

PSYCHOLOGICAL FACTORS AS PREDICTORS OF TALENT IDENTIFICATION FOR SPORTS DEVELOPMENT IN STATES SPORTS ORGANISATIONS IN NIGERIA**BY****M.U. Sani (Ph.D.), JIBRIN, Garba, Prof. S.M. Bichi, A I. Danlami (PhD) & Mubarak Umar (PhD):
Department of Human Kinetics and Health Education, Faculty of Education, Ahmadu Bello University,
Zaria, E-mail: alidanlami3377@gmail.com****Abstract**

The purpose of this study was to assess the psychological factors as predictors of talent identification for sports development in States sports organisations in Nigeria. To achieve this purpose, survey research design was used for this study. The total population was 4,573 in the six Geo-political zones of Nigeria. The sample size for this study was 357. The instrument used was a self-developed questionnaire for this study. A descriptive statistics of frequencies and percentages were used for the analysis of the demographic characteristics of the respondents, mean and standard deviation were used to analyse answers to the research questions while inferential statistics of one sample t-test was used to test the hypotheses at 0.05 level of significance. The result of the study revealed that psychological factor was rejected as it is one of the significant predictors of successful talents identification among athletes for sports development in the states sports organizations involved in the study. This is indicated with an calculated t-value (38.143) for the test and a t-critical of 1.96 with p-value of 0.000 ($p < 0.05$) obtained at 353, degree of freedom (df). The calculated mean score (4.03) was significantly greater than the benchmark of 3.00 level of significance. The researcher concluded that psychological factor significantly predict talents identification among athletes for sports development in the states' sports organizations in Nigeria. The researcher recommended that talents' identification requires monitoring from early age and mostly at secondary schools and early part of tertiary education.

Keywords: Psychological factor, Predictor, Talent Identification, Sports Organisation

Introduction

Sports Talent Identification (TID) refers to the discovery of potential athletes in a heterogeneous population that are currently not involved in a specific sport. Talent identification is a key area within sports development, and talent identification is inseparable from the growth of athletes. As a key part of cultivating sports talents, talent identification could be a helpful tool to stimulate lifelong sports participation and reduce drop-outs from the sports the athletes are participating because it can reveal an optimal connection between sports, individual strengths, and personal preferences (Prieto-Ayuso, Pastor-Vicedo, González-Víllora, and Fernández-Río(2020)).

However, there are some differences between talent detection, identification, development, and selection. The differences are, talent detection is the first stage involved in the conversion of a talented individual into an elite athlete and talent detection intends to support lifelong sports participation, reduce drop-outs, and stimulate their interest at the higher level (Faber, Munivrana, Faber, Maria, and Nijhuis-Van der, 2017). Talent identification is predicting athletes who have the potential skills to development into elite athletes; talent development processes involve experienced, well-qualified coaches, careful training, academic education (Ford, Bordonau, Bonanno, Tavares, Groenendijk, Fink, 2020), athletic rehabilitation, athletic load capacity control, and professional sports skills guidance to athletes; and talent selection mainly concerns about choosing the most appropriate group of athletes to complete a specific task (in a team) in sports (Höner, and Feichtinger, 2016). In short, talent detection, identification, development, and selection compose the whole process that runs through different stages of sports identification, and each has its own characteristics and requirements. From a more contemporary perspective, Norikazu, and Taigo, (2016) defined talent identification as the process by which children are encouraged to participate in the sports in which they are most likely to succeed, based on results of testing selected parameters. These parameters (Physical, Physiological, Psychological, Sociological, Environmental factors) have been shown to predict future performance, taking into account the child's current level of fitness and maturity.

Talent identification at an early age is one of the major methods to identify potential athletes for nurturing. India has been implementing this method of talent identification procedure since 1980. Athletic talent identification is

approached from many different angles, depending on which countries we are looking at and the sport for which athletes are being recognized and recruited. Today it is acknowledged that appropriate support and training are essential if talented individuals are to fulfill their potentials. Partly for this reason, the early identification of talented athletes is an increasingly important consideration for researchers and practitioners alike. Once talented individuals have been detected, crucial but limited support resources can be optimally deployed to further raise and develop these talents. Without such support however, the needs of talented children may not be met and their gifts remain undeveloped.

Haugaasen, Toering, and Jordet, (2014) stated that sports talent should be recognized and encouraged in children after the age of 10 years, since such talents are an important part of a child's potential and one that deserves recognition and encouragement. Ahmetov, Egorova, Gabdrakhmanova, and Fedotovskaya, (2016) suggested that the first stage of identification should take place between the age of 8-10 years in the form of mass screening and this should be followed up to 18-24 months later. Final talent identification should take place at around 14 years of age. David, Nima, and Joseph, (2017) suggested that the age at which a child gets involved in a specific sport depends on the sport. For instance, he suggested age 7-8 years for swimmers, gymnasts, tennis players and skaters, to age 12-13 years in boxing and cycling and age 13-14 years in shooting and weightlifting. Sports talents are products of heredity and environment. But a person must be endowed with basic minimum of biological potential only then it can be developed through training and other environmental factors to a level needed in performance sports. According to Joseph, Nick, and Jörg (2019) genetic factors probably play a major role in a person's performance capacity, at least for those persons aspiring to the levels required for the attainment of Olympic medals. According to them about 70% of an individual's maximal force, power or capacity is a matter of genetical factors. Identification of talent is made more complicated by the fact that it must also take into consideration the possibilities of development of the various performance prerequisites. This is very difficult task as the trainability of performance prerequisites depends basically on heredity and training activity and both are affected by a multitude of factors during the course of life.

According to Lai and Ishizaka (2020), stated that there is a consensus in the scientific and sporting communities that genetic factors contribute to athletic performance. These genetic factors are also known as predictors of talent identification includes physical factors (e.g. height, weight, muscle girth, strength, speed), physiological factors (e.g. aerobic endurance, anaerobic power), sociological factors (e.g. parental support, practice opportunities, facilities available, education), coaches' knowledge, environmental factors (emotional and financial support specialized classes, coaching, educational contexts, and access to opportunities and psychological factors (e.g. confidence, concentration, anticipation, decision-making), Physical factor quality is not only the foundation guarantee of athletes but also the basis of special sports quality. Physical factors have an effect on sport talent identification which includes height and weight, motor ability, and anthropometric indices which represents the scientific measurement of the human body such as BMI, height, weight, head circumference, and limb length.

According to Lath, Koopmann, Faber, Baker and Schorer (2021) the physical qualities of athletes generally include strength, speed, endurance, agility, and flexibility. Good physical quality is the basis for mastering sports skills and tactics as well as improving sports performance. The more comprehensive the physical quality is the more conducive it is to the mastery of sports skills and tactics. In this way, good use of the important role of anthropometry in the sport talent identification must be highlighted. With the application of anthropometric data and comprehensively considering the relationship among human body's morphological structure, physiology, physical quality, and talent identification technology, we can improve the success rate of youth sport talent identification and reduce the missed selection rate (Lath, Koopmann, Faber, Baker & Schorer, 2021).

Physiological factors on the other hand, included anthropometrical, linear speed, change of direction speed (CODS), maximal anaerobic power, repeated sprint ability (RSA), maximal aerobic power, and maximal lower body strength, and they should be taken into account in the TID of soccer in the testing batteries (Dodd and Newans, 2018). Physiological capacity parameters: aerobic capacity, anaerobic strength Clarke, Cushion, and Harwoo (2018)). Research in sports has found that certain anthropometric physiological factors differentiate abilities between players in various sports (Slimani, and Nikolaidis, 2017). This study suggests that these factors should be explored for consideration in talent search (Slimani, and Nikolaidis, 2017). Each sport has its own

physical requirements, for example volleyball, requiring individuals with relatively high height, shoulder width and long legs (Johnston, Wattie, Schorer, and Baker, (2018), Mann, Dehghansai, and Baker, 2017) More deeply, anthropometric characteristics measured based on aerobic power, flexibility, and explosive strength are important determinants of successful performance in gymnastics (Slimani, and Nikolaidis, 2017). These findings may have practical implications that certain body types are chosen for specific roles and have an important role to play in the success of aspiring athletes.

Psychological factors of talent identification means the mentality maturity of the personal are advantaged on performance tests ([Platvoet, Elferink-Gemser, Baker, and Visscher 2015](#)), psychological factors manifesting itself at various levels, having a predominantly unconscious nature. Likewise, a systematic review also indicated that psychological factors (e.g., adaptive perfectionism, task/mastery orientation, delaying gratification, and coping strategies) are associated with talent development in football and suggested that psychological characteristics of self-regulation, resilience, commitment, and discipline appear to be most impactful on talent identification ([Gledhill, Harwood, and Forsdyke, 2017](#)).

Generally speaking, different sports items have different requirements for individual psychological characteristics. However, on the whole, an athlete who can bear hardships and love sports in his/her heart will certainly have a good psychological performance. At the same time, some athletes' good psychological performance is innate and affected by genetic factors, but it will also be affected by the acquired influence of society, family, and school education. Clarke, Cushion, and Harwoo (2018) stated that coaches' knowledge as an important organizer and executor of sport talent identification, play an inseparable role in the process of sport. It is always said that swift horses are usually found but not the same as the person who has good judgments to spot them. A professional and experienced coach can fully understand and tap an athlete's sports potential, as well as can predict whether a student has the ability to become an excellent athlete in future. The professional quality and ability of coaches have laid a theoretical and practical foundation for them to identify sports talents. At the same time, the more familiar coaches are with individuals, the more they can understand their inner world and whether they truly like sports, so as to better know which individuals have the qualification to become athletes (Li,,Chen,Wu, Xin, and Chen, 2021).

Pena (2017) noted that facilities and equipment are important, if they are available, adequate and well-maintained, there is every possibility of athletes participating in sports programmes. Barghchi & Omar (2017) also observed that standard facilities and equipment are essential prerequisites to athletes' participation and achievement in sports. It is important to note that the presence of adequate facilities will help keep athletes busy and stimulate them to learn new skills and make learning permanent. Sports facilities are crucial to the development of athletic potential because they act as significant stimuli that attract or influence most young people's emotions in relation to sports. Thus, when sports facilities and equipment are not available for athletes to use, they might not develop much interest in sports (Danjuma, 2017).

Statement of the Problem

Nigerian authorities have shown continued interests in sports development especially talent identification programmes by drawing policies and procedures to guide practice and setting up sports management structures, implementation of successive sports development plans is plagued with political and economic problems. As a result, very little is being done in terms of building sport infrastructure, funding athletes' development programmes and supporting sports development research.

The identification of talent in Nigeria sports is a critical issue. Coaches believed the government did not give sport development the appropriate attention, thus, talent identification in sports was poorly valued by every section of the society. Athletes and coaches go through a lot of challenges in Nigeria because there is no supports and encouragement for development. The society will only celebrate them if and when they succeed in their sports, so the major the question is what happens before they succeed? You know whatever happens to the head happens to the whole body, since Nigeria as a country is not giving the deserved attention to sport development, everywhere in the nation will have athletes and their coaches having to swim against the tide of several barriers to development in the environment.

Another problem is corruption and administrative incompetence. Coaches and their athletes have not been very lucky with the type of sport administrators we have in the country. It has been rough to say the least. Our sport administration is very bad, in fact, most of the sports administrators do not have any knowledge of sport development and they never care about the ordeal of the athletes and their coaches because their main priority is to enrich themselves. There is the issue of families opposing their children from participating in sports. Parents want their children to go to school and be fully committed to their studies, therefore, parents refuse to allow their children get involved in sports/training, because they believe this would be a form of distraction for the child. So, the task of the coach is to convince parents that their children can still go to school and be focused on their studies as well as going to training to develop their athletic talents. Parents also prevent their children from taking part in sports because they believe it is a barrier to the children academic development.

School environment is also hostile to talent identification. Teachers who should collaborate with the coach and the parents in supporting the development of the athletes are not encouraging; they consider athletes as unserious students who waste their time on sports. When you participate in sports as a student in Nigeria you are seen as a cast away. Teachers and lecturers would see you as unserious with your studies because they see you playing sports; while in a real sense, they are supposed to be supportive of your development. There is a lot of discouragement from the schools. In a case where a school principal takes sports participation as a crime for the students, he would oppose sports openly and go as far as punishing students for playing sports; this makes it difficult for the children to develop interest in training which invariably affect talent identification programmes in the country. Therefore, this study is aimed at assessing the predictors of talent identification for sport development in states sports organisations in Nigeria.

Purpose of the Study

The purpose of this study was to assess psychological factor that predict talent identification for sports development in states sports organisations in Nigeria. Specifically, this study was carried out to find out whether: Psychological factor predicts talent identification for sports development in states sports organisations in Nigeria

Research Question

Will Psychological factor predict talent identification for sports development in states sports organisations in Nigeria?

Hypothesis

Psychological factor will not significantly predict talent identification for sports development in states sports organisations in Nigeria

Methodology

This research design that was used in this study is a descriptive survey research. Consequently, the information required for the study is within the reach of the respondents. The most suitable survey research design as suggested by Salkind (2019) is the ex-post-facto research design. Salkind maintained that the 'after-the fact research' is a category of research design in which the investigation starts after the fact has occurred without interference from the researchers. On the basis of the above concept, the ex-post-facto research design was selected to assess the predictors of successful talent identification for sports development in states sports organisations in Nigeria. The population of this study is four thousand, five hundred and Seventy-three (4,573) which consist of all Directors of Sports, Deputy Directors, Assistant Directors, Coaches and talent scouts of States Sports organisations of the 36 states and Federal Capital Territory (FCT) Abuja of Nigeria. The sample size of the study is three hundred and fifty seven (357) respondents. A Multi-stage, sampling technique was used for this study. The instrument for data collection for this study was the researcher's self- developed questionnaire. The Five (5) point Likert scale format will be used for this study. The five (5) point Likert scale will be structured as follows: Strongly Agree (SA) 5 Points, Agree (A) 4 Points, Undecided (U) 3 Points, Disagree (D) 2 Points and Strongly Disagree (SD) 1 Point. For the analysis of the research questions, the criterion or acceptance mean of 3.5 will be used in taking decisions.

Results

Research Question: Will psychological factors predict talents identification for sports development in states sports organizations in Nigeria?

Table 1

Mean scores on psychological factors as predictor of talents identification in sports development

N	Psychological factors as predictors of talents identification in sports development	Mean	Std. Dev.
1	Mental maturity is a predictor in talents identification	4.18	0.673
2	Emotional stability is a predictor of successful talents identification.	4.16	0.895
3	Belief in oneself is a predictor of identification of talents	4.32	0.586
4	Personality is a determinant factor in talents identification.	4.13	0.786
5	Aggression is a determinant factor in talents identification	4.16	0.991
6	Self-discipline is a predictor of successful talents identification	3.85	0.626
7	Reward is a determinant factor in successful talents identification program	3.72	1.265
8	Attitude is not a predictor of talents identification	4.10	0.936
9	Confidence is a predictor of successful talents identification.	3.90	0.812
10	Anxiety is a negative predictor of talents identification	3.81	0.827
Aggregate mean		4.03	0.510

(Benchmark = 3.00)

Table 1 showed that respondents were in agreement that psychological factors are predictors of talents identification of athletes for sports development in the states' sports organizations.. The aggregate mean score of 4.03 with a standard deviation of 0.510 is greater than the benchmark of 3.00 which implied that the respondents were of the view that psychological factors could help in predicting talents identification among athletes for sports development in the states; sports organizations.

Ho: *Psychological factors will not significantly predict talents identification for sports development in states sports organizations in Nigeria*

Table 2

One sample t-test on psychological factors will not significantly predict talents identification for sports development

Variables	N	Mean	Std. Dev.	Std. Error	t-value	df	p-value
Psychological factors	354	4.03	0.510	0.027	38.143	353	0.000
Test mean	354	3.00	0.000	0.000			

(t-critical = 1.96, $p < 0.05$)

The test revealed that, respondents were in agreement that psychological factors could significantly predict talents identification among athletes for sports development in states sports organizations in Nigeria. The observed mean score (4.03) was significantly higher than the benchmark (3.00). This is indicated with an calculated t-value of 38.143 for the test with a p-value of 0.000 ($p < 0.05$) obtained at 3539, degree of freedom (df). These observations provided enough evidence to reject the null hypothesis. The null hypothesis that, psychological factors will not significantly predict talents identification for sports development in states sports organizations in Nigeria is therefore rejected. The result implied that, respondents agreed with the suggestion that psychological factors could significantly predict talents identification among athletes for sports development in states sports organizations in Nigeria.

Discussion of findings

This hypothesis revealed that psychological factors are also significant predictors of talents identification among athletes for sports development. The study revealed that the psychological factors include mental maturity, emotional stability of individual athletes, athletes' belief in self and perceived personality of individual athletes. Others found to have impact on talents identification were aggression status of individual athletes, management of self-discipline, role of reward, attitude of individual athletes, confidence demonstrated by athletes and levels

of anxiety exhibited could play a significant role in predicting talents identification among athletes. The expressed opinion was found to be significant in the test of the related hypothesis.

Conclusion

Based on the findings, it was concluded that psychological factors significantly predict successful talents identification among athletes for sports development in the states' sports organizations in Nigeria.

Recommendations

Based on the conclusion of the study, it was recommended that intrinsic and extrinsic motivation should serve as determinants for success and improvement for successful talents identification among athletes for sports development in the states' sports organizations in Nigeria.

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ASSESSMENT OF ORGANISATION AND ADMINISTRATION OF STUDENTS' PARTICIPATION IN INTRAMURAL AND EXTRAMURAL SPORTS AS COMPONENTS OF PHYSICAL EDUCATION PROGRAMME FOR SKILLS ACQUISITION IN COMMAND SECONDARY SCHOOLS IN NIGERIA.

BY

A.I. Danlami,(PhD) U. F. Chidiobi, M. U. Sani ,(PhD), B.W. Zamani ,(PhD): Department of Human Kinetics and Health Education, Faculty of Education, Ahmadu Bello University, Zaria
E-mail: alidanlami3377@gmail.com

Abstract

This study investigated organisation and administration of students' participation in intramural and extramural sports components of physical education programme for skills acquisition in command secondary schools in Nigeria. The population for the study comprised all command secondary schools students with population of 53,294. A total of 381 samples were used for the study. This study employed survey research design in which ex-post facto research design was used to assess students' participation in intramural and extramural sports component of physical education programme for skill acquisition in command secondary schools. The instrument used for data collection was the self-developed questionnaire in which seven research questions and seven hypotheses were formulated to guide this study. A total of 381 copies of questionnaire were distributed to the respondents and 374 copies were retrieved while seven copies of the questionnaire were not retrieved due to the absence of the students in the schools. Descriptive statistics of frequencies and percentages were used to analyse the demographic characteristics of the respondents, while descriptive statistics of mean and standard deviation were used to answer the research questions, chi-square was used to analyse all the hypotheses at 0.05 alpha level of significance. This study concluded that students' participation in intramural and extramural sports component of physical education programme for skill acquisition in command secondary schools in Nigeria was significantly influenced by organisation and administration of competition. It was also recommended that command secondary schools should have standing committees for organisation and administration of intramural and extramural sports programme for skill acquisition among students.

Key words: *Intramural, Extramural, Skills acquisition, Organisation, Administration*

Introduction

Sports and Games programme in schools after classes are an extension of the Physical Education classes. Such activities provide an additional opportunity for participation and competition in sports and other physical activities on a voluntary basis after school. The concept and tradition of intramural and inter-school sports competitions started in England in the 18th century. The competitions were held among elite English High Schools. The games were considered as indispensable in the development of character and manly qualities (Akintunde, 2016). Inter school contests were an outgrowth of playing the games on an intramural basis. Girls' intramural and extra-mural sports started much later than boys (Barnet, 2013). Intramural activities include competitive sports and games among pupils in the school and informal educative sports participation of a recreational nature organized outside regular school class hours. Schools have a tradition of games after classes. Intramural programme vary in organization and content. Teams may be organized on basis of grades, homeroom (house), class, or non-competitive. In many schools intra-mural activities supplement the Physical Education teaching programme. These activities are also used to prepare and select teams for inter-school competitions. Boys and girls often have their preferences for certain intramural and extramural sports. Different countries have different approaches to intramural and extramural sports but the administration and operation of these programmes depends upon the Physical Education teachers in the school (Akintunde, 2016).

Physical Education teachers may or may not be paid extra for organizing games. Sometimes teachers of other subjects rather than Physical Education are selected to help out in officiating, coaching or organizing of teams ((Annan, 2014). The leadership of sports captains keeps the sports programme going throughout the year. The lack of adequate facilities, which are also shared with Physical Education, is a common problem. Intramural and

extra-mural programme require sizeable financial input and support from school administrators. Extra-mural activities involve teams from one school competing against those from another school. The level of organization of extramural sports ranges from informal to highly organized interscholastic championships. Participants undergo a more serious selection process than in intra-murals. Extra-mural activities may receive popular attention and publicity outside school. They take place on weekdays or on weekends. Inter school competitions may be organized in several ways. The basic unit of organization is the school sports club or sports team. Along with the Physical Education instructor, students themselves often play an active role in directing the club efforts. The various schools often belong to a district, provincial and or national organization such as the national school sports committee. School sports competitions are organized at local, district, provincial and national levels. There are respective schools sports organizations to organize the activities at these various levels. Some sports have competitions at senior and junior categories. Selection of members and competitors may be on the basis of age, height, weight and ability. The usual climax to most school extra-mural competitions is a national championship held each year (Barnet, 2013).

Some educators perceive sports to encroach on the educational purposes of the school and make exorbitant demands upon the school financial resources, teaching time, and the student athletes' "time and energy. The student with the potential for national and international competition may have to extend his/her schooling for an extra year or two to meet the needs of time for training and competing. Schools often honor outstanding athletes and offer incentives to them to compete and reward them for good performance (Barnet, 2013). However, sometimes extra-mural activities are promoted at the expense of the intra mural and the basic instructional physical education programme. The desire to win becomes the policy of winning at any cost and at the expense of educational and personal values. This often leads to the specialization of talent and the school in specific sport at the exclusion of developing other sports skills and the abilities of the learner that might be more useful in later life. This desire to win at all costs may lead to different forms for malpractices and unethical problems such as cheating, playing overage players. The ultimate intra-mural school sports competition is at the international level (Barnet, 2013). Competition organized by recognized international school sports federations are held periodically.

Organizing school Inter House sports competition is like organizing a Mini Olympic game. It is time to impress the parents and make them feel proud of their children's school. Remember some of them may be attending the Inter House sports event with their friends and neighbors'. It is probably your best opportunity to sell your school to the public...so plan to have an excellent event. go the extra mile to highlight all the laudable things your school have achieved and is known for. Your venue must be made as conducive enough in terms of security and a smooth playing ground for sporting activities. There is nothing wrong to use rented venue if your school doesn't have a good pitch. Well, Inter House sports event can also be seen as an opportunity to develop and upgrade your school sporting infrastructures. Organizing a school inter house sports competition takes four stages: Planning, Preparation, Execution and Post event. Arguably, planning is probably the most important stage. If your school management gets it right and follow their plan through, the Inter house sports competition will come out excellently well. If you are planning to stage an Inter House Sports Competition in your School, the first thing is to constitute a Local Organizing Committee (LOC). The LOC will be saddled with the organization and administration of the Inter House Sports, elect or select a self-motivating person to be the Chairman of the LOC. It gives the committee their terms of reference...

Statement of the Problem

The organization and administration of intramural and extramural sports programme for skill acquisition is important, there is the need for availability of well trained and qualified personnel. These personnel are to organize and supervise students' physical education programme for skill acquisition. The researcher observed that many of these schools seems to lack trained physical education specialists to teach physical education as well as plan and organize intramural and extramural sports programme for skill acquisition in these schools. This paper is therefore to assess students' participation in intramural and extramural sports components of physical education programme for skill acquisition in command secondary schools in Nigeria.

Purpose of the Study

The purpose of the study is to assess the organisation and administration of students' participation in intramural and extramural sports components of physical education programme for sports skills acquisition in command secondary schools in Nigeria. Therefore, the specific purpose of this study is to find out:

Whether organization and administration influences students' participation in intramural and extramural sports components of physical education programme for sports skills acquisition in command secondary schools in Nigeria?

Research Question

Does organization and administration influence students' participation in intramural and extramural sports components of physical education programme for sports skills acquisition in command secondary schools in Nigeria?

Hypothesis

Organization and administration of sports does not significantly influence students' participation in intramural and extramural sports components of physical education programme for sports skills acquisition in command secondary schools in Nigeria.

Methodology

This study employs a Survey Research design in which ex-post-facto research design was used to assess students' participation in intramural and extramural sports components of physical education programme for skills acquisition in command secondary schools in Nigeria. This research design is deemed appropriate largely because the phenomenon's are best implied from given target units. Also information collected using this design cannot be manipulated, and can be retrieved through questionnaire and most appropriately used to assess students' participation in intramural and extramural sports component of physical education programme for skill acquisition in command secondary schools in Nigeria. A sample size of 381 respondents was used for this study. The sample of the study was guided by Adam (2020) who opined that for a population of 53,294, that 381 is an adequate sample. The confidence level of 95% with a marginal error of 0.05 was used. A multi stage sampling procedure was used in this study. The instrument used in this study is a self-developed questionnaire. The questionnaire consisted of 7 main sections A - H. Section A is on personal information of the respondents, Section B contained questions on sports facilities, Section C contained questions on equipment, Section D contained questions on varieties of sporting activities, Section E contained questions on physical education personnel, Section F contained questions on students' interest, Section G contained questions on organization and administration of competition, while Section H contained questions on motivation, Five (5) levels Likert's scale rating was employed to score the respondents. The following numerical values were attached to each of the responses: Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3 Disagree (D) = 2, and Strongly Disagree (SD) = 1. In taking decision the decision mean of 3.5 was used. To further validate the instrument and establish its face and content validity, a pilot study was conducted using 63 respondents from Kano and Bauchi State command secondary schools. The result obtained from the reliability test showed that Cronbach Alpha Coefficient was 0.790 level of significance. The reliability coefficient therefore is considered adequate for the main study. The researcher and his research assistants distributed and retrieved the questionnaire within one week. In taking decision a fixed mean of 3.5 was used in answering the research questions while Chi-Square was used to analyze all the hypotheses at 0.05 alpha level of significance.

Results

Research Question: Does Organization and Administration of Competitions Influence the Student's Participation Intramural and Extramural Sports Components of Physical Education Programme for Skill Acquisition in Command Secondary Schools in Nigeria.

Table 1

Mean scores on organisation and administration of intramural and extramural sports components of Physical Education programme on students' participation for skills acquisition in command secondary schools in Nigeria

N	Items	SA	A	U	D	SD	Mean
1	My school lack proper organization and administration of intramural and extramural sports programme.	127	85	65	45	52	3.508
2	My school coach organize inter house sports etc. for students' participation in intramural and extramural sports programme.	114	89	71	49	51	3.444
3	My school leadership frequently organizes intramural and extramural sports programme for students' participation.	110	72	62	84	46	3.310
4	My school has never experienced well organized intramural and extramural sports activities for students' participation due to lack of time.	110	63	60	83	58	3.225
5	My school games masters organize yearly intramural and extramural sports programme as scheduled by the school.	104	107	78	22	63	3.447
6	My school lacks the experience in organizing intramural and extramural sports programme.	126	93	59	31	65	3.492
7	My school has never organized intramural and extramural sports programme due to inadequate sports equipment and facilities.	132	83	52	44	63	3.473
8	My school lack physical education personnel to organize intramural and extramural sports programme.	126	73	53	41	81	3.326
9	My school organize inter house in intramural and extramural sports programme for students' participation.	137	78	25	44	90	3.342
10	My school promotes inter school in intramural and extramural sports programme for students' participation.	173	50	21	31	99	3.447
S	Aggregate mean						3.41

Decision mean=3.50

Table 1 shows that the organization and administration of intramural and extramural sports components of Physical Education programme for skill acquisition for students' participation in command secondary schools in Nigeria is low. This is because the aggregate mean of 3.41 is less than the decision mean of 3.50 ($3.41 < 3.50$).

Ho: Organization and administration of sports does not significantly influence students' participation in intramural and extramural sports components of physical education programme for sports skills acquisition in command secondary schools in Nigeria.

Table 2

Chi-Square statistics on organization and administration of sports on students' participation in intramural and extramural sports component of Physical Education programme in Command Secondary Schools in Nigeria.

Variable	Number	X ² cal	X ² crit.	Df	P-Value	Decision
Proper organization And admin. Of competition students participation	374	333.96	55.758	36	0.000	Rejected

$$P = 0.000 < 0.05$$

The Table 2 shows the Chi-square analysis on the organization and administration of competitions has significant influence on student's participation in intramural and extramural sport component of Physical Education programme in command secondary schools in Nigeria. The reasons being that the calculated p value of 0.000 is lower than the 0.5 alpha level of significance and its Chi square calculated value of 333.96 is greater than the Chi square critical value of 55.758 at df 36. This clearly shows that students' participation in intramural and extramural sport component of Physical Education programme in command secondary schools in Nigeria is significantly influenced by the level of Proper organization and administration of competitions, , therefore the null hypothesis which state that Proper organization and administration of competitions does not significantly influence students' participation in intramural and extramural sport component of Physical Education programme in command secondary schools in Nigeria, is hereby rejected.

Discussions of Findings

Proper organization and administration of competitions has significant influence on student's participation in intramural and extramural sport component of Physical Education programme for skill acquisition in command secondary schools in Nigeria. This clearly shows that students participation in intramural and extramural sport programme in command secondary schools in Nigeria is significantly influenced by the proper organization and administration of competitions, this led to why the null hypothesis was rejected. Kabido (2014) who maintained that *Sports* and Games programme in schools after classes are an extension of the Physical Education classes. Such activities provide an additional opportunity for participation and competition in sports and other physical activities on a voluntary basis after school. The concept and tradition of intramural and inter-school sports competitions started in England in the 18th century.

The competitions were held among elite English High Schools. The games were considered as indispensable in the development of character and manly qualities Inter school contests were an outgrowth of playing the games on an intramural basis. Girls' intramural and extra-mural sports started much later than boys (Barnet and Cote, 2013) did. Intramural activities include competitive sports and games among pupils in the school and informal educative sports participation of a recreational nature organized outside regular school class hours. Schools have a tradition of games after classes. Intramural programme vary in organization and content. Teams may be organized on basis of grades, home room (house), class, or non-competitive. In many schools intra-mural activities supplement the Physical Education teaching programme. These activities are also used to prepare and select teams for inter-school competitions. Boys and girls often have their preferences for certain intramural and extramural sports. Different countries have different approaches to intramural and extramural sports but the administration and operation of these programmes depends upon the Physical Education teachers in the school. Physical Education teachers may or may not be paid extra for organizing games.

Conclusion

Based on the findings, Students' participation in intramural and extramural sports component of Physical Education programme for skill acquisition in command secondary schools in Nigeria is significantly influenced by the organization and administration of competition

Recommendation

On the basis of the conclusion, it was recommended that command secondary schools should have standing committees for the organization and administration of intramural and extramural sports programme for skill acquisition among students.

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