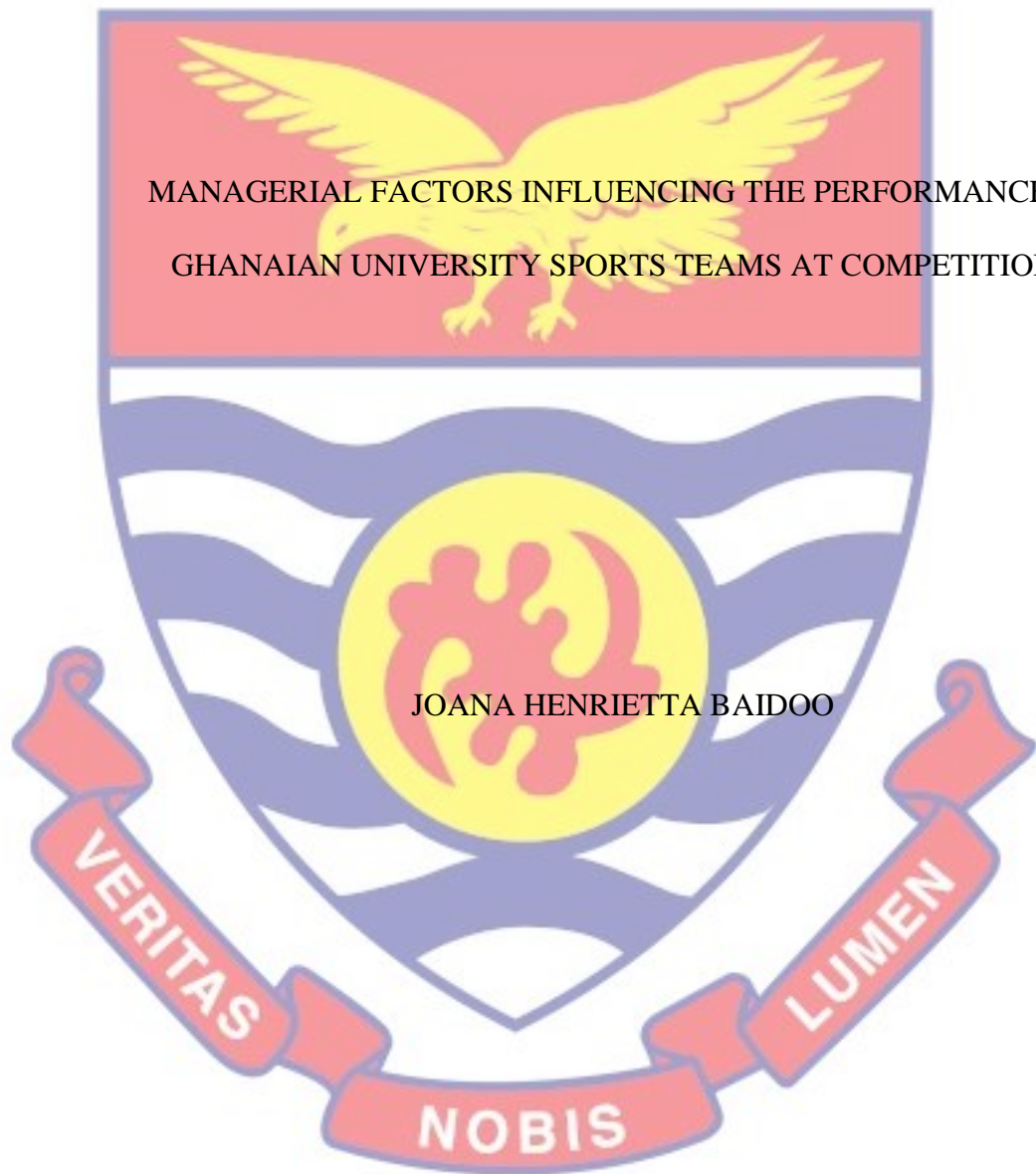


UNIVERSITY OF CAPE COAST



MANAGERIAL FACTORS INFLUENCING THE PERFORMANCE OF
GHANAIAN UNIVERSITY SPORTS TEAMS AT COMPETITIONS

JOANA HENRIETTA BAIDOO

2022

UNIVERSITY OF CAPE COAST



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BY

JOANA HENRIETTA BAIDOO

Thesis submitted to the Department of Health, Physical Education and
Recreation of the Faculty of Science and Technology Education of the College
of Education Studies, University of Cape Coast, in partial fulfillment
of the requirements for the award of Master of Philosophy
degree in Physical Education

JANUARY 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

Name: Joana Henrietta Baidoo

Supervisors' Declaration

We hereby declare that the preparation and the presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature: Date:

Name: Dr. Daniel Apaak

Co-supervisor's Signature Date.....

Name: Dr. Prosper Narteh Ogum

ABSTRACT

The main purpose of this study was to examine the views of coaches and athletes on managerial factors influencing the performance of Ghanaian university sports teams at competitions. A descriptive survey design was adopted for the study. A sample size of 748 was selected from a population of 1685. Purposive



sampling technique was used to select Chairmen of Sports and Recreation Committees (CSP), Head of Sports Directorates/Coaches' Sections, and permanent coaches, while proportional and accidental sampling was used to select student-athletes. The questionnaire was the main instrument used for data collection. Descriptive statistics (frequency and percentages), inferential statistics (Binary Logistics Regression), and Mann-Whitney U were used in analyzing the results. The logistics regression analysis revealed that there was a statistically significant influence of type and size of sports governance structures (7.100373, $p \leq 0.00$), motivation (2.574521, $p \leq 0.00$), facilities and equipment (-6.246998, $p \leq 0.00$), and academic and professional qualification of personnel (-2.891773, $p \leq 0.00$) on the performance of Ghanaian university sports teams during the 26th GUSA games competitions. It is therefore recommended that authorities of the various universities whose performance did not merit any medal should put in place practicable managerial measures, which if practiced, will provide their teams with the necessary prerequisites to enhance their success during competitions.

KEYWORDS

Sports Performance

Successful Sports Performance

Unsuccessful Sports Performance

Management Factors

Inter-Collegiate Sports

Tertiary Institutions

Sports

Sports Personnel

Management

Sports Management

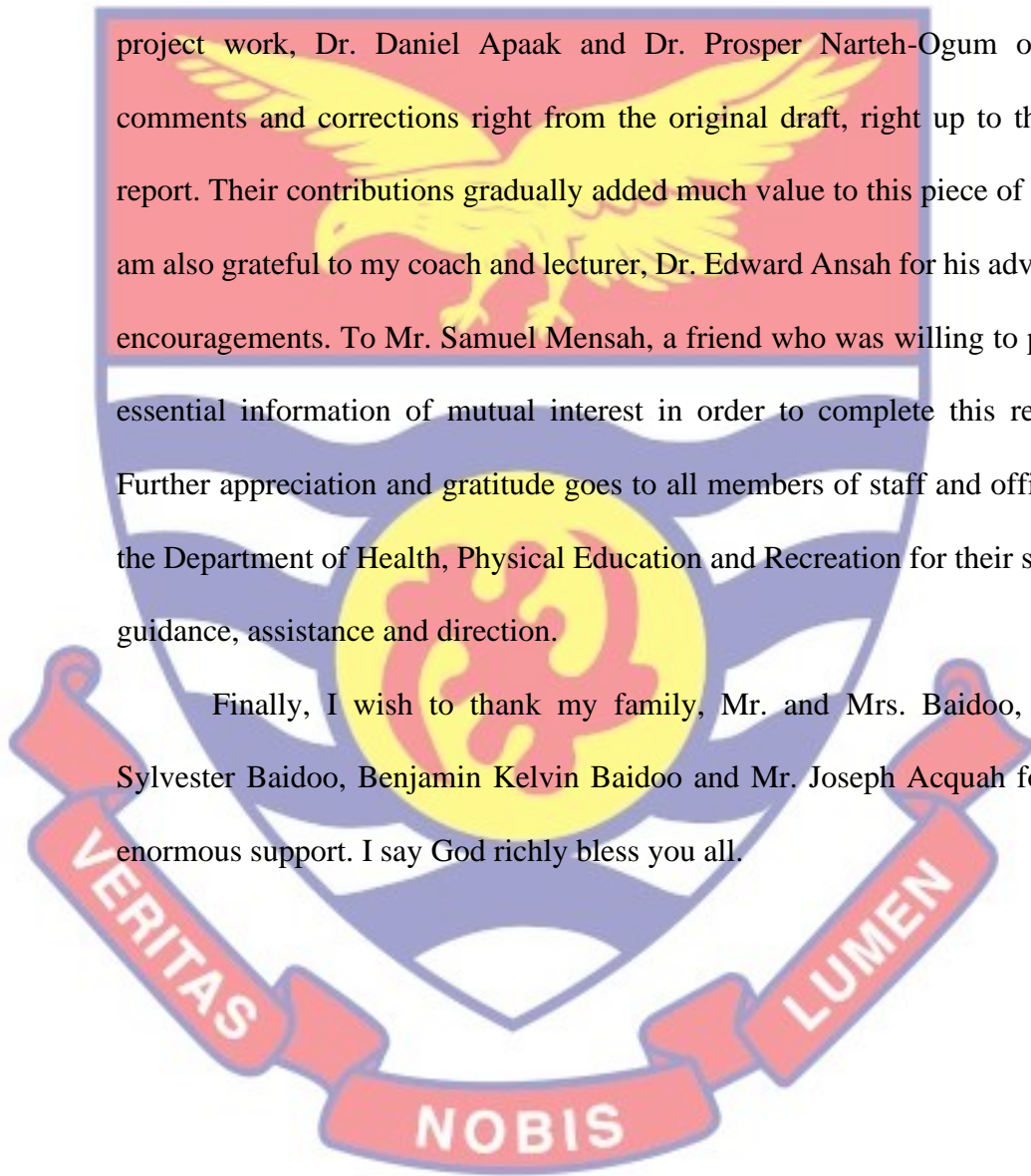
Sports Managerial Practices



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Finally, I wish to thank my family, Mr. and Mrs. Baidoo, Joseph Sylvester Baidoo, Benjamin Kelvin Baidoo and Mr. Joseph Acquah for their enormous support. I say God richly bless you all.



DEDICATION

To my fathers Mr. Micheal Baidoo, Rev. Emmanuel Abole, Rev. Daniel Adu-Gyamfi, and all the youth who have sports at heart.



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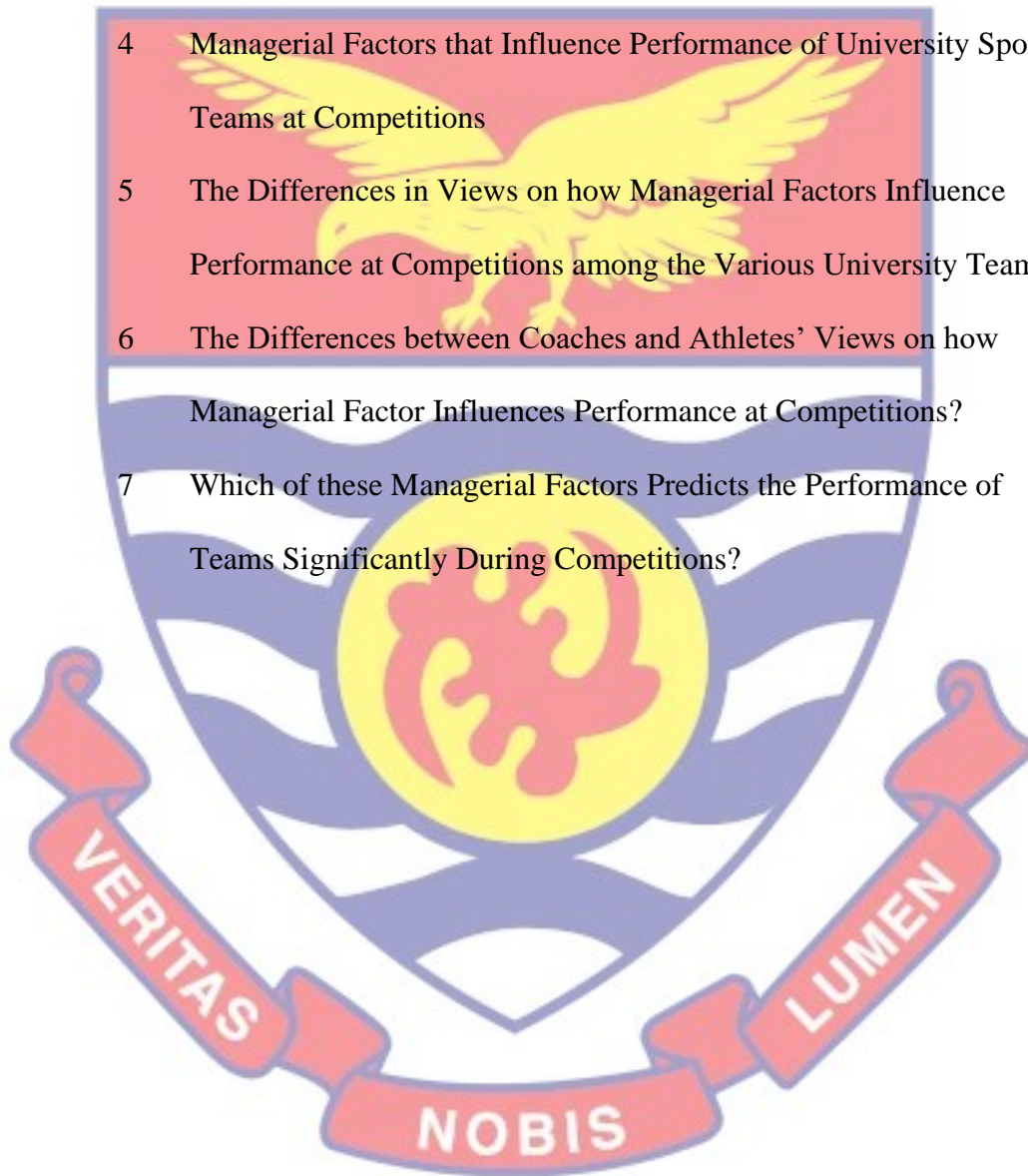
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CHAPTER ONE

INTRODUCTION

Background to the Study

Sports are competitive activities that require an intense physical effort or the exhibition by the athlete of relatively complex physical skills, motivated based on personal gratification and extrinsic reward (Coakley, 2009). Awoyinfa and Adebayo (2016) opined that sport is part of a competitive physical activity that provides entertainment to the participants through casual or organized participation. In most cases, participants aim to use it to retain or develop physical ability several and skills. Akindutire and Oyeniya (2012) argued that sports participation provides as an opportunity for individuals irrespective of their gender, age, religious and political background meet without any rancour. They further posit that sports are a social because it provides avenue for people from diverse ages and political backgrounds meet as either producers (athletes, coaches, technical team, etc.) or consumers (spectators). However, sports are generally recognised as activities which tend to promote one's physical dexterity. And the largest major competitions such as the Olympic Games meets this definition (Hoye, Smith, Stewart, Nicholson, & Westerbeck, 2009).

Sport provides employment to the masses of people around the globe, because its products are consumed by a significant proportion of the world's population and has progressed beyond being an amateur practice to an important industry because there have been significant changes in the consumption, production, and management of sporting events and organizations at all levels of the sport due to the improvement and professionalization of sport (Hoye et al., 2009). According to Morakinyo (2000), sports like a social phenomenon has

evolved out of its small start as a form of amusement and relaxation to a viable business phenomenon that can no longer be disregarded in any nation's economic, political, and social climate.

In a short span of time, the sports industry has expanded exponentially (Pitts & Stotlar, 2002). The sports business industry is one of the leading and wildest developing industries in the U.S. (King, 2002). It is estimated to be \$213 billion, two times the size of the vehicle business, and seven folds the size of the movie business (Chang & Foster, 2006). Deply (1998) in a study concluded that it is estimated that about \$5.3 billion was spent on spectator sports admissions. Street and Smith's Sports Business Journal registered revenue growth from “\$182.83bn in 1999 to \$194.64bn” in 2001 (King 2002). According to the Bureau's US Census (2008), in 2001 people paid \$10.1 billion to attend spectator sporting events. The statistics suggest that sports spectatorship has become a significant part of the leisure sector, and thereby making a considerable development to the sports industry.

Kahn (1977) posits that sport is a lot more of a game than business and a lot more of a business than a game. In effect one aspect of sports is considered as an activity that people engage in for fun and amusement without necessarily gaining anything in terms of reward at the end with more concentration on good sportsmanship whiles on the other aspect sports cannot be pursued without the attributes of business (talk about scouting of athletes, putting athletes on loans, or buying athletes and signing of contracts and a certain company sponsoring athletes to advertise their brand of products, paying monthly allowances to athletes, giving bonuses to athletes based on the number of games won, etc). Sawyer, Bodey, and Judge (2008) agree that though difficult to measure,

scholars agree that the sports industry is growing at an exponential rate. To support this claim, Hums, Barr, and Gullion (1999) stated that the licensed products' total retail sales in 1995 equalled 3.15 billion dollars for the National Football League (NFL), \$2.6 billion for the National Basketball Association (NBA), \$1.7 billion for Major League Baseball (MLB) and \$1 billion for the National Hockey League (NHL) in the United States (TLB 1996 Annual Industry Report, 1996), while internationally MLB sold \$200 million, the NBA \$490 million, and the NHL \$66 million in 1996.

Forbes (2018) further claim that current estimates regarding cooperate communications on individual professional team sports franchises lists an average National Football League (NFL) team's is worth \$2.57 billion. An average National Basketball Association (NBA) franchise is worth US\$1.9 billion, average Major League Baseball (MLB) franchise at \$ 1.775 billion and average National Hockey League (NHL) franchise at \$1.55 billion.

Nilson (2006) asserts that sports are very important to any human society, and proper organization and management of sports events as well as the effective functioning of the numerous sports enterprises is significant for people from diverse background. Similarly, Deshmukh (2010) agreed that the success of any sport depends upon three factors – organization, management, and administration. But management is considered as the most important element because it entails planning, programming, formulation of policies, and organising activities. This is significant because it addresses issues such as work performance control and maintenance of discipline which enhance and promote quality sports. Again, sports management is said to involve any combination of skills closely linked to planning, organizing, staffing, directing,

controlling/coordinating, reporting, and budgeting within the context of an organization or department (Chalekian, 2013) whose main product or service is tied to physical education. Sports managers demonstrate these skills in a variety of organizational settings such as university or college sports, professional or amateur sports (Beitel, 1990; DeSensi, Kelley, Blanton & Hoye, 2009).

Sport has always been a part of educational institutions. Beashel and Taylor (1992) assert that sports in educational organisations can be traced to the late nineteenth century in the English Public Schools. Contemporary sports, according to Rees and Miracle (2004), began at educational institutions, particularly in Britain, around the mid-to-late nineteenth century. And it became an intrinsic element of that school system all across the globe. Sports were first seen as a tool for developing and displaying character within these institutions (Wesson, Wiggins, & Hartigan, 2000).

Sport in universities as well as colleges have been part of students' life for quite some time, and is quite important to the students and the institutions and should never be trivialized (Zvapano, 2017). And this explains why Knapp (2012) assert that USA invests nearly \$1.5 billion per annum on scholarships in support of student-athletes. And this explains why investment in college sport is on the high side industry that is difficult to make relative comparisons with other countries. Because athletes who compete for the US are drawn from their colleges and these are the very athletes who benefit from these scholarship packages. By implication, countries harness from the talents universities and colleges tend to make much progress in terms of sports development. In most countries sport is tied intimately to issues of national pride, thus, university students raise flags of their nations internationally, (Fada & Luz, 2010). In this

regard, Gohil (2013) emphasised that Sporting success has a huge impact on national pride and spirits.

Zvapano (2017) supports the assertion that the contribution of universities and colleges to the overall development of sport should not be overlooked, and should be acknowledged, and accorded the attention that it deserves. The need to find out ways of improving sports management in universities. But it appears, sports have blossomed into big business on university campuses, turning out large profits for many associated entities. Zeigler (1992) observes that sports within some educational institutions have now become big business. This is not surprising because administrators are needed in every sport enterprise. In effect management of sports programs in universities can contribute to the holistic development students, that is, physically, socially, and mentally. It can also improve the image of the institution and attract students to the institution. This success can only become a reality when university sports activities are managed properly which in turn enable the chalk success in sporting activities (Zvapano, 2017).

Globally, at different times and in different organizations, effective organizational management has been an issue of concern to researchers for example (Asagba, Balogun, Odewumi, & Oladipo, 2012). Ojeme (1984) as cited in Zvapano (2017) established that lack of proper motivation, lack of materials to use, and lack of human resources were some of the challenges in sport management in Nigerian universities which affects the performance of athletes. As reported by the Department of Sports Science at Jimma University in Ethiopia (2013), the lack of sufficient balanced diet, sports facilities, and equipment affected athletics training at the Tirunesh Dibaba National Athletics

Training Center. Farzan et al. (2013) study's findings revealed that the lack of continuous monitoring, and facility shortages affected recreational sports activities and the sports performance of Mazandaran Universities in Iran. Some effects of managerial factors on the development of sports in India were also highlighted in the research paper presented by Gohil (2013). Gohil cites lack of financial support, inadequate facilities and equipment, and ineffective planning factors mutating the development of sport in universities in India.

For every organization to prosper, both human and material resources must be effectively managed (Fasan, 2000). Kakonge (2016) argues that sport is likely to enhance and promote peace and development if adequate resources are provided by the powers that be. Kakonge further argues that in spite of the importance of sports it appears to be underdeveloped and poorly funded especially in Africa. This calls for a better management of sport in every nooks and crannies of Africa (Piers, 2016). Piers argues that sports, if properly managed in our universities would be the foundation of any nation's sports development. But it takes prudent management of resources which include financial, material, and human resources to enhance and promote sports development across every facet of society (Aluko & Morankinyo, 2008).

Because management can effectively and efficiently achieve organizational objectives through planning, coordinating, hiring, and managing and regulating (Daft, 1999), it is important for every manager to attain organisational goals by making use of relevant factors that would enhance better performance. Owoyeles (2017) identifies these factors as the key forces or influences that drive an individual to act in a manner that is likely to produce the desired result. From existing literature, it can be inferred that management

factors can be defined as factors influencing the performance of men and women participants in sports such as governance structure, management practices, personnel qualification, facilities and equipment, and financial motivation. In effect, these elements tend to influence to give off their best during sporting events.

Research into the idea of performance indicates that it is challenging, if not difficult, providing a standard definition of success and performance in sports (De Bosscher, Knop, Bottenburg, & Shibli, 2006; Green, 2006). Teodorescu (2006) described the athletic performance as motor performance attained in a context of institutionalized social evaluation, which connotes inequalities in reward sharing. Sonnetag and Frese (2009) added that in the workplace, success or job performance means a significant ranking with the presumed concept of task obligation criteria, while citizenship performance means a collection of individual activity/contribution (prosocial organizational behaviour) supporting the organizational culture. Shields et al. (2015) defined performance as a completion of a task with the application of knowledge, skills, and abilities.

For the purpose of this study, successful performance is defined as winning at least one medal whereas unsuccessful performance refers to not winning any medal at all. The achievement of any collegiate sports program does not come by chance, but through strategic sport management (Anderson & Eddy-Birrer, 2011).

Kabunge (2012) examined the degree to which youth achievements in sports performance in Mombasa County is affected by management factors. The study's findings revealed that, some management factors (such as sports

programme implementation and sports facilities and equipment) determine whether they contribute to one's level of performance within the school setting. Kabunge's findings further revealed that the unavailability of facilities and equipment played a negative role in the performance of the youth in school competitions. Kabunge's study further revealed that the availability of qualified personnel was quite limited since the competency of physical education (PE) teachers seems to be more skewed to the ball games resulting in students being more competent in the ball games than the other sports (Kabunge, 2012). This can be attributed to the lack of facilities and equipment in training the P.E teachers at the teacher training schools. Similarly, research by Boanyah (2011) on "factors responsible for the consistently good performances of cross-country athletes of the University of Cape Coast" indicated that financial motivation, the effort of professional personnel, and presence of equipment and infrastructure contributed significantly to athlete's flawless performances.

It can be argued that, for good performance to be achieved, certain management factors are to be established and utilised to serve as motivation for members of an organisation to bring out their best (Owoyele, 2017). The vast majority of sport managers' duties, assignments, and functions connect either directly or indirectly to the management of competitions (Shilbury & Rowe, 2017).

The importance of sports generally and that of university sports more specifically, cannot be overemphasized. To be able to turn university sports into "big business on campus" (Zeigler, 1992), which will in turn influence the performance of the athletes is largely informed by effective management of university sports in Ghana.

Statement of the Problem

In Ghana, students in public universities in the country are expected to participate in a unified biennial sports competition called the Ghana University Sports Association Games (GUSA Games). To ensure a friendly atmosphere for student-athletes and the success of sporting activities in institutions in Ghana, performance depends, among other factors, on effective university sports management structures such as the type and size of governance structures, qualification and experience of personnel, motivation, and the available facilities and equipment for use (Omoruan, 1996 as cited in Ajayi, Ajibua, & Momoh, 2010; Ogbu, 2008; Ojeaga, 2010).

Anecdotal evidence suggest that the performance of various university sports teams differ during competitions locally. Some university sports teams have been performing poorly while others perform consistently better over the years (ATL F. M. Online News, 2018; CityNews Room, 2019; GUSA Reports, 2018; 2016; 2014; 2012). A deliberation regarding factors influencing the performance of university sports teams during competitions (GUSA, 2012) went on at a meeting between the Vice-Chancellors and the leadership and members of GUSA, on the 26th of May, 2012, (GUSA/C/VOL.3/315) to try to identify the factors and find solutions to improve performance of the teams.

Several studies pertaining to factors that influence the performance of university sports teams during competitions have been conducted (Akindutire & Oyeniyi, 2012; Arnold, Fletcher & Anderson, 2015; Babatunde, 2012; Dahl, 2013; Kabunge, 2012; Kubiak, 2012; Mazzei, 2016; Ndambiri, Andanje & Muniu, 2014; Raglin, 2001; Walden, 2016; Zvapano, 2017). The majority of these studies focused on physical factors (Ndambiri et al., 2014; Walden, 2016)

and psychological and external factors (Dahl, 2013; Raglin, 2001; Walden, 2016) which are factors that cannot be controlled by the athlete, coach or management in charge of teams (Dahl, 2013). Research evidence suggest that management structures are the main contributing factors to high levels of performance of athletes in countries like New Zealand and other developed countries (Babatunde, 2012; Brouwers, Sotiriadoua, & Bosscherb, 2014; Mazzei, 2016; Zvapano, 2017). But, studies by Boanyah (2011) and Nkrumah (2016) are the only studies conducted in tertiary institutions in Ghana regarding factors and their effects on the performance of athletes. Although these studies focused on tertiary institutions in Ghana, but centred more on participation (Nkrumah, 2016) as well as the scope of participants and disciplines (Boanyah, 2011) which could not be compared to the scope of participants and disciplines involved in at GUSA Games. Consequent to the identified research gaps and the lack of research on how management factors affect the performance of university teams at competitions in Ghana, there is the need to explore factors influencing performance of Ghana University Sports Teams at Competitions.

Purpose of the Study

The study investigated whether managerial factors such as governance structures, qualified personnel, facilities and equipment, and financial motivation influence the performance of Ghanaian university sports teams at competitions.

Research Questions

1. What are the managerial factors that influencing the performance of university sports teams at competitions?
2. What are the differences in views on how managerial factors influence performance at competitions among the various university sports teams?
3. What are the differences between coaches' and athletes' views, on how managerial factors influence performance at competitions?
4. Which of these managerial factors predict performance significantly?

Significance of the Study

This work would contribute to the knowledge in the field of sport management. Also, the study's findings would be useful to each of the public universities in Ghana in terms of sports management and policy issues. Finally, the recommendations will also provide alternatives to the public universities in Ghana on how to deal with the numerous challenges facing sports management on university campuses by putting in place appropriate management practices.

Delimitation

This research was delimited to the following:

1. Public universities associated with GUSA in Ghana.
2. Head of Sports Sections/Directors of Sports Directorates, Coaches, Sportsmen, and women in public universities in Ghana.
3. Descriptive research design.
4. Questionnaire as a data collection instrument, purposive sampling technique, and random sampling technique with replacement.
5. Descriptive statistics, Mann-Whitney U, and Binary Logistics regression analysis was used to analyze the data.

Limitations

The challenge of respondents not telling the truth placed a limitation on this study. The respondents were constrained by the closed-ended nature of the questions, which prevented them from expressing opposing viewpoints. Moreover, given that the study used structured questionnaires in collecting data, the risk of bias on the part of respondents, which is common in almost all questionnaire-based studies, could not be completely eliminated.

Definition of Terms

Sports Performance: The overall number of medals won by the institutions

Successful sports Performance: teams that won at least one medal

Unsuccessful sports Performance: teams that did not win any medal.

Management Factors: perceived role delivery and performance influences on management such as sports governance structure, management practices, personnel qualification, facilities and equipment, and motivation that influences both the functionality of the university and its sports.

Inter-Collegiate Sports: These are sports competitions organised for third cycle institutions (Tertiary Institutions).

Tertiary Institutions: These are third cycle institutions; mainly universities and colleges of education.

Sports: Indicates sports competition organised between tertiary institutions in Ghana.

Sports Personnel: These are the sports managers/ Chairmen of sports and recreation committee/ Head of coaches' office or Sport directorates and permanent sports coaches.

Management: the staff in charge of the sporting activities in the institutions and their effective utilization of money, sports methods, material, and personnel.

Sports Management: In sports organizations, this entails directing, planning, administering, and coordinating programmes, human resources, and physical assets.

Sports Managerial Practices: This includes using capital, employees, selection of athletes, training facilities, sporting equipment, sports policies, and motivation for athletes, the involvement of students in sports and public relations programs, and organizational sports structures.

Organization of the Study

This study was divided into five chapters. Chapter One of the study addresses the background to the study, statement of the problem, purpose of the study, research questions, the study's significance, delimitation as well as the organization of the study and the definition of keywords. Chapter Two dealt with the reviewing of literature, it focused on theoretical review for the study, conceptual framework, and empirical studies. Chapter Three also focused on the research method and outlines the population, sample and sampling procedures, instruments, and procedure for the collection of the data and data analysis procedure. Chapter Four dealt with the presentation of results and discussions of the analysed data collected from the field. Chapter Five concluded with the study's major findings along with the suggestions based on the findings.

CHAPTER TWO

LITERATURE REVIEW

The study investigated whether managerial factors such as governance structures, qualified personnel, facilities and equipment, and financial motivation influence the performance of Ghanaian university sports teams at competitions.

This chapter will review relevant literature related to the study. Under this chapter, three main headings will be developed namely; the concept of management, theories of management, the conceptual framework, theoretical review, and empirical reviews.

Concept of Management

The management concept is well known and is familiar to academics and other professionals alike (Kaehler & Grundel, 2019). Management is necessary for all types of organisations, whether they are manufacturing computers, trading in consumer products or offering saloon services, and also in non-business organisations such as educational institutions. Executives and administrators all do have something in common no matter what the company or organisation is or what its goals may be (Newport, 2018).

There are a number of common management definitions provided by renowned writers and thinkers. Harold, Cannice and Weihrich (2013), defined “Management as the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims” (p. 2). Kaehler and Grundel (2019) also defined “Management as the process of planning, organising, actuating and controlling organisation’s operations in order to achieve coordination of the human and material resources

essential in the effective and efficient attainment of objectives” (p. 3). Kreitner (2009) also stated that “management is the process of working with and through others to effectively achieve organisational objectives by efficiently using limited resources in the changing environment” (p. 5).

In 1916 Henri Fayol initially established management in Europe and F.W. Taylor (born 1911) in America. They lived in an era of benefits from natural sciences at a time of great hope and wanted to add similar benefits to management science. Each has shaped the growth of management in their own ways much more than they could have foreseen in their lives (Vogel & Stephenson, 2012). While it has since been shown that the classical scientific models, they adopted from the natural sciences are less helpful than they believed at the time, confidence in their theories has lived on as management scholars have continued to evolve and/or refine their theories (Hudson, 2015).

However, one means of analysing management is thinking about what a superior is doing and will do. Management can therefore be defined as a process (primary functions or activities that management performs) of doing things or getting things done in order to achieve goals efficiently (doing the task correctly and with minimum cost) and effectively (the result of completing a given task) (Waldron, 1994). While management is a group activity with variable obligations, a logically consistent management concept cannot be aimed at controlling persons (management = manager influence). Nor can it be centred on matters or persons that are affected (management = influence on e.g. people), as they are exposed to many other influences that are not management but have a very similar effect (e.g. the influence of outside stakeholders or self-serving insider initiatives). The term "management" may be used virtually, meaning the

management act, or in an organizational sense, corresponding to managers, i.e. the individuals appointed to management roles. This may explain the misunderstanding that management is an influence that comes from top and line managers (Reily, 1973). To be sure, most reports point out that managers are not just the only ones to influence the organization. However, most are led to the realization that concentrating on a manager's influence is condoned because of their dominant position in the organization background. A more detailed methodology is required to establish a coherent management framework (Ibarra & Scoular, 2019).

Management Theories

Management theories are guiding ideas that cover recommended management strategies and might include tools like structures and rules that can be used in modern businesses. Professionals typically do not rely just on one management theory, but rather combine ideas from several theories to better suit their workers and business culture. (Reilly, 1973). For the purpose of this study, two managerial theories that best suit this work will be reviewed.

Contingency Theory of Management

As used in this discussion, the contingency theory approach is defined as “identifying and developing functional relationships between environmental, management, and performance variable” (Luthans & Stewart, 1977). Contingency theory asserts that during decision making, managers should take into consideration the present condition and work on the elements in dealing with the situation at hand. A contingency approach to management is grounded on the concept that the effectiveness and performance of management are dependent on the relationship between precise situations and management

behaviour applications. In other words, management should always change in different circumstances. One style of management cannot be ideal for all situations. In this regard, the employment of educated and well-trained personnel becomes essential in the sense that, it is only a person who has gone through the required training and education of coaching who can adapt to a situation at hand and prepare a training routine that suit the situation at hand regardless of the status quo. In effect, one's continuing effort to find a befitting leadership or management style suitable in resolving an emerging issue that might have negative consequences.

Systems Theory of Management

The theory of systems is an integrative philosophy about all processes in nature, culture, and in many scientific fields as well as a structure with which we can investigate anomalies from a holistic approach (Capra as cited in Mele, Pels, & Polese, 2010). A system is any collection of different components which interrelate to form a complex unit. An organization is called a system as it consists of various parts, such as personnel, properties, goods, services, and knowledge, which make up a complex system (Babatunde, 2012). According to Study.com (2015), a system may be either locked (closed) or accessible (open), but an organization is most of the time viewed as an accessible (open) system. By way of contributions, quantities, and productivity, an open system communicates with its environment.

System management is a collection of concepts or ideologies (i.e., how management directs, coordinates, plans, and controls) to strengthen sports management practices (Study.com, 2015). The theory is grounded on the principle that a set of principles categorised as “system theory of management”

are joined to form a complex unit for the resolve of fulfilling the management objectives of an organization (Babatunde, 2012). Based on this research, systems such as the type and size of sports governance structures, academic and professional qualification of personnel, availability of facilities and equipment, and financial motivation will be joined to form a complex unit to attain the goals (successful performance) of the sports organisation in every institution/university during competitions. In systems theory of management, each system has, within it, its setting, atmosphere, and roles. In that, a system could be a subset of a bigger group of systems. It validates the management theory as a tool for providing sufficient structures that will effectively make an organization work (Johnson, 1997; Krectner, 1992). This is how the understanding of management systems in an organisation is essential to this study. The experience with current management practices provides a strong foundation for the study's theoretical framework, which is rooted in the program approach to sport management considerations in the different Ghanaian public universities.

Conceptual Framework

The conceptual framework was adopted and adapted from Kabunge (2012) which is dubbed, “Factors Affecting the Performance of Students in Sports the Case of Students in Selected Secondary Schools in Mombasa County –Kenya”. The conceptual framework was developed from relationship existing between the dependent variables (The size and type of governance structure, motivation, qualification of personnel and facilities and equipment) and the independent variables (Students’ Performance). The researcher believes that the size and type of governance structure, motivation, qualification of personnel and

facilities, and equipment to a large extent determines the level of performance of the athletes during competitions. The various variables are explained as follows;

The facilities - which will include sports fields, courts, grounds, pitches, tracks, halls, and gyms - and

The Equipment – which comprise the balls, nets, rackets, sticks, and throwing missiles (Javelin and discus) - that are available for all athletes who are involved in sports at the university level.

Motivation - anything that serves as a drive for something to be done. These will include, sponsorship, allowances, scholarships, rewards, intrinsic and extrinsic motivations, etc.

Qualified Personnel is trained personnel or coaches in the various sporting activities, qualifications, age sex, and who may be educated to guide all the student-athletes with interest in particular sporting activity.

A ***sport organizational structure*** is a chart or a diagram of an organization's official position and formal lines of authority.

Sports Performance: The overall number of medals won by the institutions:

Successful sports Performance: teams that won at least one medal

Unsuccessful sports Performance: teams that did not win any medal.

All these are essential elements synergistically contributing to students' sports skills development for a high level of performance to compete during competitions (in this case GUSA games).

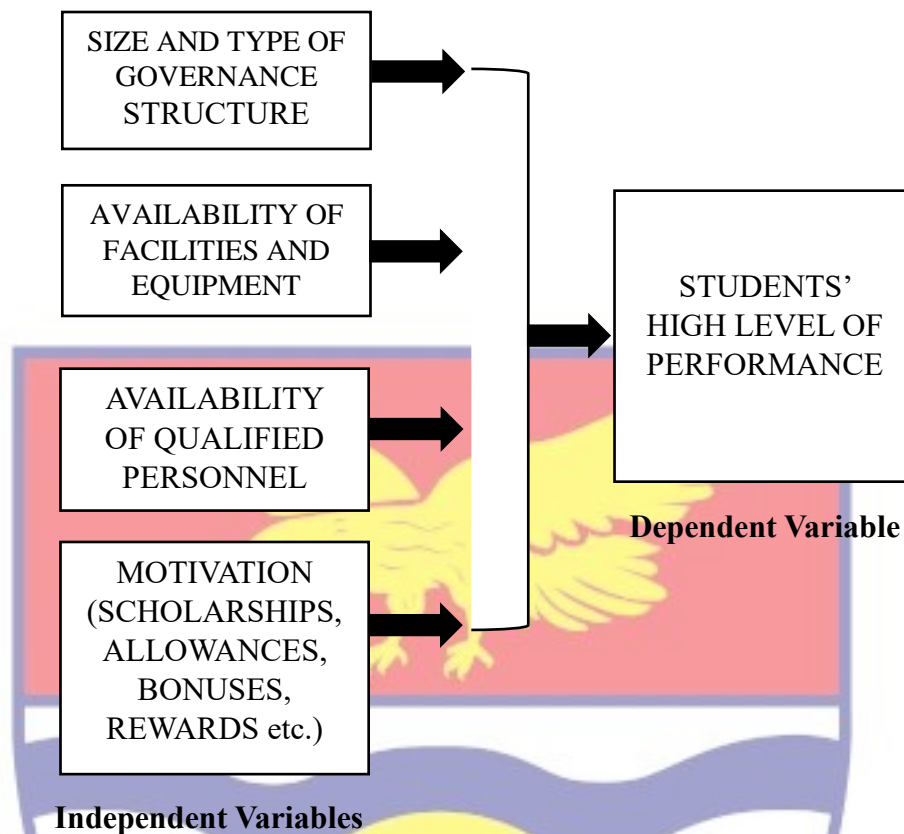


Figure 1: Theoretical Framework
Source: Kabunge (2012).

Theoretical Framework

Theory offers the reasoning for conducting most studies and points to the constructs and questions for research (Dooley, 2003). Theory is also seen in methods and results because operationalization and study designs must serve the presumptions drawn from theory. A theory gathers assertions about causally related theories and can contribute in giving direction to research and in return change as new findings point to improvements, (Dooley as stated in Kabunge, 2012).

Motivation

Managers are responsible for controlling, solving of hitches, and helping their teams to move further through their leaderships at any office worldwide.

At a hotel, bank, casino, sports organisations, etc., it is the desire of managers to have a good team who are skilful and really enjoy their work. The concern for every organization is basically on what should be put in place to achieve or reach a high sustained degree of performance through people (Armstrong et al., 2006). This means that there is the need to give devoted attention to how people might be most motivated via providing incentives, prizes, leadership, scholarships, and, most crucially, the job they perform and the organisational environment in which they work (Armstrong et al., 2006). And those managers would like to motivate these people to achieve something greater, to be better, to get better customer reviews (spectators) (Filimonov, 2017). To McQuerrey (2016), incentives are methods of thanking, recognising, and rewarding employees for achieving pre-determined goals or objectives. Additionally, McQuerrey posits that incentives may include bonuses in cash, sharing of profit, scholarships, or a range of prizes such as gifts and many more. Some people are motivated with rewards like money or career and some are because they love colleagues or because it is a comfortable place to work. Some people may want to get a bigger salary, businesses want to attract more people to buy what it produces, athletes want to perform better and at a higher level. In effect they are all driven to accomplish something or what they dream of (Ball, 2015). The following theories and how they explain the study will be discussed in detail in the following paragraphs. They are theories of motivation, Contingency Theory, and system theory of management.

Incentives must be clearly defined and quantified as a viable, valued reward or the related burden in order to be successful (Ekuri, 2018). According to Ogunjimi as cited in (Ekuri, 2018), An athlete may possess the skills and use

those skills to achieve his goals, but it is the incentives (i.e., what motivates or drives them) that decide how motivated they are to work.

Structure of Motivation

The motivational framework is made up of most of the motivations which trigger the behaviour of people. It is essential to note that the motivation of an individual for a behaviour does not quite reside within the existence of some other motive, though in ranking order of the entire motivations resulting in the exact motivation type and pattern. The field of motivation involves such phenomena as desires, instincts, thoughts, tendencies, preferences, goals, ambitions, aspirations, principles. Motive “is the source, the purpose of an action, an impulse moving behaviour; it is mobile, an instinct, a goal, an objective” (Cucui & Cucui, 2014), “a key factor, a need, a particular urge which stimulates and guides conduct to a purpose (Morris, 1990, quoted by Pânișoară & Pânișoară, 2005)”. Motive always inspires actions; it releases activity and activates actions directly related to the driven plan. Sport activity motivations are incredibly diverse, often seen in the same individual, who has a richer reason for physical activity in this way. The reasons are complex, they shift such that, over time, the same action takes on many different motivations (Cucui & Cucui, 2014). A motive is an inner force that activates, encourages, and drives an action which has two functions: stimulation or mobilization of resources, which channels behaviour. The high-intensity sport involves commitment and compromises that sometimes seem unreasonable (activities restricting biological and psychological resistance, constant traumatic circumstances, temporary lack of normal needs, etc.). Therefore, external influences are known to be interwoven with internal influences that affect self-regulation and

human adaptation, such that they behave randomly and individually on the basis of their motivations (Mihăilescu et al., 2011).

Theories of Motivation

When it comes to human motivation, comprehensive studies have been done by psychologists who have then produced a whole host of theories that motivate people (Buchbinder & Shanks, 2007). According to Adamus (2005), various motivation models assumed by managers were noted by the motivation theory development history. The most significant ones are:

- a. Traditional model
- b. Co-operation relations model
- c. Human resources model

The traditional model related to Taylor and the organization academic school established that the greatest concern was the potential number of products produced within this model. Thus, it is because work pay is the main driving force that has made them work faster and more efficiently.


With the Co-operation model, Elton Mayo as cited in Buchbinder and Shanks, (2007) made it clear that, besides enumeration, it is also the partnership presented by employees at work which lowers motivation through fatigue and repeatability of many activities. It was assumed that workers (in this research, athletes) can be inspired by the managers by understanding their physical needs and maintaining their effectiveness and self- importance.

Human resources model – subsequent researchers such as McGregor, Maslow (1970), as cited in Bobic and Davis (2003), Arygis, (1961) and Likert and Likert (1976) indicated that apart from financial needs, there are several characteristics to staff motivation, such as the need to do important tasks

and have accomplishments. In effect, employees are likely to become satisfied if they are given higher responsibilities and adequate financial rewards.

Over the years a strategy to the rules of motivation has changed, Backer, Stoner, freeman, Edward and Daniel (2007) fragmented the modern views on theory and practice of motivation into five classifications, represented by different authors. Shanks and Buchbinder (2007) also listed several theories that are seen in categories.

Maslow (1970) theorized a list of priorities that extends from the least need for survival to the greatest degree of self-awareness and actualization (as cited in Shanks and Buchbinder (2007)). Once each stage reached, it is perceived that each person will be inspired or motivated which in turn inspires an individual to achieve the next higher level of need. Adamus (2005) and Shanks and Buchbinder (2007) outlined five levels with respect to Maslow's hierarchy of needs.

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- a. Physiological needs
 - b. Safety needs
 - c. Belonging needs
 - d. Esteem needs
 - e. Self-actualisation needs

Maslow (1970) as cited in Buchbinder and Shanks, (2007) asserts that one's needs is progressive in nature.

Armstrong et al. (2006) and Burton, Lydon, D'Alessandro & Koestner (2006) as cited in Boanyah (2011) also saw motivation in two categories as "intrinsic" and "extrinsic". He perceives intrinsic motivation as a link to cognitive theories. Motivation, according to Karageorghis (1999), is "an inner

energy source that determines all aspects of human behavior." Intrinsic motivation is a term describing how athletic performers endeavour within to improve their performance efficiency or greatness. They focus on internal thoughts and perceptions about motivation (Buchbinder & Shanks, 2007). Thus, it is inherently satisfying and enjoyable (Legault, 2016). Pelletier et al. (2001) claimed that intrinsic motivation and recognized regulations are not only vital for allowing athletes to have a gratifying involvement in sport, nevertheless these self-determined, highly motivated athletes also gear towards improved stages of accomplishment. To elaborate, Green and Hardman's (2005) study fuelled athletes' intrinsic motivation to create task-oriented or positive coping techniques. Boanyah, (2011) backed this up by indicating that someone who is motivated from within will want to participate in a sport not for monetary incentive or because of external motivation, but because they enjoy the sport.

Contrary to intrinsic motivation, athletes that are motivated outwardly tend to avoid addressing difficulties or problems and are much less prepared to perform well and accomplish their set objectives during competitions (Green & Hardman, 2005). Extrinsic motivation, B. F. Skinner (1953) as stated in Buchbinder & Shanks, (2007), studied human behaviour and asserted that when people's actions are rewarded, they become more driven. B. F. Skinner's theory comprised of four reinforcement approaches that address both desirable and undesirable behaviours. Extrinsic motivation (EM) pertains to a wide variety of behaviours that are engaged in as a means to an end and not for their own sake (Deci, 1975) as stated in Pelletier, Tuson, Fortier, and Briere (1995). It was originally thought that extrinsic motivation referred to non-self-determined

behaviour, that could only be prompted by external contingencies (e.g., rewards, allowances, scholarships, bonuses, etc.)

According to Simons et al. (2003) and Wesson et al. (2005), intrinsic motivation is extremely gratifying since that gives athletes a feeling of control on the condition in which they are operating, whereas extrinsic motivation drives people to perform so as to gain benefits (material or non-material), which if lacking can affect athlete's performance, even though both external and internal motivation have been shown to have an influence performance.

In effect, the performance of athletes can be affected depending on various factors according to Wesson et al. (2005). There is what we term situational and personal factors. Personal characteristics such as needs, interests, ambitions, individual differences, personality, maturational stages, psychological, gender, and previous experiences were considered by Wesson et al. (2005). Situational facets include things like reward systems, teacher or coach styles, availability and quality of facilities or resources, percentage gained or lost, kind of activity or sport, sociocultural elements, and important people like parents, teachers, and classmates.

Without one's aspiration nor dedication to develop one's performance in sports, all the psychological factors, self-esteem, intensity, focus, and feelings become pointless (Adeyeye et al., 2013). Adeyeye et al. reiterated that motivation is the single factor in sports performance that one can control by him/herself, that is why it is very important in all aspects of sports. You must be inspired to do what it takes to maximize your ability and fulfil your objectives, in order to become the best athlete, you can be. It is a tendency to aspire for achievement in competition with anyone, set by the individual, with

some level of perfection. Motivation is an important factor in obtaining athletic success in professional sports, whereby athletes cannot sustain the training effort to improve their psychomotor strategies without it. Thus, only the coach has the potential to master the art of inducing motivation (Cucui & Cucui, 2014).

Motivation and Performance

The significance of sports to a country can't be underestimated particularly within the youth who function as main forces in varied national matters. Odejide (1992) claims that athletic ability is highly critical for young people. However, Fasan (2004) claimed that sport is one of the main phenomena that cuts through all human activities and that understanding of sport has made a significant contribution to the exploration of art and science. It was discovered by Odejide (1992) that partaking in sports would inspire better character traits (physically, psychologically, emotionally, and mentally) that may improve the reputation of an individual in society.

Cucui and Cucui (2014) considered and interpreted motivation as a means for obtaining high performance and not only as an end in itself. They added that performance is the highest of goal attainment. The relation between motivation and success is also of practical importance within that setting, and not just a theoretical one (Cucui & Cucui, 2014).

The problem of the motivation of athletes is of great interest when it comes to training, specifically now that the results of sports are tremendously high. Psychological and physical preparation could be a difficult task for the development of sports success and can obtain new concepts and perspectives (Cucui & Cucui, 2014). Whether we desire to stay in sport or not is dependent upon the power and the motive of the drive in us (Fredrick & Ryan, 1994). This

desire we term motivation. In the knowledge of the researcher, we all differ in our desire to be good in sport or life generally; that is, there are individual differences and we all have varying stages of motivation. All needs and interests of athletic performance, efforts, and success make up the foundation or base of motivation. Motivation influences one's attention and willingness to exercise and compete (Mihăilescu, Haralambie, Mihăilescu, & Mihăilescu, 2011).

In the same way, Adamus (2005) was of the view that motivating means familiarising with other people, their desires, aims and objectives, tasks and ethics as well as beliefs, as well as evoking employees' passive readiness to embark on explicit activities and encourage them to make an additional intellectual and physical effort and use their expertise and competences to achieve organization's goals.

In sport, motivation is a core concept as it is motivation which gives us the thrust to either keep doing what has to be done or drive ourselves harder and harder to accomplish greater things (Kowalczyk, 2016). Thus, high motivation is therefore extensively recognized as an indispensable requirement in helping athletes accomplish their potential (Karageorghis, 1999), having a determination to partake and to carry on in an activity in so doing promoting behaviour (Boachie-Mensah, 2006) and upholding value (Mullins, 2002), the propensity of an individual or team to begin and then continue with the activities relating to their sport (Adeyeye, Vipene, & Asak, 2013) and all mental and emotional mechanisms influencing the activation, course, and continuation of voluntary acts aimed at achieving goals (Mitchell, 1982). Golu (2005) as quoted in Cucui and Cucui (2014) also asserted that motivation in "scientific psychology is seen as, an internally exposed external causality" which is a

system of impulses, incentives, internal pulsions, activations, tensions or motives of actions and behaviour. Adeyeye et al. (2013) also agreed that motivation is basically the aptitude to begin and keep at a task. To perform your best, you must want to commence the process of developing as an athlete and you must be enthusiastic to sustain your efforts until you have achieved your goals. It, therefore, reflects on the motives that people have; thus, how they feel, think, and interact with others at a particular moment. Usually, the one who is motivated is more involved than the one who is not motivated (Babatunde, 2012).

Motives relate to the path that behaviour will adapt to on the goal which is put in place and Maslow generates a hierarchical structure of fundamental human requirements to lament on the reason individuals involve themselves in physical activities including Sports (Wesson, Wiggin-James, son & Hartigan 2005). Wesson et al. (2005) reaffirm that if an individual's needs are met, this leads to a sense of self-confidence, self-reliance, ability, usefulness competence, and a good contribution towards objective achievement. So it was hypothesised by Mullins (2002) that the fundamental perceptions and the building blocks of motivation are 'needs', 'values' and 'goals' things that operate as a propelling influence in an individual, causing them to strive to achieve their goals.

1. Needs are fundamental necessities for existence which may be physical or psychological; for example, hunger, thirst, love, or friendship.
2. Values are the things that we consider to be the most vital and key; for example, family, health, or wealth.
3. Goals are the outcomes that we are working towards.

Vallarand (2001) emphasized the importance of motivation in learning and performing athletic talents that it motivates an athlete to master a talent via gruelling practice in order to attain higher performance levels in any sport. Motivation in sports is an essential aspect in that one must be prepared to work hard and go all out in the face of fatigue, boredom, pain, and the desire to do other things. Motivation influences all aspects of your athletic performance, including physical fitness, technical and tactical training, mental preparation, and general lifestyle factors such as sleep, food, school or job, and relationships (Alderman, 1974; Singer, 2005).

Motivation is primarily concerned with the flow, path or orientation of effort throughout an extended time span. Cucui and Cucui (2014) found that the issues examined are still rarely tackled, though generally cognitive training and specifically motivation is a catalyst to achieve athletic success. Adeyeye, Vipene, and Asak (2013) posited that motivation, at least to some extent, maybe controlled in search of superior sporting success because it is a dynamic and multifaceted phenomenon.

Wesson et al. (2005) as cited in (Boanyah, 2011) in examining the meaning of motivation highlighted four issues:

1. Internal Mechanism — a person's inner drive is linked to and influences motivation.
2. External mechanism- motivation is connected and impacted by exterior stimuli that we may encounter in our studying or performing circumstances.
3. Arouse behavior – The sense of enthusiasm that energizes and accelerates our conduct is linked to motivation. The degree of effort required to

achieve good relevant conduct is determined by the magnitude of the energetic state.

4. Direct behavior - Motivation in its different ways influences our ambitions or activity selection as well as our activity behavior maintenance.

It can be discerned from the above analysis that, motivation is tied to a variety of internal and environmental factors, along with one's degree of arousal and the goals they set for themselves, all of which are important in sports success (Boanyah, 2011). According to Boanyah (2011), there is a perception that sportsmen would give a good performance or not based on their ambition, drive, or wish. Athletes also perform with the hope of achieving positive results (Armstrong, 2003). As cited in (Ongalo, 2014), Oworu and Ipinmoroti (2011) studied the "factors influencing the choice of athletic events among university athletes in southwestern Nigeria". A total of 120 athletes were chosen at random from three (3) universities in South-Western Nigeria to partake in the research. The universities of Ibadan, Lagos, and Obafemi Awolowo were investigated. Four (4) hypotheses on the effects of financial incentives, scholarship awards, becoming a professional athlete, and socialization were framed and tested using a validated questionnaire administered to all subjects. Chi-square was used to analyze the data at the 0.05 alpha level of significance. However, from the findings, it was discovered that the Four (4) hypotheses stated above motivated university athletes to choose athletic events (Ekuri, 2018).

As reported in (Ekuri, 2018), Ehrenberg (1990) analysed golf data from the 1984 US senior players golf tour (PGA) and realized that the amount of money offered as a reward had a substantial influence on the player's overall

output. The detected process takes place mainly in a tournament's final rounds, due to the marginal effort returns. Players with greater marginal returns were getting better ratings. Orszag (1994) as cited in (Ekuri, 2018) found using data from the United States senior golf tour of 1992 that, there was no significant connection between the performance of a golfer and the amount of total prize money. Again, Melton and Zorn (2000) found support to buttress their theory that the amount of prize in the form of money in senior PGA tournaments affected player's performance using, for example, the 1994 and 1995 data, and trying to remove any likely survival biases. As cited in (Ongalo, 2014), Sunde (2003) utilized data from the last two rounds of the most popular professional tennis tournament of the men's tennis professional association (ATP) tour. The results revealed that if the number of matches won as well as the total number of matches played are counted, a player's performance is positively influenced by the amount of cash prizes. Lynch and Zax (1998) as cited in (Ekuri, 2018) investigated the effect of prizes in Arabian horse races in the United States and Canada from 1991 to 1995 and discovered a favourable relationship between the prize spread and absolute level of performance.

The analyses above buttress the point that without a strong monetary foundation and sound administrative procedures in every institution or organization, accomplishing institutional goals or aims will be problematic (Boanyah, 2011). Every effective program is built on the foundation of financial support; starting with the planning stages through to the completion stages. Allowances, per diem, and scholarships, among other programs, appear to stimulate students in some way (Asabia, 2002). Asabia (2002) reaffirmed her argument that immediate financial assistance or funding by any institution's

administrative body provides solid stability for the execution of sporting programs. The preponderance of empirical research based on sports data suggests that monetary incentives have a favourable influence on athletic performance (Ekuri, 2018). Incentives motivate players into higher performance. When a good incentive is given, the athlete tends to perform better. It may also facilitate preparation towards competition. Knapp (2012) reinforced this point by saying that, university students can benefit through grants and scholarships as is the case in many developed countries that value students' sports. Sports, therefore, contributes to the student's development economically, physically, socially, and intellectually. In Babatunde (2012), Adeyanju (1990) identified, among other things, insurance, academic scholarship, camp food, and monetary bonuses after each win, yearly as well as play rewards and unlimited access to health-care services as benefits which can be offered to shooting athletes and coaches for improved performance and achievement. Coaches and specialists in sports performance hunt for various methods and devices to intensify the competence of athletes in competitions (Cucui & Cucui, 2014)

According to Karageorghis (1999), both intrapersonal and contextual or external elements play diverse roles in influencing performance, impacting how these factors affect an athlete's performance in any activity. But he advised that for optimum motivation to be developed, either intrinsically or extrinsically, a teacher or coach must not only observe and respond to each of the components described above separately, but also how they interact. He stressed on the fact that it is very rare and difficult for poor motivation to be placed on only one factor. In support, Ajibua and Alla (2012) said that recognising one's needs and

interests in a specific activity, as well as establishing realistic objectives, may significantly improve sports performance. They also agreed that maturational levels, physiological and psychological condition of the athlete, as well as past experiences, are all aspects that promote strong performance, particularly among university and other tertiary students. Although there may be no desire to motivate a player to train well during training sessions and in actual competition, optimal performance cannot be achieved without motivation (Mkav, 2013).

Athletic Scholarship

Woods (2011) defined Athletic scholarships as forms of financial help available to students grounded primarily on their athletic abilities. The athletic scholarship was described in a blog by Athnet as an amount of fiscal support or assistance given to a recipient-athlete from the athletic department of the college. These sports scholarships are given based on the student's athletic skills and how they can make contributions to the team (Athnet Get Recruited to Play College Sports, 2019). This suggestion was also endorsed by Sadiq (1998) who claimed that enrolment waiver and funding should be given to exceptional athletes in pursuit of academic careers, so long as they meet the minimum requirements for enrolment as opportunities in universities and colleges. More lately, the universities' failure to grant sports scholarships has been questioned with some private athletic scholarships being created (Medic, 2003). Describing the opportunity athletes receive at colleges in the United States, Babatunde (2012) citing Godwin (1990) stated that for African athletes who have departed to the USA, it is easier for them to get admitted to their universities. They also received special financial support covering all that the academic activity needs

of the students and their sports abilities to be perfected. Such athletic scholarships offer multiple students the chance to attend universities and colleges (Woods, 2011). It is important to understand how athletic scholarships provide an opportunity for student-athletes not only to graduate but also to give back to their universities. A trainer decides who receives a scholarship and how much it is awarded (Athnet Get Recruited to Play College Sports, 2019). Athletic scholarships are aimed at rewarding athletes for their success and commitment, and providing additional time to train as well as further develop their skills.

Full and partial athletic scholarships were described by Medic (2003). Some institutions solely provide full-ride scholarships, referred to as headcount sports, while others provide both full and half scholarships, referred to as equivalency sports. Only a small number of full scholarships are available in headcount sports. Equivalent sports may grant full scholarships, split full scholarships into half scholarships, and award athletic scholarships to a larger number of team members. According to Medic, complete athletic scholarships include admission grants and all fees to be charged being taken care of. Lesser academic standards are acceptable for certain universities and colleges. Full athletic scholarships are common (i.e., at least 80 percent of the team's athletes), particularly in sports like football and basketball.

Sponsorship

Matthew D. Shank devoted a book to the issue of sports sponsorship in 1999. He has defined sponsorship as “investing in a sports entity (athlete, league, team or event) to fund overall administrative aims, advertising goals and/or marketing strategies” (Shank, 2009). According to Pope as described in

Boanyah (2011), sponsorship was defined as an entity (the sponsor) providing resources (e.g., money, manpower, equipment) to an individual, activity, or body (the beneficiary) in exchange for benefits anticipated in the sponsor's promotion plan and described in terms of business, marketing, or media goals. In his definition, Pope (1998) was more specific about what may be sponsored

and the many sorts of purposes that sponsorship can accomplish. Pope further suggests that both parties' profit from sponsorship in his definition.

Meenaghan, (1998), as cited in Beliga (2012), also saw sponsorship as an expenditure in cash, in a project, an individual or an event (sponsor), in exchange for the investor's (sponsor's) exposure to the exploitable commercial potential associated with the sponsored activity, person or event to boost its visibility, boost its identity (corporate image or product brand) and probably to upsurge sales. Beliga (2012) also asserted that in the aspect of sports, "sports sponsorship is a communication strategy that has its goal at influencing the assisting public of the reality of an in-width connection between the event and the sponsoring company, to attain visibility and increase popularity."

As a phenomenon, there is no precise time that Sports sponsorship appears (Voložova, 2016). While there are organizations, which claim they have a history of sports sponsorship originating from 1976 ("History of sports sponsoring Würth Group," n.d.), few sources state it has been introduced about thirty years ago (Belzer, 2013). Idugboe (2012) declared that sport and marketing go hand in hand from the 1870s, providing an example of tobacco companies in the USA that were issuing cards with baseball players on them. Sports sponsorship has developed significantly since then, obtaining new forms and volumes (Voložova, 2016).

Almost everything is for sale in the sporting realm, and businesses are purchasing enormously. The awareness of supporting a sporting activity or an athlete through sponsorship is more popular than ever before (Boanyah, 2011). Of late, there is much a company can stick its name on for the right price – occasions, structures, cars, ice and grass and turf, even people. The name Serena Williams, a 36-year-old Tennis legend, who previously had an endorsement deal with British car giant Aston Martin. Lincoln is the latest of Williams' long list of sponsors, including Beats by Dre, Gatorade, JPMorgan Chase, Nike, Tempur-Pedic, and Intel (Carp, 2018). A report by Ajibua (2012) suggested that sponsorship is the latest entry into the modern sport promotional mix. Sports sponsorship is therefore an essential part of Sports Marketing and includes the following ingredients: arena signage (advertising); game, team, and facility naming right; hospitality; retail promotional sales and licensing.

In their submission on sponsorship of athletes and corporations, Eledu, Ike, and Dike (2006), suggested five reasons why firms sponsor sports competitions and athletes. They are:

1. Publicity
2. Building the corporate image.
3. Public relations and contact with the local community
4. Entertainment and
5. Trade relations

Eludu et al. (2006) suggest that the main motivation of sponsors is the rise in revenue and profit growth, the corporate brand enhancement and the entertainment aspects may entice more athletes on board to partake in one or

more activities intentionally or unintentionally with the hopes of receiving a reward. Sponsorship which is now an essential fragment of funding in sports, via the medium of television, radio, and even the internet has attracted a huge number of athletes closer to sponsored competitions (Wesson, et al., 2005). Through this means business sponsors of sports permits identification with sports stars, generates the images they desire and introduces the crowds to extraordinary performances of athletes (Boanyah, 2011). It is quite accurate that, establishments and individuals that pursue sponsorship, in turn, offer the sponsor a chance to put themselves out on the market (Boanyah, 2011). For example, with the Olympic Games sponsors, access to the billions of people who watch the event serves as the payoff. However, the establishment of an individual who receives the sponsorship for preparation and eventually competition, either in cash or kind is motivated in a way which will encourage him/her to try and give off his/her best during the competition for acknowledgment and rewards (Gwinner & Eaton, 1999).

Sports sponsorship occurs in several forms and can be categorised into three: sporting competitions and tournaments, sponsoring stadia, sponsoring teams, both national and local clubs, or using athletes' endorsement as a marketing tool ("BBC - GCSE Bitesize: Sponsorship and sport," n.d.). a massive amount of financial input is required when sponsoring significant events, such as tournaments and championships (Volozova, 2016).

Facilities and Equipment in Relation to Performance

Sports equipment and facilities are critical to global sport development and successes (Diejomaoh, Akarah, & Tayire, 2015). Physical facilities are a significant tangible element of the service offering that allows clients to spend

time in the physical environment of the service provider (Underwood, Bond, & Baer, 2001). Having and using proper facilities, equipment, and supplies cannot be understated in a sports setting (Williams, 2015). This is because sports facilities tend to enhance and promote various sports activities (Babatunde, 2012). Orunaboka and Nwachukwu, (2012) share similar opinion because facilities, supplies, and equipment provided are an important aspect of physical education and sports management. Oyeniyi (2002) posits that sports facilities and equipment are powerhouses because they are necessary for competitive and recreational sports. Ogudinghe (2006) suggests, the provision of adequate sports facilities are required elements to successful sports and that their lack prevents the a sports programme's effective development. Adequate sports facilities allow programmes and events to actually occur; nevertheless, the relevance of the facilities in contributing to player development programme appears more prominent than the precise initiative directed at the growth or maintenance of sporting facilities (Ekuri, 2018). A study conducted by Amusa cited in Babatunde (2012), on "the impact of variables such as incentives, adequate facilities, equipment, among others, on participation and performance in sports", likewise confirmed and defined standard facilities as necessary preconditions for involvement and excellent achievements in sports activities throughout all stages. Sportsmen and women as well as coaches recognise the relevance of sports facilities and equipment in an institution that births the advance of sports precisely in their institutions and the nation at large (Nkrumah, 2016).

The provision of sufficient equipment and facilities plays a crucial role in the growth of sports (Awoma, Okakah, & Arainwu, 2015). Lack of this is

likely to impact sports performance negatively to some extent irrespective of whether these coaches and athletes are professionals. Accessibility to facilities and equipment, is a critical element regarding the performance and effective implementation of sports programmes at all levels of the sporting chain (“Society of Health and Physical Educators, 2013”). Onifade (1995) therefore

concluded a long time ago that, for the smooth running and success of any P.E and programmes pertaining to sporting activities, qualitative and quantitative facilities and equipment must be available. Similarly, Butler (1996) asserts that since equipment and facilities add value to physical development, encourage recreational project and make provisional chances for other activities, they have an important place in recreational centres. Nkrumah (2016) suggests that, equipment and facilities are critical elements of the students' recreational requirements and desires. And further argued that, some sportsmen and women are attracted to participate due to availability of facilities such as fitness centres, playing fields and gymnasiums. Omoruan (1996) argues that facilities and equipment are among the most important factors influencing a sport's development.

Again, the question of the accessibility and reliability as well as effectiveness of equipment and facilities is of key significance. If sufficient sports facilities are provided and sustained, competitors including the sports administrators are likely to appreciate the level of success and involvement in the interschool and intercollegiate sports programme (Babatunde, 2012). Awosika (1982) resolved that facilities and equipment will be accessible during the year because it provides students with the ability to exercise skills learned in physical education and sport programmes. It has been confirmed by the

Department of Sports Science (2013) at Jimma University in Ethiopia and Farzan et al. (2013), in their studies entitled ‘Challenges of Tirunesh Dibaba National Athletics Training Centre’ and barriers and challenges for recreational and sports activities of students in the Mazandaran Universities in Iran respectively that, lack of adequate facilities and equipment and high cost of renting gymnasiums among other related factors were some of the challenges and barriers in university sport. These studies established that the insufficient and unbalanced diet and the lack of facilities and equipment impeded the performance of field event trainee athletes at the center.

Asabia (2002), revealed that, even before he was born, the mother of Jimmy Corners, a world-famous tennis star, constructed a tennis court around the House. He later became the World champion when he matured in age because he had the opportunity to practice often. Also, in Awosika (1996), as cited by Pate, Moffit and Fugett (1997) concluded that satisfactory results might be difficult from athletes whose training facilities and equipment are inadequate or of poor- standard. Kabunge (2012) argues that while the deficiency of sufficient facilities and equipment was a big negative element in sports training for the sports teacher (coach), a further burden was added even when the facilities were available, but these facilities were not situated in the school grounds, thus requiring movement out of the schools’ premises therefore one can access them. Therefore, in the context of this, it is important to conclude that the provision of facilities and equipment is necessary in order to facilitate greater participation in the sporting program.

The lack of physical education facilities, supplies and equipment is a key factor in effective governance, organisation, and management of physical

education and sports in Ghana. In Ghana, most schools and institutions lack quality facilities and equipment required to participate in sports, whether for competition or recreation. If Ghanaian athletes had half of the western world's facilities and equipment, they would have performed better. Most of our athletes do not have access to modern sophisticated infrastructural facilities for

sport/physical education and training equipment. Stadiums or arenas reflect the most recognizable sports brands in spectator sports, and provide clear recognition and prestige for the service to customers. Within these physical facilities, people share within their community experience, and develop a sense of social identity. The goal of these sports venues / fields is to keep the fans continuously focused on the team and not on the specific athletes who might not always stick with a team. The shortage of sports equipment and sports space seriously restricts the performance and participation of students' in sports.

Academic and Professional Qualification of Personnel on Performance

Personnel are the staff who perform a crucial task in every professional sport system and are required to be well trained, experts and accredited and are members in their corresponding association (Oyedele, 2000). In terms of management and organization they are solely responsible for the sports programs at their universities (Rintaugu, 2013). The management of competitive sports programs needs both human and material resources in every community. The job of the personnel includes coaching teams in chosen sports, managing sports programs, traveling with teams, officiating and, at times, counselling both regular athletes and students. Oduwaye (2000) asserts that when evaluating the organization's framework and functions, it is important to remember the staff that offers leadership and sees the organization's day-to-day

affairs and smooth conduct. Moreover, personnel and management are necessarily tend to promote teamwork, engagement, friendliness as well as several other social characteristics. Any sports organisation's working process relies on the various groups and individuals. The common agent in an organization and any institution is Human resource. Its staff is a resource with specific traits and attributes, not a sterile item like capital or property (Kafi, 2006). The machinery fosters shared understanding and acceptance of close collaboration to accomplish the organization's goals (Oduwaye, 2000; Venkateswarlu, 2000).

One of the issues confronting sports administration and growth at all levels, as well as society, is a lack of sufficient employees or people (Williams, 2015). The inadequacy of staff needed for any sporting event or program will prevent sport participation in schools from being promoted (Williams, 2015). This has an impact on the effectiveness and efficiency with which sports and Physical Education programmes are organised and administered. Considering, for example, the setup of tertiary institutions, efficient management of the sport program largely depend on collaborative, committed and competent employees (Babatunde, 2012). It can further be argued that the achievement or otherwise of any group, unit or organization in colleges and universities depends on the strength of the staff to manage their activities. Bucher and Krotee (2002) reiterated that the main personnel of tertiary sports management institutions included the university director/sports chairman, the sports chairman and other technical and administrative staff and coaching staff. Babatunde citing Ladani (1998) acknowledged that the roles of a sports manager and staff were summarized to include the “planning, organizing, staffing, directing, coordinating,

reporting, budgeting and evaluating” which in Layman’s language is denoted as “POSDCORBE”. Amuche (2003) in support of this claim suggest that good officials tend to relate well with the athletes which in turn enhance their performance. In essence, it engenders self confidence in the athletes. this is significant because, for quality sports programs excellent officials are needed (Bucher & Krotee, 2002). Moreover, they should possess special qualifications, directly linked to knowledge of the activity, the participants, and the goals of the program and the organization’s philosophy of competition.

The Department of Sports Science (2013) recommended a number of interventions in an effort to overcome the challenges affecting Tirunesh Athletics Centre at Jimma University in Ethiopia. Some of these recommendations included staffing with highly skilled and professional trainers, using more scientific methods of training, re-examining time for practice, and adequate budgeting (Zvapano, 2017).

Active personnel of sports clubs, sports organisations, sports agencies, and sports ministries may never be enough for successful and efficient administration and growth of sports events, particularly when it comes to big sports events. Sporting events all over the globe, regardless of their scale, rely on efficient and effective administration and management to ensure that their events run well (Downward & Ralston, 2006).

In general, the achievement of company-level management success is affected and habituated via the expertise of directors and employees; the culturalised environment they work in and, obviously, the social factors of the business environment at countrywide and global level. Verboncu and Corcodel (2014) added that the first factor affecting the level of management performance

is without a doubt the expertise of the persons conducting management procedures. By this Russu (1998), in particular relate to the managers' competencies, as well as of the workers, who ensures decisions are implemented. In the view of Verboncu and Corcodel (2014), the connection between skills and performance, are from their standpoint, obvious. A knowledgeable and skilled manager offers proof to support and take qualitative decisions (decisions which are scientifically corroborated, excellently-timed, motivated, integrated into the total amount of decisions and in their full form), utilizing current management tools that are increasingly developed in a permissive cultural context, enabling him to facilitate a set of generally participatory management tools and management styles. Managerial performance can, therefore, be numerous and easily attainable within the organization's management practices. By this we point to: the quality of choices, the quality of decision-making mechanisms, the quality of management methods and tools etc. Managers obviously have the decisive role, no matter what their status is within the framework of the organisation. Managers have a major impact on the institution's management, economic and commercial behaviour (Verboncu & Corcodel, 2014). Competence can indeed be reviewed in two distinct ways according to Verboncu and Corcodel (2014). The first aspect of competency refers to the competence delegated or given (known as official competency), whereas the other aspect refers to an individual's fundamental competency (personal competency). In the first approach, official competence can be defined as the decisional freedom enjoyed by a position holder (manager or worker) and is, from their perspective, the most significant aspect of the entire concept of competence. Irrespective of the technical as well

as administrative capability of employees working within an organisation, if certain persons do possess the ability or the independence to agree on certain management conditions, performance within an institution or organization cannot be accomplished Verboncu and Corcodel (2014). The personnel competence in the second approach is emphasised via the professional and managerial expertise, qualities and capabilities that a team leader must have in order to take full benefit of the formal competence that some position does have. A job properly established will only deliver desired results if the individual who performs it is adequately knowledgeable in terms of the experience of the duties, competences and obligations implied. With this establishment, the requirement for a permanent synchronization between formal and personal competences is addressed, this relationship promotes the achievement of individual objectives and the generation of management, economic and social performance Verboncu and Corcodel (2014). The professionalism of an association or institution's leaders is essential for every organizational competency. Qualitative decisions are taken by a qualified and highly skilful manager, using contemporary tools in management. The manager also boosts successions of generally participative management styles, which help the organization develop in order to accomplish improved outcomes, in the form of performance (Verboncu and Corcodel, 2014).

Coaches

Teachers of physical education and sports (PES) in Africa usually serve as sports trainers, umpires, and organizers during intramural and extramural sports events (Rintaugu, 2013). As PES teachers assume double roles as teachers in the classroom and as managers or controllers of sporting events

within and outside their institutions, they are more likely to experience pressure and disappointment than other teachers, leading to a decline in their performance as good coaches (Rintaugu, 2013). This is likely to have either a positive or negative effect on the athlete. Singh, Sharma, and Kaur (2009) observed that PES teachers as well as institutional sports coaches need a greater range of skills than any other field of teaching to succeed in an educational institution. Rintaugu (2013) asserts that universities in Kenya just like other countries, have PES lecturers who double as sports officers. In terms of supervision and coordination, they are solely accountable to the athletic programs at their universities. Their job includes coaching teams in chosen sports, running sports programs, touring with teams, officiating and often advising regular students and athletes. These conditions can cause sport officers extremely stressed and exhaustion in the midst of hectic schedule, emotional meltdown and heavy responsibilities (Smith & Leng, 2003). Sport's exceptional and universal power to draw interest, influence and inspire, indeed makes it a highly effective tool for engaging and empowering individuals, communities and even countries to take action to improve their health (Dodd, & Cassels, 2006). Properly trained coaches may play a very important role in making this opportunity a reality (ICCE, 2016). Which is to say that, coaches under these conditions who are not appropriately trained may exhibit poor competences during training hours which results in an inverse relationship between training and performance of athletes. The coach-athlete interaction tends to impact positively on athlete engagement and performance given the numerous external influences on athletes through their athletic experience (Mageau & Vallerand,

2003). Stuart (2013) outlined six (6) qualities that a good coach must possess and exhibit. These qualities include being:

- i. A good coach must have the attributes of leadership such as to direct, inspire and encourage an individual or team to reach their full potential. In essence, a brilliant coach should be an outstanding leader as well. A leader has the capability of unifying and committing a group of players to a single purpose.
- ii. A good coach has motivational skills; which includes being able to transfer passion on to his players, to encourage them to make the most of their performance. Should be a motivator with a positive attitude and enthusiasm for the sport and the athletes.
- iii. A good coach needs to demonstrate in-depth awareness of the sport they coach. The coach must have a comprehensive knowledge of sport, from the fundamental skills to advanced techniques and strategy, to be able to teach effectively. Coaching personnel or trainers may have play experience, but the successful coaches are not always former professional athletes.
- iv. Although, a good coach knows a great deal about a sport, one must continue to learn and acquire new training techniques. A good coach must pose the ability to establish a personal relationship with his/her athletes. Being conscious of the individual differences in your athletes is a key to successful coaching.
- v. A good coach must be consistent If a coach decides to change the mindset of a player, alter a game plan or develop the capabilities of an athlete, the idea they are trying to deliver must be in alignment and

consistent. Athletes will learn by constant and consistent exposure to the same message.

- vi. A good coach must possess effective communication skills. A successful coach can set specific goals, clearly communicate those goals and ideas to players, provide direct input, improve key messages and recognize progress. A well-managed coaching atmosphere has the ability to give a dynamic and stimulating environment for athletes as well as learning experience.

Nevertheless, unsuitable off task athlete behaviour can often prevent coaches from teaching and training athletes and subsequently hinder athletes from accomplishing their full potential (Harris-Reeves, Skinner, Milburn & Reddan, 2013). In this contemporary civilized world, the achievement and disappointment of any sports team is frequently ascribed to the philosophy, policy statement, competencies and insufficiencies of the coaches (Yazid, 2014). This is because coaches and sports administrators/managers are responsible for developing quality programs for players/athletes, assessing and recognizing methods for preparation, camping and athlete selection for major national and international friendly competitions (Yazid, 2014).

Because coaches perform a very crucial role in sporting teams they are accountable and are responsible for creating and sustaining an optimal environment for players to reach their full potential, if a coach is unable to create a coaching style that is capable of attracting recognition, respect and desire to learn from his or her athletes, he or she is unlikely to be able to motivate them in any form, which leads to a lack of success (Marcone, 2017). There are a number of coaching styles that a coach can resort to in managing the behaviour

of athletes. Coaching styles, depending on which one the coach cultivates, adapt or adopts can generate a positive or a negative influence on his or her athletes, and it is essential to comprehend the influence that attitude, demeanour, personality, and overall leadership style has on athletes (Marcone, 2017). In order to create a constructive environment, it is essential to explore suitable approaches to manage the coaching environment and the behaviour of young athletes (Harris-Reeves et al., 2013).

Coaches often find it difficult to keep order, leaving less time to concentrate on the athletes' training mission (Fuller, Chapman & Jolly, 2009). For a coach to manage athlete behaviour effectively, it is necessary to use different strategies during each phase (warmup training, cool-down) of the coaching session (Lavay, French, & Henderson, 2006; Schempp, 2003). There are two main coaching styles that are identifiable in sport. They are the style which supports autonomy and the style of control. Each of these styles has their own positives and negatives attributes, and each style impacts athlete motivation and performance (Marcone, 2017). According to Reeve as cited in Amoural et al. (2015), an autonomy-supportive style consists of a) accepting the opinions of the students, b) accepting the views, feelings and actions of the students and c) promoting the motivational growth of the students and the potential for autonomous self-regulation. A control style also consists of a) coercing subordinates to accept the teacher's viewpoint, b) encroaching on the thoughts, feelings, or actions of the students, and c) forcing students to think, feel, or react in a particular way. In all, when the supervisor's interactive style is controlling, basic psychological needs are thwarted and the motivation is less self-determined (Soenens, Sierens, Vansteenkiste, Dochy, & Goossens, 2012).

Furthermore, as for autonomy-supportive behaviours, other classifications of controlling behaviour exist, for instance in sports and parenting (Soenens & Vansteenkiste, 2010). It is up to the coach to create an atmosphere that is appropriate and sufficiently motivating to allow the athletes to perform better or worse.

The amount of years that one has spent as a player might not necessarily be anything of a consideration in deciding the degree of sports commitment that a particular old player converted into a coach may have for his or her athletes. However, the experience you gain through more years on the field will help one navigate his or her ways very well with the athletes towards those goals (Kabunge, 2012).

To conclude, the competence of an organisation's leaders or members is crucial for every organisation. Qualitative actions are made by a knowledgeable and skilled person, utilizing current management methods. A set of participatory forms of management, which enable the company grow and produce better results should be encouraged.

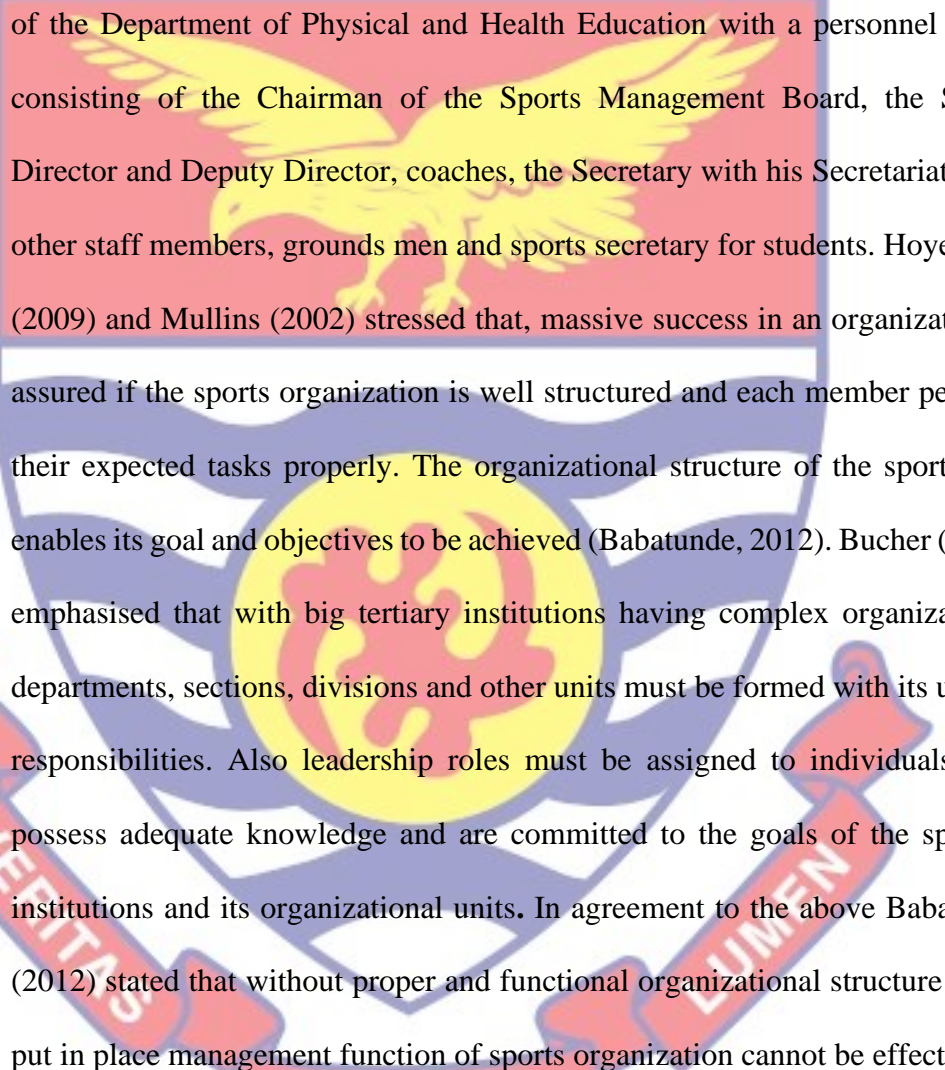
Type and Size of Sports Organisational/Governance Structure and Performance

For researchers, managers and policy-makers alike, organizational governance and corporate social responsibility (CSR) in sport have now become a core focus (Breitbarth, Walzel, Anagnostopoulos, & Eekeren 2015). According to Hoye, Smith, Nicholson, Stewart, and Westerback (2009), Organizational governance is concerned with the exercise of power within organizations and provides the system by which the elements of organizations are controlled and directed. They further argued that for all groups – nation states, corporate entities, societies, associations and sport organizations – to

function properly and effectively, there is the need for Governance. Gomez, Opazo, and Marti (2007) defined a sport organisation as a social entity involved in sports industry; it is goal directed, with a consciously structured activity system and a relatively identifiable boundary. Defining organizational governance and explaining distinctions between corporate and non-corporate governance and income governance (Hoye & Cuskelly, 2007) marks an important step for sport governance.

A sport organizational structure is a chart or a diagram of an organization's office and the pattern of relationship among positions and formal lines of authority (Muliins, 2002). This formal structure outlines how work and communication passes through in a company and clarifies areas of responsibility within and among distinct departments (Birnbaum, 1988; Blackwell, 1966; Karol, 1980; Lorsch, 1970; Obel, 1981). Robbins et al. (2004) also added that an organizational structure is the system defining how tasks and functions are separated, organized, and coordinated within an organization. Sports organizational chart as reported by Bucher, and Krotee (2002) is a pictorial display of the organizations' structural frame in tertiary institutions' sports unit. Babatunde (2012) asserted that, in order to enable the management process to be implemented, there is a need for a Structure which also provides an order and command structure through which the activities of the sports organization can be scheduled, coordinated, directed and regulated. However, Babatunde (2012) added that in the smaller organizations, there are likely to be fewer problems of structure. The allocation of responsibilities, the concept of authority and responsibility and the relationship between the organization's members can be defined on a personal and informal or simple basis, with the

need for a constant analysis of the framework to ensure that it is the most appropriate form for the organization and also in line with its growth and development (Hoye et al., 2009). An observation was made by Ladani (1998) concerning some of the tertiary institutions, most especially universities that, they have initiated and established sports councils which are totally independent



of the Department of Physical and Health Education with a personnel board consisting of the Chairman of the Sports Management Board, the Sports Director and Deputy Director, coaches, the Secretary with his Secretariat staff, other staff members, grounds men and sports secretary for students. Hoye et al. (2009) and Mullins (2002) stressed that, massive success in an organization is assured if the sports organization is well structured and each member perform their expected tasks properly. The organizational structure of the sports unit enables its goal and objectives to be achieved (Babatunde, 2012). Bucher (2002) emphasised that with big tertiary institutions having complex organizations, departments, sections, divisions and other units must be formed with its unique responsibilities. Also leadership roles must be assigned to individuals who possess adequate knowledge and are committed to the goals of the specific institutions and its organizational units. In agreement to the above Babatunde (2012) stated that without proper and functional organizational structure being put in place management function of sports organization cannot be effective.

Hoye et al. (2009) identified six (6) criteria to be addressed when constructing any organizational structure in their book titled Sports Management Concepts and Applications;

1. Work specialization; which takes into consideration the creation of specialized roles and responsibilities for individuals in the organization.

A greater proportion of sports companies or firms do not have huge staffs, and employees are often asked to execute a variety of responsibilities throughout the course of a day, week, or year.

2. Departmentalization; bringing together individuals into groups and assigning them into departments on the basis of functions, products or services, processes, geography or customer type.

3. Chain of command; the order of reportage that exists between the upper and lower levels of an organization. In other words, the line of authority that connects each position within an organization to the Head. Here, the notion of a clear authority and responsibility is established for each position within the organization.

4. Span of control; deals with the number of staff supervised directly by the manager. The level of experience, expertise and qualification of the staff determines the exact number of staff that can be supervised by the manager (less supervision is required by a more experienced and skilled staff).

5. Centralization and Decentralization; Centralization and decentralization; that pertains to the extent to which decision-making is at the highest level of an organization. Centralization is when most of the decisions are made by the manager while decentralization is the opposite where decisions are made by employees and appointed lower-level managers. Robbins et al. (2004) makes a relevant point that the principles of centralization and decentralization are subjective, in that an organization could not work if all decisions are being made by a small

handful of top executives or if all decisions were delegated to lower-level employees.

6. Formalization; refers to the degree to which employee behavior is guided by the policies and procedures and to the extent to which their jobs are standardized. Selection of new employees, training, general work regulations, regular task routines, and the level of information offered in job descriptions are all examples of rules and procedures.

By the researcher's astute observation, the lack of a proper and effective administrative sport system without any of the above elements constitutes the major source of sport development problems in Ghanaian tertiary institutions.

Most tertiary institutions in Ghana have been much confused as to what should be a perfect model of administrative structure of sports, compared to what obtains in universities in other countries. Probably, this is one of the reasons sports are better managed and more developed in universities in the developed countries (Bulus, 2009). Experience has revealed that those who occupy sports offices in some universities are called different names such as sports coordinators, sports officers, or sports directors which brews questionable terminologies in the leadership position. For instance, in few cases, chairmen of sports committees, on the sports administrative structure, are close to the entire leadership of the university (Babatunde, 2012). Based on the above, in order to achieve total quality management and to ensure quality practices and quality of sports service delivery system in Ghanaian universities, there is need to put in place a uniform, proper and functional administrative structure. Strict attention should be given in structural setting to the political, economic, social, and educational factors influencing the development of sport in educational

institutions (Babatunde, 2012). Laurie, (2005) made it clear that no matter how good managers may be, poor organizational structure makes good performance impossible. That notwithstanding, she added that good organizational structure does not automatically produce good performance therefore, correct designs of structure which is of most significance in determining organizational performance must be put in place. Child (1998) also emphasized the importance of good sport organizational structures such as responsibility allocation, function grouping, decision-making, coordination, control, and reward. All these are essential necessities for the on-going operation of sports organization in the tertiary institutions in Ghana. Since organizing is the structuring of a coordinated system of authority, relationships and task responsibilities, further organizational structure can translate strategy into an ongoing productive operation by making clear the responsibilities for each member of the organisation and the order of reportage (Bucher, 2002). He reported that in a well-managed organisation, effective management is determined by the decision-making keys, therefore, whether it is an educational organization or not, it be constructed with the aim of enhancing the process of decision making which will later reflect in the outcome of the execution of the decisions (Performance).


The way performance is managed within an agency's culture will be critical to achieving effectiveness. Bradbury 2013 stated that in order to preserve the advancement of sport managers and governors it is essential to be armed with the relevant skills to lead these sport organizations into the future Governance is a key element when it gets down to the management of a sport organization (Ferkins, Shilbury, & McDonald, 2005; Hoye, 2006; Hoye &

Auld, 2001). Organizational output is a core theme in organizational assessment (Fiss, 2007), as most managers evaluate achievement for reference purposes by which other performances can be equated. In particular, a much more responsible strategy must be taken at the executive and senior-level management Bradbury 2013 Four prototypes of sports management have been

found in a research done by Alla and Olorunsola (2005) in Universities in Nigeria – 1 Sports Committee Management Model 2 Sports Council or Sports Committee Management Model 3 – Sports Council which has access to the Vice-Chancellor through the Dean of Student Affairs and Model 4 – Sports Council which has direct access to the Vice-Chancellor. Apart from the sporting events organized on a college or university basis, there is the Ghana University Sports Association (GUSA) inter-collegiate sports, Ghana Technical University Sports Association (GHATUSA), and Colleges of Education Sports Association (COESA). They each have their governance structure or body. GUSA is controlled by the GUSA Board, which is composed of member university members, and the secretariat is dependent on the National University Commission (Amuchie, 2003). The various Universities host rotating sporting inter-collegiate activities. It is funded by member universities subsidies and government grants through the Vice-Chancellor's Committee (CVC). Successful GUSA athletes are generally chosen to represent the country in African University Games (FASU) and International University Games (FISU).

In an attempt to discover some of the factors affecting success in Nigerian University Sports, Ajibua, and Momoh (2010) and Ojeaga (2010), sports administration trends, facilities, staff, and intramural and extramural programs were discovered among other items. Organisational achievements can

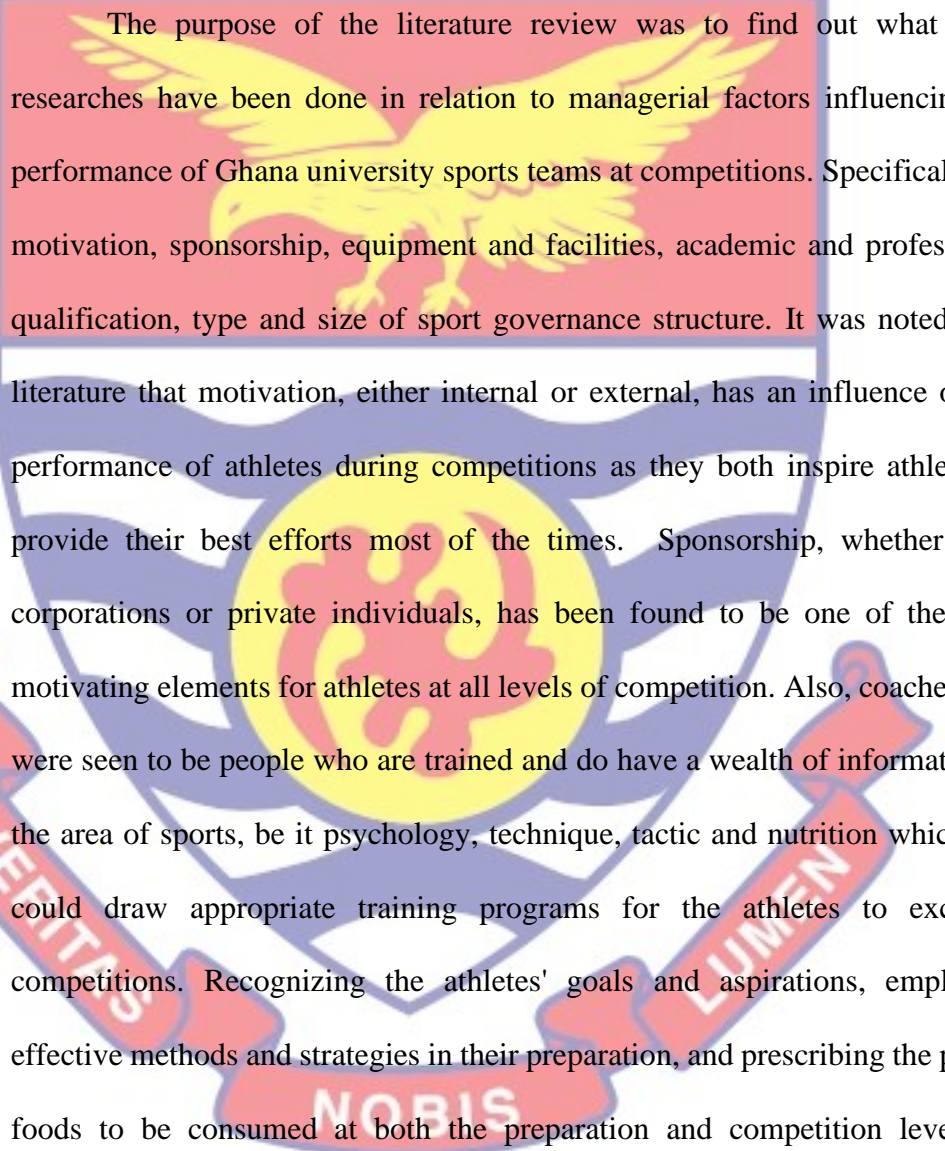
be tracked to provide benefits to sport organisations, the membership, and society with an appropriate governance system in place (Hoye, 2006; Mason, Thibault, & Misener, 2006). Managers and governors should ensure that they are competent within the different management strategies required to perform well in the modern sporting world (Bradbury, 2013).



In parallel to general global statements on effective governance in general (International Bank for Reconstruction and Development / World Bank and Organization for Economic Co-operation and Development 2003, 2005), recognition has developed the value of having good governance for sporting organizations, whether governing or participating, as has the relevant literature, for example (Ferkins et al., 2009, 2005; Hoye & Cuskelly 2007; Hoye et al., 2009; Mason, Thibault, & Misener, 2006). For scholars, executives, and policy-makers respectively, organizational governance and corporate social responsibility (CSR) in sport have become a central concern (Breitbarth, Walzel, Anagnostopoulos, & Eekeren, 2015). An organisational governance system not only offers a framework for companies' activities to be directed and regulated, but it also assists in providing the level of confidence required for a market economy to operate properly (Organization for Economic Cooperation and Development, 2004). Governance discusses strategy and direction problems for organizational performance enhancement instead of day-to-day decision-making in operational management (Hoye, Smith, Nicholson, Stewart, & Westerback, 2009). Thomsen (2004) emphasises ownership structure, composition of the board, and stakeholder involvement as three governance methods that fueled the rise in interest in corporate values around the emergence of the millennium. Sherry et al. (2007) examined the

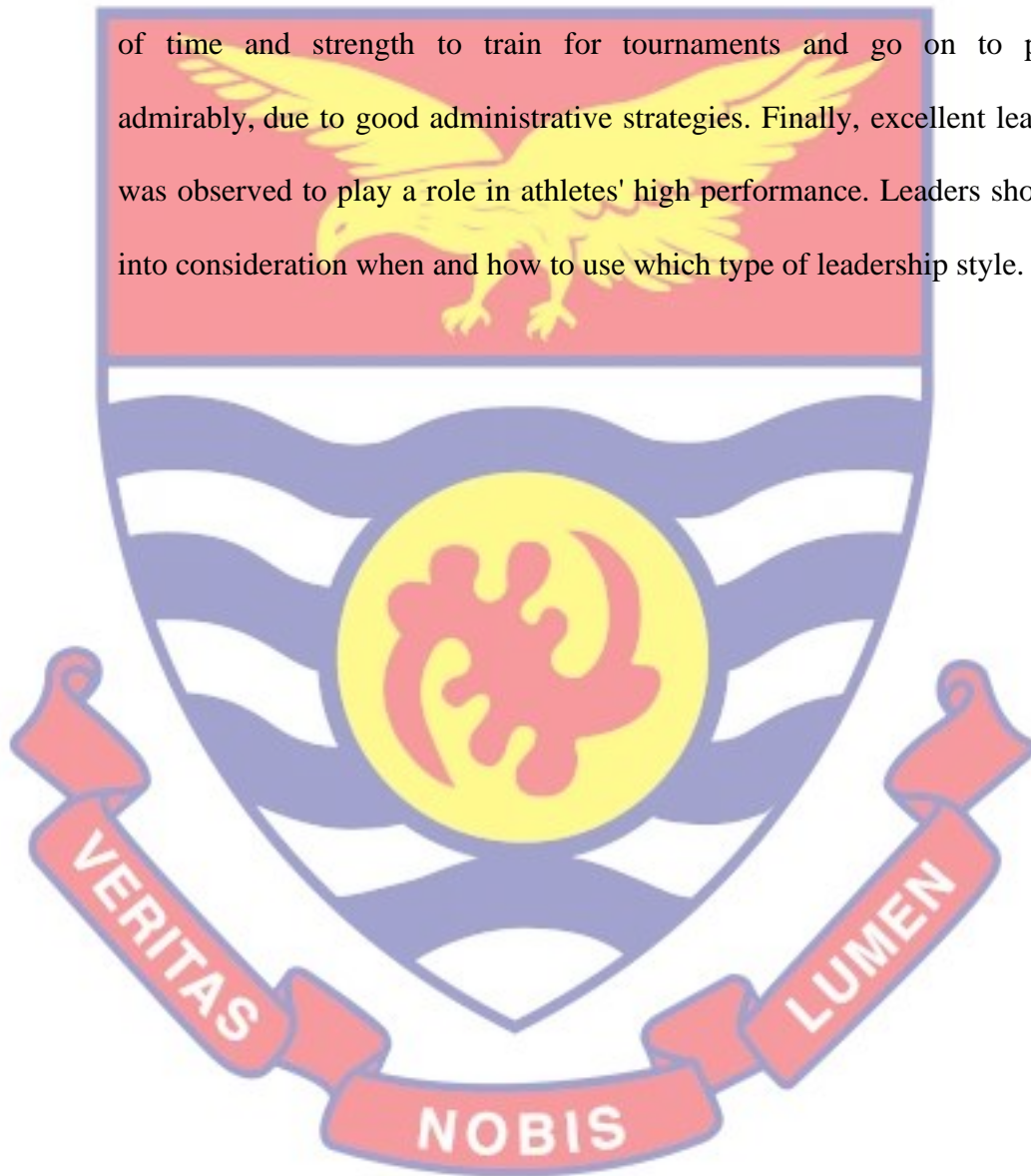
rising complexity of ethical concerns influencing modern sports management and discovered that greater social standards and values imposed on the sport and sports organisation lead to conflicts of interest amongst other facets that sport seems to share with the general business.

Summary



The purpose of the literature review was to find out what other researches have been done in relation to managerial factors influencing the performance of Ghana university sports teams at competitions. Specifically, on motivation, sponsorship, equipment and facilities, academic and professional qualification, type and size of sport governance structure. It was noted from literature that motivation, either internal or external, has an influence on the performance of athletes during competitions as they both inspire athletes to provide their best efforts most of the times. Sponsorship, whether from corporations or private individuals, has been found to be one of the most motivating elements for athletes at all levels of competition. Also, coaches who were seen to be people who are trained and do have a wealth of information in the area of sports, be it psychology, technique, tactic and nutrition which and could draw appropriate training programs for the athletes to excel at competitions. Recognizing the athletes' goals and aspirations, employing effective methods and strategies in their preparation, and prescribing the proper foods to be consumed at both the preparation and competition levels all contribute to exceptional performance. On the subject of equipment and facilities, it was discovered that if athletes are not provided with the appropriate equipment and facilities to train with and compete with, their performance may suffer significantly. As a result, suitable and high-quality equipment and

facilities are required for optimal performance to avoid some degree of injuries and must be quite readily available to the athlete. It was also revealed that without a sufficient financial base and timely delivery to the right sectors of sports, intramural sports and competition preparation become impossible, with the resultant consequence being athlete non-performance. Athletes devote a lot of time and strength to train for tournaments and go on to perform admirably, due to good administrative strategies. Finally, excellent leadership was observed to play a role in athletes' high performance. Leaders should put into consideration when and how to use which type of leadership style.



CHAPTER THREE

RESEARCH METHODS

The study investigated whether the variables selected for the study (type and size of sports governance structures, academic and professional qualification of personnel, availability of facilities and equipment, and financial motivation) influenced the performance of Ghana university sport teams at competitions. This chapter, therefore, focuses on the areas concerning research design, study area, population, sampling procedure, data collection instruments, data collection procedure, and data processing and analysis.

Research Design

A descriptive research design was selected for this investigation. This design helped in obtaining information to represent a snapshot or picture of the current status of managerial factors on the performance of Ghanaian university sports teams at GUSA competitions. This design examines the situation, as it exists in its current state.

Population

The population was all Chairmen of sports and recreation committee or Head of coaches' office or Sport directorate, permanent coaches, and student-athletes involved in sports in Ghana public universities. The population was 1660 which was made up of the following: chairmen of sports and recreation committee, Head and Staff of Sports Directorates/Sections, and University

athletes who participated in the 2020 Ghanaian University Sports Association (GUSA) Games. Eleven (11) public universities participated in the Games, which attracted about 1625 student-athletes from all 11 public universities (GUSA news online, 2020), 11 chairmen of the sports and recreation committee, and 24 permanent coaches.

Sample Procedure

The sample for the study was 678 and this consisted of 11 Heads of sports and recreation sections or Directors of Sports, 23 permanent Coaches, and 644 student-athletes from a total of 11 functional public universities in Ghana who participated in the 2020 GUSA Games. The reason for the choice of this sample was that these participants either take decisions or subject themselves to decisions of management or coaches, so they will be in a better position to answer to the items in the questionnaire honestly or appropriately. Table 1 outlines the distributions of these numbers.

Table 1- *Population and Sample of the Respondents*

Name of the University	Population				Sample	
	CSP/ Directors/ heads of sports	Coaches/ Managers	Students/ Athletes	Directors /heads of sports	Coaches/ Managers	Students/ Athletes
U.C.C	1	5	220	1	5	87
KNUST	1	3	262	1	2	104
UEW	1	2	270	1	2	106
UG	1	6	256	1	6	101
UDS	1	6	180	1	6	71
UENR	1	1	70	1	1	28
UPSA	1	1	110	1	1	44
UMaT	1	0	100	1	0	40
UHAS	1	0	62	1	0	25
GIMPA	1	0	43	1	0	17
GIJ	1	0	52	1	0	21
TOTALS	11	24	1625	11	23	644

Source: ATL FM. Online News Reports (2020).

Table 1 indicates the population and sample size for each university that participated in the 2020 GUSA games. The purposive sampling technique helped in selecting the Chairmen of sports and recreation committee (CSP) or Head of coaches' office or Sport directorate and permanent coaches. The purposive sampling approach was used because it is these individuals who are closely linked to the sports teams and it is their opinions that are being solicited. Again, this sampling technique was employed because it allows for respondents that can answer the questions or have the ability to provide necessary data to be selected (Parahoo, 1997; Twumasi, 2001).

In Cohen, Manion, and Morrison's (2007) view, a representative sample of a population of 1,625 for student-athletes at a 3% confidence interval is 644 at 95% confidence level, hence the sample size for student athletes. The proportional random sampling or quota random sampling technique helped in getting all the universities' sample size relative to the population. In each university, the nearest individuals were chosen by chance as respondents and this procedure was repeated until the needed sample size has been reached based on the percentage of the university with respect to the population.

$$\frac{\text{Total no. of Student-athletes in the university} \times \text{Sample size}}{\text{Total Population (N)}} = n$$

Example: UCC = 220×644

1625

Data Collection Instrument

A questionnaire was utilized in this study to collect data. The researcher created the questionnaire, and part of it was customised and adjusted to fit the study's needs. The choice of questionnaire as the instrument for collecting data

was to reach a lot of participants as possible in the shortest period of time during the research period and also to offer respondents their freewill to bring out their opinions and make recommendations (Cohen, Manion, & Morrison, 2007).

The questionnaire had 36 items which elicited the views of Chairmen of sports and recreation committee (CSP)/ Head of coaches' office or Sport directorate, permanent coaches, and student-athletes involved in sports in Ghanaian public universities on whether managerial factors such as type and size of sports governance structures, academic and professional qualification of personnel, motivation and facilities/equipment impacts on the performance of athletes/teams in Ghanaian public universities during competitions. Questions 1 to 5 deals with the status and personal data of respondents whilst questions 6 to 36 addressed how the type and size of sports governance structures influence the performance of Ghana university sports teams at competitions from statements, how academic and professional qualifications of personnel at the sports directorates/sections influence the performance of Ghana university sports teams at competitions, the extent to which availability of facilities/equipment influence the performance of Ghanaian university sports teams at competitions and how motivation influences the performance of Ghanaian university sports teams at competitions. The types of questions and responses in the instruments were a dichotomous Likert scale. The researcher decided on these types of questions because they are useful in generating frequencies regarding the responses of the respondents and amendable to statistical treatment and analysis. Moreover, it makes it possible for comparison to be made among groups in the sample (Osuala, 2001).

Validity and reliability of the instruments

Content validity was enhanced by three sources namely the literature, content experts, and representative of the relevant population. The researcher did an extensive literature review by making use of electronic sources, books, and journals. The appraisal of literature guided the construction of all the questions in the questionnaire. Again, the researcher determined and improved the validity of the instruments through the use of competent advice and opinions from the supervisors. This was done to guarantee that the items adequately comprehensively and effectively encompassed the areas of the instructional supervision. Some of the questionnaire's items were changed as a result of the supervisors' comments and recommendations. Moreover, the supervisors scrutinized the composition of the instruments for ambiguities, mechanical issues, and non-essential components. In a nutshell, the purpose of validating an instrument was to find any deficiencies, inconsistencies, or flaws with the instrument. This allowed the researcher to make the appropriate adjustments before beginning the data collection process. The reliability of questionnaires was determined using the Cronbach Alpha coefficient. Ideally, according to Pallant (2010), the Cronbach Alpha Coefficient of a scale ought to exceed 0.70. In this investigation, the questionnaire's computed value was 0.805. So, the scale was considered reliable and an appropriate since Cohen et al. (2007) categorise such a value as highly reliable. Because the questionnaire questions were on a two-point Likert scale, this statistical approach was applied, and it also assisted the researcher in determining the internal consistency of the questionnaire items.

Pilot study

Pretesting of the questionnaire was done internally at the University of Cape Coast (UCC) during the period of Inter Hall Games and Athletics in the 2019/2020 academic year. Thirty-Eight respondents (38) comprising hall chairpersons and student-athletes from seven halls were haphazardly used for the pre-testing of the questionnaire, which lasted for three (3) days. The purpose of the pre-testing was to determine the questionnaire's internal usability. All of the respondents who took part in the questionnaire instrument's pretesting provided valid and reliable responses, verifying the questionnaire's clarity, application, and interpretation.

The data gathered was analyzed using version 22.0 of the IBM SPSS. The Cronbach alpha coefficient had been used to determine the instrument's reliability coefficient. The questionnaire yielded a reliability coefficient of 0.805 for internal accuracy. According to researchers, this was deemed appropriate and credible (Bonet, 2010; Cronbach & Shavelson, 2004; Fraenkel & Wallen, 2000; Pallant, 2010), the coefficient of reliability should be at least 0.70 and possibly above which is considered to be very reliable.

Data Collection Procedure

Ethical standards were adhered to while collecting data. The collection of data commenced on 6th of January, 2020, and ended on the 2nd of February, 2020. Introductory letters from the Department of Health, Physical Education, and Recreation introducing the researcher and the research as well as seeking permission to obtain data was sought and sent to the 11 public universities in Ghana. Provisional approval with the ethical clearance ID (UCCIRB/CES/2019/25) was also granted by the Institutional Review Board of

UCC (UCCIRB). The study's intent was explained to all the respondents. The researcher administered all questionnaires together with eleven (11) trained research assistants one from each institution that participated in the 2020 GUSA games. These research assistants were made to understand every item in the questionnaire in order to assist respondents during the process of data collection.

Respondents, mainly athletes were approached in their various rooms as well as during and after training hours to be part of the study. Coaches were sometimes approached on one on one basis or on phone. Calls and follow-ups were made to retrieve completed questionnaires from the coaches. The collection of data started as early as 6:30 a.m. through to 9:30 p.m. In all, the collection of data lasted for four (4) weeks because completed questionnaires were still being collected after the 2020 GUSA games.

Ethical Considerations

Ethics play an important role in research. Ethics refers to the set of principles or code of conduct that distinguishes between right and wrong. They are crucial in distinguishing amongst allowed and prohibited acts. For starters, ethical norms serve to prevent data falsification, which enhances the quest for knowledge as the primary goal of research. The underlying ethical notion is that the study design should not cause shame, unpleasant impact, or any other tangible loss or damage to the research participants. Respondents were assured of their confidentiality. The questionnaire was distributed to the 644 respondents after approval had been granted by each of the 11 selected public universities. The questionnaire was distributed and collected by the student researcher and trained research assistants. Respondents were promised that refusing to participate in the study would have no negative consequences.

Data Processing and Analysis

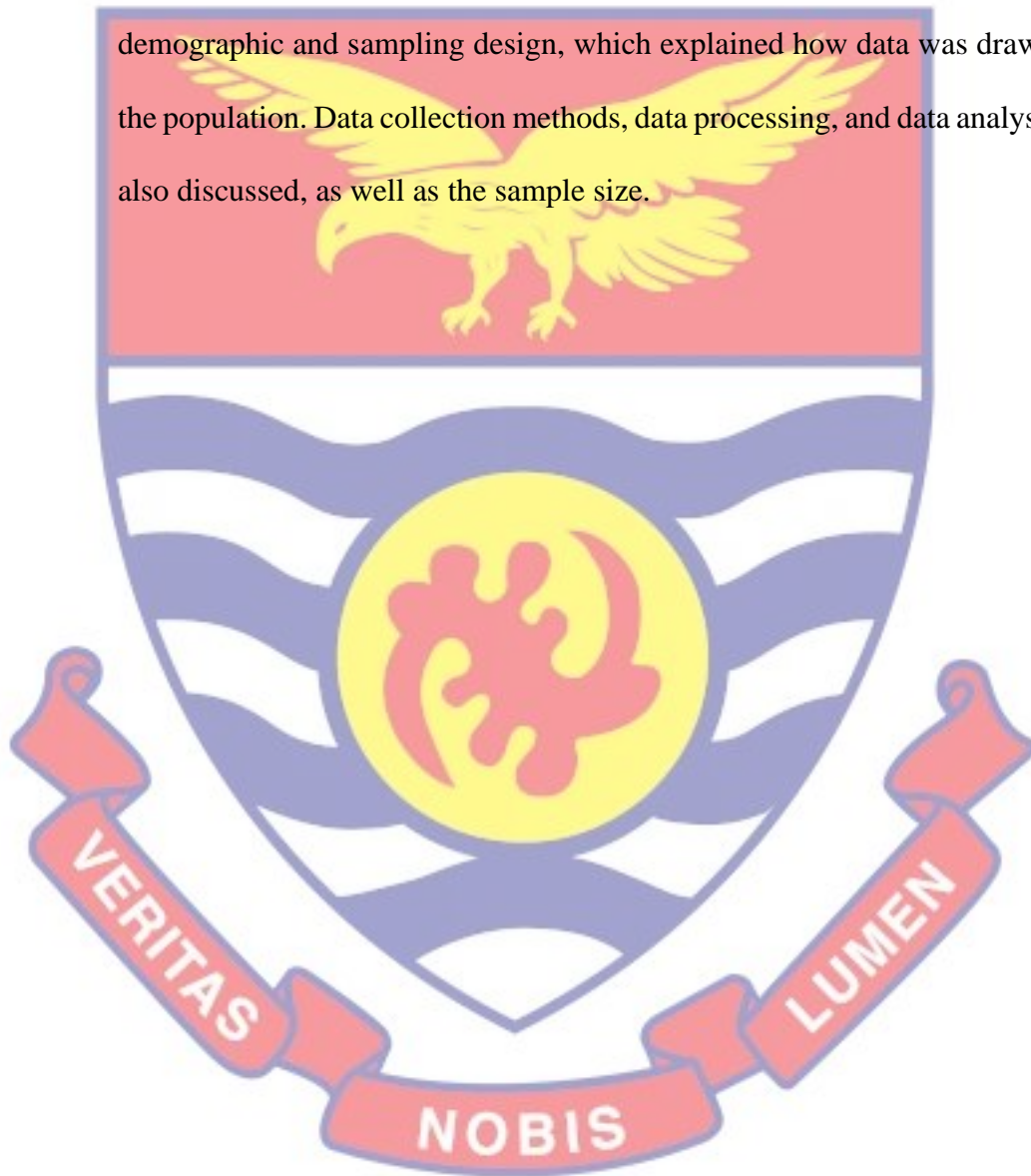
The questionnaires that were collected from the respondents were coded and scored before processing them with Statistical Product for Services Solution (SPSS) analysis version 22. The principal investigator screened the data for errors and inconsistent responses before carrying out the analysis. This helped in making sure that the data met all the necessary assumptions in relation to the statistical tool. The background information of the respondents was analysed and presented descriptively using percentages and frequencies.

The first research question was to know about respondent's perspectives on which managerial factors influenced the performance of the university sports teams at competitions and was addressed with frequencies and percentages. The second research question that sought to find out the differences in views between university teams who won at least one medal and teams who did not win any medal at all was addressed using frequencies and percentages. The third objective which examined the differences in the views of coaches against that of athletes on which managerial factors influence performance was addressed using a non-parametric equivalence of an Independent-samples t-test, Mann-Whitney U. The fourth research question sought to find out which of the factors predicted the performance of teams significantly and was addressed using binary logistic regression. The binary logistic regression was employed to answer this research question because the dependent variable (Performance) has two outcomes (successful = 1, unsuccessful = 0) and the independent variable (eg. size and type of sports governance structure) were measured on the nominal scale. The logistic regression was based on the premise that the dependent variable was dichotomous and that the participant had a 0.5 chance of selecting

one of two options (Nagler, 1994). The logistic regression results were interpreted using the marginal effects.

Summary

The research methodology for the study was presented in this chapter. The research design was presented first, followed by a discussion of the demographic and sampling design, which explained how data was drawn from the population. Data collection methods, data processing, and data analysis were also discussed, as well as the sample size.



CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter focuses on the analysis of the results as well as the discussions of the results aimed at achieving the main objectives of the study. The study investigated managerial factors influencing the performance of Ghana University sports teams at competitions. This chapter presents the results of the study and the discussion of the result. The result in table two represents the socio-demographic characteristics of athletes. Tables have been created to present the descriptive and regression data so that readers may understand the participants' perspectives on the major managerial elements along with the pattern of the correlations. The fourth chapter starts with a review of key descriptive statistics, then comes an analysis of the regression results and comparisons to the findings of other studies.

Research question one solicited the views of coaches and athletes on the managerial factors that influence the performance of university sports teams at competitions. The responses of the students and coaches to achieve this objective is presented in Table 4 above. As evident in table 4, 422 participants who represented 63 % of the population agreed that the type and size of governance structure utilised in their institutions influenced their performance during competitions whiles 256 respondents representing 37% disagreed.

Socio- Demographic Characteristics of Respondents

Table 2- *Socio-demographic Characteristics of Athletes (n=644)*

Variables	Frequency	Percentage
Gender		
Male	330	51.2
Female	314	48.8
Age		
18-30	617	95.8
31-40	22	3.4
41-50	5	0.8
Institution		
KNUST	104	16.2
UEW	106	16.5
UMAT	40	6.2
UCC	87	13.5
UENR	28	4.4
UG	101	15.7
UPSA	44	6.8
UDS	71	11.0
UHAS	25	3.9
GIMPA	17	2.6
GIJ	21	3.3
Academic qualification		
Bachelor	615	95.5
Masters	29	4.5
Total	644	100

Source: Field survey (2020)

Table 3- *Socio-demographic Characteristics of Coaches and Directors (n=34)*

Variables	Frequency	Percentage
Gender		
Male	30	88.24
Female	4	11.76
Age		
18-30	6	17.65
31-40	21	55.88
41-50	7	20.59
Institution		
KNUST	2	5.88
UEW	4	11.76
UMAT	1	2.94
UCC	6	17.65
UENR	2	5.88
UG	7	20.59
UPSA	2	5.88
UDS	7	20.59
UHAS	1	2.94
GIMPA	1	2.94
GIJ	1	2.94
Academic qualification		
Bachelor	11	32.35
Masters	17	50.00
Doctorate	6	17.65
Total	34	100

Research Question 1: What are the Managerial Factors that Influence Performance of University Sports Teams at Competitions?

Table 4- *Managerial Factors that Influence Performance of University Sports Teams at Competitions*

Factors	Agree		Disagree	
	No	%	No	%
Type and Size of the governance structure.	422	63.0	256	37.0
Academic and professional qualification of sports personnel	557	82.0	121	18.0
Availability of facilities and equipment.	458	63.4	220	36.7
Motivation.	488	72.0	190	28.0
Average frequencies and percentages.	481.25	70.1	196.75	29.9

Source: Field Survey (2020)

Also, 557 respondents representing 82% of the population agreed that the level of academic and professional qualification can impact their performance during competitions while 121 respondents representing 18% disagreed.

Again, concerning the availability of facilities and equipment, 458 respondents representing 68.4% agreed that this managerial factor has an influence on the performance of athletes during competitions while 220 respondents representing 32.7% disagreed to that effect. Four hundred and eighty-eight representing 72% agreed that motivation, both intrinsic and extrinsic to some extent has an influence on performance during competitions while 190 representing 28% of respondents disagreed.

Table 4 clearly shows that an average majority of 481 (70.1%) of the respondents agreed to the statements concerning managerial factors as a factor

that influences the performance of university sports teams at competitions. However, respondents considered academic and professional qualification of sports personnel as the most influential since they agreed to it more. Hence it is concluded that managerial factors such as size and type of sports governance structure, the academic and professional qualification of personnel, facilities, and equipment and motivation influence the performance of university sports teams at competitions.

These observations align with Hoye, Smith, Nicholson, Stewart, and Westerback's (2009) study which posited that for all groups including sport organizations to function properly and effectively, there is the need for the adaptation of a suitable size and type of Governance in effectively running the organisations' daily activities. Bucher and Krotee (2002) also posited in their study that for quality sports programs, excellent officials are needed. They ought to have unique qualities, such as understanding of the activity, the participants, the program's aims, and the organization's competitive philosophy. The studies of Babatunde, (2012), Oyeniyi (2002), Society of Health and Physical Educators (2013), Nkrumah (2016), and Awoma, Okakah and Araina (2015) also emphasised that sports facilities and equipment are the powerhouses because they are necessary for competitive and recreational sports, a requirement to participate, good performance and to the conduct of sports programs at all levels because they contribute to the growth of sporting activities. In a report by Sports and Recreation South Africa (2005), it was however believed that irrespective of human exposure to a sports club or sporting equipment and gear, citizens would engage in sports or not. Current buildings are old and in conditions beyond repair, and this has been a problem

of facilities found to be one of the major setbacks that sportsmen and women are encountering. For education, practice, and competition, the international sports world has progressed to the point where complicated facilities and equipment are necessary. Vallarand (2001) buttressed the importance of motivation in the development and performance of athletic talents. It is what

motivates an athlete to master a talent via arduous practice in order to attain greater performance levels in any sport. Therefore, motivation, if manipulated and stimulated to a certain extent depending on the athlete's individual difference constituting his or her wish, drive or desire, will yield a good performance and vice versa (Boanyah, 2011).

From the above, it can therefore be deduced that for each of the four managerial factors, more than 50% of the respondents agreed that size and type of governance structure, academic and professional qualification of personnel, facilities, and equipment, and motivation, if managed properly in an organisation are important in the management of teams. This is due to the fact that the above-mentioned factors possess the potential of influencing the performance of teams both positively and negatively during competitions with academic and professional qualifications of personnel being the highest in percentage. This signifies that for institutions, for example, the establishment of effective and adequate implementation of sport program management activities would rely primarily on cooperative, dedicated, and skilled personnel regardless of the size of the company or institution. It could therefore be reaffirmed that the achievement or otherwise of any group, department, or organization in colleges and universities hinges on the efficiency and effectiveness of the

workforce to manage and manipulate these managerial factors in order to improve team performance during competitions.

Hence, it is also noted that these factors are all linked to the fulfilment of goals, as presenting athletes with a demanding vision, with the help of establishing and utilising an appropriate type and size of sports governance structure; providing athletes with technical instruction through academic and professionally qualified personnel (coaches and administrators, chairmen and directors of sports), encouraging athletes to be resilient in achieving their aspirations along with reinforcing their efforts through appropriate means of motivation, and providing adequate facilities and equipment in their right proportions depending on the situational environment will ensure a better performance for teams.

The second research question examined the differences in views between the successful and unsuccessful university sports teams on the managerial factors and its influence on performance. In table five above it could be discerned that an average of 396.25 representing 76.5% of teams who won at least one gold medal suggests (category one) that these managerial factors indeed influenced their performance during the competition while an average of 128.75 representing 24.75% disagreed. Again, as evident in the same table, an average of 90 respondents representing (59.7%) of the respondents among teams who did not win any medal (category two) further reinforced the argument that managerial factors indeed influenced their performance during the competition while an average of 63 respondents representing 40.5% in the same category disagreed to that respect.

Research Question 2: What are the Differences in Views on how Managerial Factors Influence Performance at Competitions among the Various University Teams?

Table 5- *The Differences in Views on how Managerial Factors Influence Performance at Competitions among the Various University Teams?*

Factors	At least 1 medal				No medal			
	A		DA		A		DA	
	No	%	No	%	No	%	No	%
Type and size of governance structure.	341	70	184	36	81	53	72	47
Academic and professional qualification of sports personnel	457	87	68	13	101	66	52	34
Availability of facilities and equipment.	401	76.5	124	23.5	76	49.9	77	50.1
Motivation.	386	73.5	139	26.5	102	70	51	31
Average frequencies and percentages.	396.3	76.5	128.8	24.8	90	59.7	63	40.5

Source: Field Survey (2020)

Higher percentages recorded by the teams that won at least one medal and those that did not win any medal is revealing and did not portray any substantial difference that managerial factors enhance performance. It may likely be so because the selection and implementation of the type and size of the sports governance structure did not seem to affect the failure of category two to win. It is not surprising that the two categories did not vary in the compatibility of their responses concerning coach athlete’s relationship based on staff competence, and winning or not winning did not decrease the satisfaction and

motivation of the athletes. However, the only difference was that category one agreed more to the statement that confirms the availability of adequate facilities and equipment than category two, which is a variable that may have justified their athletic performance at the end of the GUSA competition in 2020.

The study's findings suggest that on average, managerial factors positively influenced the team's performance particularly in the academic and professional qualification of sports personnel which has 457 responses in agreement, representing 87% from the teams who won at least a medal. It is worth noting that studies into other organizational and management perspectives have shown that these managerial influences positively impact the output and behaviours of the team members towards work (Sawyer et al., 2008).

Research Question 3: What are the Differences between Coaches and Athletes' Views on how Managerial Factor Influences Performance at Competitions?

The third objective assessed the differences in the views of coaches and athletes on the managerial factors influencing performance. A non-parametric equivalence of an Independent-sample t-test, Mann-Whitney U was employed to address this research objective since the number of distinct groups within the participants considered in the study was just two; coaches/head of sports section or sports and recreational committee and student-athletes. Table 6 displays the results of the Mann-Whitney U test.

Table 6- The Differences between Coaches and Athletes' Views on how Managerial Factor Influences Performance at Competitions?

Factors	Status	Mean	Z	Asymp. Sig
		Ranks		(2-tailed).
SIZE TYPE	Directors/H.S.S/coaches	349.91	-.343	.731
	Students	338.95		
PRSNL	Directors/H.S.S/coaches	371.66	-1.107	.268
	Students	337.80		
FACEQUIP	Directors/H.S.S/coaches	383.12	-1.358	.175
	Students	337.20		
MOTIVATION	Directors/H.S.S/coaches	411.35	-2.280	.023
	Students	335.71		

Source: Field Survey (2020)

From the result, it can be discerned that no marked difference exist between the views of coaches and athletes concerning the size and type of governance structure ($Z = -.343$, $sig = .731$), academic and professional qualification of personnel ($Z = -1.107$, $sig = .268$) and the facilities and equipment ($Z = 1.358$, $sig = .175$) since the p-values for all three factors are not less than or equal to 0.05. Evidence from this suggests that there is a significant difference statistically between the views of coaches and athletes concerning motivation ($Z = -2.280$, $sig = 0.023$) since the significant value is less than 0.05. The mean rank values of coaches to that of athletes on motivation is 411.35 and 335.71 respectively with an effect size of 0.09 which is considered to be a very small or weak effect size (according to Cohen, Manion, and Morrison, 2007) signifying Directors'/Head of sports section /coaches' higher view that the kind of motivation they provide indeed influences the performance of athletes. This

is not surprising because Directors/Heads of sports sections /coaches appear to have the mind-set that their methods of motivation complemented by their leadership behaviours (Boardley et al., 2008) by influencing either athletes' psychological responses (the psychological study of leadership) or athletic performance. Therefore, they tend to be inclined to a certain type of motivation style which may not be appropriate for the student-athletes in terms of individual differences of the students in this context. In effect, the Directors/Head of Sports Section/Coaches must implement the most effective motivational techniques and take into account students' likes and dislikes in accordance with the context so that they can be motivated to give off their best (Weisman, 2012). This explains why Kabunge (2012) study's findings suggests that coaches who wish to maximize student-athletes' achievement during competitions must understand how to motivate students to improve their commitment and enthusiasm in the sports environment which in turn, enhance and promote better outcomes.

Research Question 4: Which of these Managerial Factors Predict Performance Significantly?

This section of the study ascertained which of the managerial variables (type and size of sports governance structures, academic and professional qualification of personnel, availability of facilities and equipment, and financial motivation) significantly influenced the performance of Ghana university sports teams at competitions. In achieving this objective, the logistic regression was used.

Table 7- Which of these Managerial Factors Predicts the Performance of Teams Significantly During Competitions?

Variables	Coefficient	Std. Error	Sig	Marginal effects
Size and type of sports governance structure	7.100373	.7005248	0.000	1.081195
Motivation	2.574521	.5824478	0.000	.39203
Professional qualification of personnel	-2.891773	.5946536	0.000	-.4403389
Facilities and equipment	-6.246998	.6621872	0.000	-.951249
Pseudo R2 = 0.2623				
Chi-square = 178.09				

Source: Field survey (2020)

Table 7 presents the results of the analysis to establish the extent to which the managerial factors influenced the performance of Ghanaian university sports teams at competitions. The managerial factors considered includes type and size of sports governance structures, academic and professional qualification of personnel, availability of facilities and equipment, and motivation. The result indicates that the type and size of sports governance structures, academic and professional qualification of personnel, availability of facilities and equipment, and financial motivation explained 26% variations in the performance of Ghanaian University sports teams as revealed by the value of the pseudo-r-squared. From the results in Table 5, the type and size of sports governance structures, academic and professional qualification of personnel, and motivation all significantly influenced the performance of Ghanaian University sports teams.

The results again revealed that the type of size and type of governance structure showed a higher significant positive (7.100373, $p \leq 0.00$) which influenced the performance of Ghanaian University sports teams. Thus, proper type and adequate size of sports governance structure enhance the performance of Ghanaian University sports teams. These results support the findings of Babatunde (2012), Mullins (2002), and Hoye et al. (2009) who stressed that massive success in an organization is assured if the sports organization is well structured and each member perform their expected tasks properly. Babatunde (2012) emphasized that, in order to enable the management process to be implemented, there is a need for a structure that also provides order and command structure where the sports organization's activities can be scheduled, coordinated, directed, and regulated. Laurie, (2002) added that no matter how good managers maybe, the poor organizational structure makes good performance impossible. Child (1998), in history, also stressed the importance of good sport organizational structures such as responsibility allocation, function grouping, decision-making, coordination, control, and reward. The kind of structure defines how work and communication move through an organisation, as well as responsibilities inside and within divisions (Birnbaum, 1988; Blackwell, 1966; Lorsch, 1970).

The result revealed that motivation positively (2.574521, $p \leq 0.00$) influenced the performance of Ghanaian University sports teams. This implies that higher performance is achieved when sport team members are motivated. The positive influence could be due to the fact that motivation defines the emphasis and will, and powerfully encourages efforts of training and competitive involvement (Mihăilescu, Haralambie, Mihăilescu, & Mihăilescu,

2011). This outcome is in line with Boanyah's (2011), findings. Nkrumah (2016), and Wesson et al. (2005) who indicated that the majority of sport team members accepted motivation as a significant contributory element of a teams' successful performance. Thus, in order to achieve high performance, there is a need to stir up the enthusiasm of team members through incentive factors, both inherent and external to encourage and allow individuals to make better decisions depending on their desires. Motivation is said to be a very essential element the linked to diverse sporting activities and its significance cannot be underestimated particularly in college and varsity sports where participation is not mandatory (Boanyah, 2011). It is a basic key requirement that helps athletes to realise their capabilities (Karageorghis, 1999) and it is the only contributor to sports performance over which you have a control that is why it is very important in all aspects of sports (Adeyeye et al., 2013). It may include incentives such as cash bonuses, profit sharing, scholarships, or a range of prizes such as gifts and many more (McQuerrey, 2016). Similar findings were also obtained by Cucui and Cucui (2014) who considered and interpreted motivation as a means for obtaining high performance and not only as an end in itself.

The result, however, contradicts the findings of Harackienez (1998) and (Fredrick & Ryan, 1994) which revealed that there are occasions that extrinsic encouragement will potentially weaken a desire (intrinsically motivated) for achievement. Thus, when extrinsic motivation is given at the wrong time and on the wrong basis, athletes get motivated wrongly which in turn reduces their performance. (Medic et al., 2007).

The provision of sufficient equipment and facilities contribute to sports growth (Awoma, Okakah & Arainwu, 2015). The presence of infrastructure and

equipment, remains a requirement for participation, good performance, and the conduct of sports programmes across all stages (Oniflade, 1995; Society's of Health and Physical Educators, 2013). However, in this study, availability of facilities and equipment was found to less likely (-6.246998) influence the performance of Ghanaian University sports teams but this influence was found to be statistically significant. The result is not surprising in the Ghanaian case as most schools and institutions lack quality facilities and equipment required to participate in sports, whether for competition or recreation. In agreement, Awosika (2009) posited that attaining satisfactory results might be difficult from athletes whose training facilities and equipment are inadequate or of poor-standards. Subsequently, Kabunge (2012) argued that while the inadequacy of facilities and equipment was a big negative aspect in sports training for the sports teacher (coach), a further burden was added even when the facilities were available, but these facilities were not situated in the school grounds, thus requiring movement out of the schools' premises that took some time to access them.

It can be discerned from the study's finding that availability of facilities and equipment was significant, it played a very minimal role in the performance of University teams in Ghana due to their unavailability in most Universities. As a result, the presence of infrastructure and equipment had a lesser influence on the performance of Ghanaian University sports teams.

Again, Academic and professional qualification of personnel also exerted a significant negative (-2.891773, $p \leq 0.00$) influence on the performance of Ghanaian University sports teams. This means that the qualification of personnel is less likely to influence the performance of teams

during competitions. This is due to the fact the coaching style and strategy used at a certain point in time was not appropriate enough to suit the situational environment or the emotional and psychological conditions of the teams. Marcone (2017) established that one specific coaching style may not be appropriate or effective for all athletes. Thus, a well-trained and qualified coach

should know when, where, and how to use which type of coaching style at any given point in time. A coach's chosen or developed coaching style may have a beneficial or bad impact on his or her players. The results obtained were consistent with research conducted by Bai and Dana (2013) on “the relationship between coaching behaviours and athletes” burnout in Golestan province futsal super league players. It was discovered that there was a substantial and unfavourable relationship between coaches' positive response behaviours and players' fatigue, resulting in worse competition performance. Because motivational factors are the effective foundation of competition and response activities, each athlete's success and effort rate on the road to success is determined by his or her motivation and, ultimately, his or her anxiety level. Personnel serving as a motivation factor must use healthy, productive ways, and models to reduce the exhaustion level of athletes and predict using particular styles to reduce the competitor anxiety of athletes to achieve better performance.

Personnel's positive reaction behaviours are necessary elements for reducing athletes' burnout, anxiety, and stress and arouse the resourcefulness and improvement of players' competencies which is largely influenced by the coach and increasing athletes' ability through proper training sessions and competency in executing the strategies of training. This motivation is expected to be transferred from the personnel through approved reactions to his athletes

(Bai & Dana, 2013). But when the athletes' burnout rate is high, there is the likelihood that the creative thoughts and skills during a match is likely to fail which impacts negatively on performance even though burnout and anxiety in athletes in sports teams are inevitable, it is incumbent on the personnel of the various universities to use their insights regarding training, managing and coaching skills to effectively manage this phenomenon among athletes to enhance and promote their performance at all times within the context of sporting activities.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The study investigated whether managerial factors such as governance structures, qualified personnel, facilities and equipment, and financial motivation influences the performance of Ghanaian university sports teams at competitions.

This chapter summarises the entire investigation its conclusions and suggestions made afterwards. This chapter provides the investigation's entire overview. The conclusions section contains all of the study's findings based on the research questions. This chapter also includes policy recommendations that should be enacted as well as proposals for further research.

Summary

Sport in universities as well as colleges have been part of students' life for quite some time, and it is quite important to the students and the institutions and should never be trivialized (Zvapano, 2017). It is not surprising that most countries tied sport intimately to issues of national pride, thus, university students raise flags of their nations internationally, (Fada & Luz, 2010). In this regard, Gohil (2013) emphasised that achievement in sports has a significant bearing on national prestige and morale. But it has been observed by the researcher (who has competed in 3 inter-university sports competitions) that the performance of various university sports teams differs during competitions locally. A deliberation on various factors that influence the performance of university sports teams during competitions (GUSA, 2012) went on at a meeting between the Vice-Chancellors and the leadership and members of GUSA, on

the 26th of May, 2012, (GUSA/C/VOL.3/315) to try to identify the factors and find solutions to improve performance of the teams.

1. As a result, this investigation solicited coaches' and athletes' views on the managerial factors influencing the performance of Ghanaian university sports teams at competitions. Specifically, this work intended to address Managerial factors that influence the performance of university sports teams at competitions,
2. Differences in views between the various university sports teams on the managerial factors and its influences on performance,
3. Differences in the views of coaches and athletes on which managerial factor influences performance most and
4. Factors that predict performance significantly.

The study utilized a descriptive survey design. This design was considered suitable for dealing with a large number of populations due to its relative affordability and usefulness. The population was made up of chairmen of the sports and recreation committee, Head and Staff of Sports Directorates/Sections, and University Athletes who participated in the 2020 GUSA. Six hundred and forty-four students were chosen for the investigation. Stratified random sampling helped in recruiting the athletes from each of the universities while purposive sampling technique helped in selecting a total of 34 respondents made up of Chairmen of the sports and recreation committee (CSP) or Head of coaches' office or Sport directorate and permanent coaches of each university. An adapted questionnaire helped in gathering data. The questionnaire is directly linked to the research questions. The instrument was valid and reliable enough. Descriptive statistics (i.e., frequencies and

percentages), inferential statistics (binary logistic regression) and Mann-Whitney U were employed in analysing and discussing the results which were presented in tables.

Key Findings

1. Administrative size and the structure had an influence in the performance of the universities who performed well during the GUSA competition.

The majority of the athletes and the coaches in the various universities agreed that the academic and professional qualification of personnel which leads to the technical development of coaches had a massive influence on their performance during the GUSA competition.

Also, the study's findings from both the coaches and athletes in the various universities suggest that motivation, both intrinsic and extrinsic, played a significant role in their performance during the GUSA competition.

Again, the findings revealed that although facilities and equipment positively influenced the performance of athletes during the GUSA competition was found to be statistically insignificant because the majority of the respondents disagreed to having most of the facilities and equipment. And even, those they have are not in good condition.

2. It established that, both the category of teams who won at least one medal and the teams that did not win any medal agreed, with an average of 396.3 responses representing 76.5% and 90 responses representing 59.7% respectively, that the four managerial factors; type and size of sports governance structure, academic and

professionally qualified personnel, motivation, and facilities and equipment had a influence performance during the 2020 GUSA competition.

3. The Mann-Whitney U results also indicated that the views of coaches and that of athletes were no different from each other since the p-value from the results concerning the type and size of sports governance structure, academic and professionally qualified personnel, and facilities and equipment were greater than 0.05. Their views only differed on the concept of motivation ($Z = -2.280$, $\text{sig} = 0.023$). However, it had an effect size of 0.09 which is considered to be a very small or weak effect size (Cohen, Manion, & Morrison, 2007).

4. The logistics regression results revealed that the type and size of sports governance structures, academic and professional qualification of personnel and financial motivation are the managerial factors that significantly influenced the performance of Ghanaian University sports teams. Size and type of sports governance structure had 7.10 more likelihood to influence performance or was more likely to influence performance by 7.100, Motivation was also more likely to influence performance by 2.57 while professional qualification of personnel and facilities and equipment had a lesser likelihood of influencing the performance of athletes in the 2020 GUSA games.

Conclusions

This study empirically examined the managerial factors influencing the performance of Ghana university sports teams at competitions. Regarding foremost research question, this research concluded that a greater proportion of the teams that performed well agreed that the effectiveness of the organisational structures in their institution played a significant role in their success. Because their performance was backed by requisite resources such as organograms, appropriate number of permanent coaches positively influenced their performance. The study's findings from research question two (2) revealed that the academic and professional qualification status of personnel who take teams/athletes through training sessions are significant. This explains why trainers need to upgrade themselves regarding current strategies and training routines in order to know when and how to execute them effectively. The results from this study confirm that majority of the teams (both coaches and athletes) who performed well agreed to the fact that their director of sports is a specialist in all sports matters and that sports personnel who are appointed during training sessions take athletes through modern regimes of training which are safe, and efficient and helps to reduce athlete's burnout rate, stress, and competitive anxiety which in turn arouses the resourcefulness of the athletes giving them enough confidence in executing the strategies of training during competition. Concerning research question three it was concluded that facilities and equipment indeed contributed massively to the performance of teams whose position fell within the medal table. It was observed from the results that teams who performed well had most of the necessary facilities and equipment with standards similar to that of the facilities and equipment used during the

competition in their institutions. It is therefore obvious that facilities and equipment are a major contributor to the performance of athletes and so must be made available if high performance is been perceived.

It can also be concluded that motivation, both intrinsic and extrinsic, had a degree of influence on the performance of teams. It was also revealed that athletes preferred extrinsic motivation better than that of intrinsic motivation although they had a minor internal drive. But it was observed that most of the universities whose performance fell outside the medal table had a high level of extrinsic motivation. This emphasised the fact that when external motivation is given on the wrong basis with poor timing, it wrongly motivates the athletes which in turn reduces their performance due to fatigue, anxiety rate, and the personnel (coach) as a stimulant, etc.

Finally, the study concluded that the type and size of sports governance structures, academic and professional qualification of personnel, and financial motivation significantly influenced the performance of Ghanaian University sports teams.

Recommendations

The following suggestions were made based on the study's findings and conclusions:

1. For personnel who have never gone through any formal education in sports, the directors of sports of the various institutions should ensure that short term clinics, courses, seminars, and workshops on the various disciplines are organized for them since these sports personnel are appointed to take students to go through training sessions before a competition in order for them to upgrade themselves with current rules

and coaching styles and also to create a healthy environment during training. The expertise of university physical education lecturers could be sorted for this training

2. University sports managers should keep at making provision for attractive incentives to lure students to give off their finest skills at competitions. But these incentives should be made ready and released on time to enable students to give off their best performance.
3. University sports managers of teams whose performance did not merit any medal should adopt the motivation of students through sponsorships. Athletes need to be supported financially.
4. Inadequate facilities and equipment a massive setback for some of the universities. University sports managers should ensure that the provision of various facilities and equipment is enhanced and made available in the institutions through a planned annual target (in terms of aims and objectives set to be achieved) for the coaches and athletes and they should also be in good shape. Also, private interested individuals should be solicited and encouraged.

Suggestions for Further Studies

Further studies should look at;

1. Managerial factors that affect performance of athletes in competitions using qualitative or mixed method approach to get an in-depth knowledge as to why certain factors inhibit the performance of teams during competitions.

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APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION

DEPARTMENT OF HEALTH PHYSICAL EDUCATION AND

RECREATION

QUESTIONNAIRE

Dear Respondents

The researcher is a Master of Philosophy student of the University of Cape Coast researching into the topic 'Managerial Factors Influencing the Performance of Ghanaian University Sports Teams at Competitions'. This is for academic purposes and you have been selected to participate in the study. All information given will be kept confidential and will be used only for the purpose of the research work.

Your honest and active participation are uttermost and will be greatly appreciated. Your responses will not identify you in any manner and your confidentiality is assured.

Thank you for participating.

SECTION A: PERSONAL DATA

Please indicate your status by ticking (✓).

1. A. Director of Sports/Head of Sports Section () B. Coach ()
C. Student Athletes ()
2. Gender: Male () Female ()
3. Age: 18 – 30 years () 31 – 40 years () 41 – 50 years ()
Above 50 years ()

4. Institution

- K.N.U.S.T () U.E.W. () UMaT ()
 U.C.C ()
 U.E.N.R () LEGON () U.P.S.A () U.D.S ()
 UHAS () GIJ () GIMPA ()

5. Academic Qualification

- Bachelor () Masters () Doctorate ()

Please complete the following part by ticking A (agree) or D (Disagree) to the

	Statements	A	D
6.	The organizational structure in my institution is the simple structure.		
7.	The organizational structure in my institution is the complex structure		
8.	A suitable organogram which shows a clear line and channel of communication for effective and efficient sports management.is established in the sports units		
9.	The sports unit/office/ section is managed by the qualified and technically sound personnel.		
10.	The permanent sports coaches in my institution's sports office are more than five		
11.	The director of sports/sport officer is a specialist on sports matters in management practices.		
12.	Occasionally, sport personnel are appointed to take athletes through training sessions for competitions		
13.	Sports personnel in my institution use systematic and progressive training programs to prepare athletes or players for competition.		

14.	Sports personnel teach the right strategies to be used during Competitions.		
15.	Sports personnel are recruited for both recreational and competitive sports		
16.	Closeness to facilities helps in good performance.		
17.	My institution's sport facilities are not in good shape.		
18.	My institution has a football Pitch.		
19.	My institution has a basketball Court.		
20.	My institution has a handball Court.		
21.	My institution has a netball Court.		
22.	My institution has a volleyball Court.		
23.	My institution has a Goal ball court.		
24.	My institution has an athletic oval.		
25.	My institution has a hockey pitch.		
26.	My Institution has many equipment for use during training hours		
27.	The quality of equipment and facilities used for training matches that of competitions.		
28.	There are more than five athletes to a ball during training hours.		
29.	There is an appropriate supply and use of equipment during competitions.		
30.	Equipment and facilities used during competitions are of high quality and can stand all weather conditions.		
31.	Intrinsic motivation is greater than extrinsic motivation in university sports.		
32.	Motivation in general is low in my institution/ team.		
33.	Students engage in sports because they want to learn some skills and also be recognized.		

34.	Extrinsic motivation such as cash prizes, certificates, medals, trophies, scholarships and positive reinforcement and feedback from coaches influence the good performance of athletes in competitions.		
35.	Performance of athletes are mostly influenced by intrinsic motivation, positive mental attitudes and inner drives.		
36.	Medical care for athletes influence their performance.		



APPENDIX B

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & RECREATION

TELEPHONE: +233 - (0)206610931 / (0)543021384 /
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TELEX: 2552, UCC, GH.

Our Ref: **ET/MPE/17/0004/**



EMAIL: hper@ucc.edu.gh

Cables & Telegrams:
UNIVERSITY, CAPE COAST

26th June, 2019

The Chairman
Institutional Review Board
University of Cape Coast
Cape Coast

**INTRODUCTORY LETTER:
MS. JOANA HENRIETTA BAIDOO (ET/MPE/17/0004)**

The bearer of this letter is an MPhil student of the above-named Department. I support her application for ethical clearance from your outfit. She is conducting a research on the topic “**Managerial Factors Influencing the Performance of Ghanaian University Sport Teams at Competitions**” as part of the requirements for obtaining a Master of Philosophy degree in Physical Education at the University of Cape Coast.

I am the Co-Supervisor of her work and she has satisfied the conditions for data collection. I shall be grateful if she is given the necessary assistance.

We count on your usual co-operation.

Thank you.

A handwritten signature in blue ink, appearing to read 'P. Narteh Ogum'.

Dr. Prosper Narteh Ogum
(Co-Supervisor)
Tel.: +233 (0) 243514178
Email: pogum@ucc.edu.gh

APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309/ 0244207814

E-MAIL: irb@ucc.edu.gh

OUR REF: UCC/IRB/A/2016/535

YOUR REF:

OMB NO: 0990-0279

IORG #: IORG0009096

C/O Directorate of Research, Innovation and Consultancy



18TH SEPTEMBER, 2019

Ms Joana Henrietta Baidoo
Department of Health, Physical Education and Recreation
University of Cape Coast

Dear Ms Baidoo,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2019/25)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted **Provisional Approval** for the implementation of your research protocol titled **Managerial Factors Influencing the Performance of Ghanaian University Sport Teams at Competitions**. This approval requires that you submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

Please note that any modification of the project must be submitted to the UCCIRB for review and approval before its implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'S. Owusu'.

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST