

Title Page

**ADMINISTRATIVE STRATEGIES ADOPTED FOR EFFECTIVE INVOLVEMENT OF
SECONDARY SCHOOL STUDENTS IN INTERSCHOLASTIC SPORTS
COMPETITION IN KADUNA STATE**

BY

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Approval Page

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Dedication

This research work is dedicated to God almighty, my brothers, sisters and my family members for their care and support.

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Abstract

The purpose of this study was to investigate the Administrative strategies adopted for Effective Involvement of secondary schools students in interscholastic sports competition in Kaduna State. Six specific objectives and corresponding research questions were posed to guide the study. Three null hypotheses were formulated for the study. Literature pertinent to study was reviewed; cross sectional survey design was used in the study. The population for the study was 1,358 subjects in public and private secondary schools in Kaduna State. The sample size of the study was 279 respondents from zonal sports co-coordinators, principals, and games masters and mistresses, formed the population in six education sports zones out of the 12 education sports zones in the state, Sample study was obtained through multi-stage sampling procedure. The instrument for data collection was a researcher designed questionnaire. It was made up of 32 items. The instrument was validated by five experts in the Department of Human Kinetic and Health Education, and one from the sports council of University of Nigeria, Nsukka. Frequency and percentage were used to answer the research questions while chi-square statistics was used to test the null hypotheses at 0.05 level of significance. The results showed that planning strategies with 203 (70%) leadership strategies 221 (75.9%) sports facilities and equipment management strategies, 186 (63.9%) motivation strategies 151 (51.8%) and first aid and emergency strategies 162 (55.7%), were adopted by secondary schools for effective involvement of students in interscholastic sports competition in Kaduna State. The study also revealed that majority of the respondents 159 (54.6%) reported that funding strategies were not adopted by secondary schools for effective involvement of students in interscholastic sports competition in Kaduna State. The hypotheses testing showed that there is significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on gender ($\chi^2 = 12.182, p = 0.000$). There was no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on location ($\chi^2 = 0.396, p = 0.529$). and ownership of schools ($\chi^2 = 0.009, p = 0.923$).

CHAPTER ONE

Introduction

Background to the Study

Students' effective involvement in interscholastic sports competition have long been recognized for contributing in many ways to the enhanced school experience as well as to the increased overall development of the participants. Interscholastic sports have been identified long ago as very salient and crucial for youths, hence, the call on the Federal Ministry of Education to fully implement compulsorily Physical Education and Sports programmes at all levels of Nigeria educational system as prescribed in the National Policy on Education (NPE, 2013). This according to Ogbu (2008) is predicated on the fact that the sporting status of any nation can only be sustained by the level of sports development at school levels. Interscholastic sport is therefore identified as an indispensable programme of physical education in schools because of its numerous benefits to the school and individual development (Morakinyo, 2002).

The term interscholastic sports has been defined by various scholars. Interscholastic sports is defined by Obi (2001) as that sports competition carried on between two or more schools for the advanced skillful students of the school. According to Nwankwo (2003) interscholastic sports programme is designed for the skilled individuals in one school who compete with skilled individuals from other schools in selected physical education activities. Nwankwo further stated that interscholastic sports programme is meant for the highly skilled in sports, for it recognizes challenges and reward. Agreeing with this, Ogbu (2008) defined interscholastic sports as that which involves the coming together of several schools to compete for honours in different sporting activities, producing interests, fun, social interaction, losers and winners at the end of the day. In the opinion of Onyekwena (2013), interscholastic sports competitions are the ones that take place among student athletes and players within a designated locality, may be within a state or a nation. In other words, it provides competition at the highest level for the highly skilled students in the various activities available in the institutions. In the context of this study, interscholastic sports are sports competition organized between two or more secondary schools which cover both athletics and games.

Interscholastic sports have a lot of benefits to offer to students. They are important for boosting the vitality and morale of the secondary school students (Omolawon & Arogbonlo, 2008). Interscholastic athletics are inherently education, and support the academic mission of schools (Massachusetts Interscholastic Athletic Association, MIA, 2009). Interscholastic sports teach new skills to be utilized in competition. Importantly, they must build a foundation by teaching sports skills that can be utilized to achieve success later in life. The MIA further explained that the privilege of interscholastic athletic participation can be one of the most exciting experiences of a student-athlete's life. However, the responsibility associated with this privilege can help the student-athlete maintain proper perspective throughout his or her educational journey, and should constantly remind him or her of what is truly important in life. Participation in interscholastic sports enhances upward social mobility, provides a healthy outlet for aggression and develops specialist skills and performances in the students (Ikulayo, 1990). Interscholastic sports also promote happiness and self actualization, tolerance, concern for others, respect for authority and co-operation in the students among others (Ogbu, 2008). It is in recognition of the importance of interscholastic sports programme in the development of sports among secondary schools in Nigeria, that interscholastic sports has been part of the school programme as far back as the colonial era.

Interscholastic sports programme in Nigeria dates back to the colonial days. According to Edger (1979) it dates back to the colonial days during the 1930s. At this period, a lot of regional competitions were held and organized for different secondary schools in the country, which later gave birth to secondary school sports. After the Nigerian independence, secondary school sports in the form of interscholastic competition in the states assumed the shape of interschool competition such as schools invitational relay teams (during inter-house sports) among others (Morakinyo, 2002). This is as a result of growing awareness of the importance of interscholastic sports programme in the development of sports among secondary schools in Nigeria (Ogbu, 2008). The growing awareness of interscholastic sports competition in secondary schools could only be realized through effective administration, and the strategies put in place for the achievement of the set objectives.

The extent of achievement of the objectives of interscholastic sports in secondary schools is wholly depend on the strategies adopted by the administration. Effective administration helps to fulfill the mission and objectives of an organization and its programmes (including

interscholastic sports), and the strategies adopted by the administrator equally helps in the achievement of the stated objectives. Administration is the universal process of organizing people and resources efficiently so as to direct activities towards common goals and objectives (Sullivan & Steven, 2003). They further stated that administration consists of the performance of management of business operations and the making or implementing of major decisions. According to Amadi (2008) administration is a process of systematically arranging and coordinating the human and material resources available to any organization for the main purpose of achieving stipulated goals of that organization. In the context of this study therefore, administration is the process of assembling and utilizing the efforts of people and material resources towards the achievement of a common goal, which in this case is the effective involvement of students in interscholastic sports competition. This process is carried out by sports administrators.

Administrators of sports in secondary schools include state secondary school sports director, zonal sports coordinators, principals, games masters and mistresses. The director who is at the headquarter sees to the sports activities of all the secondary schools in the state. Each education zone has a zonal sports coordinator. According to Ogbu(2008) those who coordinate sporting activities within their own zones are referred to as Zonal Sports Co-ordinators or sports officers. The zonal sports coordinators are mostly professionals who are employed in each zone to oversee the administration of sports in secondary schools in the zones. While at the school level, the principal and games master and mistresses are the administrators in charge of sports. The game masters and mistresses are usually Physical education teachers in the schools. The physical education teachers are those who by their academic qualification are professionally trained to teach physical education and also double as game masters and mistresses in secondary schools. They are those directly charged with the responsibility of administration of sports in the secondary schools. They are here in this study referred to as game masters and mistresses. They play major role in the administration of interscholastic sports competitions. In interscholastic sports competition, administration is necessary in order to achieve the objectives of the programme. This can be achieved through the adoption of different administrative strategies.

The term strategy has been defined from various angles by different authors. Ojeme (2000) viewed strategy as a technique set to accomplish an objective successfully. Ikhioya (2001) suggested two types of strategies suitable for interscholastic sports programme. The first

is the Composite strategies, which incorporates groups of strategies. The composite strategy (which is of interest in this study), simply means that any successful organization may do best to have strategies in the areas of human, facilities, equipment, marketing, budgeting and community relations. Ikhioya (2001) further suggested the second strategy as Contingency strategies which involve incorporating an alternative strategy that will look and take adequate care of most likely unforeseen circumstances or emergency arising. Therefore, when we refer to administrative strategy, we mean the techniques, both composite and contingency strategies used by administrators to achieve organizational objectives. Administrative strategies according to Osakwe (2015) are the principles of management which include planning, organizing, directing, coordinating, controlling and evaluating both human and non-human resources to achieve its goals and objectives. Osakwe further explained that human resources refers to the individual manpower, humanity, people and society which are concerned with the running of organization or institution by using their aspirations, talents, needs abilities and capabilities to achieve stated objectives.

Administrative strategies are components of administration used to manage human and material resources. The strategies include proper and effective leadership, discipline, supervision, planning, delegation of duties, monitoring of staff and students' activities, motivation of staff and students, funding, first aid treatment and establishment of channels of communication between themselves and their staff and identification of problems (Osakwe, 2015). Interscholastic sports programme in secondary schools require proper planning, adequate personnel for proper supervision of the programme, proper motivation of staff and athletes as important strategies needed to achieve the set goals of interscholastic sports competition (Omoruan, 1996). Omoruan noted that without putting in place a better strategy, achieving a successful interscholastic sports competition would always be a failure. Therefore, good or appropriate strategy remains the basic factor towards achieving intended objectives of interscholastic sports competition in secondary schools, especially as it concerns secondary schools in Kaduna State. Administrative strategies in this study are the various techniques adopted by administrators in order to assemble and utilize the efforts of secondary school students and material resources to achieve effective involvement of students in interscholastic sports competition. The place and importance of identifying strategies adopted by sports administrators towards effective involvement of students in interscholastic sports programme in secondary schools therefore cannot be over-emphasized.

The secondary school is the second level of schooling in Nigeria. Secondary education is the education children receive after primary education and before the tertiary stage within the range of 10 to 18 years (Federal Republic of Nigeria, FRN, 2013). The broad goal of secondary education is to prepare the individual for useful living in the society and for higher education (FRN, 2013). Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FRN, 2013) as well as sports development. Secondary schools are made up of students who are predominantly in their early adolescent years between the ages of 10-18 years. The secondary school age bracket constitute the critical period for the acquisition and mastery of sports skills. This is a unique and fascinating period in human development because students are usually in their formative period of development. Secondary school sports therefore, is seen as a promising setting to encourage adolescents to begin and maintain a physically active lifestyle and also to acquire and develop high standard skills for major games and sports. This cannot however be achieved if the students are not effectively involved in interscholastic sports.

The term effective involvement is made up of two words: 'effective' and 'involvement'. Effective is an adjective meaning to produce result that is wanted or intended (Hornby, 2010). In other words, it implies producing a successful result. Involvement on the other hand, is defined as the act of taking part in something (Hornby, 2010). This entails giving a lot of time, energy and attention to something you care about. Effective involvement therefore means participating in interscholastic sport that would produce the desired result. Effective involvement of students in interscholastic sports could to a great extent be influenced by the strategies adopted by administrators. Administrators are important for any meaningful sports development to take place in secondary schools in Nigeria and particularly in Kaduna state.

Kaduna state is one of the states in North Western Nigeria, with its capital in Kaduna. Kaduna was founded by the British in 1913 and became the capital of Nigeria's former Northern Region in 1917 (Fletcher & Cruickshank, 1996). Kaduna has retained this status since 1917. Kaduna is an industrial centre of northern Nigeria manufacturing products like textiles, machinery, steel, aluminum and petroleum products. The state has 388 secondary schools organized into 12 education zones (Post Primary School Management Board, Kaduna, 2015). The interscholastic sports competition of secondary schools of the yester years in Kaduna has

produced notable sports men from Kaduna which include Tijani Babangida and Celestine Babayaro. Unfortunately, secondary schools sports competitions (such as the interscholastic sports) in Kaduna State was abandoned for many years only to be reintroduced in 2016 (Adamu, 2016). With the reintroduction of secondary schools sports competitions in Kaduna state therefore, there is the need to identify administrative strategies adopted for effective involvement of students in interscholastic sports competition in secondary schools in order to position the state to produce notable sportsmen and women to represent the state and nation in sports.

Some variables have been identified to have considerable influence on adoption of administrative strategies. Some of which according to Ogbu (2008) may include location, school type, age and gender. Obi (2001) earlier found that location and gender have greater influence on interscholastic sports programme.

Gender differences in adoption of administrative strategies in sports is not usually obvious in secondary school level. These days most sports activities are currently handled by both male and female physical educators. Both genders are equipped with knowledge and technical abilities in both coaching as well as participation (Ogbu, 2008). According to Eke (2002), both male and female actively participate in interscholastic sports competition in the areas of organizing, officiating, contesting, implementing the laws of the game, among others, especially as it concerns interscholastic sports programme in secondary schools. This study investigated whether significant difference existed among administrators in their administrative strategies adopted for effective involvement of students in interscholastic sports competition based on gender.

The location of a school affects the extent to which it can provide sports equipment and facilities. According to Eke (2002), equipment and facilities for the preparation of interscholastic sports programme or competition in secondary schools are easily affordable in the urban areas. An equipped environment according to Obi (2001) stimulates athletes' interest and drive to practice or train for fitness towards interscholastic sports competitions. Obi also noted that this is realizable without many problems in urban schools than those in rural areas. Schools around urban areas are close to most sports complexes like stadium, keep fit and training centres. This study determined whether significant difference exists among administrators in their administrative strategies adopted for effective involvement of students in interscholastic sports competition based on location.

School ownership is another variable that can have considerable influence on the adoption of administrative strategies. They can be categorized into two namely: public and private schools. According to Encarta (2009) public school is an elementary or secondary school controlled and maintained by civil authority, acting through official board expending public money, and open to all local children. Public schools include grade or grammar schools, junior and senior high school, and vocational schools. Private school system is a programme of instruction that is created and controlled, operated, and principally financed by private individuals and groups rather than by government. Unlike public elementary and secondary schools, which are free, nearly all private schools charge some form of tuition. Some schools have more personnel, facilities and equipment than others. For example, Federal Government Colleges have more facilities and equipment than other public secondary schools. On the other hand, the public secondary schools are more equipped than the private schools. Moreover, public schools have more and better qualified personnel than the private schools. In this study effort was made to investigate if significant difference exists among administrators in their administrative strategies adopted for effective involvement of students in interscholastic sports competition based on ownership of school.

It has been observed by the researcher that there is no consistency in the participation of private and public secondary schools in sports. Saba and Agbeko (2009) study concerning factors militating against participation in interscholastic sports among selected private secondary school students in Ibadan, reported inadequate qualified sport personnel in private secondary schools in Ibadan as a significant militating factor for interscholastic sports participation. Momoh (2017) also reported that students indicated that availability of facilities is a significant determinant of sports participation of private and public secondary school students in Kwara State.

The standard of participation in sports by students in secondary schools in Kaduna state, is witnessing a drastic decrease. Records with the State Sports Council Kaduna (2015) and the Secondary Schools Sports Unit (2015) of the Post Primary Schools Management Board in Kaduna revealed that the twelve zones, otherwise called Education Zones, are no longer putting up impressive performances for over ten years running in the state and at National Secondary School Sports Competitions. For quite some years now, only the urban zones perform well in the State Secondary Schools Sports Competition. Data in the State Sports Council Kaduna show that in the past four years only the schools in the urban zones occupied the first four positions

during the secondary schools sports competitions (Kaduna State Sports Council, 2015). It has equally been observed that in many secondary schools, sports facilities are either not in existence, inadequate or sometimes dilapidated (Shehu, 2011). The scarcity of equipment and supplies has been found to constitute a cog in the wheel of successful organization of schools sports (Asagba, 2003). Shehu (2011) also reported that most times, students complain that academic works clash with school sports activities on the school timetable, and that lack of encouragement by the school administration hampers their active participation in sports programmes. It is against this background therefore, that the researcher considered it important to examine administrative strategies adopted for effective involvement of secondary students in interscholastic sports competition in Kaduna State.

Statement of the Problem

. The secondary school constitutes the critical period for the acquisition and mastery of sports skills. This is a unique and fascinating period in human development because students are usually in their formative period of development. Secondary school sports is seen as a promising setting to encourage adolescents to begin and maintain a physically active lifestyle and also to acquire and develop high standard skills for major games and sports. This cannot however be achieved if the students are not effectively involved in interscholastic sports. The extent of achievement of the objectives of interscholastic sports competition in secondary schools is wholly dependent on the strategies adopted by the administration. Effective involvement of students in interscholastic sports requires planning, funding, proper and effective leadership, management of sports equipment and facilities, motivation of students and first aid treatment. It is with the adoption of these strategies, that the objectives of secondary school sports programme will be achieved.

However, the achievement of this goal is still questionable in Nigeria, especially in secondary schools in Kaduna State. Not minding the fact that records with the Kaduna State Sports Council revealed that the 12 education zones have good athletes that are ready to participate in sports competitions at their local government level, yet there have always been poor students involvement in interscholastic sports. Records with the State Sports Council Kaduna and the Secondary Schools Sports Unit of the Post Primary Schools Management Board in Kaduna revealed that the twelve Education Zones, are no longer putting up impressive performances for over ten years running in the state and at National Secondary School Sports

Competitions. Moreover, records from the secondary school sports unit indicate that there are not much organized sports competitions among secondary schools in the state. There is also low level of involvement by secondary school students in sporting competitions in the state. Data in the State Sports Council Kaduna show that in the past four years only the schools in the urban zones occupied the first four positions during the secondary schools sports competitions. For quite some years now, only the urban zones perform well in the State Secondary Schools Sports Competition. These prevailing circumstances provide a cause for concern. This study therefore sought to determine administrative strategies adopted for effective involvement of secondary school students in interscholastic sports in Kaduna State.

Purpose of the Study

The purpose of this study is to determine the administrative strategies adopted for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. Specifically, this study finds out the:

1. planning strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State;
2. funding strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State;
3. leadership strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State;
4. sports equipment and facilities management strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State;
5. motivation strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State; and
6. first aid and emergency strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State.

Research Questions

The following research questions were formulated to guide the study:

1. What are the planning strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State?

2. What are the funding strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State?
3. What are the leadership strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State?
4. What are the sports facilities and equipment management strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State?
5. What are the motivation strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State?
6. What are first aid and emergency strategies adopted by the school for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State?

Hypotheses

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

- H₀: 1. There is no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary Schools in Kaduna State based on gender.
- H₀: 2. There is no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports among secondary schools in Kaduna State based on location.
- H₀: 3. There is no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports among secondary schools in Kaduna State based on ownership of school.

Significance of the Study

The findings of this study will be of benefit to secondary school sports administrators, coaches and non-professionals in sports affairs. The findings on administrative strategies on planning for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State will generate knowledge and information that will be useful

in planning, preparing and providing successful interscholastic sports competitions. The information will be useful to professionals towards the organization of interscholastic sports competition among secondary schools in Kaduna State. It is equally the hope of the researcher that data from this study will stimulate further research in the area of interscholastic sports competition in secondary schools.

Findings on administrative strategies for funding interscholastic sports among secondary schools adopted by sports administrators will help generate knowledge and information for easy means of raising and managing funds raised for interscholastic sports competition among secondary schools in Kaduna State in particular and Nigeria in general. The information will be useful to sports administrators, physical educators and non-professionals in sports affairs as well as coaches assigned to schools. They will be able to adopt better funding strategies for interscholastic sports. This could be achieved through organizing seminars and conferences where this information will be shared.

The findings on administrative strategies for leadership adopted for effective involvement of students in interscholastic sports among secondary schools in Kaduna State may provide knowledge that will serve as a guide to school authorities on the type of leadership that will help to improve students' involvement in interscholastic sports. This information will be useful to coaches, physical education teachers and sports administrators while involving students in interscholastic sports competitions.

The findings on administrative strategies for the management of sports facilities and equipment adopted for effective involvement of students in interscholastic sports competition will be of benefit to principals, sports administrators, coaches and physical education teachers. The information may provide renewed knowledge that will serve as a guide on repair and maintenance of existing facilities/equipments as well as construction of new facilities.

The findings on administrative strategies for motivation of students for effective involvement in interscholastic sports competition may go a long way toward enhancing ideas for sustainable sports development as well as making interscholastic sports programme functional. The findings will help generate the best forms or ways of motivating student athletes, such as institution of scholarships and payment of allowances due to all recognized athletes/players who distinguished themselves in their events. This information will be useful to principals of schools

and Physical Education Teachers, games masters and mistresses for effective motivation of students in interscholastic sports competitions.

Finally, administrative strategies on first aid and emergency adopted for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State will generate knowledge and information that will be useful in handling emergency cases during interscholastic sports competitions. The information will be useful to professionals and non-professionals towards the organization of interscholastic sports competition among secondary schools in Kaduna State. It is equally the hope of the researcher that data from this study will stimulate further research in the area of interscholastic sports competition in secondary schools.

Scope of the Study

This study was delimited to administrative strategies adopted for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State. It was delimited to planning, funding, and leadership, management of sports equipment and facilities, motivating and first aid and emergency strategies adopted for effective involvement of students in interscholastic sports competition in Kaduna State. The study was also restricted to the principals, physical education teachers, games masters/mistresses and games prefects in government owned secondary schools and government approved private secondary schools in Kaduna State.

The study was delimited to demographic variables of gender and location capable of influencing administrative strategies identified in literature. Finally, this study was delimited geographically to public and private secondary schools in Kaduna State.

CHAPTER TWO

Review of Related Literature

Literature on administrative strategies adopted for effective involvement of secondary school students in interscholastic sports are spars both locally and internationally. However, the researcher had to study related concepts or problems to search for adequate and relevant information in order to elucidate or support their assertions.

The researcher presents review of related literature under conceptual framework, theoretical framework, review of empirical studies, and summary of literature review.

Conceptual Framework

Interscholastic Sports

Administration

Administrative strategies

Effective Involvement

Secondary school student

Factors that influence administrative strategies for effective involvement of students in interscholastic sports competition

Theoretical Framework

Schwartz Theory of Planning

Human Relations Theory

Review of Related Empirical Studies

Summary of Literature Review

Conceptual Framework

Interscholastic sports.

The word interscholastic connotes between schools. According to Collins (2005), it is an adjective used for competition or cooperation between secondary schools. In other words, it is a kind of relationship existing between two or more schools. In like manner, Hornby (2015) defined interscholastic as existing or conducted between or among schools. On the other hand, interscholastic according to Obi (2001), is that which is carried on between two or more schools for the advanced skillful students of the school.

The word sports have been defined by scholars from different angles. According to Ogu and Umeakuka (2005) sports are organized athletic activities played individually or in teams. In the views of Helen (2010) sports are physical activities that can make one exercise and sweat. Sports according to SportAccord (2012) includes all forms of competitive physical activity or games which, through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing enjoyment to participants, and in some cases, entertainment for spectators. Sport means all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels (Council of Europe, 2001).

Usually the contest or game is between two sides, each attempting to exceed the other. From the above, one can deduce that sports involves physical activities that are well planned. It also means that the activities can be played by an individual or a group of people. In determining what constitutes sport, according to SportAccord (2012), the activity must have an element of competition, be in no way harmful to any living creature, not rely on equipment provided by a single supplier (excluding proprietary games such as arena football), not rely on any luck element specifically designed into the sport. Sports have been increasingly organized and regulated from the time of the ancient Olympics up to the present century. Sports competition organized between schools is interscholastic sports.

Interscholastic sport is an indispensable programme of physical education in schools because of its numerous benefits to the school and individual development. It is regarded as the third and highest level of sports programme in secondary schools. Interscholastic athletics are an extension of the classroom that provides teaching and learning experiences for all involved. These experiences and lessons relate as much to life and education as they do to the outcome on a scoreboard (MIA, 2009). Interscholastic sports is defined by Obi (2001) as that sports competition carried on between two or more schools for the advanced skillful students of the school. Agreeing with this, Njoku (2001) viewed interscholastic sports as a competition among skilled students from different schools. Nwankwo (2003) also stated that interscholastic sports programme is designed for the skilled individuals in one school who compete with skilled individuals from other schools in selected physical education activities. Nwankwo further stated that interscholastic sports programme is meant for the highly skilled in sports, for it recognizes

challenges and rewards. Agreeing with this, Ogbu (2008) defined interscholastic sports as that which involves the coming together of several schools to compete for honours in different sporting activities, producing interests, fun social interaction, losers and winners at the end of the day. Onyekwena (2013) views interscholastic sports competitions as the ones that take place among student athletes and players within a designated locality may be within a state or a nation. In other words, it provides completion at the highest level for the highly skilled students in the various activities available in the institution. In the context of this study, interscholastic sports are sports competition organized between two or more schools which cover both athletics and games.

Interscholastic sports have a lot of benefits to offer to students. A well designed interscholastic sports programme in schools with students active participation, helps students to acquire certain training and knowledge that may in turn serve as a guide to them in the society. In line with this view, Obi (2002) pointed out through a well designed interscholastic sports programme participation, students are most likely to inculcate the virtue of spirit of fair play as well as losing and winning gracefully during competitions in life. They are important for boosting the vitality and morale of the school (Omolawon and Arogbonlo, 2008). Interscholastic athletics are inherently education, and support the academic mission of schools (Massachusetts Interscholastic Athletic Association, MIA, 2009). Interscholastic sports teach new skills to be utilized in competition, but more importantly, they must build a foundation by teaching skills that can be utilized to achieve success later in life. The MIA further explained that the privilege of interscholastic athletic participation can be one of the most exciting experiences of a student-athlete's life.

Participation in interscholastic athletics has been proven to be a predictor of future success in college, career, and life (MIA, 2009). Studies of American corporations have shown that almost 95% of high ranking executives participated in educational athletics. MIA further explained that these executives were the same student-athletes whose personal development improved their team. They were the teams whose positive example improved their school. It was their school whose culture improved their community. There is therefore a logical connection between participation in interscholastic sports and academic achievement. Research demonstrates that when compared to non-participants, those who participate in educational

athletics enjoy higher GPA's and benefit from increased rates of school attendance, graduation and college acceptance (MIA, 2009).

Interscholastic athletics also promote values and teach life skills such as service, respect, integrity, leadership, perseverance, teamwork and friendship. Inherent in this experience are the values of sacrifice, cooperation, overcoming defeat, and facing adversity. However, the responsibility associated with the privilege of participation in interscholastic sports can help the student-athlete maintain proper perspective throughout his or her educational journey, and should constantly remind each of what is truly important in life. Participation in interscholastic sports enhances upward social mobility, provides a healthy outlet for aggression and develops specialist skills and performances in the students (Ikulayo, 1990). Interscholastic sports also promote happiness and self actualization, tolerance, concern for others, respect for authority and cooperation in the students among others (Ogbu, 2008). Interscholastic athletics serve as a course in physical development as student-athletes learn health, exercise, strength, stamina, nutrition and fitness. Inherent in educational athletics are self confidence, and the building and development of higher aspirations (MIA, 2009).

Interscholastic sports programme in Nigeria dates back to the colonial days. According to Edger (1979) it dates back to the colonial days during the 1930's. At this period, a lot of regional competitions were held and organized for different secondary schools in the country, which later gave birth to secondary school sports. After the Nigerian independence, secondary school sports in the form of interscholastic competition in the states assumed the shape of interschool competition, such as schools invitational relay teams (during inter-house sports) among others (Morakinyo, 2002). This is as a result of growing awareness of the importance of interscholastic sports programme in the development of sports among secondary schools in Nigeria (Ogbu, 2008). The growing awareness of interscholastic sports competition in secondary schools could only be realized through effective administration, especially in Kaduna State.

Administration.

The extent of achievement of the objectives of interscholastic sports in secondary schools is wholly dependent on the strategies adopted by the administration. Effective administration helps to fulfill the mission and objectives of an organization (including interscholastic sports), and the strategies adopted by the administrator equally helps in the achievement of the stated objectives. Administration is the universal process of organizing people and resources efficiently

so as to direct activities towards common goals and objectives (Sullivan & Steven, 2003). They further stated that administration consists of the performance of management of business operations and the making or implementing of major decisions. Agreeing with the above, Bass and Bass (2008) opined that administration encompasses all aspects of administering the correct policy and procedures required to effectively run a business. According to Ingrid (2006), administration is a process of guiding people to carry out effectively the measures required in order to achieve common goals. Hogan (2008) also defined administration as the act of motivating and conducting people towards the achievement of set goals. Hogan further explained that administration deals with gathering, processing and communicating information. In line with the above, Chukwurah (2012) stated that administration is the act of mobilizing the effort of people and materials in sports in tertiary institutions towards the achievement of a common goal. In the context of this study therefore, administration is the process of assembling and utilizing the efforts of staff, students and material resources towards the achievement of effective involvement of students in interscholastic sports competition.

Administrators of sports in secondary schools include state secondary school sports director, zonal sports coordinators, principals, games masters and mistresses. The director who is at the headquarter sees to the sports activities of all the secondary schools in the state. Each education zone has a zonal sports coordinator. While at the school level, the principal and games master and mistresses are the administrators in charge of sports. The games masters and mistresses are usually Physical education teachers in the school. The physical education teachers are those who by their academic qualification are professionally trained to teach physical education and also double as game masters and mistresses in secondary schools. They are those directly faced with the responsibility of administration of sports in the secondary schools. They are here in this study referred to as game masters and mistresses. They play major role in the administration of interscholastic sports competition. In interscholastic sports competition, administration is necessary in order to achieve the objectives of the programme. This can be achieved through the adoption of different administrative strategies.

Administrative strategies.

The term strategy has been defined from various angles by different authors. Ojeme (2000) viewed strategy as a technique set to accomplish an objective successfully. Jonas (2000) views strategy as a plan, method, or series of actions for obtaining a specific goal or intended

result. Strategy in itself has nothing to do with goals, objectives, or purpose, but instead, it defines how the results are going to be achieved. In other words, strategy is not the mission; but the plan that allows the mission to be accomplished. According to Nickols (2012), strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provide general guidance for specific actions in pursuit of particular ends.

There are types of strategies suitable for interscholastic sports programme. Ikhioya (2001) suggested two types of strategies suitable for interscholastic sports programme. The first is the Composite strategies, which incorporates groups of strategies. This simply means that any successful organization may do best to have strategies in the areas of human, facilities, equipment, marketing and budgeting and community relations. He further suggested the second strategy as Contingency strategies which involve incorporating an alternative strategy that will look and take adequate care of most likely unforeseen circumstances or emergency arising.

Administrative strategy has been variously defined. According to Osakwe (2015) administrative strategies are the principles of management which include planning, organizing, directing, coordinating, controlling and evaluating both human and non-human resources to achieve its goals and objectives. Osakwe further explained that human resources refers to the individual manpower, humanity, people and society which are concerned with the running of organization/ institution by using their aspirations, talents, needs abilities and capabilities to achieve stated objectives. Therefore, when we refer to administrative strategy we mean the techniques used by administrators to achieve organizational objectives. Administrative strategies in this study are the various techniques adopted by administrators in order to assemble and utilize the efforts of people and material resources to achieve effective involvement of students in interscholastic sports competition.

Administrative strategies are components of administration used to manage human resources and material resources. The strategies include proper and effective leadership, discipline, supervision, planning, delegation of duties, monitoring of staff and students' activities, motivation of staff and students, establishment of channels of communication between themselves and their staff and identification of problems (Osakwe, 2015). Interscholastic sports programme in secondary schools require proper planning, adequate personnel for proper supervision of the programme, proper motivation of staff and athletes as important strategies

needed to achieve the set goals of interscholastic sports competition (Omoruan, 1996). Omoruan noted that without putting in place a better strategy, achieving a successful interscholastic sports competition would always be a failure. Therefore, better strategy remains the basic factor towards achieving intended objectives of interscholastic sports competition in secondary schools, especially as it concerns secondary schools in Kaduna State. The place and importance of identifying strategies adopted by sports administrators towards effective involvement of students in interscholastic sports programme in secondary schools therefore cannot be over-emphasized.

Effective involvement.

The word effective is derived from the Latin word *effectivus*, from *efficere*, meaning to work out, accomplish, and that meaning still holds true (Vocabulary.com Dictionary, 2017). The adjective effective has many shades of meaning, but you'll usually see it describing something that is able to produce a desired goal. Effective is an adjective meaning to produce a result that is wanted or intended (Hornby, 2010). In other words, it implies producing a successful result. Something that is effective works well and produces the result that is intended.

Involvement on the other hand, is defined as the act of taking part in something (Hornby, 2010). This entails giving a lot of time and attention to something you care about. Involvement according to Economic Times (2017) can be defined as creating an environment in which people participate more in the day-to-day decision-making which leads to a better relationship with the manager. The Economic Times further explained that more direct participation by people helps the organization to achieve its goals rapidly and effortlessly. In other words for effective working of interscholastic sports, administrators of sports should involve more and more students in some kind of decision-making or planning of activities. More involvement of students will bring a sense of accomplishment in the minds of students as well as increase their commitment level towards interscholastic sports. By engaging students more, a sports administrator shows that it values the students. This equally leads to a better commitment level from the students. Involving the students more would also lead to the dissemination of better ideas, which will result in better performance during interscholastic sports competition.

The term effective involvement is made up of two words: *effective* and *involvement*. Effective involvement therefore means participating in something that would produce the desired result, which in this case are interscholastic sports. Effective involvement of students in

interscholastic sports could to a great extent be influenced by the strategies adopted by administrators in secondary schools.

Secondary school students.

The secondary school is the second level of schooling in Nigeria. Secondary education is the education children receive after primary education and before the tertiary stage within the range of 10 to 18 years (FRN, 2013). The broad goal of secondary education is to prepare the individual for useful living in the society and for higher education (FRN, 2013). Specifically, the secondary school system is geared towards catering for the differences in talents, opportunities and future roles, to provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development (FRN, 2013). It should therefore be able to provide quality teaching and learning. They are made up of students who are predominantly in their early adolescent years between the ages of 10-18 years. According to Awosika (2005) educational institutions, be it primary, secondary or tertiary is established to prepare students for adult life, and a major function of the school is to socialize young ones. Onifade (2001) submitted that if sport is well planned in secondary schools; more students are expected to create interest in sport. Secondary school sports therefore, is seen as a promising setting to encourage adolescents to begin and maintain a physically active life style and also to acquire and develop high standard skills for major games and sports. This cannot however be achieved if the students are not effectively involved in interscholastic sports.

Students are one of the most important inputs in secondary schools. According to Collins (2002) students can be defined as persons that are formally engaged in learning especially those who are enrolled in the school or college. They are mostly constituted of adolescents at different stages of development. Stages of adolescent development have been categorized into three namely: early adolescent, middle adolescent and late adolescent (American Academy of Child and Adolescent Facts for Families, 2008). According to the academy, the ages 11-13 years constitute early adolescent, the ages 14-18 years constitute the middle adolescent while the ages 19-21 years constitute late adolescents.

The secondary school students are mostly in their early and middle adolescent stages. This age bracket constitute the critical period for the acquisition and mastery of sports skills. This is a unique and fascinating period in human development because students are usually in their formative period of development. At this stage, psychologists believe that young

Persons (students) develop their attitudes appreciations; practices and interest in sport, particularly if a solid foundation was laid at elementary schools. It teaches leadership skills, provides a constructive outlet, and generally enhances quality of life and social capital is built by learning.

However, the standard of participation of students in secondary sports in Kaduna state, Nigeria, is witnessing a drastic decrease. Observation has shown that there is no consistency in the participation of private and public secondary schools in sports. In many secondary schools sports facilities are either not in existence, inadequate or sometimes dilapidated. The scarcity of equipment and supplies constitute a cog in the wheel of successful schools sports (Asagba, 2003).

Students in secondary schools are energetic and full of health. Therefore, effective sports programme should be developed and provided by secondary schools to engage the students. This will serve as an avenue where surplus energy that is hitherto channeled to negative venture could be gainfully utilized.

Factors that influence Administrative Strategies.

Some variables have been identified to have considerable influence on administrative strategies. Some of which according to Ogbu (2008) may include location, school type, age and gender. However, according to Obi (2001) location and gender have greater influence on interscholastic sports programme.

Gender differences in administrative strategies in sports are not quite much at the secondary school level. These days most sports activities are currently handled by both male and female physical educators. Both genders are equipped with knowledge and technical abilities in both coaching as well as participation (Ogbu, 2008). According to Eke (2002), both male and female actively participate in interscholastic sports competition in the areas of organizing, officiating, contesting, implementing the laws of the game, among others, especially as it concerns interscholastic sports programme in secondary schools.

The location of a school affects the extent to which it can provide equipment and facilities. According to Eke (2002), equipment and facilities for the preparation of interscholastic sports programme or competition in secondary schools are easily affordable in the urban areas. An equipped environment according to Obi (2001) stimulates athletes' interest and drive to practice or train for fitness towards interscholastic sports competitions. This Obi noted was

realizable without many problems in urban schools than those in rural areas. Schools around urban areas are close to most sports complexes like stadium and training centres.

School type is another factor that can influence administrative strategies adopted for effective involvement of secondary school students in interscholastic sports competition. By this we refer to the ownership of the school. That is whether the school is owned by the government or by private individuals or organizations. Public school is an elementary or secondary school controlled and maintained by civil authority, acting through official board expending public money, and open to all local children (Encarta, 2009). Public schools include grammar schools, junior and senior high school, special science schools technical schools and vocational schools. Private school is program of instruction that is created and controlled, operated, and principally financed by private individuals and groups rather than by government (Abbas, 2012).

Ownership of a school has implications for the way the school is run, including the school sports programme. Ownership status will definitely influence the availability of funds for sports, provision of facilities and equipment for sports, motivation of students for sports and provision of personnel to handle sports programmes.

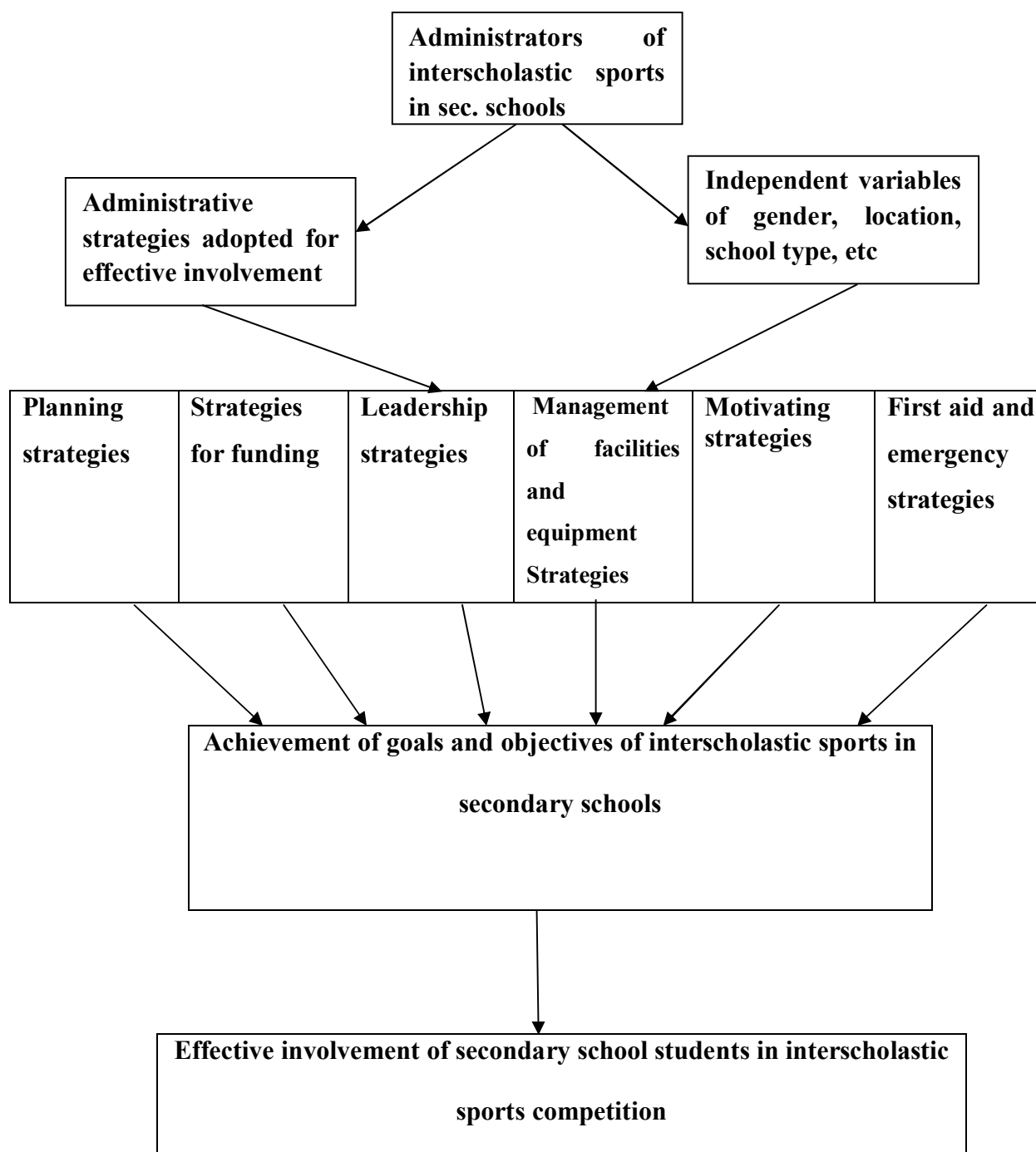


Fig 1: Diagrammatic representation of the conceptual framework

Figure 1 shows the relationship that exists between administrative strategies adopted for the effective involvement of students in interscholastic sports competition, which may include planning, funding, and leadership, management of facilities and equipment and motivation. The framework shows that when administrators adopt appropriate strategies towards the achievement of the goals and objectives of interscholastic sports competition, students will effectively be involved in interscholastic sports.

Theoretical Framework

The Schwartz theory of planning

The Schwartz theory of planning was propounded by Henry Schwartz (1988). The theory states that every problem of mankind is surmountable provided a suitable planning approach is correctly adopted and implemented. The theory asserts that in any condition before any problem is discovered in the world, the solution has already been in existence; and that whatever the problem is there must be a light at the end of the tunnel. It is therefore just a matter of planning to get the solution to the problem. Schwartz proclaimed that good planning can achieve one or more goals under conditions of uncertainty. The tenets of this theory can guide and boost the confidence of secondary school sports administrators in planning some administrative strategies for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State.

Human relations theory

The human relations theory was propounded by Mary Packer Follet (1868-1933). Human Relations Theory states that in addition to finding the best technological strategies to improve output, it was beneficial for administration to consider the human elements in the organization. The theory was concerned with the human problems encountered in organizations such as welfare, motivation, funding, among others. According to the theory, such problems can only be minimized when there is co-operation among workers. Based on this, Follet developed four organizational principles, all of which centre on co-ordination: coordination by direct contact with the people concerned, coordination in the early stages, coordination as the reciprocal relation of all the factors in a situation, and coordination as a continuing process.

The human relations theory has its central idea that the human factor is very important in the achievement of organizational goals. The proponent of this theory holds the view that people (in this case students) will achieve better if their personal welfare was taken into consideration. Human relations theory is related to the present study because it buttress the fact that the administrative arm of any organization especially the school should consider the welfare of the students as utmost importance. Therefore, for effective involvement of secondary school students in interscholastic sports in Kaduna State to be actualized, the interest of students especially the athletes and games officials should be a priority.

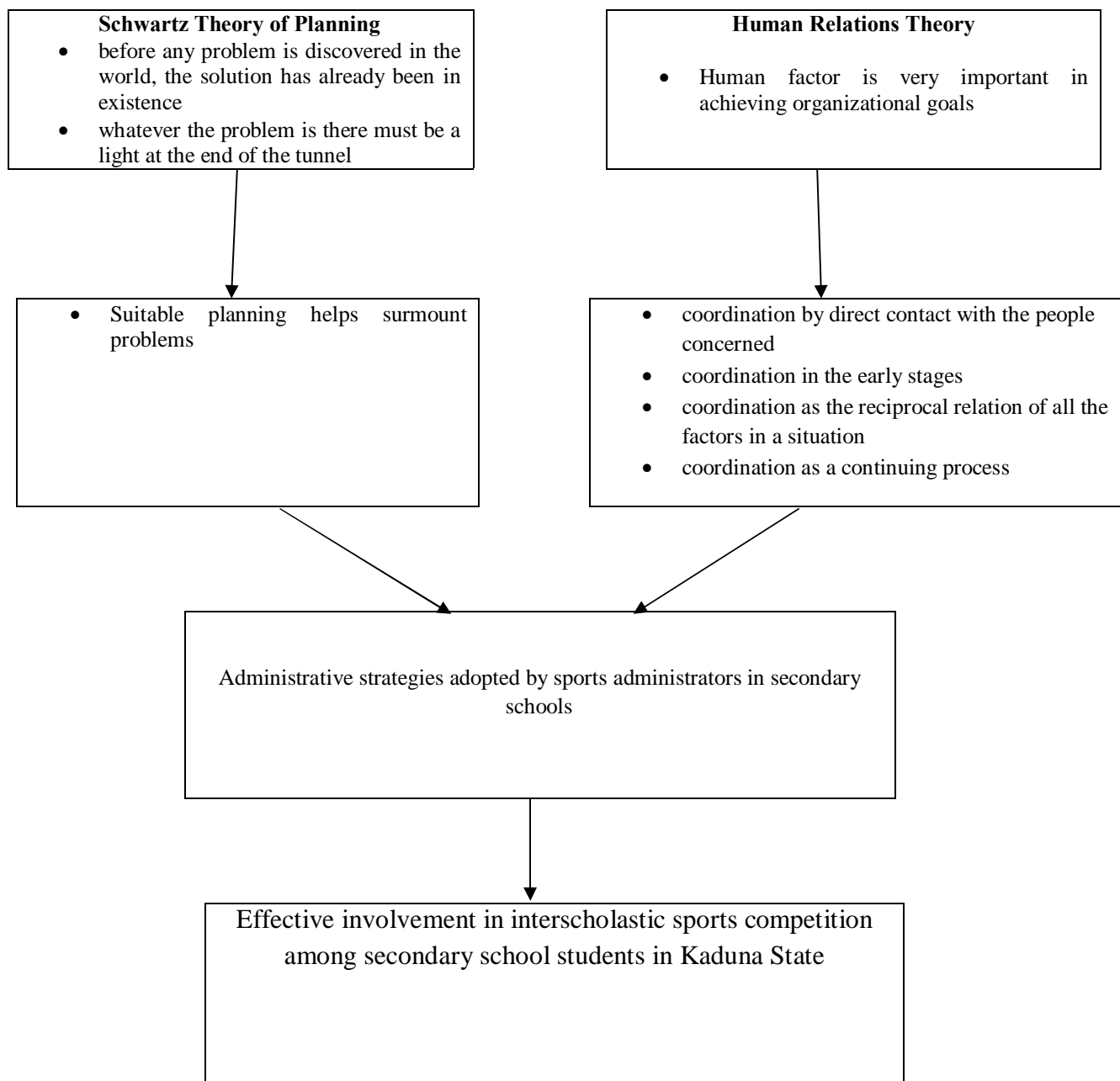


Fig 2: Diagrammatic representation of the theoretical framework

Figure 2 shows the different theories of anchor for the administrative strategies adopted for effective involvement of students in interscholastic sports competition. To the Schwartz theory of planning, whatever the problem is there must be a solution; as such suitable planning helps surmount problems. While for the Human Relations theory, human factor is very important in achieving organizational goals; hence proper coordination of organizations will achieve better, the goals of the organization.

Review of Related Empirical Studies

Osakwe (2015) investigated administrative strategies of departmental heads as determinants of effective management of human resources in tertiary institutions. Four research questions were asked and four hypotheses were formulated to guide the study. As a descriptive survey, the population comprised all the eight tertiary institutions in Delta state with 1898 academic staff and 4633 non-academic staff. A sample of 980 academic staff and 1550 non-academic staff was drawn through the multi-stage and stratified random sampling techniques. The instrument used was the questionnaire. Data collected were analyzed using Pearson correlation matrix, means and standard deviation, linear and multiple correlation and regression analysis. The reliability coefficient of the instrument was not stated. Results showed, among others, that there is significant correlation between administrative strategies and human resource management. This indicates that human resource management is associate with administrative strategies. This finding implies that all the major skills of motivation, training and development, staffing, employees maintenance need to be emphasized by administrators in time of management.

The above study is related to the present study. This is because the two studies are on administrative strategies to be adopted for effective management of resources also the present study is on administrative strategies adopted for effective involvement of secondary school students in interscholastic sports competition, in Kaduna State.

Ogbu (2008) carried out a study to investigate the strategies adopted by sports administrators in the management of interscholastic sports programme in secondary schools of Enugu State. Eight specific objectives with a corresponding eight research questions guided the study. Two hypotheses were formulated and tested at 0.05 levels of significance. A cross-sectional survey design was used for this study. Two hundred and one respondents selected from eighteen secondary schools in the three Education Sporting Zones in Enugu State were used in this study. A close-ended questionnaire was used for data collection and the data collected were analyzed using frequencies and percentages. The findings of the study were that: the most adopted strategy for fund raising by sports administrators of schools for interscholastic sports programme is the sports levy in Enugu State. The most adopted strategy for fund raising by sports administrators in the procurement and control of sports equipment in secondary schools is through the principal. It is an assuming seemingly problem in the secondary schools in Enugu

State. The most adopted strategy for supervision of sports facilities strategy is through the sports master in secondary schools. It is observed also that the adopted strategy commonly in used by sports administrators towards motivation of student athletes is giving the best performed athletes. The most commonly adopted strategy by sports administrators towards accreditation of student athletes during interscholastic sports programme is the use of student identity card. It was suggested that similar studies should be carried out in higher institutions in Enugu State. Finally, it was recommended that procurement and control of sports equipment be carried out by the sports master who is known as game master and takes responsibilities of all sporting activities in secondary schools in Enugu State.

The above study by Ogbu is related to the present study. The two studies are on administrative strategies adopted by sports administrators. Secondly, the two studies are on interscholastic sports. However, there are differences between the two studies. While Ogbu's study was conducted in Enugu State, in South East Nigeria, the present study was conducted in Kaduna State, in North Central Nigeria.

In another related study, Ngwoke (2012) did a study to examine the development of sports in secondary schools in Nsukka Education Zone of Enugu State with reference to Sports Personnel, Government Policy on Sports, Sports Funding, Sports Facilities and Equipment and Sports Programmes. The cross-sectional survey design was used in the study. In pursuance of the specific objectives, six research questions were formulated with one hypothesis to give direction to the study. The sample for the study consisted of 162 respondents made up of all the principals, physical education teachers and the game prefects in all the state government owned secondary schools in Nsukka Education Zone of Enugu state. A researcher ó made instrument titled Constraints to Development of Sports Questionnaire (CODESP) with a reliability coefficient of 0.87 was used for data collection. The result of data analyses, using percentages and chi-square statistics, showed that the major constraints to development of sports in Nsukka Education Zone werelack of opportunities for conferences, workshops and seminars, lack of regular in-service training for sports personnel, lack of development and maintenance of school sports facilities by the government, and lack of adequate motivation and incentives in the form of scholarship, training grants, awards, etc to outstanding athletes /officials, inadequate funding of school sports programme, and lack of financial support from philanthropic individuals, organizations and agencies, lack of facilities and equipment, inadequate facilities and equipment, and poor

maintenance of available facilities and equipment, Inadequate facilities, equipment and supplies for school sports programme, poor organization and implementation of school sports programme and lack of funding to implement outlined school sports programmes. The finding further revealed that there is no significant difference in the constraints to development of sports according to principals, game masters/mistresses and game prefects.

The above study is related to the present study. This is because the two studies are on secondary school sports in Nigeria. The differences between the two studies focused mainly on the constraints to development of sports in secondary schools, the present study focused on administrative strategies for the effective involvement of students in interscholastic sports competition.

Adaramaja, Mustapha and Tanglang (2010) examined the impact of school sports on sports development in Borno State of Nigeria as perceived by gender. Sports development was examined using the following variables: facility, personnel, funding, training programme, competitions, sports policy and encouragement of sports talents for sports. To achieve the purpose of this study a standardized questionnaire was administered by the researchers to the respondents which included; students, athletes, games masters, game mistresses, physical education teachers, principals of secondary schools, coaches in the sports council, zonal sports coordinators, and directors of sports in Borno State. The reliability coefficient of the instrument was established using Guffman split half technique, a result of 0.82 was obtained. Data collected was analyzed using two tailed t-test inferential statistics. The findings of the study revealed no significant difference between male and female respondents in all the aspect of sports development with the exception of encouragement of talent for sports. In other words, encouragement of talents was promoted at the expense of other aspect of sports development. They therefore, recommended that the Nigeria School Sports Federation (NSSF) at the state level should devise a means for the development of other aspects of sports development such as the provision of standard facilities, qualified personnel, adequate funding, training programme, competitions as well as an effective school sports policy that can accommodate the needs, interest, and aspiration of the participants.

The above study is related to the present study since the two studies are centred on secondary school sports in Nigeria. the above study was on the impact of school sports development in Borno State of Nigeria as perceived by gender, the present study is on

administrative strategies adopted for the effective involvement of students in interscholastic sports competition, in Kaduna State.

In another study, Malgwi (2009) did a study to assess the organizational factors for mobilizing Borno State athletes for the National Sport Festival. The purposive sampling techniques was adopted to select 156 samples of the population from the Borno State Sport Council, Borno State Ministry of Education, Ministry of Youth, Sports and Culture, student athletes that represent their schools in the State Inter Zonal Secondary School Sports Competition, athletes in sports clubs in the local government areas, zonal sports coordinators in the four zones in the local government areas, game masters in secondary schools in the state, patrons and athletes of sports clubs in the local government areas. A researcher developed instrument was used for data collection. The questionnaire was validated by experts in the Department of Physical and Health Education, Ahmadu Bello University, Zaria. The data collected were statistically analyzed by using frequencies and percentages, while two tailed t-test was used to test the hypotheses for the purpose of acceptance or rejection of the hypotheses at .05 level of significance. From the result of the data obtained and analyzed it was found that there is a significant influence of facilities and equipment, funding, organizing local and state government sports festival, Inter Zonal Secondary School Sports competition, motivation and camping of athletes, recruitment and selection of athletes; and personnel and communication on mobilizing Borno state athlete for the National Sports Festival. The major hypothesis showed a significant influence on mobilization of athletes for the National Sports Festival. Also, the finding on the sub hypothesis showed that facilities and equipment have a significant influence on mobilizing Borno State athletes for the National Sports Festival. The researches finding also showed that there is a significant influence of funding, organizing and inter zonal secondary school school sports competition on mobilizing Borno State athletes for the National Sports Festival. The study showed a significant influence of motivation/camping of athletes on mobilizing Borno State athletes for the National Sports Festival. The study equally revealed significant influence of recruitment practice and selection of athletes; and sports personnel communication on mobilization of athletes for the National Sports Festival.

The above study is related to the present study because both studies are on sports competition that involves students. The difference here are state and method of sampling technique in researcher work.

Omolawon and Arogbonio (2008) conducted a study to assess the administration of inter-scholastic sports in selected secondary schools in Ibadan Municipality of Oyo State, Nigeria to ascertain its adequacy. Descriptive survey research design was adopted for the study. Three specific objectives and corresponding research questions guided the study. Three hypotheses were postulated and tested at 0.05 level of significance. The population for the study comprised of all participating athletes, game masters and mistresses from selected secondary schools in 11 local government Areas in Oyo State. The simple random sampling technique was adopted to select 1,500 respondents from selected secondary schools in Ibadan Municipality, Oyo State. The instrument for data collection was a structured questionnaire. The questionnaire was content validated by experts. The reliability of the questionnaire was established using the test-retest method. This yielded a reliability index of 0.87. Descriptive statistics were adopted to analyze demographic characteristics of respondents, while the hypothesis designed was tested with chi-square (χ^2) analysis. The probability level was set at 0.05 alpha levels. All the assessed administrative parameters were found to be significant and it was recommended that inter-scholastic sports programmes should be handled by professionals and government should provide adequate funding for organizing inter-scholastic sports programme.

The above study by Omolawon and Arogbonio is related to the present study. The focus of the two studies is on administration of interscholastic sports. The two studies differ in their scope. Geographically, while the above study was conducted in selected secondary schools in Ibadan Municipality of Oyo State, the present study was conducted in secondary schools in Kaduna State. Secondly, while the purpose of the above study was to assess the administration of inter-scholastic sports with reference to its adequacy, the present study was to investigate the administrative strategies adopted for effective involvement of students for interscholastic sports competition.

Corbally and Brient (1994) conducted a study on strategies for sport development in schools in Botswana. The descriptive survey design was adopted for the study. Four specific objectives with a corresponding four research questions guided the study. Information was collected from a sample of 387 teachers and coaches in schools using a researcher designed questionnaire. The reliability index of the questionnaire was not stated. Frequency and percentages was used for data analysis. Results of the investigation showed that funding was inadequate for sports, supervision of sports programmes in school was lacking and school heads

usurped the administration of school sports. Results of the study further revealed that teachers and communities were significantly involved in organizing school sports programmes in Botswana. School athletes were not adequately motivated. It also revealed that facilities and equipment were adequately provided and maintained. The study finally packaged strategies for development of school sports.

The relationship between the above study and the present study is that the two studies are on sports in secondary schools. However, the two studies differ. While the above study was conducted in Botswana, the present study was conducted in Kaduna State, Nigeria. Secondly, while the above study was on strategies for sport development in schools, the present study was on administrative strategies adopted for effective involvement of students in interscholastic sports competition.

Opene (1997) conducted a study on management of physical facilities in secondary schools in Delta State of Nigeria. The descriptive research design was adopted for the study. Two specific objectives with two research questions guided the study. The researcher collected data from a sample of 240 respondents using a structured questionnaire. The reliability index of the questionnaire was 0.72. The result of the study showed that students sports levy is the most adopted means of raising fund for interscholastic sports programme in secondary schools, as 198 (82.5%) respondents indicated, while 42 (17.5%) showed that students sports levy does not provide sufficient fund for organizing interscholastic sports programme. The researcher recommended other likely ways of funding interscholastic sports such as sports exhibition, raffle draws and sports appeal fund.

The relationship between the above study and the present study is that the two studies are on strategies adopted for the improvement of interscholastic sports in secondary schools in Nigeria. However, differences exist between the two studies. While the above study was on adopted strategies for funding interscholastic sports programme in secondary schools in Delta State of Nigeria, the present study included other strategies apart from strategies for funding. Moreover, the present study focused on effective involvement of students.

Elobuike (1992) carried out a study on management strategies on procurement of sports equipment for interscholastic sports programme in secondary schools in Delta State. Three objectives with three research questions guided the study. The descriptive survey design was adopted for the study. The sample for the study was 420 subjects. The researcher generated data

through a structured questionnaire, with a reliability index of 0.67. Instrument for data analysis was frequency and percentages. The result showed that 362 (86.2%) respondents indicated that the procurement of sports equipment is through the principals, while 58 (13.8%) showed that sport masters are allowed to procure sports equipment for interscholastic sports programme. The result further showed that the procurement of sports equipment by the principals affects the conduct of sports programme in secondary schools. The study recommended the use of sports masters and sports committee in the procurement of sports equipment for interscholastic sports programmes.

The relationship between the above study and the present study is that both studies are on strategies and on interscholastic sports in secondary schools. However, the two studies differ. Elobuikæ's study investigated management strategies on procurement of sports equipment for interscholastic sports programme in secondary schools, while the present study investigated administrative strategies adopted for the effective involvement of students in interscholastic sports competition. Also, while the above study was conducted in Delta State, the present study was conducted in Kaduna State.

Colman (1998) carried out a study on motivational strategies for growth of football in High school in Holland. Two objectives with two research questions guided the study. Two hundred and six (206) physical education teachers and eighty four (84) principals were used as respondents. Questionnaire was the instrument used for data collection. The reliability index of the questionnaire was not stated by the researcher. The data generated were analyzed using frequency and percentages. The result revealed that strategies adopted for motivation of athletes are providing cash award, scholarship award, promotion to the next level, free accommodation. The result further revealed that the availability of standard facilities and equipment provides enough motivation to athletes as it assist in enhancing performance. The researcher recommended that schools should ensure the provision of standard facilities and equipment for her students.

The above study is related to the present study. The two studies are on strategies to improve sports in schools. However, the two studies differ in their scope. Geographically, while the above study was conducted in Holland, the present study was conducted in Nigeria. Secondly, while the above study was on motivational strategies on interscholastic sport management in secondary schools, the present study was on administrative strategies adopted for

effective involvement of students in interscholastic sports. The present study included other strategies, not only motivational strategies covered by the above study.

Summary of Literature Review

The review of related literature focused on conceptual framework, theoretical framework and empirical studies. The conceptual framework looked at concepts of interscholastic sports, administration, administrative strategies, secondary school students, effective involvement and factors that influence administrative strategies.

The review shows that interscholastic sports have a lot of benefits to offer to students. They are inherently educational, and support the academic mission of schools. Interscholastic sports also promote happiness and self-actualization, tolerance, concern for others, respect for authority and co-operation in the students.

The extent of achievement of the objectives of interscholastic sports in secondary schools is wholly dependent on the strategies adopted by the administration. Effective administration helps to fulfill the mission and objectives of an organization, which includes interscholastic sports, and the strategies adopted by administrators equally helps in the achievement of the stated objectives. In interscholastic sports therefore, administration is necessary in order to achieve the objectives of the programme. This can be achieved through the adoption of different administrative strategies.

Administrative strategies are the techniques used by administrators to achieve organizational objectives. They are components of administration used to manage human and material resources. The strategies may include proper and effective leadership, discipline, supervision, planning, delegation of duties, monitoring of staff and students' activities, motivation of staff and students amongst others. Better strategies remain the basic factor towards achieving intended objectives of interscholastic sports in secondary schools, especially as it concerns secondary schools in Kaduna State.

Secondary school sports is seen as a promising setting to encourage adolescents to begin and maintain a physically active lifestyle and also to acquire and develop high standard skills for major games and sports. This cannot however be achieved if the students are not effectively involved in interscholastic sports. It is this gap that this study filled.

The theoretical framework was also discussed. The Schwartz theory of planning and the Human Relations Theory as they relate to the study were highlighted. The human relations

theory holds the idea that the human factor is very important in the achievement of organizational goals. The theory proposes that people (in this case students) will achieve better if their personal welfare was taken into consideration. Therefore, for effective involvement of secondary school students in interscholastic sports in Kaduna State to be actualized, the interest of students especially the athletes and games officials should be a priority. The tenets of Schwartz theory of Planning on the other hand can guide and boost the confidence of secondary school sports administrators in their bid to map out some administrative strategies for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State.

Finally, empirical studies related to this study were reviewed. The review of empirical studies indicates that to the best of knowledge of the researcher works have not been carried out on administrative strategies for effective involvement of secondary school students in interscholastic sports competition in Kaduna State. The literature has also revealed that there are not much organized sports competitions among secondary schools in the state, and as such there is low level of involvement by secondary school students in sporting competitions in the state. The review also indicated that many research works have been carried out on interscholastic sports, but none has been carried out on administrative strategies for effective involvement of students in interscholastic sports. These prevailing circumstances provide a cause for concern. This study therefore determined administrative strategies adopted for effective involvement of secondary school students in interscholastic sports in Kaduna State.

CHAPTER THREE

Methods

In this chapter, the methods adopted for the study are presented under the following sub-headings namely: research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validity of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

Research Design

The descriptive survey design was used in the study. According to Nworgu (2006) it is a type of research design in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of entire group. Omolawon and Arogbonlo (2008), among others had successfully used this design in a similar study to assess the administration of inter-scholastic sports in selected secondary schools in Ibadan Municipality of Oyo State, Nigeria. The descriptive survey design was therefore considered appropriate for studying the administrative strategies adopted for effective involvement of secondary school students in interscholastic sports competition in Kaduna state.

Area of the Study

The study area, Kaduna State was founded by the British in 1913 and became the capital of Nigeria's former Northern Region in 1917 (Fletcher & Cruikshank, 1996). Kaduna is an industrial center of Northern Nigeria, manufacturing products like textiles, machinery, steel, aluminum, petroleum products and bearings. One of Nigeria's four main oil refineries is located in Kaduna. The population of Kaduna was as of the 2006 Nigerian census 760,084. However, rapid urbanization over the past decade has created an increasingly large population, now estimated to be around 1.3 million (National Population Commission, 2009).

Academically, Kaduna state is home to the Nigeria Defence Academy, Kaduna Polytechnic, Ahmadu Bello University, Zaria, Kaduna State University, and the Nigerian College of Aviation Technology, Nigerian Institute for Trypanosomiasis Research and the Nigerian Institute of Transport Technology. The state has 388 public secondary schools and 285 government approved private secondary schools organized into 12 education zones (Kaduna State Ministry of Education, 2016). The twelve education zones are Giwa education zone, Zaria education zone, Kaduna education zone, Anchau education zone, BirninGwari education zone, Lere education zone, and Riga Chuku education zone. Others are Kafanchan education zone,

GodoGodo education zone, Kachia education zone, Zonkwa education zone and Sabon Tasha education zone. Notable sports men from Kaduna include Tijani Babangida and Celestine Babayaro. These sportsmen were products of secondary school sports competition of the yester years.

Secondary schools sports competition in Kaduna State which has been abandoned for many years was reintroduced in 2016 (Adamu, 2016). According to Adamu (2016), this was necessitated by the need to expose talents that abound in schools across the state. With the reintroduction of secondary schools sports competition in Kaduna state therefore, there is the need to identify administrative strategies adopted for effective involvement of students in interscholastic sports competition in secondary schools in order to reposition the state to produce notable athletes to represent the state in sports competitions.

Population for the Study

The population for the study consists of 1,358 subjects in public and private secondary schools in Kaduna State. This consists of 12 zonal sports coordinators, 673 principals and 673 games masters in all the public and government approved private secondary schools in Kaduna state. According to the annual statistics of the post primary school management board of Kaduna State (2016), there are 388 principals and 388 games masters and mistresses in the 388 public secondary schools in Kaduna State. While the government approved private secondary schools are 285. Implying that there are 285 principals and 285 games masters or mistresses in the government approved private secondary schools in Kaduna State.

Sample and Sampling Technique

The sample for the study consisted of 297 respondents from public and private secondary schools in Kaduna State. This sample size is in line with the assertion by Cohen, Mannion, and Morrison (2011), that when the population size is 1,300 and above at 95% confidence level (5% confidence interval), the sample size should be 297 (see appendix A). Based on the above, 297 respondents were deemed appropriate as the sample size for this study.

The multi stage sampling procedure was used to draw the sample for the study. In the first stage, the stratified random sampling technique was adopted to separate the twelve education zones into two: Northern and Southern Kaduna. The Northern Kaduna cultural zone has seven education zones. They are Giwa education zone, Zaria education zone, Kaduna education zone, Anchau education zone, BirninGwari education zone, Lere education zone, and Riga Chuku

education zone. Southern Kaduna cultural zone has five education zones. They include Kafanchan education zone, GodoGodo education zone, Kachia education zone, Zonkwa education zone and Sabon Tasha education zone. This was to ensure adequate representation of the two major cultural zones in Kaduna State. This sampling technique was considered most appropriate for this because the stratified random sampling, according to Springer (2010), usually facilitates more accurate representation of different strata and categories.

The second stage was the selection of education zones to be used for the study. The proportionate sampling technique was used to determine the number of respondents from northern and southern Kaduna. This gave a total of 125 respondents from southern Kaduna and 172 respondents from northern Kaduna (see appendix B). The proportionate sampling technique was also used to determine and sample two education zones from southern Kaduna and four education zones from northern Kaduna (see appendix C). The simple random sampling of balloting without replacement was used to select two education zones out of five education zones in southern Kaduna, and four education zones out of seven education zones in Northern Kaduna. This gave a total of six education zones sampled for the study. The six zones selected are Giwa, Kaduna, Anchau and Zaria education zones from northern Kaduna, and Kafanchan and Zonkwa education zones from southern Kaduna.

The third stage involved the selection of secondary schools from each education zone used for the study. The proportionate sampling technique was used to determine the number of private and public secondary schools used for the study. From the calculation, 58% of the respondents were from public secondary schools while 42% were from private secondary schools (see appendix D). This gave a total of 169 respondents from public schools and 122 respondents from private secondary schools, and 6 zonal sports coordinators. Through simple random sampling of balloting with replacement, 14 public secondary schools were selected from each of the six education zones selected for the study, while 10 private secondary schools were selected from each of five education zones (Giwa, Anchau, Zaria, Kafanchan and Zonkwa); while 11 private secondary schools were selected from Kaduna education zone. This gave a total of 145 (84 public and 61 private; 66 rural and 79 urban) secondary schools.

The fourth stage was the selection of the respondents. The convenient sampling technique was used to select two respondents from each school sampled for the study. One principal, one

games master or mistress from each school selected for the study was sampled. This gave a total of 290 respondents (145 principals and 145 games masters or mistress). However, six zonal sports coordinators in each of the zones sampled were selected for the study. This gave a total of 296 respondents. One respondent was purposively sampled from any of the schools to complete the sample size of 297.

Instrument for Data Collection

The instrument for data collection was one structured researcher-made questionnaire. The questionnaire, titled Administrative Strategies Adopted for Effective involvement of Students in Interscholastic Sports Questionnaire (ASAEISISQ) (see appendix E), was administered on the subjects in selected secondary schools in Kaduna State. It elicited information on administrative strategies adopted for effective involvement of students in interscholastic sports competition in Kaduna State.

The questionnaire consisted of two sections, A and B. Section A was designed to elicit information on personal data of the respondents. This included gender, ownership of school, location (rural or urban) and status of the respondents (principal, games master or mistress).

Section B of the ASAEISISQ was made up of 32 items. It elicited information on administrative strategies adopted for effective involvement of students in interscholastic sports competition with response options of Always, Occasionally, Seldom and Never. The response options of Always and Occasionally was later collated to mean that the respondent agrees to the strategy as being adopted; while the response options of Seldom and Never were collapsed to as a negative response meaning that the respondent do not adopt the strategy. Items 1 ó 8 elicited information on planning strategies adopted for effective involvement in interscholastic sports; items 9 ó 12 were on funding strategies; while items 13 ó 16 were on leadership strategies. Items 17 - 20 were on administrative strategies for management of sports equipment and facilities; items 21 ó 27 were on administrative strategies on motivating athletes, while items 28 ó 32 were on first aid and emergency strategies.

Validity of instrument.

The face validity of the ASAEISISQ were established by five experts, four from the Department of Human Kinetics and Health Education, and one from sports council, all in the University of Nigeria, Nsukka. The experts were given a draft copy of the ASAEISISQ purpose

of the study, research questions and hypotheses. The expert judgment and observations as well as supervisors comment were utilized in drafting the final copy of ASAEISISQ.

Reliability of the instrument.

In order to determine the reliability of the instrument, the split half method was adopted. The split-half method as described by Frankfort-Nachmias and Nachmias (2006), is a method of assessing the reliability of an instrument by dividing items into two equivalent parts and correlating the scores in one part with the scores in the other part. 30 copies of the questionnaire were administered to principals, games masters and mistresses and games prefects in 10 secondary schools in Bauchi State which is not part of the study. The items were grouped into even and odd number items. The reliability coefficient was determined using the Spearman Brown prophesy (correlation). The reliability index of the instrument was 0.78. This was considered suitable for the study. This is in line with Peter, Towle and Manisha (2008), who stated that when the reliability coefficient of an instrument is equal to or greater than 0.75, the instrument should be considered reliable. On this note, the instrument was considered reliable for the study.

Method of Data Collection

A letter of introduction dully signed by the Head, Department of Human Kinetics and Health Education, University of Nigeria, Nsukka was collected by the researcher. This was given to the authority of the schools visited. The letter has a brief description of the researcher and essence of the research. This enabled the researcher to formally gain access to the respondents. In each school visited, the researcher sought the help of the school principal in order to enhance the process of data collection. Two research assistants who were briefed on the modalities of questionnaire administration and retrieval assisted in data collection. In each zone visited, the researcher sought the permission of the Chief Supervising Principal in order to gain access to the zonal sports coordinators.

Copies of the questionnaire were administered to the respondents and collected back immediately after completion. This was to ensure a high return rate. For the respondents that were not able to fill the questionnaire on the spot, the researcher returned on agreed date to collect the completed copies. The completed copies of the questionnaire were examined for completeness of information and responses. Two hundred and ninety-seven copies of the questionnaire were distributed and returned but 6 copies of the questionnaire were not properly completed. Therefore, two hundred and ninety-one copies were used for data analysis.

Method of Data Analysis

The completed copies of the questionnaire were examined for completeness of information and responses. All statistical analysis was done using the Statistical Package for Social Science (SPSS) version 20. Frequencies and percentages were used to answer the research questions. A higher percentage response (a bench mark of 50% and above), was set as the basis for accepting a response option as an administrative strategy adopted for effective involvement of students in interscholastic sports competition. The chi-square statistics of difference was used to test the null hypotheses of no statistical significance difference in the administrative strategies adopted for effective involvement of secondary school students in interscholastic sports competition according to gender, location and ownership of school. All hypotheses were tested at at.05 alpha level of significance.

CHAPTER FOUR

Results and Discussion

This chapter presents the results and discussions of the findings of the study. The results of the study which focused on the administrative strategies adopted for the effective involvement of students in interscholastic sports in Kaduna State are analyzed, presented and discussed in this chapter according to the research questions.

Research question 1

What are the planning strategies adopted for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State?

Table 1

Planning strategies adopted for effective involvement of students in interscholastic sports competition (n = 291)

Items	Adopted		Not Adopted	
	f	%	f	%
The school camps student athletes in preparation for interscholastic sports competition	212	72.9	79	27.1
The school budgets for all allowances due to all the athletes before competition	167	57.4	124	42.6
The school have records of only registered (student athletes from the school to represent the school during interscholastic sports competition)	204	70.1	87	29.9
The school provides equal opportunities for all athletes to be trained and selected for interscholastic sports	214	73.5	77	26.5
The school addresses all problems likely to face student athletes during interscholastic competition	213	73.2	78	26.8
The school plans the time table so that sports does not clash with academic studies	228	78.4	63	21.6
The school schedule training sessions for conditioning the athletes	183	62.9	108	37.1
The school arranges for friendly matches before interscholastic sports competition	200	68.7	91	31.3
Cluster Value	203	70	88	30

Data in Table 1 shows that 203 (70%) of the respondents reported that planning strategies were adopted by secondary schools for effective involvement of students in interscholastic sports competition in Kaduna State. From the table, all the items are above 50% indicating that all the planning strategies were adopted by schools. Also, school plans the time table so that sports does not clash with academic studies is the most adopted planning strategy with 228 (78.4%) of the respondents indicating that it is an adopted strategy. This is followed by the provision of equal opportunities for all athletes to be trained and selected for interscholastic sports with 214

(73.5%) of the respondents indicating it as an adopted strategy. The least adopted planning strategy is the school budgeting for all allowances due to all the athletes before competition which has 167 (57.4%) of the respondents indicating that it is adopted.

Research Question 2

What are the funding strategies adopted for effective involvement of students in interscholastic sports competitions in secondary schools in Kaduna State?

Table 2

Funding strategies adopted for effective involvement of students in interscholastic sports competitions (n = 291)

Items	Adopted		Not Adopted	
	f	%	f	%
The school organizes sports exhibition as one way of funding interscholastic competition	141	48.5	150	51.5
The school organizes raffle draw as a way of funding interscholastic sports competition	121	41.6	170	58.4
The school organizes sports appeal fund as a strategy of generating income for effective involvement of students in interscholastic competition	122	41.9	169	58.1
The school appeals to the students for voluntary donation by students in order to ensure adequate funding for interscholastic competition	145	49.8	146	50.2
Cluster Value	132	45.4	159	54.6

Table 2 reveals that 132 (45.4%) of the respondents reported that funding strategies were adopted for effective involvement of secondary school students in interscholastic sports competition, while 159 (54.6%) reported that funding strategies were not adopted. From the table, all the items on funding strategies scored below 50%, which means that all the items were not adopted as strategies for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State.

Research question 3

What is the leadership strategy adopted for effective involvement of students in interscholastic sports competitions in secondary schools in Kaduna State?

Table 3

Leadership strategies adopted for effective involvement of students in interscholastic sports competitions (n = 291)

Items	Adopted		Not Adopted	
	f	%	f	%
There is good working relationship among games masters and mistresses and staff for functional interscholastic sports programme in the school	229	78.7	62	21.3
The school administration ensures games masters and mistresses are committed to interscholastic sports programme	232	79.7	59	20.3
The school sports administrators delegate authority when not around	210	72.2	81	27.8
The school sports administrators show good examples	212	72.9	79	27.1
Cluster Value	221	75.9	70	24.1

Result in Table 3 shows that in the cluster value for leadership strategies, 221 (75.9%) of the respondents reported that leadership strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. The table reveals that all items in leadership strategies have more than 50% of the respondents indicating that they were adopted. The most adopted leadership strategy is the school administration ensuring that games masters and mistresses are committed to interscholastic sports programme with 232 (79.7%) of the respondents indicating that it is an adopted strategy. This is followed by ensuring good working relationship among games masters and mistresses and staff for functional interscholastic sports programme in the school which has 229 (78.7%) of the respondents indicating it as a leadership strategy adopted for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna state.

Research question 4

What are the sports facilities and equipment management strategies adopted for effective involvement of students in interscholastic sports competitions in secondary schools in Kaduna State?

Table 4

Sports facilities and equipment management strategies adopted for effective involvement of students in interscholastic sports competitions (n = 291)

Items	Adopted		Not Adopted	
	f	%	f	%
The school provides adequate sports equipment for interscholastic sports	193	66.3	98	33.7
The school provides adequate sports facilities for training in different sports	184	63.2	107	36.8
The school provides standard and well fitted sportswear for the athletes	192	66.0	99	34.0
The school carries out routine maintenance of sports facilities, equipment and supplies	176	60.5	115	39.5
Cluster Value	186	63.9	105	36.1

Table 4 shows that 186 (63.9%) of the respondents reported that sports facilities and equipment management strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. Respondents equally reported that all the items in the sports facilities and equipment management strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools, as more than 50% of the respondents reported that all the items were adopted. The most adopted sports facilities and equipment strategy is the provision of adequate sports equipment for interscholastic sports with 193 (66.3%) of the respondents indicating that it is an adopted strategy. The least facilities and equipment strategy is carrying out routine maintenance of sports facilities, equipment and supplies by the school with 176 (60.5%) of the respondents reporting that it is an adopted strategy.

Research question 5

What are the motivation strategies adopted for effective involvement of students in interscholastic sports competitions in secondary schools in Kaduna State?

Table 5

Motivation strategies adopted for effective involvement of students in interscholastic sports competitions (n = 291)

Items	Adopted		Not Adopted	
	f	%	f	%
The school gives cash award to deserving student athletes	166	57.0	125	43.0
The school gives sports honour award to meritorious student athletes	187	64.3	104	35.7
The school promotes best student athlete to a higher class even when he/she has not measured up to expectation at the class level	129	44.3	162	55.7
The school gives scholarship award to student athletes	129	44.3	162	55.7
The school organizes sports training course for the good athletes	142	48.8	149	51.2
The school gives free accommodation to all athletes representing their schools in interscholastic sports competition	152	52.2	139	47.8
The school organizes make-up classes for student athletes when they miss classes due to engagement in interscholastic sports	155	53.3	136	46.7
Cluster Value	151	51.8	140	48.2

Table 5 reveals that 151 (51.8%) of the respondents reported that motivation strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. From the Table, some of the items were reported to be motivation strategies adopted, while some were not adopted. The respondents reported that the school gives sports honour award to meritorious student athletes (64.3%); the school gives cash award to deserving student athletes (57%); organizes make-up classes for student athletes when they miss classes due to engagement in interscholastic sports (53.3%) and gives free accommodation to all athletes representing their schools in interscholastic sports competition (52.2%). Motivation strategies not adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State include the school promoting best student athlete to a higher class even when he/she has not measured up to expectation at the class level 129 (55.7%); and the school giving scholarship award to student athletes 129 (55.7%) of the respondents indicating that they were not motivation strategies

adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State.

Research question 6

What are first aid and emergency strategies adopted for effective involvement of students in interscholastic sports competitions in secondary schools in Kaduna State?

Table 6

First aid and emergency strategies adopted for effective involvement of students in interscholastic sports competitions (n = 291)

Item	Adopted		Not Adopted	
	f	%	f	%
The school ensures the provision of first aid kit for interscholastic sports competition	216	74.2	75	25.8
The school invites professionally qualified health personnel to handle emergency cases during interscholastic sports	168	57.7	123	42.3
The school provides standard first aid equipment for treatment of injuries during interscholastic sports	159	54.6	132	45.4
The school ensures provision of ambulance in order to handle emergency cases during interscholastic sports	105	36.1	186	63.9
The school ensures prompt referral of serious cases to the hospital during interscholastic sports	164	56.4	127	43.6
Cluster Value	162	55.7	129	44.3

Result in Table 6 shows that 162 (55.7%) of the respondents reported that first aid and emergency strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. From the table, more than 50% of the respondents reported that all the item statements on first aid and emergency strategies were adopted except one (the provision of ambulance in order to handle emergency cases during interscholastic sports, with 63.9% of the respondents reporting that it was not an adopted strategy). Also, the most adopted first aid and emergency strategies by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State is the school ensuring the provision of first aid kit for interscholastic sports competition with 216 (74.2%) of the respondents reporting that it was not an adopted strategy.

Hypothesis 1

There is no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on gender.

Data testing this hypothesis are contained in Table 7.

Table 7

Chi-square summary of no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competitions among secondary Schools in Kaduna State based on gender.

	Male	Female	χ^2	p-value	Decision
Planning Strategy	226	65	7.215	0.007	Rejected
Funding	226	65	0.546	0.460	Not rejected
Leadership	226	65	0.238	0.626	Not rejected
Facilities/Equipment	226	65	2.424	0.120	Not rejected
Motivation	226	65	17.750	0.000	Rejected
First Aid	226	65	0.278	0.598	Not rejected
Total	226	65	12.182	0.000	Rejected

Table 7 indicates the χ^2 values and the corresponding p-values for administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on gender. This includes planning strategy ($\chi^2 = 7.215$, $p = 0.007$); funding strategy ($\chi^2 = 0.546$, $p = 0.460$); leadership strategy ($\chi^2 = 0.238$, $p = 0.626$); facilities and equipment management strategy ($\chi^2 = 2.424$, $p = 0.120$); motivation strategy ($\chi^2 = 17.750$, $p = 0.000$) and first aid and emergency strategy ($\chi^2 = 0.278$, $p = 0.598$). The Table further shows the overall calculated value with its corresponding p-value for administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among

secondary schools in Kaduna State based on gender ($\chi^2 = 12.182, p = 0.000$). Since the overall p-value (0.000) is less than 0.05 level of significance the null hypothesis of no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on gender, is rejected. This implies that administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State is dependent on gender.

Hypothesis 2

There is no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competitions among secondary schools in Kaduna State based on location.

Result of this hypothesis testing is presented in Table 8.

Table 8

Chi-square summary of no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competitions among secondary Schools in Kaduna State based on location.

	Rural	Urban	χ^2	p-value	Decision
Planning Strategy	114	147	1.821	0.177	Not rejected
Funding	114	147	1.358	0.244	Not rejected
Leadership	114	147	0.008	0.929	Not rejected
Facilities/Equipment	114	147	0.018	0.894	Not rejected
Motivation	144	147	8.223	0.004	Rejected
First Aid	144	147	0.629	0.428	Not rejected
Total	144	147	0.396	0.529	Not rejected

Results presented in Table 8 shows the χ^2 values and the corresponding p-values for administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on location. This includes planning strategy ($\chi^2 = 1.821$, $p = 0.177$); funding strategy ($\chi^2 = 1.358$, $p = 0.244$); leadership strategy ($\chi^2 = 0.008$, $p = 0.929$); facilities and equipment management strategy ($\chi^2 = 0.018$, $p = 0.894$); motivation strategy ($\chi^2 = 8.223$, $p = 0.004$) and first aid and emergency strategy ($\chi^2 = 0.629$, $p = 0.428$). The Table further shows the overall calculated value with its corresponding p-value for administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on location ($\chi^2 = 0.396$, $p = 0.529$). Since the overall p-value (0.529) is greater than 0.05 level of significance the null hypothesis of no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on gender, is not rejected. This implies that administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State is not dependent on location.

Hypothesis 3

There is no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competitions among secondary schools in Kaduna State based on ownership of school.

Result of this hypothesis testing is presented in Table 9.

Table 9

Chi-square summary of no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competitions among secondary Schools in Kaduna State based on ownership of school.

	Government	Private	χ^2	p-value	Decision
Planning Strategy	165	126	0.706	0.401	Not rejected
Funding	165	126	0.126	0.723	Not rejected
Leadership	165	126	0.335	0.563	Not rejected
Facilities/Equipment	165	126	3.769	0.52	Not rejected
Motivation	165	126	14.031	0.000	Rejected
First Aid	165	126	19.632	0.000	Rejected
Total	165	126	0.009	0.923	Not rejected

Table 9 shows the χ^2 values and the corresponding p-values for administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on school ownership. These include planning strategy ($\chi^2 = 0.706$, $p = 0.401$); funding strategy ($\chi^2 = 0.126$, $p = 0.723$); leadership strategy ($\chi^2 = 0.335$, $p = 0.563$); facilities and equipment management strategy ($\chi^2 = 3.769$, $p = 0.52$); motivation strategy ($\chi^2 = 14.031$, $p = 0.000$) and first aid and emergency strategy ($\chi^2 = 19.632$, $p = 0.000$). The Table further shows the overall calculated value with its corresponding p-value for administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on gender ($\chi^2 = 0.009$, $p = 0.923$). Since the overall p-value (0.923) is greater than 0.05 level of significance the null hypothesis of no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on school ownership, is not

rejected. This implies that administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State is not dependent on school ownership.

Summary of Findings

The findings of the study are summarized as follows:

1. that 203 (70%) of the respondents reported that planning strategies were adopted by secondary schools for effective involvement of students in interscholastic sports competition in Kaduna State.
2. all the items (variables) on planning strategies were above 50% indicating that all the planning strategies were adopted by schools.
3. Majority of the respondents 159 (54.6%) reported that funding strategies were not adopted by secondary schools for effective involvement of students in interscholastic sports competition in Kaduna State.
4. all the items on funding strategies scored below 50%, which means that all the items were not adopted as strategies for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State.
5. 221 (75.9%) of the respondents reported that leadership strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State.
6. that 186 (63.9%) of the respondents reported that sports facilities and equipment management strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State.
7. that 151 (51.8%) of the respondents reported that motivation strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State.
8. that 162 (55.7%) of the respondents reported that first aid and emergency strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State.
9. there is significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective

involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on gender.

10. there is no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on location.
11. there is no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on ownership of school.

Discussions

Discussions of the findings of this study are presented under the following:

1. Planning strategies adopted for effective involvement of students in interscholastic sports;
2. Funding strategies adopted for effective involvement of students in interscholastic sports
3. Leadership strategies adopted for effective involvement of students in interscholastic sports;
4. Facilities and equipment strategies adopted for effective involvement of students in interscholastic sports;
5. Motivation strategies adopted for effective involvement of students in interscholastic sports and
6. First aid and emergency management strategies adopted for effective involvement of students in interscholastic sports.

Planning strategy adopted for effective involvement of students in interscholastic sports

The result presented in Table 1 shows that 203 (70%) of the respondents reported that planning strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. The Table also revealed that for all the items, more than 50% of the respondents indicated that all the planning strategies were adopted by schools. These strategies includes camping of student athletes in preparation for interscholastic sports competition 212 (72.9%); budgeting for all allowances due to all the athletes before competition 167 (57.4%); having records of only registered (student athletes from the school to represent the school during interscholastic sports competition 204 (70.1%); and

providing equal opportunities for all athletes to be trained and selected for interscholastic sports 214 (73.5%). Other planning strategies include addressing all problems likely to face student athletes during interscholastic competition 213 (73.2%); planning the time table so that sports does not clash with academic studies 228 (78.4%); scheduling training sessions for conditioning the athletes 183 (62.9%) and arranging for friendly matches before interscholastic sports competition 200 (68.7%). This finding was expected because interscholastic sports programme in secondary schools require proper planning. For a successful interscholastic sports competition, planning is the first and most important function of school administration, because it is needed at every level of management.

This result agrees with the findings of Ogbu (2008) who reported that planning is one of the most important strategies for the organization of interscholastic sports in Enugu State. Similarly, Omolawon and Arogbonlo (2008) in a study conducted to assess the administration of inter-scholastic sports in selected secondary schools in Ibadan Municipality of Oyo State found that adequate planning is necessary for effective interscholastic sports competition.

Funding strategy adopted for effective involvement of students in interscholastic sports

Table 2 presented the result of the data on funding strategies adopted for effective involvement of students in interscholastic sports competition. The Table showed that only 132 (45.4%) of the respondents reported that funding strategies were adopted for effective involvement of students in interscholastic sports competition, while 159 (54.6%) reported that funding strategies were not adopted. The Table reveals that all the items were not adopted as strategies for effective involvement of students in interscholastic sports competition in Kaduna State. The strategies not adopted includes organizing sports exhibition as a way of funding interscholastic competition 150 (51.5%), organizing raffle draw 170 (58.4%), organizing sports appeal fund as a strategy of generating income for effective involvement of students in interscholastic competition 169 (58.1%), and appealing to the students for voluntary donation in order to ensure adequate funding for interscholastic competition 146 (50.2%). This result is not surprising but expected. This might be because parents and government alike always sees these strategies as extortion of students, especially in government owned schools

This result disagrees with the findings of Opene (1997) in a study on adopted strategies for funding interscholastic sports programme in secondary schools in Delta State of Nigeria. The result of the study by Opene showed that students' sports levy is the most adopted means of

raising fund for interscholastic sports programme in secondary schools. The findings of this study is at variance with the recommendations of Opene on the use of sports exhibition, raffle draws and sports appeal fund as other likely ways of funding interscholastic sports since they were not adopted in the schools under study this maybe because of the location and availability of sport equipment at both areas .

Leadership strategy adopted for effective involvement of students in interscholastic sports

Result of the study as revealed in Table 3 indicated that leadership strategies were adopted by schools for effective involvement of students in interscholastic sports. 221 (75.9%) of the respondents reported that leadership strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. The Table reveals that leadership strategies such as good working relationship among games masters and mistresses and staff for functional interscholastic sports programme in the school 229 (78.7%), the school administration ensuring that games masters and mistresses are committed to interscholastic sports programme 232 (79.7%), sports administrators delegating authority when not around 210 (72.2%), and school sports administrators showing good examples 212 (72.9%) were adopted. This finding is not surprising but expected. This is because the achievement of the objectives of interscholastic sports competition is wholly dependent on the quality of leadership of the sports administrators.

This finding is line with Osakwe (2015) who reported that leadership strategies of departmental heads are determinants of effective management of human resources in institutions. The findings of this study also agrees with the findings of Musa (2013) who reported that the respondents indicated leadership strategies as one of the tools of administration for effective management of school sports competition by sports administrators in Yobe.

Facilities and equipment strategies adopted for effective involvement of students in interscholastic sports

Table 4 contained the results of data analysis on sports facilities and equipment management strategies adopted for effective involvement of students in interscholastic sports competition in Kaduna State. As revealed by the table, 186 (63.9%) of the respondents reported that sports facilities and equipment management strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. Sports facilities and equipment management strategies which were adopted by schools for

effective involvement of students in interscholastic sports competition in secondary schools include providing adequate sports equipment for interscholastic sports 193 (66.3%), provision of adequate sports facilities for training in different sports 184 (63.2%), provision of standard and well fitted sportswear for the athletes 192 (66.0%) and carrying out routine maintenance of sports facilities, equipment and supplies 176 (60.5%). This finding is not surprising but expected, because adequate facilities planning are important for effective involvement of students in interscholastic sports.

This is in line with Corbally and Brient (1994) who in a study conducted on strategies for sport development in schools in Botswana, revealed that facilities and equipment were adequately provided and maintained. The study also agrees with the findings of Omolawon and Arogbonio (2008) who reported in a study conducted to assess the administration of interscholastic sports in selected secondary schools in Ibadan Municipality of Oyo State, Nigeria to ascertain its adequacy, and asserted that sports facilities and equipment management strategies were adopted by schools. The findings however disagrees with Eze (2015) who in a study conducted to investigate the determinants of effective administration of intramural sports programme of secondary schools in Nsukka Local Government Area of Enugu State, Nigeria found that lack of sports facilities in schools is affecting effective administration of sports programme in school.

Motivation strategy adopted for effective involvement of students in interscholastic sports

The result presented in Table 5 shows that 151 (51.8%) of the respondents reported that motivation strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. Motivation strategies adopted for effective involvement of students in interscholastic sports competition includes the schools giving sports honour award to meritorious student athletes 187 (64.3%), giving cash award to deserving student athletes for interscholastic sports 166 (57.0%), organizes make-up classes for student athletes when they miss classes due to engagement in interscholastic sports 155 (53.3%) and giving free accommodation to all athletes representing their schools in interscholastic sports competition 152 (52.2%). However, schools in Kaduna State do not adopt promotion of best student athlete to a higher class even when he/she has not measured up to expectation 162 (55.7%), do not give scholarship award to student athletes 162 (55.7%) and do not organize training course for the good athletes as motivation strategies 149 (51.2%). This

finding is expected. Motivation of students for interscholastic sports is important because it plays a great role in sports performance among sports men and women more especially the athletes when undergoing training.

The findings of this study agree with that of Malgwi (2009) who reported that motivation of athletes is one of the strategies for mobilizing Borno State athletes for the National Sports Festival. The findings of this study is also in line with that of Ogbu (2008) who also observed that the adopted strategy commonly in use by sports administrators towards motivation of student athletes is the giving of functionary position to outstanding or best performed athletes.

First aid and emergency management strategies adopted for effective involvement of students in interscholastic sports

Result of first aid and emergency strategies adopted for effective involvement of students in interscholastic sports competition was presented in Table 6. The result indicated that 162 (55.7%) of the respondents reported that first aid and emergency strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. The first aid and emergency strategies adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State include the provision of first aid kit for interscholastic sports competition 216 (74.2%), invitation of professionally qualified health personnel to handle emergency cases during interscholastic sports 168 (57.7%), provision of standard first aid equipment for treatment of injuries during interscholastic sports 159 (54.6%) and prompt referral of serious cases to the hospital during interscholastic sports 164 (56.4%). However, the study revealed that the schools do not make provision of ambulance in order to handle emergency cases during interscholastic sports 105 (36.1%). This finding is not surprising. They can easily make provision for first aid kit, consult health centres within the environ for emergency services during interscholastic sports.

The findings of this study is in line with that of Musa (2013) who reported that 80% of the respondents indicated that first aid and emergency strategies are tools adopted by administration for effective management of school sports competition by sports administrators in Yobe.

Test of significant difference in the administrative strategies adopted for effective involvement of students for interscholastic sports competition based on gender

There were significant differences found in administrative strategies adopted for effective involvement of students in interscholastic sports based on gender. This finding is surprising because these days most sports activities are currently handled by both male and female physical educators. Moreover, according to Ogbu (2008) both genders are equipped with knowledge and technical abilities in both coaching as well as participating.

The findings disagrees with that of Adaramaja, Mustapha and Tanglang (2010) who reported that there was no significant difference between male and female respondents in all the aspect of sports development in Borno State. However, the findings agrees with the assertion by Eke (2002), who stated that both male and female actively participate in interscholastic sports competition in the areas of organizing, officiating, contesting, implementing the laws of the game, among others, especially as it concerns interscholastic sports programme in secondary schools.

Test of significant difference in the administrative strategies adopted for effective involvement of students for interscholastic sports competition based on location

There was no significant difference in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on location. This finding is surprising as one would expect some differences in strategies adopted by administrators in rural and urban schools. Moreover, according to Eke (2002), equipment and facilities for the preparation of interscholastic sports programme or competition in secondary schools are easily affordable in the urban areas. One would expect a difference in the adoption of these facilities and equipment strategies because of these variations.

This finding however, agrees with the findings of Musa (2013) who reported that there was no significant difference in the strategies adopted by administrators for effective management of school sports competition in Yobe State.

Test of significant difference in the administrative strategies adopted for effective involvement of students for interscholastic sports competition based on ownership of school

There was significant difference found in the administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on ownership of school. This finding is not surprising at all. This is basically because both types of school run different administrative policies. Moreover, these days most private secondary schools take sports competition seriously because they see it as one avenue of creating popularity for the schools. Ownership status will also definitely influence the availability of funds for sports, provision of facilities and equipment for sports, motivation of students for sports and provision of personnel to handle sports programmes.

This finding is in line with that of Musa (2013) who reported that there were significant differences in the strategies adopted by administrators of private and public schools for effective management of school sports competition in Yobe State.

CHAPTER FIVE

Summary, Conclusion and Recommendations

Summary

The purpose of the study was to examine the administrative strategies adopted for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. Six specific objectives with six corresponding research questions and three hypotheses guided the study.

The cross-sectional survey design was used in the study. Zonal sports coordinators, principals and game masters/mistresses formed the population for the study. There are 12 zonal sports coordinators, 673 principals and 673 games masters in all the public and government approved private secondary schools in Kaduna state. The sample for the study consisted of 297 respondents from public and private secondary schools in Kaduna State obtained through multi-stage sampling technique. A 32 item researcher designed questionnaire was the instrument used for data collection. The validity of the instrument was established by five experts from the department of Human Kinetics and Health Education, University of Nigeria, Nsukka.

Frequencies and percentages were used to answer the research questions. A percentage response of 50% and above was set as the basis for accepting a response option as an administrative strategy adopted for effective involvement of students in interscholastic sports competition. The chi-square statistics of difference was used to test the null hypotheses of no statistical difference in the administrative strategies adopted for effective involvement of secondary school students in interscholastic sports competition based on gender, location and ownership of school. All hypotheses were tested at at.05 alpha level of significance.

The results of the study showed that planning, leadership, equipment and facilities, motivation and first aid and emergency strategies were adopted by schools for effective involvement of students in interscholastic sports competition in secondary schools in Kaduna State. The study also revealed that some funding strategies were not adopted by schools for effective involvement of students in interscholastic sports competition in Kaduna State. The results also revealed that there were significant differences found in administrative strategies adopted for effective involvement of students in interscholastic sports based on gender and ownership of schools. Equally, the results showed that there was no significant difference in the

administrative strategies adopted by school principals, zonal sports coordinators and game masters and mistresses for effective involvement of students in interscholastic sports competition among secondary schools in Kaduna State based on location.

Conclusions

The following conclusions were drawn from the study:

1. Majority of the sports administrators in schools in Kaduna State adopt planning strategies for effective involvement of students in interscholastic sports competition.
2. Most of the sports administrators in schools in Kaduna State adopt leadership strategies for effective involvement of students in interscholastic sports competition.
3. Most of the sports administrators in schools in Kaduna State do not adopt funding strategies for effective involvement of students in interscholastic sports competition.
4. Secondary school sports administrators in Kaduna State adopt equipment and facilities management strategies for effective involvement of students in interscholastic sports competition.
5. Secondary school sports administrators in Kaduna State adopt motivation strategies for effective involvement of students in interscholastic sports competition.
6. Secondary school sports administrators in Kaduna State adopt many first aid and emergency management strategies for effective involvement of students in interscholastic sports competition, but do not make provision for ambulance services for emergency cases possibly due to poor funding of the programme.
7. There was significant difference in administrative strategies adopted for effective involvement of students in interscholastic sports based on gender.
8. There was no significant difference in administrative strategies adopted for effective involvement of students in interscholastic sports based on location of schools.
9. There was significant difference in administrative strategies adopted for effective involvement of students in interscholastic sports based on ownership of schools.

Recommendations

From the results of the study, it is recommended that there is the need for the identified funding strategies to be made known to sports administrators in Kaduna State. This will ensure proper planning and execution of interscholastic sports competition in Kaduna State when more funds are generated using the strategies identified in this study.

Suggestions for Further Study

1. Similar studies should be carried out in other states in Nigeria.

Implications of the Study

The implications that the findings of the present study have on zonal sports coordinators, principals and game masters and mistresses in secondary schools in Kaduna State are enumerated as follows:

The findings of the present study implies that the zonal sports coordinators, principals and game masters/mistresses do not adopt funding strategies for effective involvement of students in interscholastic sports competition.. This point to the fact that there was low funding of interscholastic sports programme in secondary schools in Kaduna State. This singular fact can result to low performance in sports by the secondary school students in Kaduna State. For effective involvement in interscholastic sports competition therefore, there is need to fund sports adequately.

Limitations of the Study

Some respondents may have given false information, especially in order not to present their schools as not doing anything to promote and encourage interscholastic sports programme in their school.

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Appendix A
QUESTIONNAIRE

Department of Human Kinetics and Health Education,
University of Nigeria,

Nsukka.

Dear Respondents,

**Administrative Strategies Adopted for Effective Involvement of Students in
Interscholastic Sports Questionnaire (ASAEISISQ)**

The present study is an M.Ed project designed to investigate administrative strategies adopted for effective involvement of students in interscholastic sports. The information you give will not be used for any other purpose but for the one stated above.

Thanks for your anticipated co-operation.

Yours faithfully,

Duniya Zakka.

ADMINISTRATIVE STRATEGIES ADOPTED FOR EFFECTIVE INVOLVEMENT OF STUDENTS IN INTERSCHOLASTIC SPORTS QUESTIONNAIRE (ASAEISISQ)

Section A: Personal Data

INSTRUCTION: Please tick (ç) only on the option that best applies to you

1. Gender: Male Female
2. Location of your School: Urban Rural
3. School ownership: Government owned Private
4. Status: Principal Games Master/Mistress Zonal sports coordinator

Section B: Administrative Strategies for effective involvement of secondary school students in interscholastic sports competition.

Instruction: Read the following items and indicate the response that best corresponds to your practice by ticking (ç) in the appropriate column. Use the key stated below to address the statements below.

Key:

- Always A
- Occasionally OC
- Seldom S
- Never N

S/N	ITEM STATEMENT				
	Planning Strategies	A	OC	S	N
1	The school camps student athletes in preparation for interscholastic sports competition				
2	The school budgets for all allowances due to all the athletes before competition				
3	The school have records of only registered (student athletes from the school to represent the school during interscholastic sports competition				

4	The school provides equal opportunities for all athletes to be trained and selected for interscholastic sports				
5	The school addresses all problems likely to face student athletes during interscholastic competition				
6	The school plans the time table so that sports does not clash with academic studies				
7	The school schedule training sessions for conditioning the athletes				
8	The school arranges for friendly matches before interscholastic sports competition				
	Funding Strategies	A	OC	S	N
9	The school organizes sports exhibition as one way of funding interscholastic competition				
10	The school organizes raffle draw as a way of funding interscholastic sports competition				
11	The school organizes sports appeal fund as a strategy of generating income for effective involvement of students in interscholastic competition				
12	The school appeals to the students for voluntary donation by students in order to ensure adequate funding for interscholastic competition				
	Leadership Strategies	A	OC	S	N
13	There is good working relationship among games masters and mistresses and staff for functional interscholastic sports programme in the school				
14	The school administration ensures games masters and mistresses are committed to interscholastic sports programme				
15	The school sports administrators should delegate authority when not around				
16	The school sports administrators shows good examples				
	Sports facilities and equipment management strategies	A	OC	S	N
17	The school provides adequate sports equipment for interscholastic sports				
18	The school provides adequate sports facilities for training in different sports				
19	The school provides standard and well fitted sportswear for the athletes				
20	The school carry out routine maintenance of sports facilities, equipment and supplies				

	Motivation Strategies	A	OC	S	N
21	The school gives cash award to deserving student athletes				
22	The school gives sports honour award to meritorious student athletes				
23	The school promotes best student athlete to a higher class even when he/she has not measured up to expectation				
24	The school gives scholarship award to student athletes				
25	The school organizes training course for the good athletes				
26	The school gives free accommodation to all athletes representing their schools in interscholastic sports competition				
27	The school organizes make-up classes for student athletes when they miss classes due to engagement in interscholastic sports				
	First aid and emergency management strategies	A	OC	S	N
28	The school ensures the provision of first aid kit for interscholastic sports competition				
29	The school invites professionally qualified health personnel to handle emergency cases during interscholastic sports				
30	The school provides standard first aid equipment for treatment of injuries during interscholastic sports				
31	The school ensures provision of ambulance in order to handle emergency cases during interscholastic sports				
32	The school ensures prompt referral of serious cases to the hospital during interscholastic sports				

Appendix D

Determining the Proportion of Respondents from north and southern Kaduna

$$\frac{n}{N} \times 100$$

$$N = 1$$

n = sample

N = Population

S = sample unit (point)

Calculating for northern Kaduna for example:

$$\frac{7}{12} \times 100$$

$$= 0.58$$

$$= 0.58 \times 100 = 58\%$$

Therefore the remaining 42% will be from southern Kaduna

$$42\% \text{ of } 291 = 0.42 \times 291 = 122 \text{ respondents}$$

$$58\% \text{ of } 291 = 0.58 \times 291 = 169 \text{ respondents}$$

Appendix E

Determining the number of zones to be selected from north and southern Kaduna

42% of 5 zones = $0.42 \times 5 = 2$ education zones from Southern Kaduna

58% of 7 = $0.58 \times 7 = 4$ education zones from Northern Kaduna

Appendix F

Determining the Proportion of Respondents from public and private schools

$$\frac{n}{N} \times 100$$

$$N = 1$$

n = sample

N = Population

S = sample unit (point)

Calculating for public secondary schools for example:

$$\frac{388}{673} \times 100$$

$$= 57.65\%$$

$$= 0.5765 \times 100 = 58\%$$

Therefore the remaining 42% will be from private secondary schools

42% of 291 = $0.42 \times 291 = 122$ respondents from private secondary schools

58% of 291 = $0.58 \times 291 = 169$ respondents from public secondary schools

Appendix: G**List of the twelve education zones in Kaduna State**

Anchau education zone 20 schools

Birnin Gwari education zone 22

Giwa education zone 25

Godo Godo education zone 20

Kachia education zone 35

Kaduna education zone 48

Kafanchan education zone 51

Zonkwa education education zone 42

Zaria education zone 40

Lere education zone 24

Riga Chiku education zone 25

Sabo Tasha education zone 36

Total 388 \

Appendix: H

S/ N	Name of School	Ownership	Population
1.	Williams School Zaria Private		
2.	Comprehensive college zaria Private		
3.	Commercial college Zaria Public		
4.	GSS Muchia Public		
5.	GSS Chikaji Public		
6.	Judy Secondary school Private		
7.	Diamond Academy Private		
8.	CTC Academy Private		
9.	GSS Aminu Public		
10.	Goodwill Secondary School Private		
11.	Triumph Compressive Sec. Sch Private Victory Secondary School Private		
12.	GGSS DogonBauch Public		
13.	Royal College Private		
14.	New Era Int. School Private		
15.	Progress Secondary School Private		
16.	GSS Chindit Barrack Public		
17.	SS Chindit Barrack Public		
18.	GSS Magagiya public		
19.	GGSS Pada Public		
20.	Alhudahuda college Public		
21.	GSS KofanDoka Public		
22.	GSS Kuyanbana Public		
23.	Alhudacentre for Islamic and Sci Private		

24.	GGSS KofanKofankayan Public		
25.	GSS KofanJatau Public		
26.	GSS Zaria Public		
27.	Basic secondary school Private		
28.	GGSS Zaria Public		
29.	GSS T/Wada Public		
30.	Sheik A. Gumi Col. Of Higher Islamic studies Private		
31.	Master Builder secondary school Private		
32.	Abdurahman Memorial Col. Of Islamic studies Private		
33.	Rahabuth secondary school Private Gods Time Comprehensive School		
34.	GGSS Samaru Public		
35.	Knowledge is Power Sec. School Private		
36.	GSS Bomo		
37.	Demonstration Sec. Sch ABU Samaru Private		
38.	GSS T/Jukun Public		
39.	GSS Kwagila Pubic		
40.	Barewa College Public		
41.	GSS Basawa Barrack Public		
42.	FGGC Zaria Public		