osun State. Multi stage sampling procedure was used to select the respondents. This included proportionate stratified and simple random sampling techniques. The sampling techniques are explained as follows:

**Stage One:** Simple random sampling technique of fish-bowl was used to select three faculties out of the existing six faculties. The selected faculties are Basic Medical Sciences, Business and Social Sciences and Law.

**Stage Two:** Proportionate stratified sampling technique used to determine fifty percent (50%) of the respondents that were drawn from each of the faculties. This was done by considering fifty percent (50%) of undergraduates from the number of students in each of the three selected faculties. This was done so as to ensure that the respondents are stratified based on the proportion of students in each of the faculties.

**Stage Three:** Simple random sampling technique was used to give each of the respondents in the three selected faculties an equal and independent chance of being included in the sample. The respondents were selected randomly from each of the faculties based on the predetermined fifty percent (50%); making a total of 1,166 respondents.

**Table 3.1: Distribution of the respondents**

S/n	Faculty	Number of Students	Number of Selected Students
1.	Basic Medical Sciences	564	282
2.	Business and Social Sciences	1325	663

3.	Law	442	221
Total		2331	1,166

**Source:** Field survey, 2022

### **3.4 Description of the Research Instrument**

A self-developed questionnaire was used to collect data for this research. The questionnaire were divided into sections A, B, C and D.

**Section A:** This section was used to collect information on socio-demographic information of the undergraduates.

**Section B:** This section was used to collect information on organisational factors of organisational policy, sport funding and timetable scheduling.

**Section C:** This section was used to collect information on administrative factors of availability of personnel and personnel competences.

**Section D:** This section was used to collect information on sports participation among undergraduates.

### **3.5 Validity of Research Instrument**

The validity of an instrument is defined as the soundness or the appropriateness of the test instrument in measuring what it is designed to measure<sup>1</sup>. The draft of the questionnaire were be given to the researcher's supervisor, experts in the field of Sports Organisation and Administration as well as other lecturers in the Department of Kinesiology, Sports Science and Health Education, Lead City University, Ibadan. Thus, all comments, suggestions and modifications will be studied carefully and applied for improving the quality of the instrument in relation to research objectives.

### **3.6 Reliability of the Research Instrument**

Reliability refers to the degree of consistency of an instrument in measuring what it is designed to measure<sup>2</sup>. The reliability of the instrument was determined by 30 undergraduates of Ajayi Crowther University, Oyo State. Cronbach alpha method was used to determine the coefficient of the reliability, which yielded a co-efficient of 0.72.

### **3.7 Data Collection**

A letter of introduction were collected from the Head, Department of Kinesiology, Sports Science and Health Education, Lead City University, Ibadan. Upon collection, it was submitted to the Registrar of the Adeleke University, Osun State for identification and seeking of permission from the authority of the institution. Administration of the research instrument was personally done by the researcher with the support of six (6) trained research assistants. The copies of the filled questionnaire were retrieved on the spot. Self-administration and on-spot retrieval is to ensure accurate and highly efficient data collection.

### **3.8 Data Analysis**

The completed and retrieved copies of questionnaires was analysed using descriptive statistics of frequency counts, simple percentage and mean scores for the demographic data of the respondents as well as the research question. Inferential statistics of Pearson Product Moment Correlation will be used to analyse hypotheses 1

and 2, while multiple regression will be used to test hypotheses 3 – 4 at 0.05 level of significance.

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### Endnotes

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- 2 J. R. Thomas J. K., P. Martins, J. Efnier, S. J. Silverman, *Research Methods in Physical Activity*, Human Kinetic, 2022

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## Chapter Four

### Results and Discussion of Findings

This chapter presents results of the analyses and discussion of findings. The results and discussion of findings are presented based on demographic characteristics of the respondents, research question and hypotheses as follow:

#### 4.1 Demographic Data Analysis

The below are the socio-demographic characteristics of the respondents.

**Table 4.1: Distribution of the Respondents by Gender**

Gender	Frequency	Percent
Male	767	65.8
Female	399	34.2
Total	1166	100.0

**Source:** Field Survey, 2022

Table 4.1 reveals that 767 (65.8%) respondents were male, while 399 (34.2%) were female. This means that most of the respondents were male.

**Table 4.2: Distribution of the Respondents by Age**

Age	Frequency	Percent
17 years and below	76	6.5
18-22 years	305	26.2
23-27 years	723	62.0
28 years and above	62	5.3
Total	1166	100.0

**Source:** Field Survey, 2022

Table 4.2 reveals that 76 (6.5%) respondents were 17 years and below, 305 (26.2%) were in the age range of 18-22 years, 723 (62.0%) were in the age range of 23-27 years, while 62 (5.3%) were 28 years and above. This means that, most of the respondents were in the age range of 23-27 years.

**Table 4.3: Distribution of the Respondents by Level of Academics**

Level	Frequency	Percent
100 level	28	2.4
200 level	374	32.1
300 level	503	43.1
400 level	255	21.9
500 level	6	0.5
Total	1166	100.0

**Source:** Field Survey, 2022

Table 4.3 reveals that 28 (2.4%) respondents were in 100 level, 374 (32.1%) were in 200 level, 503 (43.1%) were in 300 level, 255 (21.9%) were in 400 level, while 6 (0.5%) were in 500 level. This means that most of the respondents were in 300 level.

**Table 4.4: Distribution of the Respondents by Residence**

Residence	Frequency	Percent
On campus	364	31.2
Off campus	802	68.8
Total	1166	100.0

**Source:** Field Survey, 2022

Table 4.4 reveals that 364 (31.2%) respondents were living on campus, while 802 (68.8%) were living off campus. This means that most of the respondents were living off campus.

### **Research Question**

The research question below was answered:

**Research Question 1:** What is the level of intramural sports participation among the undergraduates of Adeleke University, Ede?

**Table 4.5: Summary of Result on the Level of Intramural Sports Participation**

S/n	Statement	More Frequent (more than 5 times in a semester)	Frequent (4 times in a semester)	Sometimes (Once in a semester)	Never
1	I actively engage myself in interfaculty sports, thus, it promotes my <b>muscular strength and endurance</b>	12 (1.0%)	28 (2.4%)	180 (15.4%)	946 (81.1%)
2	<b>I do engage in muscular strength, endurance and Flexibility-related sporting activities after daily routine academic activities</b>	9 (0.8%)	10 (0.9%)	107 (9.2%)	1040 (89.2%)
3	I find time out of my tight schedule to compete in bone and muscle-strengthening activities during intramural competitions	10 (0.9%)	55 (4.7%)	251 (21.5%)	850 (72.9%)
4	I ensure that I train properly to promote <b>cardiovascular endurance, muscular strength, muscular endurance and flexibility prior to usual intramural competition</b>	3 (0.3%)	108 (9.3%)	354 (30.4%)	701 (60.1%)
Total		235 (5.04%)	892 (19.13%)	3537 (75.83%)	

**Source:** Field Survey, 2022

Table 4.5 reveals that 12 (1.0%) respondents more frequently engaged themselves in interfaculty sports, thus, it promotes their **muscular strength and endurance**, 28 (2.4%) frequent engaged, 180 (15.4%), while 946 (81.1%) never engaged. In addition, table 4.5 reveals that 9 (0.8%) respondents more frequent engaged in muscular strength, endurance and flexibility-related sporting activities after daily routine academic activities, 10 (0.9%) frequent engaged, 107 (9.2%), while 1040 (89.2%) never engaged. Moreover, 10 (0.9%) respondents more frequent find time out of my tight schedule to compete in bone and muscle-strengthening activities during intramural competitions, 55 (4.7%) frequent engaged, 251 (21.5%), while 850 (72.9%) never engaged. Additionally, 3 (0.3%) respondents more frequent ensure that they train properly to promote cardiovascular endurance, muscular strength, muscular endurance and flexibility prior to usual intramural competition, 108 (9.3%) frequent engaged, 354

(30.4%), while 701 (60.1%) never engaged. The responses of the respondents revealed that most of the respondents indicated that they sometimes (19.13%) and hardly (75.83%) engaged in intramural sports participation, while few (5.04%) frequently participate intramural sports. This means that the level of intramural sports participation among the undergraduates of Adeleke University, Ede was low.

### Hypotheses

The following hypotheses were tested in the study.

**Hypothesis 1:** There will be no significant joint prediction of organizational factors (organizational policy, sport funding and timetable scheduling) on intramural sports participation among undergraduates of Adeleke University, Ede.

**Table 4.6: Regression Analysis of Joint Prediction of Organizational Factors on Intramural Sports Participation**

R=0.285 R <sup>2</sup> =0.081 Adj. R <sup>2</sup> =0.079 Std. Error=1.35711							
Model	Sum of Squares	Df	Mean Square	F	Sig. (p value)	Remark	
Regression	188.791	3	62.930	34.169	.000	Significant	
Residual	2140.112	1162	1.842				
Total	2328.903	1165					

**Source:** Field Survey, 2022

As shown in table 4.6, it was found that the linear combination of organizational factors (organizational policy, sport funding and timetable scheduling) was tested significant on intramural sports participation among undergraduates of Adeleke University, Ede. ( $F_{(3,1165)}=34.169, p<0.05$ ). The result yielded a coefficient of multiple regression of  $R=0.285$  and multiple R-square of 0.081. The result also reveals that adjusted  $R^2=0.079$ ; indicating that about 7.9% of variance was accounted for by the independent variables.

This means that, organizational factors of organizational policy, sport funding and timetable scheduling jointly and significantly predicted intramural sports participation among undergraduates of Adeleke University, Ede. Hence, the null hypothesis was rejected.

**Hypothesis 2:** There will be no significant relative prediction of organizational policy, sport funding and timetable scheduling on intermural sports participation among undergraduate of Adeleke University, Ede.

**Table 4.7: Regression Analysis of Relative Prediction of Organizational Factors on Intramural Sports Participation**

Variables	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Remark
	B	Std. Error	Beta				
(Constant)	5.902	.288			20.523	.000	
Organizational policy	-.032	.032	-.029		-.999	.318	Not Sig
Sport funding	.245	.027	.263		9.037	.000	Significant
Timetable scheduling	.117	.034	.098		3.486	.001	Significant

Table 4.7 reveals organizational policy, sport funding and timetable scheduling, the unstandardised regression weight ( $\beta$ ), the standardized error of estimate ( $SE\beta$ ), the standardized coefficient, the t-ratio and the level at which the t-ratio was significant. As indicated in table 4.7, sport funding ( $\beta=0.263$ ,  $t=9.037$ ,  $p<0.05$ ) and timetable scheduling ( $\beta=0.098$ ,  $t=3.486$ ,  $p<0.05$ ) were independently tested significant on intermural sports participation among undergraduate of Adeleke University, Ede; while organizational policy ( $\beta=-0.029$ ,  $t=-0.999$ ,  $p<0.05$ ) did not. The null hypothesis which stated that sport funding and timetable scheduling would not relatively and significantly predicted intermural sports participation among undergraduate of Adeleke University, Ede was therefore rejected.

**Hypothesis 3:** There will be no significant joint prediction of administrative factors (availability of personnel and personnel competencies) on intramural sports participation among undergraduates of Adeleke University, Ede. **Table 4.8: Regression Analysis of Joint Prediction of Administrative Factors on Intramural Sports Participation**

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R=.170  
R<sup>2</sup>=.029  
Adj. R<sup>2</sup>=.027  
Std. Error=1.39459

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Model	Sum of Squares	Df	Mean Square	F	Sig. (p value)	Remark
Regression	66.996	2	33.498	17.223	.000	Significant
Residual	2261.907	1163	1.945			
Total	2328.903	1165				

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**Source:** Field Survey, 2022

As shown in table 4.8, it was found that the linear combination of administrative factors (availability of personnel and personnel competencies) was tested significant on intramural sports participation among undergraduates of Adeleke University, Ede. ( $F_{(2,1165)}=17.223, p<0.05$ ). The result yielded a coefficient of multiple regression of  $R=0.170$  and multiple R-square of 0.029. The result also reveals that adjusted  $R^2=0.027$ ; indicating that about 2.7% of variance was accounted for by the independent variables. This means that, administrative factors of availability of personnel and personnel competencies had joint prediction on intramural sports participation among undergraduates of Adeleke University, Ede. Hence, the null hypothesis was rejected.

**Hypothesis 4:** There will be no significant relative prediction of availability of personnel competencies and personnel competencies on intramural sports participation among undergraduates of Adeleke University, Ede.

**Table 4.9: Regression Analysis of Relative Prediction of Administrative Factors on Intramural Sports Participation**

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remark
	B	Std. Error	Beta			
(Constant)	7.313	.402		18.182	.000	
Availability of personnel	.184	.033	.165	5.582	.000	Significant
Personnel competencies	.110	.038	.086	2.928	.003	Significant

Table 4.9 reveals availability of personnel and personnel competencies, the unstandardised regression weight ( $\beta$ ), the standardized error of estimate ( $SE\beta$ ), the standardized coefficient, the t-ratio and the level at which the t-ratio was significant. As indicated in table 4.9, availability of personnel ( $\beta=0.165$ ,  $t=5.582$ ,  $p<0.05$ ) and personnel competencies ( $\beta=0.086$ ,  $t=2.928$ ,  $p<0.05$ ) were independently tested significant on intermural sports participation among undergraduate of Adeleke University, Ede. The null hypothesis was therefore rejected.

### 4.3 Discussion of Findings

The findings of this study revealed that the level of intramural sports participation among the undergraduates of Adeleke University, Ede was low. This was established through the response of few respondents that they frequently engaged themselves in interfaculty sports, thus, it promotes their muscular strength and endurance. In addition, few respondents admitted that they were more frequent engaged in muscular strength, endurance and flexibility-related sporting activities after daily routine academic activities. Moreover, insignificant number of respondents revealed that they were more frequent by finding time out of my tight schedule to compete in bone and muscle-strengthening activities during intramural competitions. Additionally,

few respondents reacted that they were more frequent ensure that they train properly to promote cardiovascular endurance, muscular strength, muscular endurance and flexibility prior to usual intramural competition. The finding of this study was in contrast to a previous study which revealed that all registered members in an institution or establishment are qualified to take part in intramural sports<sup>1</sup>.

In addition, it was found that the linear combination of organizational factors (organizational policy, sport funding and timetable scheduling) was tested significant on intramural sports participation among undergraduates of Adeleke University, Ede. This means that, organizational factors of organizational policy, sport funding and timetable scheduling jointly and significantly predicted intramural sports participation among undergraduates of Adeleke University, Ede. The finding of this study on joint prediction of organizational factors was in line with a previous study which revealed that many factors influence participation in intramural sports which may include demography, psychological, organisational, administrative, social and economic status of the participants<sup>2</sup>. Moreover, it was revealed that sport funding and timetable scheduling were independently tested significant on intermural sports participation among undergraduate of Adeleke University, Ede; while organizational policy did not. The finding of this study on sport funding was in line with a previous study which revealed that funding was one of the key determinants of successful intramural sports participation.

Besides, it was found that the linear combination of administrative factors (availability of personnel and personnel competencies) was tested significant on intramural sports participation among undergraduates of Adeleke University, Ede. This means that,

administrative factors of availability of personnel and personnel competencies had joint prediction on intramural sports participation among undergraduates of Adeleke University, Ede. Also, availability of personnel and personnel competencies were independently tested significant on intermural sports participation among undergraduate of Adeleke University, Ede.

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### Endnotes

- <sup>1</sup>P.O. Oyeniyi, Administration Indices as Correlates of Sport Participation by the Disable in South-Western Nigeria. Doctoral Thesis University of Ibadan 2014.
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## **Chapter Five**

### **Conclusion**

This chapter presents the conclusion of the study.

#### **5.1 Summary of Findings**

This study focused on organizational and administrative factors as predictors of intramural sports participation among undergraduates of Adeleke University, Ede. Thus, independent variables were tested in relation to dependent variables. The tested independent variables were organizational factors of organizational policy, sport funding and timetable scheduling as well as administrative factors of availability of personnel and personnel competencies. In addition, intramural sports participation was examined as the dependent variable. A research question was raised and answered, while four hypotheses were formulated and tested.

The review of relevant literature was carried out under different sub-headings. The review of related literature covered the conceptual studies, theoretical model and review of empirical studies, conceptual model and summary of the review literature. The conceptual studies in this study covered overview of sports, concept of intramural sports, concept of organisation in sports, concept of administration in sports and administration of sports in tertiary institutions. Also, the incentive theory was adapted for theoretical framework. Furthermore, empirical review was carried out about organizational factors of organizational policy, sport funding and timetable scheduling as well as administrative factors of availability of personnel and personnel competencies on intramural sports participation. Population for this study consisted full-time undergraduates of Adeleke University, Ede, Osun State. Proportionate stratified

and simple random sampling techniques were used to select a total of 1,166 respondents for the study. The descriptive statistics of frequency counts and percentages were used to analyse demographic information of the respondents and research question 1. Also, inferential statistics of regression was used to test hypotheses 1, 2, 3 and 4 at 0.05 alpha level.

The result revealed that the level of intramural sports participation among the undergraduates of Adeleke University, Ede was low. In addition, it was found that the linear combination of organizational factors (organizational policy, sport funding and timetable scheduling) was tested significant on intramural sports participation among undergraduates of Adeleke University, Ede. This means that, organizational factors of organizational policy, sport funding and timetable scheduling jointly and significantly predicted intramural sports participation among undergraduates of Adeleke University, Ede. Moreover, it was revealed that sport funding and timetable scheduling were independently tested significant on intermural sports participation among undergraduate of Adeleke University, Ede; while organizational policy did not.

Besides, it was found that the linear combination of administrative factors (availability of personnel and personnel competencies) was tested significant on intramural sports participation among undergraduates of Adeleke University, Ede. This means that, administrative factors of availability of personnel and personnel competencies had joint prediction on intramural sports participation among undergraduates of Adeleke University, Ede. Also, availability of personnel and personnel competencies were independently tested significant on intermural sports participation among undergraduates of Adeleke University, Ede.

## **5.2 Conclusion**

It was concluded in the study that the level of intramural sports participation among the undergraduates of Adeleke University, Ede was low. In addition, established that, organizational factors of organizational policy, sport funding and timetable scheduling jointly and significantly predicted intramural sports participation among undergraduates of Adeleke University, Ede. It was further concluded that that sport funding and timetable scheduling were independently tested significant on intermural sports participation among undergraduates of Adeleke University, Ede; while organizational policy did not. Conclusion was equally made that administrative factors of availability of personnel and personnel competencies had joint prediction on intramural sports participation among undergraduates of Adeleke University, Ede. Also, it was established that availability of personnel and personnel competencies independently predicted intermural sports participation among undergraduates of Adeleke University, Ede.

### **5.3 Recommendations**

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

1. The Sports Council of Adeleke University, Ede, in collaboration with academic planning Unit, should ensure that undergraduates are enlightened on the benefits that are attached to intramural sports.
2. The academic planning Unit of Adeleke University, Ede, should intensify efforts to develop academic calendar in a way that will encourage active participation in intramural sports.

### **5.4 Contributions to Knowledge**

This study contributed to knowledge in the following ways:

1. This study confirmed that the level of intramural sports participation among the undergraduates of Adeleke University, Ede was low.
2. It was established that, organizational factors of organizational policy, sport funding and timetable scheduling jointly and significantly predicted intramural sports participation among undergraduates of Adeleke University, Ede.
3. It was affirmed that sport funding and timetable scheduling were independently tested significant on intermural sports participation among undergraduate of Adeleke University, Ede; while organizational policy did not.
4. This study established that administrative factors of availability of personnel and personnel competencies had joint prediction on intramural sports participation among undergraduates of Adeleke University, Ede.

5. It was established that availability of personnel and personnel competencies independently predicted intermural sports participation among undergraduates of Adeleke University, Ede.

### **5.5 Suggested Area of Further Research**

The following suggestions were made for further research based on the findings of this study.

1. This type of study can be replicated among postgraduate students of Adeleke University, Ede, Osun State.
2. The study of this nature can be replicated among postgraduate students of other private universities across Nigeria.
3. Some other organizational and administrative factors which were not examined in this study can be investigated on by other researchers in the subsequent studies.

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## Appendix I

### Questionnaire

Lead City University, Ibadan

Faculty of Education

Department of Kinesiology, Sports Science and Health Education

Dear respondents,

This questionnaire was used to elicit your response in respect of a research work on organizational and administrative factors as predictors of intramural sports participation among undergraduates of Adeleke University, Ede.

You are assured of the uttermost confidentiality of your responses, as it is only meant for the purpose of this research. Your response will be appreciated please.

Thank you.

#### Section A: Demographic Data of the Respondents

**Instruction:** Please tick ( ) as appropriate to you from the options.

**Gender:** Male  Female ( )

**Age (Years):** Below 17 ( ) 18-22 ( ) 23-27 ( ) 28 and above ( )

**Level:** 100 ( ) 200 ( ) 300 ( ) 400 ( ) 500 ( ) others ( )

**Residence:** On campus ( ) Off-Campus ( )

**Instruction: Please tick**  **in the column as it applies to you in each of the following items.**

How would you rate your level of intramural sports participation in the university?

Low {less than once or once in a semester} ( )

Moderate {3 times in a semester} ( )

High {more than 4 times in a semester} ( )

<b>Section B: Organizational Factors Scale</b>					
<b>Instruction:</b> Use (✓) to indicate your choose of answer to the research items in this section					
<b>Organisational Policy</b>					
S/ N	Statement	SA	A	D	SD
1	The university policy and structure do not provide for various intramural sport on the school calendar				
2	The school does not reduce academic workloads during the time of intramurals				
3	The university do not set aside enough days for the students to engage intramural sports				
4	The school does not make sure the intramural sports are well planned yearly				
<b>Sport Funding</b>					
5	The school does not provide adequate facilities for training by the students				
6	The school provide enough funds to buy the necessary sporting equipment/materials needed in during intramural sports.				
7	The school does not support individual students with fund for sporting equipment/materials				
8	The school does not release enough fund to organize intramural sports for the students				
<b>Timetable Scheduling</b>					
9	I do not partake in intramural sports because my academic workload is very tedious				
10	I do not participate in intramural sports because the time set aside for the competition by the school sometimes clash with my lecture periods				
11	I do not always have ample time to rest after the day's lectures before going for training				
12	I sometimes finish my day's job and feel very tired to do any other sporting activities				
<b>Section C: Administrative Factors Scale</b>					
<b>Availability of Personnel</b>					
1	There are not enough coaches in the school sports complex to train athletes for different sporting events prior to the intramurals				
	The sports personnel available are not adequate to cater for the students' different sports demand				
3	Most of the coaches are employed on part-time basis and as such not always on ground to attend to the students during the time for training				
4	The school does not have coaches for the sport I wish to participate in during intramurals				
<b>Personnel Competencies</b>					

5	The sports personnel do not put all their best in developing students' sports skills and techniques that are needed during intramural sports				
6	The school coaches are not very skilled in their respective sports and that prompt my interest not to engage in any form of training				
7	The school coaches do not usually have time for me when I go to the sports centre to train				
8	The coaches always come late for training sessions				

**Section D: Intramural Sports Participation among Students**

S/N	Statement	More Frequent (more than 5 times in a semester)	Frequent (4 times in a semester)	Sometimes (Once in a semester)	Never
1	I actively engage myself in interfaculty sports in the school				
2	I do engage in muscular strength, endurance and Flexibility-related sporting activities after daily routine academics activities				
3	I find time out of my tight schedule to compete in bone and muscle-strengthening activities during intramural competitions				
4	I ensure that I train properly to promote cardiovascular endurance and flexibility prior to usual intramural competition				

**Appendix II**  
**Population of the Undergraduates of Adeleke University, Ede, Osun State**

<b>S/n</b>	<b>Faculty</b>	<b>Number of Students</b>
1	Arts	1,151
2	Basic Medical Sciences	564
3	Business and Social Sciences	1325
4	Engineering	413
5	Law	442
6	Sciences	672
<b>Total</b>		<b>4,567</b>

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### ORIGINALITY REPORT

<b>21</b> %	<b>21</b> %	<b>2</b> %	<b>6</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	<a href="http://erl.ucc.edu.gh:8080">erl.ucc.edu.gh:8080</a> Internet Source	<b>6</b> %
<b>2</b>	<a href="http://ir.library.ui.edu.ng:8080">ir.library.ui.edu.ng:8080</a> Internet Source	<b>3</b> %
<b>3</b>	<a href="http://scholarworks.gvsu.edu">scholarworks.gvsu.edu</a> Internet Source	<b>3</b> %
<b>4</b>	<a href="http://nou.edu.ng">nou.edu.ng</a> Internet Source	<b>3</b> %
<b>5</b>	<a href="http://www.mcser.org">www.mcser.org</a> Internet Source	<b>1</b> %
<b>6</b>	<a href="http://eprints.covenantuniversity.edu.ng">eprints.covenantuniversity.edu.ng</a> Internet Source	<b>1</b> %
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## STUDENT'S BIODATA

### PERSONAL DATA

Full Name: Joseph Ayanlere AYANSINA

Address: No 6 Joseph Close Oloyede Estate New Carage Old Lagos Ibadan

Date and Place of Birth: 10<sup>th</sup> Oct 1960

Nationality: Nigeria

Next of Kin: Wife

Name: Elizabeth Moji Ayanlere

Address: No 6 Joseph close Ologide Estate New Garage Old Lagos Ibadan

### EDUCATION BACKGROUND

S/N	Institution	Qualification obtained	Date
1.	Lead City University	B.Ed. Physical and Health Education	2017
2.	Lead city University	Diploma in Physical and Health Education	2012

### WORK EXPERINCE

	Date
Nigeria Tell communication (NITEL)	1980
Oyo State sport council football Referees Academy	2010
Nigeria football Referees Association	2017

## UNIVERSITY COMPLIANCE CERTIFICATION

This is to certify that this Thesis written by AYANSINA Joseph Ayanlere with Matric No LCU/PG/001652 in the Department of kinesiology, sports Science & Health Education, faculty of Arts and Education lead City University Ibadan is in full compliance with approved University format and style

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Signature

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Date

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