

UNIVERSITY OF CAPE COAST

PERCEIVED FACTORS INFLUENCING ORGANISATION AND
ADMINISTRATION OF SPORTS IN SENIOR HIGH SCHOOLS IN
CENTRAL REGION

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2015

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University of Cape Coast

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CENTRAL REGION

BY

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of the College of Education Studies, University of Cape Coast, in partial
fulfilment of the requirements for award of Master of Philosophy Degree in
Physical Education

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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: Helena Williams

Supervisor's Declaration

I hereby declare that the preparation and 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: Prof. Julius A. Gwani

Co-supervisor's Signature: Date:

Name: Dr. Silvanus L. Lamptey

ABSTRACT

Organisation and administration of sports at the Senior High School (SHS) level plays an important role in giving recognition to sports in Ghana. Sports in SHSs is however, bedevilled with infrastructural, personnel, funding, and motivation challenges which renders its organisation and administration a mirage. This study investigated the organisation and administration of sports in SHSs in the Central Region. The study employed the descriptive survey design. A total of 137 (Male = 97, Female = 40) headmasters/mistresses, heads of department, and P.E. teachers were sampled through stratified, simple random, quota purposive and convenience sampling techniques, from SHSs in the Central Region. A researcher-developed questionnaire was used to gather data. All the data collected were tested using Pearson Product-Moment Correlation. The study revealed statistically significant relationships between availability of P.E. teachers, funding, motivation for the P.E. teacher, and organisation and administration of sports, but no statistically significant relationship between lack of facilities and equipment and intramural programmes, and organisation and administration of sports. It was concluded that having enough and qualified P.E. teachers, adequate facilities and equipment, consistent intramural programmes, funds, and well structured motivational measures will improve sports in schools. It was recommended that Ghana Education Service (GES) should post enough P.E. teachers to all SHSs in the Central Region. Headmasters/mistresses should make adequate budgetary allocations for the provision of sports facilities and equipment, motivation of P.E. teachers, and organisation of intramural programmes.

KEY WORDS

Central region

Facilities and equipment

Headmasters/mistresses

Organisation and administration of sports

Physical education personnel

Senior high schools

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DEDICATION

To my husband, Edwin T. P. Williams and children; Paa Nii and Lena.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Sport participation in schools within the country has taken a new dimension compared to the past ways of participation in sports by the schools. This has enacted competitions and challenges among schools in Ghana. Participating in sport has proven intrinsic benefits and also provides extrinsic value as it facilitates the development of education, health and peace amongst others. The effective and efficient organisation and administration of sports to the satisfaction of the participant, spectator, sponsor and highly identified fan is the bane of contention to most people.

Sport operates in an environment that is highly competitive, in which participants rely on strong will and zeal to succeed. To survive and prosper within this environment, individuals and organisations need to plan and effectively execute potent strategies over a period of time. To this end, Varhney, Snow, McGivern and Howard (2003), and Zubey, Wagner and Otto (2002) have identified the integration of new services through transformation leadership.

Many international actors now see sport as the ideal development tool (International Platform on Sport and Development, 2009). Sport is widely regarded as a means of development, a far cry from the past when it was seen merely as a form of recreation (Van Eekeren, 2006). Wikipedia (2015) has indicated that there are artifacts and structures that suggest that the Chinese

engaged in sporting activities as early as 2000 BC. Monuments to the Pharaohs indicate that a number of sports, including swimming and fishing, were well-developed and regulated several thousands of years ago in ancient Egypt. Ancient Persian sports of the traditional Iranian martial art of Zourkhaneh had a close connection to the warfare skills.

Sports became such a prominent part of their culture that the Greeks created the Olympic Games, which in ancient times were held every four years in a small village in the Peloponnesus called Olympia. Wikipedia (2015) reiterated that sports have been increasingly organised and regulated from the time of the ancient Olympics up to the present century. Industrialisation has brought increased leisure time to the citizens of developed and developing countries, leading to more time for citizens to attend and follow spectator sports, greater participation in athletic activities, and increased accessibility. These trends continued with the advent of mass media and global communication. Professionalism became prevalent, further adding to the increase in sport's popularity, as sports fans began following the exploits of professional athletes through radio, television, and the internet. All these happened while fans kept enjoying the exercise and competition associated with amateur participation in sports.

The organisational matters are the internal matters of the institutions and their staff and the administrative personnel. It is more concerned with the details of the implementation of the programme. Administration of sport is a vital component of sports development in any country. Administrative aspects are the concerns of governmental agencies that have to provide personnel and finances for the sports programmes (Murphy, 2005). In many schools physical education (P.E.) and sports are seen as professional fields of endeavour, especially in respect to their

administrative aspects. They are concerned with the accomplishment of the objectives set for the organisation and administration of sports in schools. In many regions, P.E. and sports are taught by the same person. Individuals working in this specialised areas share facilities, personnel, funds and other items essential to their programmes.

Administering competitive sports programmes in every society require both human and material resources. One of the challenges facing the administration and development of sports at any level and society is inadequate personnel or manpower. The inadequacy of personnel needed for any sport event or programme can militate against the promotion of sports participation in schools. This consequently affects the effective and efficient organisation and administration of sports and P.E. programmes. It is obvious that employed staff of sports clubs, sports associations, sports agencies, and sports ministries may never be adequate for effective and efficient administration and development of sports events, especially mega sports events. Sporting events around the world regardless of the size tend to rely on the efficiency and execution of their events by adequate administration (Downward & Ralston, 2006). The role of play is widely recognised as contributing an important economic and cultural dimension to the effective operation of sporting events (Ingersoll, 2001).

The utmost importance in today's sports of keen competition success depends upon management skills of high grades. Management indicates execution or implementation for the sake of attaining predetermined objectives of sports associations. The success of any sport depends upon three factors; organisation, management and administration. This is most important as it is concerned with planning and programming, policy formulation and coordinating activities. It also

includes control or work performance and maintenance of discipline for the purpose of maintaining a satisfactory quality of the sport. The problems that are seen at management level can be dubbed as the root of all problems in sports today. There are numerous sports governing bodies in many countries, which operate very unprofessionally. This is a very common problem in developing countries, especially in Ghana. In Ghana, most politicians who have no interest in developing sports occupy top positions in sports associations. They are all given honorary positions and since they have no experience in the sport the development and growth of sport is hampered.

The development of sports in the country needs a change in the basic mindset and evolution of the new culture. The need for sports associations to change their face by professional methods and packaging the sport well, present the concepts better and position the sport confidently. Though sporting organisations think of themselves as customer-focused, often it is a desire rather than reality. The majority of sporting organisations for the schools are non-profit organisations. Furthermore, many public sector organisations can be unresponsive to their clients (Bruce, 1995). Creative and visionary sporting organisations must continuously strive to meet the needs of the communities that they serve (Holohena, 2002), which means developing more humanistic relationship with members (Jenkinson, 2000; Pech & Slade, 2004). It is important to look at sports administration at national level given the ethical challenges that have confronted administration of sports since independence. There is the need to acknowledge the point that bad sports administration at the grassroot level leads to objectionable moral standards at the national level; this explains why the focus of the researcher is on Central Region.

Development of sport at grassroots level should be a focus of all sports governing bodies across the world. Unfortunately only the popular sports which are country specific, manage to flourish at grassroots levels. There are success stories of grassroots development which nations and sports associations can boast of. For example, development of grassroots P.E. and sports is the starting point of disciplined and structured athletics of the future.

The above notwithstanding, P.E. and sports has not received the needed attention it deserves in national curricula. Is it the case of inadequate teachers, under-qualified tutors, an obscure curriculum, knowledge level of students, disinterest in the subject, lack of facilities and equipment, or the use of inappropriate methodological delivery? One would have thought that the subject will receive a boost at the Senior High Schools (SHSs) in view of the fact that it is a compulsory core subject offered by students during their three years of schooling. A careful observation indicates that the effective teaching of the subject is bedevilled with so many problems. An attempt will therefore be made to identify the factors that militate against the teaching and organisation of P.E. and sports in SHSs in Ghana.

Statement of the Problem

Sport is an essential part of the normal school curriculum. However, administrators tend to ignore their importance at the expense of other things. Generally, hardly is enough investment made on sports resources in most schools. When the academic work fails to bring success to the students, it all crumbles and quite often the school programme fails to be of benefit to an individual student. Success in sports is not only beneficial to the individual sports person for the glory of the occasion, but can benefit the academic progress of the individual too.

Success in sports has some very basic requirements in its programme implementation to benefit not only the individual participants, but the community at large.

Ghana sport is beset with numerous criticisms borne out of an inadequately resourced decentralised administrative system that looks up continuously for manna to fall from the government. It is also beset with a centralised policy-making system that barely has the capacity to monitor policy implementation at the grassroots level. It is therefore left to the Ministry responsible for sports to create an environment in which the government and the sport controlling bodies pursue the mission of developing sport through the implementation of management systems that would promote the development of the youth, the proper management of sport associations, and the optimum use of financial and material resources. Operating with battered infrastructure under a volatile economy, Ghana sport needs a rejuvenation of its infrastructure and organisational structures to meet the exigencies of modern management practices. Its sporting strength must not continue to be borne only on the shoulders of soccer and track athletics alone but on a variety of sporting events.

Many factors have impeded the success, organisation and administration of sports in SHSs in Ghana, especially the Central Region. However, the Central Region seems to be performing better than the other regions (National P.E Directorate Report, 2014). This includes the sports and games programmes implemented in SHSs, the availability of sports facilities and equipment in the SHSs, training of personnel, especially teachers in sports and games programmes, time allocation on the school timetable for sports and games, motivation of P.E. teachers and the attitude of teachers and students for sports and games. All the

aforementioned factors influence the success of sporting activities in SHSs within the country. It is the contention that sports administration has a big role to play in the identification and development of individual sporting talents especially among SHS groups. Studies (Nwankwo, 2003; Ojeme, 2005; Slack & Parent, 2006; Van Eekeren, 2006) have established that most administrators are not trained in sports despite the fact that their positions are very crucial in the management and administration of sports. Facilities and equipment, funding, and motivational measures have also been mentioned.

Very little research has been done about how sport is organised in SHSs within the Central Region of Ghana and whether facilities and equipment, funding, and motivation play a part. This has created a gap in literature regarding the phenomenon which needs to be filled. It is upon this premise that this study is being conducted.

Purpose of the Study

The purpose of this study was to investigate the perceived factors influencing organisation and administration of sports in SHSs in Central Region. Specifically, the study looked at the relationship between P.E. personnel, facilities and equipment, intramural programmes, funding, and motivation and sports organisation and administration.

Hypotheses

It was hypothesised that;

1. There will be no significant relationship between lack of P.E. personnel and organisation and administration of sports in SHSs in the Central Region.

2. There will be no significant relationship between availability of facilities and equipment and organisation and administration of sports in SHSs in the Central Region
3. There will be no significant relationship between intramural programmes and organisation and administration of sports in SHSs in the Central Region.
4. There will be no significant relationship between funding and organisation and administration of sports in SHSs in the Central Region.
5. There will be no significant relationship between motivation for the P.E. teacher and organisation and administration of sports in SHSs in the Central Region.

Significance of the Study

The outcome of the study will help school authorities develop appropriate strategies to manage sports effectively and efficiently; they might want to address issues of funding, motivation, adequate and efficient personnel, facilities and equipment and a host of others. It will also serve as a source of reference for future research work in the management of sports and related issues in schools. It will further serve as a reference material for stakeholders in the sports industry, and school sports managers who want to update their knowledge and skills in sports management.

Delimitations

The study was delimited to public SHSs in the Central Region of Ghana. It was also restricted to Headmasters/Headmistresses and P.E. teachers in SHSs in the Central Region. It was further delimited to the use of inferential statistics of Pearson Product-Moment Correlation for the analysis of the data generated.

Limitations

Issues of inefficiency in the administration of entities are usually a consequence of the leadership style of the Chief Executive Officer. Most people at the helm of affairs might not want to be associated with inefficiency. It is therefore subjective and the true and vivid views might be concealed to prevent the branding of one as failing in one's responsibilities or not living up to expectation. In this regard the data generated will under reflect the true nature of how sports is organised and administered in SHSs. This makes it difficult for the effective generalisation of the study result to the entire country.

Definition of Terms

Physical education: This is an all encompassing term, including fitness, skills, movement, dance, recreation, health, games and sport plus the appropriate values and knowledge of each. The skills developed through a good P.E. programme are critical in ensuring that students have success in many of the sport and leisure activities common to the community.

Prime motivation: This means putting 100% of your time, effort, energy, and focus into all aspects of your sport. It involves doing everything possible to become the best athlete you can be.

Sports: This is a human activity that involves specific administration, organisation and an historical background of rules which define the object and limit the pattern of human behaviour; it involves competition or challenge and a definite outcome primarily determined by physical skill. It involves set rules, area and time; set positions for team players; complex physical activity which are applied throughout the set time; serious training and preparation; and competition between individuals or teams.

The grind: This is a situation when in training and competitions one arrives at a point at which it is no longer fun and term it “The Grind.” This situation starts when it gets tiring, painful, and tedious. The Grind is also the point at which it really counts. It is that which separates successful athletes from those who do not achieve their goals. Many athletes when they reach this point either ease up or give up because it is just too darned hard. But truly motivated athletes reach the Grind and keep on going. Those who hate the Grind are not likely to stay motivated.

Organisation of the Study

The study was organised in five chapters. Chapter One concentrated on the introduction to the study. It gave the background to the study and highlighted on the purpose, significance, delimitations, limitations, definition of terms and how the study was organised. Chapter Two dealt with review of related literature on factors responsible for the organisation and administration of sports in SHSs in the Central Region. Topics covered included; concept and history of P.E. and sports in Ghana, availability of P.E. personnel, planning/scheduling of intramural programmes, motivation for P.E. teachers, funding of sports programmes, and facilities and equipment for sports organisation. Chapter Three focused on the research methodology which included research design, population, sampling procedure, instrument, and data collection and analysis procedures. The next chapter emphasised on the interpretation and analysis of the data gathered from the field to which findings were elucidated. The last chapter dealt with the summary, conclusion, and recommendations of the study, after which suggestions for further research were indicated.

CHAPTER TWO

LITERATURE REVIEW

The purpose of this study was to investigate the perceived factors influencing organisation and administration of sports in senior high schools (SHSs) in Central Region. Specifically, the study looked at the relationship between P.E. personnel, facilities and equipment, intramural programmes, funding, and motivation and sports organisation and administration. In this chapter, a number of literatures relevant to this study have been reviewed under the following sub-headings:

1. Concept and History of Physical Education and Sports in Ghana.
2. Administration and Organisation of Sports Programmes in Ghana.
3. Planning/Scheduling and Administration and Organisation of Sports Programmes in SHSs.
4. Motivation and Administration and Organisation of Sports Programmes in SHSs.
5. Facilities and Equipment and Administration and Organisation of Sports Programmes in SHSs.
6. Funding and Administration and Organisation of Sports Programmes in SHSs.
7. Summary.

Concept and History of Physical Education and Sports in Ghana

The word sport is used to refer to all recreational, competitive sports, exercise and fitness activities. Sport may be played both as exercise and as a

game. Sports have been acknowledged in Ghana as a veritable avenue for national cohesion and unity. Within the society, sports play many roles which are beneficial not only to individuals and groups. Lumpkin (2007) broadly defined sports as physical activities governed by formal or informal rules that involves competition against an opponent or oneself, and engaged in for fun, recreation or reward. He further opined that the rules governing a sport, those who participate, their requisite skill levels and the significance placed on the outcome are rigidly structured.

Asagba (2004) stated that the word athletics encompasses all competitive sports and that it ranges from individual sports like racquet games to team ball games, aquatic sports and combat sports. He explained that modern athletics have certain characteristic which govern their play such as; rules and regulations which are formal in nature, coded, current, documented and binding on all athletes; hierarchy of competition (that is from lower to higher levels, juniors to seniors).

Asagba (2004) further asserted that the level of proficiency or performance is indicated at each stage. The reason for these hierarchies, he further explained, is to ensure that the best comes to the top and to provide ample opportunities for people to exhibit their skills. It is a common belief that those involved in sport either in physical activities, competitive sport, or recreational activities enjoy better health. Physical fitness acquired through sports participation is highly associated with both physical and mental development. Sports enhance learning as the state of mind and strength is maintained and improved for productivity.

Bucher and Krotee (2002) opined that sport contributes to character building, discipline, economy, ideology, patriotism, education, mental

development, human communication, physical fitness, and health. Bucher (as cited in Onifade, 2003) views sports as an institutionalised competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individuals. Sports competitions, seminars, conferences, and meetings of various types provide the opportunity for individuals from different countries to exchange ideas and knowledge which in turn would be of immense benefit in educating the citizens of their countries, concluded Onifade.

The local government is seen as a geo-political area that is close to the people and through which governance is gauged by the people. Having so many responsibilities to cater for her citizens, the local government has the unique role for developing sports among her citizens. As acknowledged in the National Sports Policy (1994), the school not only provides some basic sporting facilities at the community level, it also ensures mass participation. At the grassroots level, the objective of sports development is not competition per se, but rather the provision of opportunities for more individuals irrespective of age, sex or status, to participate in sporting activities (Onifade, 2002).

Historically, the field of P.E. was once regarded as an aggregate of sports and games activities providing avenues for playful experiences in recreation and leisure hours in schools. With the passage of time, P.E. has grown to be an organised field of study, thus becoming a full-fledged academic subject.

Early beginnings

The historical perspective of P.E. and sport in Ghana dated back, according to McWilliam and Kwamena-Poh (1975), to the era of Governor Guggisberg based on the then Governor of the Gold Coast who formulated what was known as the 16 “Principles of Education” in 1925. This principles of education required that

games form part of the school life. The P.E. curriculum in Ghana during post-colonial period appeared not to have undergone any major reconstruction since the subject was introduced in schools during the colonial era (Opoku-Fianko as cited in Ocansey, Seidu & Jatong, 2013).

Many African scholars and policy makers continue to view indigenous games and dances as inferior to Eurocentric activities (Wanderi, 2006). In considering that games and sports are important cultural elements, Wanderi hinted that scholars called for the reinstatement of African games in schools (Wanderi, 2006). Moreover, research has shown that Ghanaian primary mathematics teachers who experienced games in their mathematics classes as students were more likely to use games in their lessons as teachers (Nabie & Sofu, 2009). That is, P.E. teachers who experienced indigenous African games and dances as students would likely teach them in their P.E. classes.

Sport, as a microcosm of society represents part of the cultural narrative of Ghana's socio-political struggles through time. The country's political and economic narrative portrays its people's competitiveness and ingenuity in harnessing resources to improve their lives even before the advent of colonialism and imperialism. Ghanaians are proud of their heritage that the celebration of their culture is often a socio-political struggle of the people evoked through dance, poetry, and traditional competitive physical and recreational activities. For example; Homowo Festival of the Ga people, Yam Festival of the Ewe people, Damba and Fire Festivals of the people of Northern Ghana, Hogbetsotsoe Festival of the Anlos in the Volta Region, Bakatue Festival of Elmina, Aboakyir Festival of Winneba, Akwasidae Festival of Ashanti, Akwambo Festival of Gomoa, Afahye Festival of Cape Coast and Odwira Festival of Akwapim. Even in

sporting manifestations the sound of cultural drums, singing and dancing pervade the stadium.

An important aspect of Ghanaians' cultural experiences is undoubtedly the struggle for fulfilment, social mobility and status, belonging, and respect in a male dominated culture that is gradually shedding some of its hegemonic customary practices (Baba, 2000). Sports are therefore a vital aspect of the fabric of Ghanaian culture because many aspects of sports spectatorship function as opportunities for identification, expressions, affirmations, and celebrations that are salient to culture.

Physical education and sport during the pre-independence period

Before 1900, P.E. and sport were not widespread in the Gold Coast as Ghana was known then. Communities participated in some physical activities which were related to social pursuits, tradition and environmental needs. The people participated in activities such as farming, fishing, and physical preparatory activities for tribal wars and conquests. The major competitive physical activities included climbing of trees, wrestling, boxing with bare fists, throwing of missiles such as spears, pulling, rowing (in the form of regatta) and swimming. There were other activities of a recreational nature such as "tu-matu", draught, "oware", hide and seek, "checkers", acrobatic and agility exercises, "ampe" (for females), and various indigenous drumming and dances (Baba, Amui, Boateng & Asiamoa, 1993). Several of these activities often took place as competitions on festival days, moon-lit nights or after a hard day's work at the farm.

The arrival of Europeans in the colony and its colonisation later by the English saw the introduction of foreign sport and games in schools that they established (often referred to as Castle Schools because they were located in

fortified castles where the Whites lived). These newly introduced physical activities took precedence over the indigenous ones and were performed in the form of organised competitions by schools only (and later the public) at Empire Day Celebrations in commemoration of the birthday of the Queen of England, Queen Victoria beginning in 1880 (Ocansey et al., 2013). Sport and games competitions were often organised for schools, mostly. Football and athletics were the first to be introduced and soon became the most popular competitive activities among the youth in schools.

After independence from British Colonial Rule in 1957, Gold Coast (now Ghana) embarked on a path of accelerated development with a key emphasis of searching for a national identity and international recognition in all spheres of endeavour within the broader context of “African identity” (Baba, 2000). Within five years of short-term accelerated development in sport, Ghana had become a beacon of sport development in Africa and many other colonies looked up to her to establish an African sport image. With proper planning, albeit without any long-term programming, schools and colleges in Ghana had undertaken extensive interscholastic programmes guided by a policy of compulsory intramural sport programmes for all school children. Majority of schools and colleges had established departments of P.E. with programmes for mass gymnastics and competitive sport (such as: soccer, track and field, boxing, table tennis, and cricket) which featured in the Empire Day Games (Ocansey et al., 2013). The sport programmes were taught and managed by classroom teachers and military ex-servicemen. None of these teachers had acquired the qualification to teach or manage sport programmes in these institutions, but they put their shoulders to the task and produced phenomenal results under trying circumstances.

The successful management of sports in schools by these teachers and military ex-servicemen probably gave rise to the traditional belief or myth that anyone could teach or manage sport irrespective of one's academic background. Mere enthusiasm and material support from the central government was enough impetus to move the wheels of sport development forward. As time passed by, the momentum of development began to slow down and became noticeable to everyone that those at the helm of managing sport could not be exonerated from blame. Gradually, higher standards of teacher education in the field of P.E. were established and better trained teachers were produced (National Sports Policy, 1994).

The trend in professional preparation required a much broader general education with some specialised training in P.E. Soon the P.E. teachers became burdened with the task of coaching virtually all sports. To every Ghanaian, sport was linked directly to P.E. without a clear line of demarcation between them. They represented two sides of the same coin. As the programme in P.E. and sport continued to expand in schools and colleges in the country, interscholastic sport also continued to grow in popularity. This culminated in the formation of the Schools and Colleges Sports Association in 1961 by the Ministry of Education, Culture and Sports. The formation of this association represented the government's affirmation of its commitment to harness the sporting activities of schools and colleges in the country into a bastion of sport development (National Sports Policy, 1994).

Between 1961 and 1966 there was a quantum leap in the growth of sport, especially in football, athletics, boxing, field hockey, table tennis and cricket that influenced professional preparation programmes in colleges and universities. It

was during this period that the Central Organisation of Sports (COS) was established that had wide powers to control sports and P.E. in Ghana. “The socialist philosophy of Democratic Centralism for Mass Participation in sports” was adopted with wide ranging successes at the international level (National Sports Policy, 1994).

The government’s P.E. programme which had now settled at Winneba had metamorphosed into a four-year diploma programme producing trained P.E. teachers who were absorbed by the Ghana Teaching Service as the major employer. From this institution where the courses in P.E. were offered, some selected students were provided scholarships to continue their studies in Britain and the Soviet Union (Ocansey et al., 2013). A few of them were selected to be trained as coaches and to return to work with the COS. These were the only two career options for P.E. teachers and no substantial diversity of career opportunities provided for them. A gradual drift in focus was made after 1966 when the COS (now National Sports Authority) began to employ some of the P.E. teachers as coaches and sports organisers.

The Director of the COS had wide powers with presidential backing to develop sports in the country. He extended his powers to schools and colleges and managed their national sports programmes with unrivalled and unbridled authority. He proposed and planned an audacious programme for sports development in the country using schools and colleges as the nursery ground for talent identification and development which propelled the country’s sport to international recognition in such areas as soccer, athletics, boxing, table tennis, and cricket. He provided scholarships for P.E. teachers to study abroad. This had an impact on the way P.E. and sport were taught in schools and colleges and

provided an impetus for P.E. teachers to extend their area of expertise beyond their professional training (Baba, 2000).

The status of physical education and sports at present

Implicit within the UNESCO Charter is that P.E. is accorded equivalent status to that of other subjects as part of a balanced curriculum (Article 2.3); in the Council of Europe Charter, such status is not specifically ascribed but sport (and P.E. is subsumed within it) is regarded as an important factor in human development [Article 1] (Green & Hardman, 2005). The worldwide, Council of Europe and EU surveys suggest that in around 94% of countries, P.E. seems to have attained the same or a similar legal status to other subjects. This figure, according to Green and Hardman, however, may be somewhat misleading because of interpretations of the meaning(s) attached to legal status. In Cyprus, the authors recounted that P.E. and physical educators are seen to be of lesser importance with inadequate parental encouragement (many regard it as a waste of time) and academic subject teachers regard it as having lower status and their work in the field is not fully appreciated.

In Malta, Maltese headteachers give a lot of lip service but when it comes to effective support this is virtually non-existent just like parents see it as a waste of time similar to Greece. These examples confirm the existence of prestige differentiation between P.E. and other subjects. Even in countries where it has received examination accreditation status, according to Green & Hardman (2005), it remains at a lower level of the prestige scale within schools. P.E.s practical orientation is not appreciated for its potential to contribute to the educational experience of children.

Elaborating on the frustration of a P.E. teacher from Oxford on the distractions he encounters in a school as regards the status and value of the subject, Davies (as cited in Green & Hardman, 2005) recounted thus;

... halfway through November we have to start practicing for the Christmas concert so the stage goes up; between four and five weeks P.E. is lost. The SATS, and all their preparation take up about three weeks, there is little time to fit P.E. in and much of the SATs are carried out in the hall. Towards the end of the summer term we have another wretched concert to prepare for, and again we use the hall; about 3-4 weeks. If you calculate this lost time it amounts to about the equivalent of a whole term. What message are we giving children about the purpose and value of P.E? How many other P.E. coordinators are banging their heads against the wall like me? (p. 50).

Physical education in the Ghanaian context is so closely associated with school sport that it is difficult, even for educators within the profession, to think of P.E. and sport as being mutually exclusive. In fact, for the general public there is not any difference between P.E. and sport. As a layperson would ask, if there is a difference, why have P.E. teachers accepted the designation as sports masters/mistresses? From the perspective of a profession, P.E. and sport are not mutually inclusive at all. They are exclusively different professional fields with clear benefits to be derived from their exclusive goals. Thus, in order to understand what P.E. teachers do and what sports coaches do in school settings, it is necessary to delineate the differences between P.E. and sport.

Physical education teachers as a whole over-emphasise sports in schools for several reasons, but not limited to, the influence of existing policies, administrative rules and regulations, and attitude. The result is that the critical

mass of children and youth receive limited time for engagement in physical activity. In many cases, P.E. teachers use P.E. periods to coach sports for interschool competitions; a misplacement of priority. P.E. teachers, like other teachers, must be held responsible for learning and achievement gains in students. This means that learning standards should be defined for curriculum development and instruction. Teacher education institutions must endeavour to help both in-service and pre-service teachers to conceptualise and define learning standards by critically looking at the product of P.E. At the moment, P.E. teachers are not held accountable for their job performance because there are no standards defining what knowledge is worth for learning in P.E. and the physically educated student. This has been witnessed in the past, and up to the present time, majority of school headteachers, headmasters and headmistresses, base the criteria for success of their P.E. programmes on wins from inter-schools sport festivals. Teacher quality has remained a function of winning interschool competitions.

Physical education is the study, practice and appreciation of the art and science of human movement. P.E. is an educational process that has as its aim the improvement of human performance and enhancement of human development through the medium of physical activities selected to realise this outcome (Wuest & Bucher, 1991).

Nahas (1992) also defined P.E. as one phase of the total education process that utilises activity drive inherent in each individual to develop a person organically, neuromuscularly, intellectually and emotionally. This means that P.E. is not only concerned with the physical outcomes that accrue from participation in activities, but also with the development of knowledge and attitudes conducive to lifelong learning and lifespan participation.

Physical education, according to Nahas (1992), is concerned with the promotion of active lifestyle for people of all ages and abilities. Participating in appropriate kind and amount of physical activity which is part of P.E. promotes change in brain structure and function in infants and young children. Considering the benefits to be derived from participation in P.E., physical activity and sport, it is appropriate and meaningful if P.E. teachers are held accountable for learner involvement and attainment of acceptable levels of aerobic fitness, muscle strength and bone strength in children and youth in schools.

P.E. has a major role to play in the development of young people. It is an integral part of the total education of any child and is closely linked to other creative and learning experiences and skill acquisition. It makes a significant contribution to the all-round harmonious development of the mind and body. The programme also helps students develop the competencies and beliefs necessary for incorporating regular physical activities into their lives.

Through involvement in a well-taught P.E. programme, students can achieve physical and personal benefits. Therefore, the planning and management of the P.E. curriculum in schools should always have children as the focus of attention, with the overall purpose of providing rich and varied experiences. P.E. also includes sport education. P.E. is also the process through which sport, outdoor adventure activities, dance, gymnastics, aquatics and games are used by physical educators to help students learn motor skills and to learn about and achieve physical fitness where this is possible. P.E. activities also assist the school to develop personal and social skills in students.

Content and learning standards can be defined and pursued in schools. It must be remembered that sports has its place in schools, but it cannot be pursued to the

detriment of P.E. There are clear goals and benefits to be derived from participation in competitive-school sports. Therefore, it is important that schools defined such goals to give school sports a meaningful and purpose-driven face-lift- to make it a productive and worthy exercise for children and adolescents.

The nature of interscholastic sport in Ghana is greatly determined by the Ministry of Education (MOE). The number of sports offered by any school is determined by the school curriculum which is planned by the MOE. In all schools, the sport programme is part of the P.E. department and is entirely funded by its budget. The P.E. teachers serve alternately as sport teachers and coaches in the schools, preferring to be called “sports masters” rather than P.E. teachers. All the public universities also have appointed P.E. teachers as coaches of their sport programmes. These universities have also adopted the procedure of engaging some members of faculty as part-time or honorary coaches. It is important to note that programme philosophies in Ghanaian public educational institutions do not vary and even the educational nature of P.E and sport has been ignobly de-emphasised (Baba, 2000).

Previously sport programmes at all educational levels (basic, secondary and tertiary) were entirely sponsored by private entities. This was exacerbated by lack of qualified personnel, good facilities, and adequate planning and management of sport talents. The effect has however, left Ghanaian athletes usually inadequately prepared for the exigencies of international competitions (Wanderi, 2006).

Ghana sports is beset with numerous criticisms borne out of an inadequately resourced decentralised administrative system that looks up continuously for support from the government, and a centralised policy-making system that barely has the capacity to monitor policy implementation at the grassroots level. It is

therefore left to the ministry responsible for sports to create an environment in which the government and the sport controlling bodies pursue the mission of developing sport through the implementation of management systems that would promote the development of the youth, the proper management of sport associations, and the optimum use of financial and material resources. Operating with battered infrastructure under a volatile economy, Ghana sport needs a rejuvenation of its infrastructure and organisational structures to meet the exigencies of modern management practices. Its sporting strength must not continue to be borne only on the shoulders of soccer and athletics if the country intends to build and maintain a proud identity through sport.

Despite the importance and values of P.E., the attitudes of society have not been positively affected. Not much regard is given to the subject and so little attention is paid to it in most schools. It is regarded as a frill and as a good means of entertainment but not connected with life and health (Wuest & Bucher, 1991). Many students, parents, teachers and policy makers are confused about the real worth of P.E. as part of the school programme. Some of their comments reflect this confusion that P.E. is exercise done to entertain students. They therefore contend that P.E. should not be part of the educational programme and too much time should also not be devoted to it. P.E. from all intents and purposes is more than these comments. Expressing the views of other people on P.E., Onifade (as cited in Forson, 2013) contended that some sports enthusiasts even go to the extent of insulting sports experts or P.E. graduates. Onifade recounted a girl who made a remark that P.E. is a game not a subject when an announcement was made to a class that there would be a P.E. theory lesson. This really depicts the degree

of attitude and misconception about P.E. carried by some students, parents and policy makers.

Many teachers look at P.E. as a subject of little or no importance to the education process of the learner and that people should not waste time learning it. According to Hardman (2010), reduction in allocation of time or contact hours in teaching P.E. seems to increase in almost all countries in Europe as depicted in studies in Sweden, Norway, Netherlands and Finland among others. The study further revealed that the plight of P.E. appears even worse in Greece where despite its compulsory status and position as a graded assessed subject, it is not seen to be effective. Many schools have minimal periods for P.E. lessons and in some cases it does not even exist on the time table. Hardman indicated that in Kenya, P.E. suffers from low esteem and status. He described it as a subject without academic significance and in the present century, physical educators have been repeatedly called upon to defend and justify the inclusion of P.E. as part of the school curriculum.

Administration and Organisation of Sports Programmes in Ghana

Sports programmes and school setting

The schools sport programme is basically referred to as intramural and extramural sports participation. The term intramural was derived from the Latin words “intra muros” meaning “within walls”, and was used to indicate sports matches and contests that take place among teams from “within the walls” of an ancient city (Asagba, 2004). Today, intramural tournaments and administration are still organised within a specific community, society or municipal area, between teams of equivalent age or athletic ability. For example, intramural sports programmes are often organised on college campuses, and primary and secondary

schools to promote competition and fun among the students. Extramural or varsity games are games played between teams from different geographic regions or towns. To be effective, extramural tournament must be structured to respond to the contextual situation in which it operates.

In practical sporting situations, sports administration is a hands-on delivery of sound procedures and systems to ensure that sport in all aspects happen as it should (Watt, 2003). Sports administration focuses on the organisational practices and procedures which ensure that the day to day competitions, tournaments and events happen as they should, as well as making the overall organisation function as it should. The list of duties involved in sports administration include, but not limited to; bookkeeping, arranging fixtures, handling entries, organising meetings, applying for grants, organising international events, liaising with the media, preparing development plans, selling programmes, keeping records, selling tickets and arranging team uniforms (Wanderi, 2006). Top class arrangements are needed for top class sport and poor administration would tend towards poor sport in terms of performance and development. The sport administrator is seen as the poor relation in the “sports organisation triangle” which is made up of the management and coaches but this is quite wrong. To avoid over-generalising concepts, it may be good to distinguish between sports administration which has to do with co-ordination of sporting events and management which goes beyond basic sports administration. But a good argument could be put that sport administrators are in fact the most important because sound administration is the basis for all top performing sports administrators (Watt, 2003).

Organisation of sports

According to Bucher (1989), organisation is the development of formal structures whereby the various administrative co-ordination centres and subdivisions are arranged in an integrated manner. He cited three main areas; programming, facilities, and personnel as key players. Dishman (as cited in Annor, 2011) defined organisation as the activities that are necessary to any purpose (or plan), which may be assigned to individuals. Organisation in sports involves grouping, dividing and assigning functions and activities for the purpose of achieving results.

Coaches, managers and other staff members must be accurately informed of their specific functions and responsibilities and who to report to. Organisation involves planning, co-ordination of materials and human resources and the implementation of plans. In P.E. organisational skills play vital policies thoughtfully. Fox (as cited in Annor, 2011) identified affective delegation of authority as complimentary to effective organisation in P.E. due to multiplicity of operations. Fox recommended that committees of various types, permanent and abhor, need to be formed to take charge of the preparatory organisational roles.

Committees manage the extent to which effective delegation of function is practiced in various sub-committees charged with duties in overall planning of festivals, games and competitions. Application for sound organisation principles and skills permeate the entire sports administration in the Brong Ahafo Region (Ocansey et al., 2013). Procedural activities are streamlined, freedom exist for individual coaches or trainers attached to the teams to design, apply and experiment schemes that would yield maximum results. These and other

organisational tactics are applied with the view to ensure that set goals for competitions are met through coordinated effort and unity of purposes.

Organisation of sport programmes in schools

According to Aromolaran (2008), the word organisation refers to formal grouping of people with a common set of objectives whose activities are coordinated with a view to achieving specific goals. He explained that organisation involves the coordination of the six basic resources; of men or women, materials, methods, machines, money and markets. Societies set up organisations to do specific work. An organisation is thus the result of the grouping of work and the allocation of duties, responsibilities and authority to achieve specific goals. An organisational structure, according to Nelson and Quick (2006), is “the linking of departments and jobs within an organisation” (p. 203).

Slack and Parent (2006) saw organisational structure as the pattern of official relationships, departments, and levels of management that are constituted in formal organisations and usually depicted on an organisational chart. Slack and Parent stressed that formal organisation is designed to achieve the objectives in a rational efficient manner. The structure defines roles for people to know what they are to do, and also show clear hierarchy of command and control. Aromolaran (2008) opined that there are various steps in designing an organisational structure. These include setting attainable organisational objectives, identification of tasks to be performed by staff, identification and analysis of related tasks into various segments, establishment of positions into related tasks and determining the integration of such positions, preparation for job specification for staff recruitment, training and other purposes, and

preparation of the organogram that will depict various positions of the structure. The organisation's structure provides the means by which the top level management can control the middle and low levels of management.

The way in which an organisation works is affected by official procedures, relationships and behaviour of people who work in it. The organisational structure can be vertical or horizontal in relation to their total size or characteristics. Amuzu-Kpeglo (2004) explicated that an organisation may contain many levels of authority or management such as the case of MOE and Ghana Education Service (GES) or larger sized organisations, while small businesses may have just one or two levels. The structure may stem from top management, middle management to the lower level that is the operatives or general personnel. The importance of organisational structure cannot be overestimated, according to Aromolaran (2008). Aromolaran indicated that the framework enables people to interact as a group to achieve organisational objectives. It also makes supervision possible and ensures co-operation and harmony. It again directs flow of authority and responsibility.

Administration of sports programmes

Administration and management are more or less interchangeable. Pearson (2007) explained administration as the activities that are involved in managing the work of an organisation. Asagba (2004) sees administration as the guidance, leadership or the ability to control or blend the different structures, resources and efforts available with minimum loss. This indicates that administration is seen primarily as an aspect of organising. In other words, administration helps to institute certain procedures so that activities go on successfully according to

targets and plans. Administration therefore becomes part of management which actually gets things done successfully.

Walton (1981) maintains that administration is an activity that concerns itself with the survival and maintenance of an organisation and with the direction of activities of people working within the organisation in their reciprocal relations to the end that the organisational purpose may be obtained. From the definitions above, administration can be seen as a process which describes what administrators do. Walton is of the opinion that athletics serves as a forum for socialisation of athletes and the need for these complex organisations to be governed based on modern principles of administration. He asserted that usually, sports refer to contests in which the outcome is viewed as important to the players, who will emerge as winners or losers. The above explanation confirms Lumpkin's (2007) views on sports as physical activities governed by formal or informal rules that involve competition against an opponent or oneself and are engaged in for fun, recreation, or reward.

Personnel and school sports programmes

School curricula all over the world have made clarion calls for the training of qualified teachers and encouragement of the development of training courses. In the UNESCO Charter, Article 4 is devoted to qualified personnel responsible for the delivery of P.E. and sport programmes and to voluntary personnel who might also contribute. Personnel who take professional responsibility must be capable of taking P.E. and sport activities that are suited to the needs and requirements of the pupils in other that their safety is not jeopardised (Yusuf, 2007). The acquisition and development of the necessary relevant skills are acquired in teacher training programmes and updated throughout a teacher's

career through in-service (INSET) or continuing professional development (CPD) programmes.

The Charter called for the appropriate structures to be put in place for the training of personnel for P.E. and sport. Personnel who have received such training must be given a status in keeping with the duties they perform. Voluntary personnel, according to the Charter must be given appropriate training and supervision to make invaluable contributions to the comprehensive development of sport and encourage the participation of the population in the practice and organisation of physical and sport activities (Yusuf, 2007).

In many countries, the adequacy of teacher preparation for P.E. is arguable and initial teacher training can present a problem even in economically developed countries. Generally throughout the European region, P.E./sport teaching degree and diploma qualifications are acquired at universities, pedagogical institutes, national sports academies, or specialist P.E./sport institutes. For primary school teaching, qualifications tend to be acquired at pedagogical institutes but not exclusively so; for secondary school teaching, qualifications are predominantly acquired at university level institutions. In approximately half of the countries, P.E. teacher graduates are qualified to teach a second subject. Though not applicable to all countries, a common scenario across Europe is the practice of having qualified “specialist” P.E. teachers at secondary level and “generalist” teachers at primary level. Some countries do have specialist physical educators in primary schools, but the variation is wide and there are marked regional differences. In Central and Eastern Europe, around two-thirds of countries have specialist physical educators in primary schools compared with a third of countries in Western Europe. In some

countries the primary school generalist teacher is often inadequately or inappropriately prepared to teach P.E. and initial teacher training presents a problem with minimal hours allocated for P.E. teaching and training.

The following examples may not be typical within each country, but they do indicate some problematic issues and they do represent some of the concerns articulated in other European countries. European Physical Education Association [EUPEA] (2012) reported that primary school P.E. teachers in Austria are not trained well; they often just go for a week's training or do German or mathematics instead of P.E.

Times Higher Education Supplement (1999) recounted that;

In Norway and Sweden, it is possible to teach P.E. in primary schools stages without any prior training; no wonder that a Swedish P.E. professional protests "Generalists keep the P.E. level low. In England 'on average post-graduate trainees do 23 hours and undergraduates 32 hours.' But some do as little as seven-and-a-half. This limited amount of training preparation is also evident in Ireland, where a P.E. professional comments 'primary schools teachers have not a broad enough P.E training to be teaching it.' In Malta the inadequacies extend to secondary schools for there is still a large number of unqualified people who hold teaching posts ... who do not know what they are doing. One teacher in Scotland reported 'as the only teacher trained to teach P.E. means that there is no cover for P.E. while I am away on in-service training, so it is often impossible to attend' (p. 2).

It is clear that the commitment made by education authorities to provide INSET is not, by itself, sufficient to ensure participation by teachers, and raises

questions as to whether the quality of P.E. delivery may be undermined by the low uptake of training. A consistent feature of all the surveys on the issue of further professional development of teachers involved in P.E. teaching in countries across Europe indicated a need for in-service training and there is a recognition in some countries that in-service and resource materials have been minimal and have been exacerbated by a marked decline in P.E. advisory/supervisory serviced numbers. There is very limited use of volunteer personnel in teaching P.E./sport classes.

Volunteers are usually used in assistant capacity for demonstrations or techniques and with small group supervision or one-to-one support. In Italy volunteers are utilised only as a necessity. Finland and Italy do not require training of volunteers. On the issue of supervision of volunteer personnel, only Slovakia does this on a constant basis, whereas Austria and Malta indicate that supervision never occurs and French Andorra, Czech Republic and Finland supervise on an occasional basis (Times Higher Education Supplement, 1999).

Sports programmes for students just like any other of its type cannot be operated in a vacuum, human elements must be present. The success or otherwise of any intramural sports programmes depends to a great extent, on the personnel available to handle it. Imagine a situation where there are facilities, equipment and supplies and there are interested students in the college to take part in the intramural sports. All aforementioned cannot function without the personnel that would direct and put it to operation. Ankude (2002) stated that students expect the coach to teach. The coach is expected to be able to guide and assist children in finding solutions to their problems irrespective of what means is used. The specialised nature of P.E. requires that teachers or coaches are educated

in the field of child or adolescent psychology, mental hygiene and proper teaching methods (Robbins, Powers & Burgees, 2010). Unfortunately, coaches are basically trained in general education and not P.E. as a special discipline. In spite of efforts to provide adequate manpower to handle P.E. in the schools, there is at present an unhealthy imbalance between the increasing population rate of schools and the low yearly turnover of P.E. graduates from the University of Education Winneba (UEW) and the University of Cape Coast (UCC).

However, there are insufficient information and accessibility to quantify instructions from teachers, coaches and trainers with requisite knowledge and specialisation in studies of sports skills, interest and participation of students in P.E. activities and sport. Despite the inadequate number of trained personnel in SHSs to teach and coach students, other persons with background knowledge in sports and trained tutors are relied upon to teach, organise and prepare athletes for all sporting activities and competitions in the schools. Notable among this category of persons are athletic and detached P.E. coaches. Sometimes these personnel are the main trainers of the regional and district teams for schools sports competition or festivals.

Knowles (1975) stated that where competent coaches have been located and appointed, the problem arises of how to retain them for a number of years. Numerous methods have been identified to retain high quality coaches in the system. Rebores (1982) revealed that to keep or retain employees in an organisation or a job, certain strategies must be embarked upon for the retention rate to be very high. Among the strategies are staff development, staff appraisal, reward provision and opportunity for collective bargaining. For instance, he maintained the main purpose for the establishment of a reward policy is to attract

and retain employees in the rural schools who will provide the type of services expected by the public. Mussazi (1985) pointed out that the school system must be able to keep its staff on their jobs and make them stay. Mussazi further stated that teacher retention involves a situation where an employee stays for a longer period of time in a particular school as such espousing a high turnover. Unfortunately however, such teachers lose their sharpness, have a low morale and are adamant to some critical administrative decisions.

Planning/Scheduling and Administration and Organisation of Sports Programmes in SHSs

The possible time for programmes especially intramural are week days, week nights, morning before classes, during class period, after classes (in case there is no skill teaching) weekends, during vacation and special one day events. Nwankwo (2003) stated that evenings are used for intramural in secondary schools and higher institutions of learning. She explained further that primary schools offer intramural programmes and some secondary schools make use of the break periods and afternoons after class periods. Sometimes even the instructional periods are made use of for the intramural, especially during the season of inter-house competition or sports day. Olurunsola and Alla (2001) indicated that no intramural sports programme can function 100% by the proposed schedule. Olurunsola and Alla explained further that time must be available for make-ups on delayed contest, postponed or scheduled over by some emergency that could be unforeseen.

Scheduling is one of the P.E. and sports policies for schools. The rest, according to Caribbean Community (Caricom) Secretariat (2011), are facilities and equipment, training, health and safety, girls in sports, education, participation

or eligibility, awards, sports for the physically or mentally challenged, resources or financial assistance, media, and drugs.

For P.E. to be meaningful or to be of value, it must be offered with regularity. The importance of daily periods should be recognised and achieved wherever possible. This remains a challenge in times of fiscal constraint. The current offerings for basic schools are; netball, athletics, and soccer; and for SHSs are; volleyball, netball, basketball, football, athletics, and table tennis. Caribbean Community (Caricom) Secretariat (2011) have recommended time allotment, class size, instructional loads and staffing, dress, facilities/equipment, training, health and safety, gender issues, sequence of instruction, and benefits of quality P.E. programmes as the components of scheduling.

Time allotment

1. For Kindergarten-Grade 2, 20-30 minutes of daily P.E. 150 minutes per week.
2. From Grade 3-6, 3 periods weekly from 30 minutes (elementary level).
3. From Grade 7-12, 2 single periods per week from 40 minutes per session.
4. P.E. should be a part of every student's schedule.
5. Extra-curricular activities (intra-murals, inter-house or inter-class activities should be compulsory). Schools should prepare students for competitions by first organising their internal competition.
6. Intra-murals should be scheduled at least once per week for a maximum of two hours.
7. Time should be available for unstructured activities (break-time, lunchtime).
8. Every school should schedule on the same day.

9. P.E. should be compulsory from Kindergarten to Grade 12.

Class size

Classes in P.E. should be approximately the same size as classes in other subjects offered in school. This is as essential for effective teaching, individualised instruction, and optimal performance in P.E. as it is in other content subjects. P.E. contributes to educational objectives in an equal basis with other subjects in the curriculum.

Class size should be comparable so that its educational objectives can be attained. Recommended class size is maximum of 30-35. However, aquatics, gymnastics, and other high-risk activities call for reduced student-to-teacher ratio with 20 students.

Instructional loads and staffing

The instructional load of the physical educator should be of prime concern to management. To maintain a high level of enthusiasm, vigour and morale, it is important that the load be fair and equitable. Some professional guidelines recommend two full-time P.E. teachers to be provided for every 190 secondary students; one male and one female P.E. teacher for every skills lesson where the class is mixed (male/female).

Dress

Attire should be appropriate. An important concern is that the clothing ensures safety when students are engaged in physical activity. It is recommended that both male and female students should put on shorts, T-shirts and skirts for girls. Also appropriate footwear should be worn. Where weather conditions allow track suits to be used, they should be used.

Facilities/equipment

The provision of adequate physical resources including facilities, equipment and maintenance can help in influencing attitudes and facilitating programme success. The P.E. and Sports Programme's learning environment suggests that facilities should be available to children engaged in large-muscle activity involving climbing, jumping, skipping, kicking, throwing, leaping and catching. Also, those engaged in fundamental motor-skills activities and others in low organisation games with various cooperative team activities and competition have been stressed.

It is recommended that proper facilities and equipment should be available to ensure the safety and health of the athletes, provision should be made for protective equipment, basic equipment should be provided to all infant and elementary schools including; balls, skipping ropes, cones, hoops, bean bags, bats, etc. Showers and change rooms should be installed at every high school. All kindergarten schools should be equipped with playing space as well as facilities for climbing, crawling, jumping, etc. Provisions should be made for indoor sporting facilities/infrastructure (especially during the rainy season).

Training

It has long been recognised that the qualifications and qualities of a good teacher and coach are synonymous. Personnel recruitment, selection and training are very important. In selecting and hiring, the most qualified personnel should be recruited. They include consideration of the special qualifications for teaching and coaching, the general qualifications of physical educators and the unique qualifications needed.

Physical Education teachers should be trained/qualified; training for infant and primary school teachers should be offered at a specific institution, and should be compulsory in the first year; in-service training should be offered as well; uniforms including shoes allowance should be provided for P.E. teachers; trained/qualified P.E. teachers should be employed at every school; one male and one female. At least one P.E. and Sports officer should be made available to each district; coaches should be made available to schools to assist with the preparation of teams for training; practicing teachers and coaches should be certified first aiders; student-athlete who represent their school or the country at sporting activities should not be at a disadvantage in terms of their academic work; therefore arrangements should be made to provide special tuition for students.

Health and safety

Competitive sport should contribute to the health and well being of the student. Everything possible should be done to protect the health and safety of the participants. Recommendations are that; medical supervision should be available at all major events; playing areas should be kept clean and safe; games should be scheduled that result in equal and safe competition; injured players should be examined by a physician and administered proper treatment; a physician should be present at all games and practices involving the most strenuous contact sport; an annual medical examination should be required for all participants; and only equipment that is fully certified as offering the best protection for the student-athlete should be purchased and utilised.

Also, all protective equipment should fit players properly; competition should be scheduled between teams of comparable ability; playing fields and surfaces should meet standards for size and safety for the participants; competition should

not be played until players have a minimum of three weeks of physical conditioning and training; insurance policies should cover injuries in sport; school registration forms should include a section for medical history; the medical certificate should be signed by a doctor; and nurses should be assigned to schools at least three times a week.

Girls and women in sport

Proponents of equality in girl's and women's sports have opened the window of opportunity concerning participation in women's sports in recent years. Women have become accepted as athletes, with full rights to experience the competitive urges so long restricted by the gender-dominated society. These disparities date to the ancient Olympic times when even the Olympic Games was the preserve of men only. With reference to "The Brighton Declaration on Women and Sport", whose main aim is to develop a sporting culture that enables and values the full involvement of women in every aspect of sport, Caribbean Community (Caricom) Secretariat (2011) recounted that policy makers should ensure that; all girls have the opportunity to participate in sport in a safe and supportive environment which preserves the rights, dignity and respect of the individual; increase the involvement of women in sport; ensure equal opportunity to participate and be involved in sports regardless of race, religion, sex, disability, social origin, etc. (Elimination of Discrimination); the planning, design and management of facilities should equally meet the particular needs of girls and young women in school sports; and finance sports equally for both men and women.

In November 2003, UN Resolution 58/5 was adopted which called on governments to use sport as a means to promote education, health, development

and peace. To this end, 2005 was programmed as the International Year for Sport and Physical Education. From professional, elite and international sporting competition to games played within communities and educational institutions, Sever (2005) recounted that sport can be used to work towards a number of development goals, including: Human development (improving public health and wellbeing, supporting education and leisure activities); Social development (promoting stability, tolerance, social inclusion and community building); Economic development (fostering investment and employment opportunities); and Political development (promoting peace and respect for the rules of democracy)

Sport is a social and cultural process in which social constructions of masculinity and femininity play a key role. Sport is traditionally associated with masculinity. In many societies, it is considered inappropriate for women to engage in sports, and women who do may be perceived as masculine. Conversely, men who do not engage in sports or who are not talented in sports may be labelled as unmanly. Yet, it is evident that there is no one masculinity or femininity, and sport could provide a space where masculinity and femininity are re-negotiated rather than re-affirmed in their dominant reception (Sever, 2005).

The practice of sport is related to a number of assumptions about work and leisure, which are often liked differently by men and women. Caring for the sick and elderly, raising children and other work in the home (reproductive activities still predominantly carried out by women and girls) are generally not socially and economically recognised as work. Productive activities exercised outside the home and recognised as work—and in particular when they are performed by men—bring with them the right to have time off work for leisure. Some societies value

sport as productive in that it contributes to the physical health of the workforce, especially that engaged in manual labour. Despite the fact that in some markets an increasing number of women compose the workforce, sports may be valued when practiced by men and be seen as a waste of time when practiced by women (Sever, 2005).

Women and men tend to engage in different types of physical activity and their attitudes towards sport may be very different. The competitive dimensions of many sports may for some be at the heart of the game, while for others, sports may simply be an opportunity to get together. Being identified and identifying oneself as belonging to a particular culture, ethnic group, socio-economic class or caste also plays a role in how one engages in sports. Women, and eventually men too, may face a number of practical barriers to participation in sport. In addition to a general lack of safe and appropriate sport facilities, lack of skills, resources, and technical support, women may face additional physical constraints.

Women may be particularly exposed to physical and/or verbal sexual harassment as well as other dangers related to participation in sports programmes, because of location and time of day. For instance, Saavedra (2005) has outlined that there is lack of female role models including women coaches or leaders. Women are under-represented in decision making bodies of sporting institutions. Why gender equality in sport? Gender equality is a fundamental goal of development and belongs to the basic and universally recognised civil, cultural, economic, political and social rights.

Worldwide, women are less frequently seen participating in sports activities than men. Sport can promote mental and physical wellbeing, and studies have shown that it reduces the risk of chronic diseases later in life. Thus sport for girls

as well as for boys should be encouraged. Women are also under-represented in the decision-making bodies of sporting institutions. Increased participation by women would diversify the talent pool of administrators, coaches and officials.

As well as working towards gender equality in terms of participation in sports activities and institutions, there are also ways in which sport can help promote broader gender equality objectives (e.g. rights and empowerment). Sport can give women and girls access to public spaces where they can gather, develop new skills together, gain support from others and enjoy freedom of expression and movement. It can promote education, communication, negotiation skills and leadership, all of which are essential for women's empowerment. Sport can develop girls' and women's sense of ownership over their bodies, increase their self-esteem and better enable them to make choices about their lives, including their sexual activity. In situations of deprivation and inequality, such a sense of ownership over one's own body is all the more important (Saavedra, 2005).

Wikipedia (2014) recounted that in the United States, eight million 3rd-12th grade girls and 12 million boys play sports. There are more boys participating in sports than girls in urban and suburban areas. Studies on 3rd-5th grade children found that in urban areas 59% of girls participated in sport compared to the 80% of boys who participated. In suburban areas, 81% of girls compared to 89% of boys involved in youth sports, while in rural areas 73% of girls participated compared to 69% of boys. Gender equality for younger children was better in rural and suburban areas than in urban areas. Young urban girls, especially, have a narrower window of opportunity for becoming involved with sports than their male counterparts and girls from suburban and rural communities. One in four 9th-

12th grade urban girls have never participated in organised or team sports, compared to about one out of six urban boys (Sabo & Veliz, 2008).

Wikipedia (2014) lamented that 15% of all girls and 16% of all boys who participate in sports are African-American. Seventeen percent of female athletes and 15% of male athletes are Hispanic, while Asian girls and boys comprise 8% and 12%, respectively, of children who play sports. Blinde (as cited in Wikipedia, 2014) inferred that girl's sports have been defined and shaped by men's values, men's understanding of the world, and men's experiences-all of which suppress the development and expression of female values.

The gender gap in P.E. where urban girls are the have-nots of P.E. in the United States, with 84% reportedly having no P.E. classes at all in the 11th and 12th grades has been reported by Sabo and Veliz (2008). According to the authors, rural girls in the same grades are not far behind with 68% reporting no P.E. classes. Across the country, young low-income children both girls and boys are underserved with regard to school-based P.E. Generally more boys attend P.E. classes than girls, especially in urban and rural schools, concluded Sabo and Veliz.

Sequence of instruction

Throughout a student's school life age-appropriate instruction must be provided during P.E. With this thought in mind and to better plan for the development of young persons, and arising from a number of discussions, observations, experiences, incidents, The Department of Youth and Sports along with other stakeholders have recognised the need to develop policy for schools P.E. and Sports. The philosophy behind the school P.E. and sports programme is to promote physical activity, influence health and well-being across the life span,

teach skills as well as form or change behaviour (Caribbean Community [Caricom] Secretariat, 2011).

Helping students learn to be active early in their lives will provide an important foundation for lifetime physical activity. Through P.E., psychosocial development may be nurtured and opportunities created to develop interpersonal relationships, personal growth and self-esteem. Objectives such as good sportsmanship, cooperation, team work, giving and receiving support, appreciation for regular exercise, emotional control, leadership and fellowship skills and the development of a positive self concept can be furthered (Caribbean Community [Caricom] Secretariat, 2011).

Among other areas, P.E. should enhance the knowledge of the following: the systems of the body such as the muscular and nervous systems and the effect of exercise on them; biomechanics and their application to the human body; health nutrition and dieting components; the history, rules, strategies, equipment and safety measures of various physical activities; and a basic understanding of sports/school sociology and competitions at various levels.

P.E. has a major role to play in the development of young people. It is an integral part of the total education of any child and is closely linked to other creative and learning experiences and skill acquisition. It makes a significant contribution to the all round harmonious development of the mind and body. The programme also helps students develop the competencies and beliefs necessary for incorporating regular physical activities into their lives. Through involvement in a well-taught P.E. programme, students can achieve physical and personal benefits. Therefore, the planning and management of the P.E. curriculum in

schools should always have children as the focus of attention, with the overall purpose of providing rich and varied experiences.

Benefits of quality physical education programmes

Quality P.E. programmes are essential in helping students gain competence and confidence in a variety of movement forms such as; aquatics, dance, gymnastics, and recreational activities. It should provide a sound framework for the design and assessment that develop the students' motivation, fitness, cognitive, affective/behavioural, and active lifestyle needs, and should focus on life-time involvement. It aims to benefit students such that students display positive attitudes towards an active lifestyle, students exhibit better health habits (tend not to smoke), students develop personal physical fitness and enhance bone growth, students exhibit more positive attitudes about school, physical activity and self, students play better with others, students have less aggressive behaviours, and students perform as well or better academically.

Motivation and Administration and Organisation of Sports Programmes in SHSs

Taylor (2008) defined motivation as the ability to initiate and persist at a task. Taylor hinted that to perform one's best, one must want to begin the process of developing as an athlete and willing to maintain that effort until the desired goals have been achieved. Motivation in sports is so important because one must be willing to work hard in the face of fatigue, boredom, pain, and the desire to do other things. Motivation will impact everything that influences one's sports performance: physical conditioning, technical and tactical training, mental preparation, and general lifestyle including; sleep, diet, school or work, and relationships.

Motivation is so important that it is the only contributor to sports performance over which one has control. Singh (2006) has come out with three things that affect how well one performs. First is one's ability which includes the physical, technical, tactical, and mental capabilities. Because ability is something inborn, athletes cannot change their ability so it is outside of their control. Second, the difficulty of the competition influences performance. Contributors to difficulty include the ability of the opponent and external factors such as an "away game" crowd and weather such as temperature, wind, and sun. One has no control over these factors. Finally, motivation will impact performance. It is also the only factor over which the athlete has control. Motivation will directly impact the level of success that one ultimately achieves. If one is highly motivated to improve his/her performance, one will put in the time and effort necessary to raise the game.

Motivation will also influence the level of performance when competition is begun. If athletes are competing against opponents of nearly equal skill, it will not be ability that will determine the outcome. Rather, it will be the athlete who works the hardest, who does not give up, and who performs their best when it counts. In other words, the athlete who is most motivated wins.

Butcher (1998) asserted that awards as motivational form should not be given as a sign of achievement and should not be seen as a prize. Bucher urged schools to take into consideration factors such as dependability, school citizenship attitudes, participation and improvement as well as athletic prowess. Opportunities should also be provided for all the students to receive awards. He further pointed out that athletics stands for excellence and that both intrinsic and extrinsic reward could be used to coax athletes to give out their best. Participation

in sports could be for different reasons depending entirely on the individuals. Some partake in sports for ego boosting, some in order to be gainfully employed in the society while some participate because of the incentive associated with participation. Thus, sporting incentives could either be in the form of reward be it monetary or awards which is used to energise athletes. Daugherty and Woods (1999) opined that when successful intramural programmes are examined, a high degree of motivation is apparent and poorly planned programmes that ignore the interest of students are sure to fall.

The use of reward is contentious; however, it does seem appropriate that champions are recognised in some fashion, even if only for the purpose of record keeping or substantiating the winning of an event as a new item. Usually rewarding a well performed act varies from personal contentment, rewards such as medals, trophies, certificates and money are important. The value of sports awards and honour is sometimes questioned. However, when the programme is properly managed and kept in perspective, awards are a meaningful part of school. Certificates, plaques, and medals should be modest and meaningful. Any monetary awards that are made to a school should be used for the development of the sport; either to purchase equipment, and gear or development of facilities as well as for training, Challenge trophies should be replaced at least every 3-5 years. With competitive sport being an integral part of the educational process, the Ministry should assist students in gaining admission to higher institutions of learning where they can further both their academic and sports excellence (after satisfying certain criteria). Bursaries should be awarded to students who qualify for national representation.

Singh (2006) visualised the situation when in training and competitions one arrives at a point at which it is no longer fun and termed it “The Grind.” This situation starts when it gets tiring, painful, and tedious. The Grind is also the point at which it really counts. It is that which separates successful athletes from those who don't achieve their goals. Many athletes when they reach this point either ease up or give up because it is just too darned hard. But truly motivated athletes reach the Grind and keep on going, concluded Singh. Those who hate the Grind are not likely to stay motivated. Loving or hating it is not ideal; athletes must just accept it as part of the deal in striving toward their goals. The Grind, according to Singh, may not be very enjoyable, but what does feel good is seeing hard work pay off with success.

Singh (2006) identified a lack of desire to practice as much as one should, less than 100% effort in training, skipping or shortening training, and effort that is inconsistent with one's goals as the signs of low motivation. He suggested the utilisation of “prime motivation” to athletes. Here athletes are likely to put in all the effort and energy to achieve their goals in sports. Prime motivation begins with “direction.” That is the different directions one can go in a chosen sport. Three choices are available; stop participating completely, continue at one's current level, or strive to be the best athlete.

The second component of prime motivation is “decision.” Decision involves making up one's mind as to which of the three directional components one intends to stick to. None of these directions are necessarily right or wrong, better or worse, they are simply one's options. The choice will dictate the amount of time and effort to put into the sport and how good the athlete will ultimately become. The third component is “dedication.” Once a decision has been made,

one must dedicate oneself to it. If the decision is to become the best athlete, then this last step, dedication, will determine whether the athlete has prime motivation. The decision to be the best and the dedication to the sport must be a top priority. Only by being completely dedicated to one's direction and decision will the athlete ensure that he/she has prime motivation.

Singh's (2006) advice to athletes who want to develop prime motivation was to focus on long-term goals, have a training partner, focus on greatest competitor, set goals, and ask daily questions. Motivation, though, is not something that can be given to anyone, Singh was of the view that it should rather, ultimately come from within. One must simply want to participate in a sport.

Students who participate in sports must be motivated. A big concern of parents and coaches is that their players are not motivated. When parents and coaches try to motivate the youth, yelling, threatening or negativity does not work to bring on increased outcomes. Those methods usually fail, serving only to build tension and estrange kids from wanting to play. Parents who remain positive with their words, actions, and display tolerance with their kids have the best chance of seeing their kids' motivation improve.

Commenting on the ways to motivate young athletes, McClatchy (2009) suggested the use of the following to parents and coaches;

1. Stay enthusiastic about the sport that the young player is playing. Watching games of the particular sport on TV or in person with players and talking about the sport in general terms is good. Young players who notice that even professionals fail can receive encouragement from that.
2. Suggest tips in a positive manner. Any tip will give players hope for their next game. Hope can lead to confidence, which may lead to motivation.

3. Allow kids to play games without inundating them with how-to instructions. Saving instructions for practice is best.
4. Occasionally remind players of good plays they had in the past. This will give them a good, positive feeling that they could do it again.
5. Do not keep players' statistics, averages, percentages and the like. They may be good to know when they are doing well but they can be very discouraging when not performing well.
6. Have a person who the player respects talk to the young player about fundamental adjustments to their skills. Knowing they can improve their results with physical actions as opposed to failure being a "mental thing" can be helpful.
7. Occasionally watch inspirational movies and read uplifting stories. This can add the missing spark to an unmotivated athlete.
8. Remind players that success is achievable with practice, determination and dedication. This is always a good thing when said in a positive non-accusatory way.

The above buttresses the fact that little doses of motivation go a long way to cause reformations in attitude, character and outcomes in all fields of endeavour, especially the sporting field. Intrinsic and extrinsic motivation should therefore be the hallmark of every successful programme without exception to sports.

Facilities and Equipment and Administration and Organisation of Sports Programmes in SHSs

In any sport setting, the use of adequate facilities, equipment and supplies cannot be overstated. Arguably effective learning and teaching in P.E. is in part reliant upon the provision of facilities and equipment. Both Charters (Council of Europe, Articles

4 and 5; UNESCO, Article 5) urge appropriate provision for P.E. with adequate and sufficient material in schools and that governmental and non-governmental agencies should co-operate in planning and provision (Green & Hardman, 2005). The above notwithstanding international surveys and literature reveal deficiencies in the provision of facilities and equipment in schools for the subject.

In Europe, P.E. is commonly faced with the challenge of inadequate facilities and poor maintenance of existing teaching sites, but there are marked sub-regional and intra-country differences and there are specific facility problems in small, in particular, rural schools (Green & Hardman, 2005). A P.E. teacher in Finland, for example, refers to regional differences being still big, especially in grades 1-6 at small schools and in the countryside. The findings of the international surveys indicate an East-West divide between largely Central and Eastern and to a lesser extent in Southern European countries and the rest of Europe where there is a low budget and limited financial support for P.E.

Sports equipment is divided into the following principal groups: clothing (uniforms), footwear, apparatus, and equipment for sports structures and for officiating. They are important and efficient and effective in the organisation of intramural programmes. Adesanya (1992) defined facilities as that quality that makes learning or doing things easy or simple. Facilities are physical structures that are advantageous to sports programmes. Facilities are large, removable properties meant for specific purposes. Examples are playing fields, courts and pitches. Sports facilities are grouped into outdoor and indoor facilities. Outdoor facilities include those for Track and Field Athletics, Football, Cricket and Hockey pitches. Others include Tennis, Volleyball, Handball, Badminton and Basketball courts, Swimming pool and a host of others. Modern athletics, according to Asagba

(2004), calls for modern technologies in terms of facilities. These could be observed from the provision of modern synthetic running tracks, pitches and fields, running shoes, fibre vaulting poles and new ideas in training tactics and techniques for the achievement of optimum performance.

Equipment is very central to meaningful sports participation whether in school sports, amateur, recreational or competitive status. Equipment refers to permanent apparatus such as balance beams and outdoor play apparatus. Generally speaking these materials last from 5-25 years, even with repeated use. They are as important to the athletes as the laboratories are to the scientists. Equipment innovations have pressed the border of sports performance. No sport is played today without equipment. It has long been espoused that high quality equipment can engender higher performance in sport. It has been observed that athletes in developing nations have the capacity to outshine their counterparts from developed countries in international athletic competitions if they are provided with high quality training equipment (Eruteyan, 2003). Supplies on the other hand, are expendable items and have to be replaced at frequent intervals such as balls, shuttle cocks, whistles and tapes. They complement the other components of organisation to make a successful P.E. and sports programme.

P.E. is commonly faced with the challenge of inadequate facilities, equipment and supplies and poor maintenance of teaching sites. Central and Eastern Europe schools are less well endowed with facilities and equipment and there are signs of deteriorating provision. Shortage of facilities and adequately trained personnel are widely reported throughout the continent as are the peripheral value in the curriculum (Hardman, 2010). Hardman was saddened when he realised that

priority is accorded to language and mathematics with even meagre allocated P.E./Sport resources often diverted to other subjects.

One of the most important considerations in the development of a comprehensive P.E. and sports programme is the adequacy of facilities, equipment and supplies. The type of P.E. programme, the geographic area, and economic conditions among other things determine the type of facilities and equipment a school will need (Wuest & Bucher, 1991).

Athletic Institute (as cited in Forson, 2013) has lamented that national standards regarding the size of the school property, outdoor play areas, gymnasias, and swimming pools provide guidelines for local, district and individual schools. Beyond this point however, it is the local community's responsibility along with each school within its jurisdiction to provide the facilities, equipment, and supplies required to meet the goals of the programme.

Kirchener and Fishburne (1998) revealed that teachers who are serious about helping children become self-directing individuals capable of expressing creatively must not only practice creative teaching strategies, but must also see that the physical environment stimulate the creative process. In many schools, according to Kirchener and Fishburne, box-like gymnasias and flat unobstructive playing field constitute the P.E. and sports facilities. Play ground equipment normally includes swings, slides and climbing apparatus.

Ledermann and Trachsel (as cited in Forson, 2013) stated that play grounds must be designed and equipped with their functions for play foremost in mind. The playground should not be designed purely from aesthetic reasons or the educator's concern for children's play habit and needs. Play grounds, according to the authors, must match the play characteristics of children and at some time be

aesthetic in the selection and arrangement of apparatus pathways and greenery. Also, playground design and equipment must conform to the typical games of the age group for which the playground is intended. In most cases, creative playgrounds are first seen as an addition to the primary school playground area. Most children from age 5-8 thoroughly enjoy playing on or around a creative playground. Intermediate children appear to be more sophisticated, however, experience show that children of this age level are equally interested in using creative equipment. Thus, plans should consider differences in age range in the elementary school.

Athletic Institute (as cited in Forson, 2013) pointed out that half-finished components and materials for play are more valuable than mechanical equipment. The institute further suggested that consideration be given to include more creative and if possible, natural equipment such as large roots of trees or other materials that are available in the local area.

Facility is one of the factors that influence programme development be it an indoor or outdoor. Within the school or community, facility is dependent on its proximity to the school as it plays an important role in the teaching and learning process. Its size, location, and type; indoor or outdoor, is a determinant of the number of teaching stations designed and the degree to which activities can be varied. In each case, there is concern for the effective utilisation of facilities and equipment (Community use of Schools and School use of Community Facilities, 2010). Aside the location, type and size of the facility, the number of pupils in the class and the frequency of class meeting per day also influence the number of teaching stations. The expansion of P.E. programmes, the broadening of

community activities and the tremendous growth in intramurals has placed heavy demands on facilities.

The school-community concept which is practiced in many districts plays an important role in the use of school facilities. As the demand for facilities increases, the necessity of scheduling and planning well in advance also increases. The larger the programme the greater the need for careful planning to avoid conflict and misuse of facilities (Daughtrey & Woods as cited in Forson, 2013)

Availability of adequate equipment is essential for effective teaching and learning. It encourages the choice of activity as well as variability. However, it is not a determinant of what should be taught. Very few schools have facilities and equipment. But in the absence of equipment, teachers can always improvise to suit the needs of the P.E. lesson or sports programme.

Della-Giustina and Yost (1991) pointed out that quality and safety standards for all facilities and equipment are normally established by the school district. Each teacher however, should routinely inspect instructional equipment and areas for problems such as broken glass, nails, and holes on defective equipment. Della-Giustina and Yost further stated that activities that require running and other general vigorous movements should be played in areas that are clear of obstructions. Gymnastic apparatus, chairs or other moveable equipment were mentioned as the obstructers. The authors stated four guidelines that will help keep facilities and equipment in good working order and prevent unnecessary accidents. They admonished users to; routinely check all facilities and equipment before using them, purchase equipment according to quality and safety standards established by the school board or other agencies, list the rules and regulations for

locker and shower rooms, and limit the use of outdoor apparatus according to weather conditions.

Bailey and Matthews (1984) indicated that the responsibility for checking, maintaining, and ordering equipment and supplies may be delegated to the P.E. specialist or to a classroom teacher. Scott, Evenson, Cohen and Cox (2007) have identified that the accessibility of recreational facilities and physical activity equipment is an important predictor of physical activity in youth. The leader or P.E. teacher should be in a position to offer extra advice and information to those participants who show an interest, especially novices. Verstraete, Cardon, Clercq and De (2006) mentioned that providing games equipment during recess periods was effective in increasing children's physical activity levels and contributing to reaching the daily activity levels recommended for good health.

Singh (2006) has identified the following as the additional recommendations for facilities, equipment and supplies. Equipment and facility areas that are not in use should be securely locked. Even when children or youthful participants are not supposed to be in a certain area or use certain equipment, they can be attracted to use them by the nature of the equipment or facility setting, for example, a trampoline left unsupervised is likely to attract passers-by to jump onto them; or children having free access to a swimming pool that is left unlocked. Using unauthorised equipment or areas or participating in an unsupervised activity can have serious consequences for the sport club or its supervisory staff if someone is injured. Warning notices about equipment, facilities, and their use must be displayed where people can see them. They should also be in a language that can be read and simple enough to be understood. Regular announcements in this regard will assist to reinforce such warnings and regulations.

Hazardous supplies, such as chemicals, cleaning agents, fuels, pool acid etc. must be stored in clearly labelled containers. Together with tools and maintenance equipment, Singh (2006) hinted that they must be kept locked in a separate store room away from the usual playing equipment and gear. The door to this store room should have a sign stating “hazardous materials.” In South Africa, because of the harsh sunshine, and much of our sport taking place outdoors, participants should be advised to protect themselves from exposure to the sun by using appropriate sunscreens. Sport organisations should increase awareness, influence behaviour and create an appropriate environment for participants to stay safe in the sun. Exercising for long periods in the sun and heat could have serious consequences. One of the main problems is dehydration, because the body loses water through sweating. Therefore care must be taken to ensure that such participants constantly re-hydrate themselves by drinking sufficient fluids, particularly for endurance events like road races, cycle events, fun runs, hiking, etc. A written checklist of equipment and apparatus should be drawn up. An inspection should be made regularly. The date of inspection must be recorded to show that it was done at regular intervals. Emergency procedures at facilities should be rehearsed or drilled and all supervisory staff should know exactly how to activate and implement the emergency process.

Physical activity equipment encourages children to particularly play and become involved in physical activity. According to the National Heart Foundation of Australia (2008), physical activity should be fun. Making it fun encourages children to participate. The foundation stressed that using physical activity equipment also enables physical activity to become more flexible, mobile and at the participant’s convenience.

Scott et al. (2007) reiterated that the accessibility of recreational facilities and physical activity equipment is an important predictor of physical activity in youth. Examples of how physical activity facilities can be maximised include: establishing a public bookings calendar, developing memoranda of understanding between sporting clubs and councils, increasing synthetic off-ground training facilities, increasing off-season utilisation, and seeking alternative water supplies to maintain facilities.

Due to the lack of physical activity realised in many workplaces in the past few decades, a number of interventions to provide physical activity equipment and facilities on site have also become popular in a variety of organisations. Foster and Hillsdon (2004) found that providing exercise space and equipment on site, shower facilities, health assessment, advice, and promotion can increase different types of health enhancing physical activity.

Physical activity equipment and facilities should be convenient, comfortable and safe. Physical activity facilities may not always be fully utilised if they are not appropriately designed, maintained or promoted. Literature has discussed the importance of sun protection, protective equipment, insurance (Australian Council for Health Physical Education and Recreation [ACHPER], 2013), and safety standards with regards to physical activity equipment and facilities for agencies to consider.

Australian data suggest that one in five children are now above a healthy weight (Magarey, Daniels & Boulton, 2001; Wake, Hardy, Canterford, Sawyer & Carlin, 2007). Low levels of physical activity and the failure to meet physical activity recommendations have notable health consequences among children including increased risk of obesity and low physical fitness (Troost, Kerr, Ward &

Patr, 2001). This was attributed to non-existent playgrounds and other equipment in most communities for children to play with. Department of Health and Ageing (2005a) recommended that children spend a minimum of 60 minutes per day in moderate to vigorous physical activity and conversely spend a maximum of 120 minutes per day engaged in small screen entertainment. A study of Australian 5-12 year olds showed that 15% of children did not fulfil the physical activity recommendations and 31% engaged in excessive electronic media use (Spinks, Macpherson, Bain & McClure, 2007).

The provision of adequate facilities, supplies and equipment are as important as providing adequate incentive for the athletes, but the maintenance of such adequate facilities, supplies and equipment used by many often constitute a managerial problem. Traditionally, at the SHS level, facilities, supplies and equipment management are usually the responsibility of those persons who are in-charge of P.E. and sports programmes. The facilities for which they are responsible include outdoor facilities such as playgrounds, pools, and fields, and indoor facilities such as weight and exercise rooms, arenas, climbing walls, and gymnasiums. Facilities, equipment and supplies management includes the effective scheduling, operation, maintenance and planning of new structures to keep pace with the demand for participation in P.E. and sports programmes.

The SHS P.E. programme is characterised by individual and lifetime sports as well as by team game activities. In order to catch them young, schools' P.E. requires a variety of sports or materials both indoors and outdoors. This emphasises together with the popularity of recreational and interscholastic sport, the fact that facilities, supplies and equipment are typically needed for recreational use. The cost of materials and labour is rising as a result of inflation,

making it very difficult for new capital building projects to go forward. High interest rates make it difficult to get bond issues passed for facility construction.

The relative needs of the students and athletes should be recognised in the planning of facilities, scheduling for their use and the purchase of the supplies and equipment. Supplies and equipment need to vary according to a wide range of factors, including the level of programme or participants, age of the user group, type of activities being offered, number of participants, and finance (Arnheim & Prentice, 2000).

Athletic facilities, supplies and equipment provision are an important aspect of P.E. and sports management. Excellent programme organisation and administration is the key word in P.E. and sports competitions, and this requires well equipped good play-ground for training. Standard facilities and equipment are essential prerequisites to good and impressive performance. Lack of adequate and standard facilities and equipment hampers P.E. and sports programmes in many ways. Adedeji (2000b) pointed out that there must be sufficient motivation in the form of attractiveness of facilities, supplies and equipment to captivate athletes' interest to participate in sports or games. He further stated that the facilities and equipment in most countries are simply not good enough and are hindrance to P.E. and sports development. The effective performance of P.E. and sports programmes in SHSs involves the determination, allocation and development of funds for the achievement of the school sports programmes.

The programme requires a large amount of money every year. This is because facilities such as courts and pitches are constructed and maintained for the use of the students. Also, equipment and supplies such as balls, nets, javelins, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require

either purchasing, replacement or repairs. Bucher and Krotee (2002) opined that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grow their use within a very short time. Most facilities constructed in our secondary schools are very difficult to expand or exchange. Bucher and Krotee pointed out that increased population, rising school enrolments, city life, limited space, and skyrocketing labour and material costs, are all altering physical education and sports facilities and equipment production and management.

The foregone suggests that it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or sub-standard. The scarcity of P.E. and sports facilities, supplies and equipment constitute a big worry in the successful administration, organisation and management of P.E. and sports. African athletes would perform better if they have half of the facilities and equipment available to the Western World. It is noted that most of African athletes lack exposure to modern sophisticated sports or P.E. infrastructural facilities and equipment for training. Igbanugo (2004) ascertained that athletes have been known to drop out or skip training because these things (facilities and equipment) are either non-existent or inadequate.

Maintenance of most public properties is not the concern of most people. Maintenance culture should be established by the P.E. administrator, with proper repairs of P.E. facilities, supplies and equipment. Bucher and Krotee (2002) opined that equipment and facilities should always be maintained in a serviceable condition. Procedures for caring for facilities, equipment and supplies should be routinised so that repairs are provided as needed. All used equipment and supplies

should be checked and then repaired, replaced, or serviced as needed. Such used items should be cleared and stored properly.

Africans are very good in programming, policy planning and good innovation, but seriously lack the maintenance culture of equipment, facilities and supplies. Facilities and equipment should be attractive, brightly coloured and aesthetically pleasing. Facilities and equipment should be easy and economical to maintain and should be durable. A great emphasis should be on maintenance culture by the administrators so as to achieve the best results.

The construction of facilities for P.E. must follow the established checklist for facility planners. The planning, construction, and use of facilities for school P.E. and sports programmes should have considerations for validity, utility, accessibility, isolation, safety, supervision, durability and maintenance, departmentalisation, beauty, hygiene and sanitation, flexibility and expansibility, economy, and acoustics (Howey as cited in Forson, 2013).

It could be said that with proper maintenance culture, a facility will last longer, provide a healthier and safer environment, be less costly, and provide a more satisfying experience for user groups. Planning and constructing facilities in P.E. and sport are team efforts. If proper plans, construction, and materials are selected, then maintenance should be made easier. Howey (as cited in Forson, 2013) recounted that nothing is more embarrassing than a new facility that is a maintenance nightmare because of poor management decisions in the design and planning phases of the construction process. Also, mention must be made of the purchase of equipment, scheduling, and hiring of staff. Given an adequate facility, it is up to the P.E. department, and all user groups to work together in taking pride

in their facility and putting forth a special effort to see that it is maintained in as near perfect condition as possible.

Community use of Schools and School use of Community Facilities [CSSCF] (2010) observed that the adequate quantities and use of facilities in educational settings impinges on the interest, attitude and quality of programmes in schools. According to CSSCF, use of facilities and equipment by multiple users will inevitably lead to wear and tear, which may sometimes occur as a result of misuse. CSSCF advised that detailed procedure for reporting damages should be developed as well, including an assessment of the nature of the damage, a record of the date of occurrence, and the identity of the responsible party if comprehensive stock is to be taken of the available facilities and equipment. Obtaining comprehensive liability insurance that covers property damage should also be encouraged.

Changing emphasis in educational philosophy, development in modern technology and the growing trend towards providing facilities for both large group and independent study are some of the problems confronting educational leaders and physical educationists. P.E. is essential in contributing to the health and fitness needs of children. As a result, it is equally justifiable when demands are made by P.E. teachers on facilities, because facilities are needed to provide quality programmes in P.E. and sports.

Funding and Administration and Organisation of Sports Programmes in SHSs

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

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

The local government is the third tier of government. It is the government that is closest to the people and through which governance is gauged by the people. Having so many responsibilities to cater for her citizens, the local government has the unique role for developing sports among her citizens. As acknowledged in the National Sports Policy (1994), the Central Organisation of Sports (COS) assisted only in the provision of some basic sporting facilities at the school level. The objective of sports policy is not competition per se, rather the provision of opportunities for more individual's irrespective of age, sex or status, to participate in sporting activities.

Funding is very crucial to the success of any programme be it sports or otherwise. Akintude (2000) stated that sports today cost money to administer effectively. Funding therefore, is an important aspect of sports and seems to be the root of all administrative successes or failures. Without sufficient funding, facilities cannot be provided and maintained, qualified personnel will be lacking and consequently ill prepared athletes would be produced. No matter how seasoned an athlete may be, high enthusiasm will decline if the athlete does not

have all it requires to perform (Igbanugo, 2001). Funding school sports is also a major issue that requires implementation for positive results. Funds are necessary for the provision of vital ingredients for intramural sports programme for effective participation among the students and the extent to which they are effectively utilised. The programme organiser is indeed the major figure on whom all factors revolve. According to Omolawon and Adisa (2009), the success of any sports programme depends largely on finance. They opined that sports will always be a child's play if adequate funding is not channeled to achieve the set objectives.

Physical Education and sports personnel have argued that competitive sports programmes have great educational value. They are curricula in nature, they represent an integral part of the educational programme, and as such deserve to be treated the same. This means that they contribute to the welfare of students like any other subject in the curriculum. On this basis, therefore, the finances necessary to support such a programme should come from the Ministry. Financial allocation should be made for each district, school or locality; and students should pay a fee for sports development in their respective schools.

In a study to ascertain the financial sustainability within United Kingdom charities, community sport trusts and corporate social responsibility partnerships, Bingham and Walters (2013) indicated that in a shifting funding landscape, it is clear that an over-reliance on government funding is a risky strategy and that there is a need to diversify and seek out alternative sources of revenue to fund sport. The authors explored sources of revenue through the analysis of financial statements, revealing that on average community sports trusts receive a significant proportion of income from grant funding whilst sponsorship income is relatively

small. Also the potential for community sports trusts to diversify revenue streams by developing social partnerships that address the corporate social responsibility (CSR) agendas of commercial organisations was upheld. It illustrated that although commercial sponsorship can provide benefits including the provision of additional funding that can enable financial stability, key issues include the balance of power, the impact on organisational flexibility, whether there is a need to restructure, and the development of long-term partnerships for sports.

Summary

The review of literature related to the study critically looked at the administrative and organisation of sports in SHSs in Ghana. The literature was based on the fact that the real value of participation should be found in personal development, learning and training. With the promotion of active lifestyle for people of all ages and abilities, participating in appropriate kinds and amounts of physical activity is of utmost importance to all and sundry.

On the need to strategically manage sports for development, literature is consistent with the fact that sports is a unifying factor in the schools for students, coaches, staff and management and that for better performance to be achieved, the right and competent personnel (trained sport administrators) must be employed, motivated and retained to run sports in SHSs. Personnel recruitment, selection and training should be conducted in a regulatory manner. In selecting and hiring, the most qualified personnel should be recruited. Such personnel possess a repertoire of skills to efficiently and effectively organise, administer and manage sports in schools. These trained personnel should be supported with the required funds and financial commitments to enable them satisfy all other persons they might engage to support their programmes.

The sort of equipment to use is also of utmost importance. Physical activity equipment encourages children to particularly play and become involved in physical activity. Once such a habit is cultivated they will gain interest in sport activities until adulthood. The right motivation must also be given to students to boost their morale to want to intrinsically participate in sports which will in turn influence their performance to greater heights.

CHAPTER THREE

RESEARCH METHODS

The purpose of this study was to investigate the perceived factors influencing organisation and administration of sports in senior high schools in Central Region. Specifically, the study looked at the relationship between P.E. personnel, facilities and equipment, intramural programmes, funding, and motivation and sports organisation and administration. This chapter focuses on methods and procedures used in this study; research design, study area, population, sampling procedure, data collection instrument, data collection procedures and data processing and analysis.

Research Design

This study was a descriptive survey. According to Thomas and Nelson (2001), the descriptive survey method is useful in gathering data about the belief, opinion, attitude, behaviour and records of events that can be analysed and interpreted, to measure relationship between variables. This design allowed the researcher to easily describe and provide an understanding of the organisation and administration of sport at SHSs in the Central Region of Ghana using simple descriptive statistics (Bell, 2003). Inferences are then made about the phenomenon on the basis of data gathered at a particular point in time (Fraenkel & Wallen, 2000).

Study Area

The Central Region shares boundaries with Western Region to the West, Greater Accra Region to the East, Eastern Region to the North and the Gulf of Guinea to the South. The region is made up of several municipalities, metropolis, districts, and towns. The natives are predominantly fishermen and traders. The region is noted for the slave trade activities during the colonial era. It abounds with castles, forts, rivers, and minerals. The municipality has 109 SHSs, one polytechnic, seven colleges of education, four nursing training colleges, and two public universities.

Population

The population for this study was made up of Headmasters or Headmistresses, and P.E. teachers in SHSs in the Central Region. All these are professionally trained teachers. In the Central Region there abound 109 SHSs. This is made up of 75 public and 34 private SHSs situated in the various districts of the region (Central Region Education Unit, 2014). From the 109 SHSs are 122 P.E. teachers and 75 headmasters/mistresses totalling 197. The 122 P.E. teachers constituted 47 Heads of Department and 75 ordinary P.E. teachers.

Sampling Procedure

Sampling refers to the process of selecting a portion of the population to represent the entire population. A sample, according to Koul (2002), is a portion or subset of a larger group. It is a representative of the population if important characteristics are distributed similarly in both groups. Bordens and Abbott (2002), and Fink (2001) have indicated that a sample consists of a small number or a subset of a larger group with important characteristics (e.g. age, gender, status) which are distributed similarly in both groups. The importance of a sample

lies in the accuracy with which it represents the target population. A sample size of 143 was used for the study. This represented 87% of the accessible population (164). The sample size of 143 was considered appropriate in line with Nwana's study (as cited in Agyedu, Donkor & Obeng, 2007). Nwana stipulated that if the population is few hundreds a 40% or more sample size will do; if several hundred a 20% sample size will do; if a few thousands a 10% sample will do; and if several thousands 5% or less sample will do. Based on the fact that the accessible population for this study could be described as a few hundreds (164), 87% was used to derive the sample; mathematically $87/100 \times 164 = 143$. Fraenkel and Wallen's (2000) contention that a minimum sample of 100 participants is essential for generalisations in descriptive studies also influenced the choice of sample size.

The stratified sampling procedure was used to put the SHSs into the five sporting zones in the region. Ogah (2013) found the stratified technique to be superior to simple random sampling techniques. He observed that the technique ensures important characteristics of the population are fairly represented in the sample and not left to chance. This reduces sampling error that may occur due to the particular factors. The simple random technique was adopted to select 10 schools each from zones 2, 4, and 5; and 11 schools each from zones 1 and 3. This was because there were increased number of schools and a high level of sport competition in zones 1 and 3. In each school, the headmaster/mistress and the P.E. teachers were Census sampled to be part of the study; this yielded 52 headmasters/mistresses and 112 P.E. teachers.

Data Collection Instrument

A researcher-generated questionnaire was developed for factual collection of data for the study. Ogah (2013) indicated that the questionnaire is used to collect information about people's views, opinions, impressions, feelings, attitudes and behaviours mostly in surveys. The questionnaire was divided into three sections; A, B and C. Section A requested for information on the background characteristics of respondents such as age, gender, teaching experience, educational qualification, and position in school. Seven alternate choice items composed this section.

Section B comprised disciplines and events covered during inter-house or intramural sports programmes, and the availability of certain facilities and equipment. This was made up of 15 checklist items (seven items were on events covered during inter-house and eight items were on availability of certain facilities and equipment). Section C was made up of 30 five-point Likert scale items of Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). This section was composed into five sub-divisions bordering on personnel in sports (N = 5), facilities (N = 5), equipment (N = 5), schedules and intramurals (N = 5), availability of funds (N = 5), and motivational measures (N = 5). In all a total of 57 items were listed for the required responses.

The questionnaire demanded respondents to tick responses that best applied to them. It was anticipated that the calibre of respondents involved would supply true, genuine and reliable responses devoid of extraneous influences. The close-ended items aimed at ensuring uniformity in the responses and thereby preventing subjectivity of any kind.

Schotte, Maes, Cluydts and Cosyns (1996) recalled that irrespective of closed-ended items restricting the responses of respondents, its adoption ensures editing and accurate analysis of data. Schotte et al. hinted that the questionnaire offers; the respondents limited interference on the part of research personnel and quick results, and can be completed at the respondents' convenience, at a higher degree of transparency and accountability than other instruments such as the interview technique.

Validity and reliability

The instrument was validated by the supervisor after critiquing and fine-tuning it. This was after two research assistants from the Department of Health, Physical Education and Recreation (HPER) of University of Cape Coast (UCC) had scrutinised and effected the necessary corrections to restructure and make sure that it was void of ambiguities.

The instrument was pre-tested on 36 respondents; 10 headmasters/ mistresses, 12 heads of department and 14 P.E. teachers from the Eastern Region Second Cycle Schools Sports Association [ERSCSSA] (Kibi Zone) to test the reliability. The pre-testing of an instrument helps to determine if the items are reliable, sensitive and meaningful. Such an exercise helps to improve validated questionnaire instrument and provides additional knowledge that will add to the quality of research. This was in line with the assertion by Bordens and Abbott (2002) that "... once you have organised your instrument it should be administered to a pilot group of participants matching your main sample to ensure that the items are reliable and valid" (p. 225). They further posited that after establishing reliability and validity in the small sample, you then administer your instrument to your main sample.

The Cronbach alpha coefficient, a measure of internal consistency, was used to determine the reliability. A reliability co-efficient of .79 was realised based on standardised items (see Appendix B). This was found to be consistent with the .70 reported by Fraenkel and Wallen (2000) to be the minimum acceptable value for the determination of the reliability of an instrument. This led to the use of the instrument for the study.

Data Collection Procedures

An introductory letter was collected from the Head, Department of HPER to the headmasters/mistresses of the sampled schools (see a copy at Appendix C) to enable me assess the required information from their outfits. This was after the supervisor had given the go ahead for the collection of the data. After the initial contacts had been made, all the sampled schools were visited. Contact numbers of the respondents were taken and a meeting between the respondent and the researcher for data collection was purely based on the convenience of the respondent. The respondents were met at their offices or staff common room.

Administration of questionnaire was done solely by the researcher. Copies of the questionnaire were given to the sampled group to respond to. The respondents were allowed 30 minutes to respond to the items after which the questionnaires were retrieved. This led to a 100% recovery. At each zone, two weeks was used for data collection culminating into a total of two-and-a-half months in all.

Data Processing and Analysis

According to Sarantakos (1998), the analysis of data allows the researcher to manipulate information collected during the study in order to assess and evaluate the findings and arrive at some valid meaningful and relevant conclusions. Completed questionnaires were serially numbered (1-137) and tallied item by

item. For the purposes of analysis, the responses were coded thus; strongly agree (SA) = 5, agree (A) = 4, neutral (N) = 3, disagree (D) = 2, and strongly disagree (SD) = 1. The data collected were entered into the computer and all were first analysed using descriptive statistics of frequencies and percentages. The descriptive measures were used because the researcher was particularly interested in the occurrence and evidence of the variables at the SHS level.

All the hypotheses were tested using Pearson Product-Moment Correlation of Statistical Package for Social Sciences software (Version 16.0). The decision criterion was set at .01. Partial Correlation was used to determine the relationships among the variables of study and I controlled for gender, position and teaching experience. This was used because it measures the degree of linear relationship between two variables. It is the most commonly used measure of relationship and is used with data from an interval or ratio scale of measurement (Gravetter & Wallnau, 2007).

The research hypotheses were analysed separately. Questions 28-32 were used to respond to Hypothesis 1 whilst Hypothesis 2 was answered with items 15-27 and 33-42. Questionnaire items 8-14 and 43-47 were used to respond to Hypothesis 3, items 48-52 for Hypothesis 4, and Hypothesis 5 with items 53-57.

Chapter Summary

This chapter described the research methods used to conduct the study. It focused on the research design, study area, population, sampling procedures, data collection instrument, data collection procedure, and data processing and analysis. The descriptive survey design was used to conduct the study on P.E. teachers and headmasters/mistresses in SHS in Cape Coast. A sample of 143 participants was selected using stratified, simple random and census sampling techniques. A self-

developed instrument was used to collect pre-test and post-test data from the participants. The collected data was analysed using Pearson Product-Moment Correlation of SPSS software (Version 16.0). The decision criterion was set at .01.

The data generated lack external validity to the extent that it under-reflect the true nature of how sports is organised and administered in SHSs in the Central Region. This is in line with leaderships' refusal to be associated with inefficiency in the administration of entities and thus supply inaccurate information as a cover up. A more comprehensive and varied methods of data collection and analysis is needed to effectively address a phenomenon of this nature.

CHAPTER FOUR

RESULTS AND DISCUSSION

The purpose of this study was to investigate the perceived factors influencing organisation and administration of sports in senior high schools (SHSs) in Central Region. Specifically, the study looked at the relationship between P.E. personnel, facilities and equipment, intramural programmes, funding, motivation and sports organisation and administration. The study employed the descriptive survey design. A total of 137 (Male = 97, Female = 40) headmasters/mistresses and P.E. teachers were sampled through stratified, simple random, quota purposive and convenience sampling techniques from SHSs in the Central Region. A researcher-developed questionnaire was used to gather data. All the data collected were tested using Pearson Product-Moment Correlation. The decision criterion was set at .01. This chapter presents the results and discussion of the analyses.

Demographic Profile of Respondents

The demographics of gender, years of teaching, educational qualification and position of respondents in the selected schools were sought for. This information alone does not provide much information in addressing the main objectives of the study, however in combination with other variables, it becomes very critical in examining the suitability of the responses to help appreciate the conclusions drawn. The demographic details are presented in Table 1.

Table 1

Demographic Data of Respondents

Variable	Frequency	Percentage
Gender		
Male	104	72.7
Female	39	27.3
Education		
Diploma	5	3.5
First Degree	106	74.1
Masters	32	22.4
Teaching Exp.		
1-5 yrs	37	25.9
6-10 yrs	23	16.1
> 10 yrs	83	58.0
Position		
Sch. Head	25	17.5
HOD	33	23.1
P.E. Teacher	85	59.4

Source: Field Survey, Williams (2015)

Gender

The demographic information reveals unequal number of participants from the two gender groups. The males constitute 71% (n = 97) of the respondents and the females constitute 29% (n = 40) out of the total 137 participants. This unequal sampling could be attributed to the fact that sports is a male dominated field. In -

order to reduce or prevent any form of biases that might arise due to gender difference or motivation, it is usually assumed that different gender groups might be motivated by different needs and factors. Therefore, personal views as a result of their gender might not necessarily have much significant impact. In any case, both gender groups were dully represented in the sampling.

Teaching experience

The years of teaching experience is very important in this study as it gives an indication as to the level of knowledge respondents' have concerning sports activities in the selected schools. Table 1 indicates that more than half (60%) have been teaching in the selected schools for over 10 years. Only 14% had taught for 5-10 years. These percentages give the indication that the sampled respondents have the needed experiences and knowledge in giving their opinions about the topic under study. This is mainly because much of the information the study sought to examine was historic data of sporting activities in the schools. This information is only available to teachers who have been teaching in the selected schools for some time.

Educational level and position of respondents in the school

A large proportion of the respondents (76%) were first degree holders. Only 1% were diplomates. Also, equal proportions of the respondents (38%) were P.E. teachers and Headmasters/mistresses. This revelation indicates that most of the respondents are highly qualified enough to understand the objectives of the study. The P.E. teachers and Heads of Department will have much information about sporting activities and are more likely to give updated information about school sporting activities. The headmasters/mistresses are the spending officers and in

the helm of affairs in every school. Without their involvement, administration and organisation of sport programmes in SHSs will suffer unduly.

The demographics of the respondents elucidates a certain level of confidence on the credibility of their opinions as most of the respondents were well educated and mostly involved in sporting activities in the selected schools. It will however, be very important to statistically measure the reliability of the instruments to be used in order to be certain on the data being sampled.

Hypothesis 1: There will be no Significant Relationship between Lack of Physical Education Personnel and Organisation and Administration of Sports in SHSs in the Central Region

Pearson's partial correlations were conducted to test the relationships between organisation and administration of P.E. and sports and availability of P.E. personnel, in the SHSs in the Central Region. Controlling for gender, position and teaching experience, result indicates a moderate positive ($r = .51$) correlation between organisation and administration of P.E. and sports and availability of P.E. personnel which is significant at .001. Moreover, 26% ($R^2 = .26$) of the success in the organisation and administration of P.E. and sports in the SHSs in the region may be accounted for by the availability of P.E. personnel (see Table 2). Hence, a significant moderate positive correlation exists between organisation and administration of P.E. and sports and availability of P.E. personnel.

School sport offers the school community opportunities to build a strong identity and culture of excellence. This enables the traditional values of respect, fairness, responsibility and resilience developed as part of students' participation. Thus, school sports offer a partnership between the school and community organisations, which work together to develop students' abilities and foster

student aspirations for interesting and rewarding lives. The result of hypothesis one revealed a significant relationship between physical education personnel on organisation and administration of sports at SHSs. This agreed with Watt (2003) submission that sports administration is a hand-on delivery of sound procedures and systems to ensure that sports in all aspects are well organised within the schools programmes and by P.E. personnel. This according to him shows the basis for all performing physical education personnel in the school sports setting.

Table 2

Correlation between Organisation and Administration of P.E. and Sports and Personnel, Facilities, Scheduling of Intramurals, Funds, and Motivation

Measures	Org & Adm. of P.E & Sports (<i>r</i>)	<i>R</i> ²
Personnel	.51	.26
Facilities	.77	.59
Sched. of Intram.	.62	.38
Funds	.40	.16
Motivation	.73	.53

N = 143, Sig < .01 Source: Field Survey, Williams (2015)

The result was consistent with Pearson (2007) explanation of administration of sports that technical personnel managed sports administration and organisation. This supported Asagba (2004) assertion that sports personnel have the ability to control and blend the different structures, resources and efforts available with minimum loss. Moreover, sporting activities are organised and administered in the school system under the auspices of the school, and supervised by experts in the field (Ojeme, 2003).

Yusuf (2007) emphasised that personnel who take professional responsibility must be capable of taking P.E. and sport activities that are suited to the needs and requirements of the pupils in other that their safety is not jeopardised. Imagine a situation where there are facilities, equipment and supplies and there are interested students in the college to take part in the intramural sports and P.E./sports teachers are absent; the devastating consequence will be enormous. All the aforementioned cannot function without the personnel that would direct and put it to operation. In line with the finding, Ankude (2002) stated that students expect the coach to teach. The coach is expected to be able to guide and assist children in finding solutions to their problems irrespective of what means is used. The specialised nature of P.E. requires that teachers or coaches are educated in the field of child or adolescent psychology, mental hygiene and proper teaching methods (Robbins et al., 2010).

The implication from the results and supporting evidence is that effective organisation and administration of sports will not thrive well in schools if appropriate structures are not put in place for the training of personnel for P.E. and sport. Personnel who have received such training must be given a status and the needed encouragement to keep with their duties so as to perform well.

Hypothesis 2: There will be no Significant Relationship between Availability of Facilities and Equipment, and Organisation and Administration of Sports in SHS in the Central Region

To examine the correlation between organisation and administration of P.E. and sports and availability of facilities, partial correlation was conducted controlling for gender, position and teaching experiences of the participants. The result indicates a significant high positive ($r = .77$) correlation, with the

availability of the facilities accounting for about 59% ($R^2 = .59$) of change in the organisation and administration of P.E. and sports in the SHSs in the region (see Table 2). Therefore, there is significant high positive correlation between availability of facilities organisation and administration of P.E. and sports in SHSs in the Central Region.

The availability of sports facilities and equipment in any sports setting cannot be over-emphasised. Thus, the hypothesis on availability of facilities and equipment (resources) shows that there was a significant relationship between the variables. This supported Eruteyan (2003) contention that if provided for, facilities and equipment would enhance quality training and produce good performance outcomes. This is consistent with Bucher and Krotee (2002) who opined that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use within a very short time. Most facilities constructed in SHSs are very difficult to expand or exchange. It is noticed in today's schools that the increased population, rising school enrolments, city life, limited space, and sky-rocketing laboratory and material costs, are all altering sports facilities and equipment production and management. To this end, Bucher and Krotee concluded that equipment and facilities should always be maintained in a serviceable condition.

Awosika (2009), Pate, Maffit and Fugett (1997) have indicated that it might be impossible to achieve satisfactory results from sports participants whose training facilities and equipment are inadequate or of sub-standard. The scarcity of P.E. facilities, supplies and equipment constitute a big cog in the successful administration, organisation and management of sports in schools. It has long been espoused that high quality equipment can engender higher performance in sport. It is

believed that athletes would have performed better if they have half of the facilities and equipment available to the Western World. It is noted that most of our athletes lack exposure to modern sophisticated sports infrastructural facilities and equipment for training. This also agreed with Igbanugo (2004) who ascertained that athletes have been known to drop out or skip training because facilities and equipment are either non-existent or inadequate.

Effective sports organisation requires variables such as personnel, facilities, equipment, finance, incentives, planning, scheduling and training. Facilities and equipment provision are important aspects of sports administration; this requires well equipped and good play-ground for training. Standard facilities and equipment are essential pre-requisites to good and impressive performance. Lack of adequate and standard facilities and equipment hampers sport programmes in many ways (Orunaboka & Nwachukwu, 2012). Perhaps the beginning point could be from the suggestion by Ojeme (2007) who stated that standard facilities and equipment should be provided for schools, while qualified sports personnel are engaged to administer the programmes.

Scott et al. (2007) have identified in line with the study results that the accessibility of recreational facilities and physical activity equipment is an important predictor of physical activity in youth. The foregone suggests that it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or sub-standard. The scarcity of P.E. and sports facilities, supplies and equipment constitute a big worry in the successful administration, organisation and management of P.E. and sports.

The implication to this phenomenon is that if these facilities and equipment are not made available for the implementation of an effective sports programme,

the aim of a sports programme will be lost. Since the availability of adequate equipment is essential for effective teaching and learning and encourages the choice of activity as well as variability, it is in order that they are provided in quantity and quality. However, this is not a determinant of what should be taught. It also suffices to remark that providing games and sports equipment is effective in increasing children's physical activity levels and contributing to reaching the daily activity levels recommended for good health.

Hypothesis 3: There will be no Significant Relationship between Intramural Programmes and Organisation and Administration of Sports in SHSs in the Central Region

Pearson partial correlation analysis was calculated to examine the relationship between availability of intramural programmes and organisation and administration of P.E. and sports in SHSs in the Central Region. Result reveals a significant moderate positive correlation ($r = .62$). Furthermore, 38% of the changes in the organisation and administration of P.E. and sports is been accounted for by the presence or otherwise of the intramural programmes (see Table 2). Thus, intramural programmes contribute significant moderately positive to the organisation and administration of P.E. and sports in SHSs in the Central Region.

It is believed that supplies and equipment needs vary according to a wide range of factors, including the level of programme or participants, age of the user group, type of activities being offered, number of participants, and finance (Arnhein & Prentice, 2000; Athletic Business, 2000). The effective performance of sports programmes in SHSs involves the determination, allocation and development of funds for the achievement of the school sports programme. The

programme requires a large amount of money every year. This is because facilities such as courts and pitches are constructed and maintained for the use of the students. Also equipment and supplies such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs.

Olurunsola and Alla (2001) indicated that no intramural sports programme can function 100% by the proposed schedule. Olurunsola and Alla explained further that time must be available for make-ups on delayed contest, postponed or scheduled over by some emergency that could be unforeseen. The study result is in line with the contention by Ojeme (2007) that a good quality curriculum is one with a valid representative of its subject matter. Ojeme asserted that the P.E. curriculum and the scheduling of sport programmes in schools has lost the power and the quality that would make it flower and blossom into the production of great athletic potentials. Thus the plea therefore, is to have a school sports that would integrate both theory and motor skills together.

Implications from the study are that for P.E. and sports to be meaningfully administered or to be of value and accepted by a majority of participants, it must be offered with regularity and a purpose. This will warrant a continuous flow of activities. The reverse is expected if measures are not put in place to turn the scales.

Hypothesis 4: There will be no Significant Relationship between Funding and Organisation and Administration of Sports in SHS in the Central Region

The correlation between availability of funds and the organisation and administration of P.E. and sports was examined using Pearson partial correlation. The result shows that with $r = .40$, 16% ($R^2 = .16$) of the changed in the

organisation and administration of P.E. and sports was attributed to availability of funds (see Table 2). Therefore, a significant moderate positive correlation exists between availability of funds and organisation and administration of P.E. and sports in SHSs in the Central Region.

Sport is more than ever before, commanding global attention. Its influence on world peace, economy and the development of social relationships cannot be underestimated. It is against this background that most nations have come to appreciate the need to invest heavily on it. The hypothesis four of funding on organisation and administration of sports at SHSs revealed a significant relationship between the variables tested. This is consistent with Akintunde (2000) assertion that sports today cost money to administer effectively. Thus, funding is an important aspect of sports and root of all administrative successes or failures. The result also agreed with Omolawon and Adisa (2009) that success of any sports programme depends largely on finance. The same has been contended by Bingham and Walters (2013) that on average community sports trusts receive a significant proportion of income from grant funding whilst sponsorship income is relatively small.

The study result implies that funding school sports is a major issue that requires adequate implementation of funding policy for positive results. Nothing will be achieved if funding is not channelled properly to achieve the set objectives. It therefore behoves on school authorities to adequately look for funds through sponsorship deals and from NGOs to adequately fund sports activities in their schools.

Hypothesis 5: There will be no Significant Relationship between Motivation for the P.E. Teacher and Organisation and Administration of Sports in SHSs in the Central Region

To examine the relationship between motivation for P.E. teacher and effective organisation and administration of P.E. and sports, partial correlation was conducted. Controlling for gender, position and teaching experience, the result indicates a significant high positive correlation ($r = .73$) between motivation and organisation and administration of P.E. and sports. Further analysis reveals that motivation accounts for 53% of variance in the organisation and administration of P.E. and sports (see Table 2). Hence, motivation correlates significantly positively high with organisation and administration of P.E. and sports.

Motivation can be related to what students expect to achieve from participating in activities such as school sports and P.E. classes. Expectations can stem from perceptions of importance, values, usefulness or costs in experiences relating to lifelong learning and the establishment of learning communities. Not all research however, has linked outcome expectancy with achievements in sports participation or P.E. classes. A substantial body of research have examined consequences of P.E. on self-efficacy or the belief in the capacity to overcome barriers to participate and, or achieve outcomes in physical activity.

The result agreed with Adedeji (2000a) that there must be sufficient motivation in the form of attractiveness of facilities, supplies and equipment to captivate athletes' interest to participate in sports or games. This shows that the facilities and equipment in SHSs are simply not good enough and are a hindrance to students' sports participation and development.

A high degree of motivation is apparent and required to sustain sport programmes to the expected acumen. Poorly planned programmes that ignore the interest of students are sure to fall. Singh's (2006) advice to P.E. teachers and athletes who want to develop prime motivation was to focus on long-term goals, focus on the greatest competitor, set goals, and ask daily questions. Motivation, though, is not something that can be given to anyone, Singh was of the view that it should rather, ultimately come from within. One must simply want to participate in a sport.

The foregone implies that without motivation to P.E. teachers, students and the P.E. programme, a great amount of interest in sport programmes will be lost. Incentives such as medals, trophies, certificates and money therefore needs to be given to forestall any consequence of a sport programme in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to investigate the organisation and administration of sports in SHSs in the Central Region. Specifically, the study looked at the relationship between P.E. personnel, facilities and equipment, intramural programmes, funding, and motivation and sports organisation and administration. This chapter focuses on the summary and findings of the study, conclusions and recommendations based on the conclusions and suggestions for further research.

Summary

Organisation and administration of sports at SHS have been considered as important not only for enjoyment and leisure, but what it brings to the participants and schools that give recognition for sports at this level. Sport may be played both as exercise and as a game. Sports have been acknowledged in Ghana as a veritable avenue for national cohesion and unity. Within the society, sports play many roles which are beneficial not only to individuals and groups. The study considered and examined different areas that might be linked to promoting organisation and administration of SHSs sports. The study opened with chapter one that considered the background of the study. Five hypotheses were formulated to guide the study. Related literature relevant to this study were reviewed in Chapter two, among which considered were; scope of sports, history of P.E. and

sports in Ghana, organisation and administration of school sports programmes, and many others.

The methodology was considered in chapter three. This explained how the study was conducted. The research design used for the study was a survey; the rationale was gathering information through the use of validated and reliable questionnaire. The population involved was selected staff from the SHSs located in the Central Region, Ghana. The stratified technique was used to put the SHSs into the five sporting zones in the region. Simple random was adopted to select 10 schools each from zones 2, 4, and 5; and 11 schools each from zones 1 and 3, 52 headmasters/mistresses and 52 P.E. teachers were purposively sampled. Also, a maximum of seven P.E. teachers who were not covered in the first sampling were conveniently sampled from each of the five zones to yield the total 137 respondents. A researcher-generated Likert scale questionnaire was used to collect data from the respondents. Data collected were subjected to descriptive analysis of frequencies and percentages for the demographic information and the Pearson Product-Moment Correlation of SPSS software Version 16.0 for the hypotheses testing. The decision criterion was set at .01.

Main Findings

The study revealed that;

1. There was a significant relationship between availability of P.E. teachers and organisation and administration of sports. The availability of P.E. teachers impacted positively on the organisation and administration of sports in SHSs in the Central Region.

2. There was no significant relationship between lack of facilities and equipment, and organisation and administration of sports in SHS. Sports thrive well when facilities and equipment are adequate.
3. There was no significant relationship between intramural programmes and organisation and administration of sports in SHS. Intramural programmes are an important component of sport administration.
4. There was a significant relationship between funding and organisation and administration of sports in SHS in the Central Region. The availability of funds impacted positively on the organisation and administration of sports in SHSs in the Central Region. This means sport programmes are organised and administered very well when funds are available.
5. There was a significant relationship between motivation for the P.E. teacher and organisation and administration of sports. The presence of motivational measures impacted positively on the organisation and administration of sports in SHS in the Central Region.

Conclusions

All the factors (qualified P.E. teachers, adequate facilities and equipment, intramural programmes, funding, and motivation) were found to have contributed significantly toward the organisation and administration of sports in the Central Region. However, facilities and motivation were the most significant contributors to the organisation and administration of P.E. and sports in the Central Region. All efforts must therefore be put in place by headmasters or mistresses and P.E. teachers to ensure that they are utilised to achieve the required results.

Recommendations

Based on the findings of the study it was recommended that for effective and efficient organisation and administration of sports in the Central Region;

1. Ghana Education Service (GES) should post enough P.E. teachers to all SHSs in Central Region. All schools should have at least two teachers for P.E. programmes. Their availability will likely impact positively on the organisation and administration of sports in the region.
2. Headmasters/mistresses should make adequate budgetary allocations for the provision of sports facilities and equipment in SHSs in the region. Heads, P.E. teachers and heads of department could also source for sports materials and funding from NGOs to augment that of the schools.
3. Headmasters/mistresses, P.E. teachers and Heads of Department should put resources together to frequently organise intramural programmes in their schools. This can be done fortnightly in different disciplines to whip up the interest of the students in sports.
4. Headmasters/mistresses should make adequate budgetary allocations to fund sports programmes in SHSs in the Central Region. Sport programmes are efficiently organised and administered when funds are available and adequate.
5. Headmasters/mistresses should put measures in place to adequately motivate their P.E. teachers to do their best to organise and administer sports in their schools well. They should be rewarded with material things, given accommodation in school premises and highly resourced. The presence of motivational measures will impact positively on the organisation and administration of sports in SHS in the Central Region.

Suggestions for Further Research

The following areas of research have been suggested for further research;

1. A comparative analysis of the reasons for disinterest in practical P.E. lessons. A case study of Colleges of Education and Senior High Schools in the Central Region of Ghana.
2. Role of organisation and administration of sports on extent of enrolment in Senior High Schools in Ghana.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

**QUESTIONNAIRE FOR HEADMASTERS/MISTRESSES AND
PHYSICAL EDUCATION TEACHERS**

I am an M. Phil student of the University of Cape Coast conducting a study on Organization and Administration of Sports in Senior High Schools in Central Region of Ghana. Thank you for agreeing to participate in this survey. The information you are providing is solely for research purposes and will therefore be treated with utmost confidentiality.

SECTION A

1. Sex: (a) Male [] (b) Female []
2. Teachers experience:
3. (a) 1-5yrs [] (b) 5-10yrs [] (c) 10yrs and above []
4. Educational Qualification: (a) Diploma [] (b) Degree []
(c) Masters [] (d) Doctorate []
5. Position in school: (a) Head of School []
(b) Head of Department [] (c) PE Teacher []
(d) If others please specify.....
6. How many times has sports been organized since you were posted to your school?
(a) termly [] (b) yearly [] (c) does not exist []
7. Do you enjoy inter-house sports in your school?
(a) Yes [] (b) No []

SECTION B: INTRAMURAL OR INTER-HOUSE SPORTS PROGRAMMES

Please tick all events your students participate in.

	Track Events	Field Events	Side Attraction Events	Games
8	200m (boys & girls)	Discus throw	Match past	Football
9	100m (boys & girls)	Shot put throw	Dressing up race	Basketball
10	400m (boys & girls)	Javelin throw	Obstacle race	Volleyball
11	4x400m (boys & girls)	Hammer throw	Basket and Balls	Handball
12	4x200m (boys & girls)	High jump	Sack race	Table Tennis
13	Hurdles	Long jump	Water filling	Lawn Tennis
14	800m (boys & girls)	Triple jump	Spoon and lime	Hockey

Please tick the facilities you have in your school in the table below.

	AVAILABLE FACILITIES	AVAILABLE EQUIPMENT
15	Basketball court	Basketball
16	Cricket pitch	Discus
17	Football field	Football
18	Gymnasium	Mat, beep balance
19	Handball court	Handball
20	Hockey pitch	Hockey ball
21	Swimming pool	Javelin
22	Table tennis	Table tennis ball
23	Tennis court	School jersey
24	Track for athletics	Shot put
25	Volleyball court	Volley ball
26	Squash court	Relay baton
27	Netball court	Netball

SECTION C

Please indicate your level of agreement of the following statements per the information below. **SA**= Strongly Agree, **A**= Agree, **N**= Neutral, **D**= Disagree, **SD**= Strongly Disagree

	ITEM	SA	A	N	D	SD
	PERSONNEL IN SPORTS					
28	We have PE teachers who are in charge of all					

	sporting activities in the school					
29	Apart from the PE teachers we also have coaches that train students during sports competitions					
30	I normally coach the students during inter-house sport competitions					
31	The headmaster always bring some experts to organize and supervise our sporting competitions					
32	The Headmaster does not know much about sporting competitions					
	FACILITIES					
33	Classroom buildings have been erected on our sporting facilities					
34	During sports we always find it difficult to train due to inadequate facilities					
35	There are some games we do not do during our inter-houses due to lack of facilities					
36	We normally go to other schools or stadium for our inter-house					
37	Facilities are not properly managed during inter-house competitions					
	EQUIPMENT					
38	Most sports equipment are expensive					

39	During sports, we always find it difficult to train because of inadequate equipment					
40	There are some games we do not do due to lack of equipment					
41	We normally borrow equipment during our inter-house competition					
42	Equipment are not properly managed during inter-house competitions					
	SCHEDULES AND INTRAMURALS					
43	The period for inter-house sport usually conflict with academic work					
44	We do not participate in inter-house sports because it always clashes with examination time					
45	We do not do inter-house sport every year due to lack of proper time management					
46	We usually do not use one day to finish all inter-house sporting activities					
47	We are not given enough time to train for inter-house competitions					
	AVAILABILITY OF FUNDS					
48	We do not always organize inter-house sports due to lack of funds					
49	The cost of organising inter-house sports is very					

	expensive for the school to bear					
50	The school solicits for funds from individuals and corporate bodies to organize sports					
51	Government should dedicate some funds for sport competitions annually					
52	A bank account should be opened to enable availability of funds for sports					
	MOTIVATIONAL MEASURES					
53	Organizers do not give prizes to runner ups and winners of sport competitions					
54	Few prizes are available for distribution during inter-house sports					
55	Organizers do not provide adequate incentives for students who participate in sports					
56	The PE teachers are not involved in the administration of sports due to lack of motivation from the school					
57	Better health services are not available for students who participate in sports therefore not providing them motivation to continue					

APPENDIX B

RELIABILITY STATISTICS OF THE SCALE

Cronbach's Alpha	Cronbach's Alpha based on standardized items	Number of items
0.606	0.787	36

APPENDIX C

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

Department of Health, Physical Education & Recreation

TELEPHONE: 233-0332130634/0332132480-9 Ext 253

TELEX: 255 UCC.GH

Cables & Telegrams:

Our Ref: HPER/40/SF.1/105

UNIVERSITY OF CAPE COAST

Your Ref:

April 24, 2014.

The Headmaster

St. Augustines' College

Cape Coast

INTRODUCTORY LETTER

The bearer of this letter, **Mrs. Helena Williams** is a student of the Department of Health, Physical Education and Recreation, who is working on her Dissertation that may require data collection from your outfit.

We would be grateful if all the needed assistance is given to her.

If you have any question you may contact the Department on **03321-30634**

Thank you.

Dr. Joseph K. Ogah

HEAD OF DEPT