

ASSESSMENT OF ROLE-PERFORMANCE OF POST-PRIMARY SCHOOLS MANAGEMENT BOARD IN FUNDING PHYSICAL EDUCATION PROGRAMME IN TARABA STATE, NIGERIA

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Abstract

This study examined the Role-Performance of Post-Primary Schools Management Board (TSPPSMB) in funding Physical Education programme in Taraba State, Nigeria. The design adopted for the study was ex-post facto research method. The population of the study consisted of Principals, Vice Principals, Game Masters, Physical Education Teachers and Zonal Sports Coordinators totaling 13,700. The study used a sample size of 372(50.96%) based on Krejcie and Morgan (1970) table. The study used stratified random sampling and simple random sampling techniques. A self-developed questionnaire was used as data collection instrument. A 5-point Likert scale was used for scoring responses provided by the respondents. The research instrument was duly vetted by the experts from the Department of Human Kinetics and Health Education and Science Education respectively, Ahmadu Bello University, Zaria. The data collected was subjected to statistical analysis. Mean (\bar{x}) and Standard Deviation were used to answer the research question while Chi-square (χ^2) was used to test the formulated hypothesis at 0.05 level of significance. The study found that the Post-Primary Schools Management Board plays significant role in the funding of Physical Education programme in Secondary Schools in Taraba State, Nigeria. This study recommends the need for improvement in the area of funding of physical education programme by the Taraba State Post-Primary Schools Management Board (PPSMB) to meet up with the current standard and global practices despite the fact that the board played significant role in the area of making funds available for the development of physical education programme in the state.

Keywords: Assessment, Funding, Physical Education, Role-Performance, PPSMB, Taraba State.

Introduction

Since the advent of the missionaries that brought Western Education to the country, Nigeria had series of educational reforms aimed at improving the standard of schools in the country. One of this was the establishment of Taraba State Post-Primary Schools Management Board (TSPPSMB) which was first established and known as Gongola State Post-Primary Schools Management Board in 1983 and became operational on 1st January, 1985. The Taraba State edict No. 1 of 1995 changed the name to Taraba State Post-Primary Schools Management Board (TSPPSMB). The board was charged with responsibility of managing the Secondary Schools in Taraba State. Among such functions of the Board is the provision of fund for the achievement of higher standard of Post-Primary Education in the state and to ensure that any dissatisfaction among teachers and staff of government institutions in Taraba State is

eliminated through pursuit of policies which guarantee dedication, hard work and adherence of professional ethics. In pursuance of this objective, the Board created seven directorates which Physical Education programme and school sport is one of them. Among the functions of the directorates of Schools include: providing qualified Physical Education personnel; organizing Physical Education and Sports programmes in the Secondary Schools; funding of Physical Education programme and provision of Physical Education facilities and equipment in the Secondary Schools in Taraba State.

A situation where the funding of Physical Education Programme Development is entirely dependent on government subvention imposes severe handicap on programme Education management and development. Because of its capital intensive nature, Physical Education Programme really requires multi-dimensional sources of funding in order to overcome the delays and frustrations inherit in the government system of project execution. It should be realized that nowadays Physical Education programme is a growing industry with expanding boundaries (Fasan, 2004).

There are many agencies or cooperate bodies who could provide a good leverage to the various governments in funding Physical Education Programme. According to Fasan (2004) this non-governmental agencies are many and will to compete seriously with one another to be recognized by their contributions in various ways to Physical Education Programme. All those required for Physical Education specialists to approach them because it is already in their policies to sponsor one activity of another Sport.

One of the most critical issues facing School Physical Education Programme is funding. The funding of education programme is on the increase and Physical Education Programme is no exception. Nwankwo (1980) suggested three methods of how to finance School Physical Education Programme. The first method was the idea of the school taking the total responsibility through gate receipts, fund raising programmes and students fees. The second one was the school parenthetically supporting the programme with the Ministry of Education assuming some of the cost. The third idea was where the Ministry of Education assumes the entire cost of programme. Funding is seen as an instrument through which decision concerning management, organization and implementation of Physical Education Programme can be made. Nwankwo (1980) also reported that funds can be one of the most effective tools of any management. Mohammed (1997) on the other hand reported that it is not only a tool of management but it is also the usual main instrument by which decision makers plan; apply to implementation of Physical Education Programme in any set up. Venkateswarlu (2000) reported in his studies that inflated costs of the construction of facilities, and buying of equipment and the increasing cost of organizing Physical Education programme in institutions, as in other sectors, demand a fresh and innovative approach to the funding of Physical Education programme. Therefore, the private sector should be actively involved not only in the sponsorship of competitions but also in the construction of sporting facilities.

There is no organization that functions effectively without adequate funds. Therefore, finance in the organization and management of Physical Education programme is vital. The adequacy of fund allocation leads to success or failure in any sports enterprise. Adequate fund allocation improves facilities, equipment and supplies facilitate employment of qualified personnel and

serve as a motivator for athletes. Inadequate funds allocation on the other hand inhibits good provision of facilities, equipment and supply, and make employment of qualified personnel impossible and demotivates athletes and thus inhibits athletic performance.

Funding is seen as an instrument through which decision concerning management, organization and implementation of Physical Education Programme can be made. Nwankwo (1980) reported that funds can be one of the most effective tools of any management. Mohammed (1997) on the other hand reported that funding is not only a tool of management but it is also usually the main instrument by which decision makers plan; apply to implementation of Physical Education Programme in any set up. Furthermore, Biki, (1998) in his studies reported that funding consideration is a vital factor in operating a Physical Education Programme and this effect serves as a marker for realistic appraisal of the management and assessment of the programme. Today, the mean whereby a desirable Physical Education Programme can be effectively implemented by Schools, Colleges, Universities and other establishments depend to a considerable extent on adequate and well managed finance. Adequate financial support is the key factor for effective administration and organization of any Physical Education Programme. Physical Education Programme is capital intensive and thus requires enormous amount of funds for effective programme accomplishment. For example, standard facilities and equipment in sufficient quantities are essential pre-requisite to good and impressive performance in Physical Education. Money is needed to construct and maintain the facilities and to purchase the equipment and supplies. The athletes too are to be provided with at least balanced diet, the total absence of which takes its toll on the athletes by limiting their ability to endure stresses and strains of training and competition.

Bucher and Koeing (1978) reported that an allocation from the Board of Education may consist of money which is allotted directly to the Department of Physical Education. This justifies the provision of such funds in sufficient amount for Physical Education Programme in Schools and Colleges. Ogedengbe and Akinyode (2005) stated that experiences provided by Physical Education Programme are so vital and important that they merit financial support from the institutional funds. Indeed, experiences have repeatedly demonstrated that athletics are conducted on a much higher plane if they derive their support from the regular School funds. However, most of 'the States' Primary Schools Education Boards in Nigeria have no revenue yielding ventures. For example in Taraba State, the Board is annually financed by the State Government to enable them meet their financial obligations. The Board also gets some funds in the form of endowments, gifts and other donations from Sports philanthropists. The funds of the Board are disbursed and controlled by the Director of Sports who used the funds for the organizations of competitions, staff development and for the purchase of Physical Education equipment and construction of improvised Physical Education facilities. Moronfolu and Ogunsemore (2004) reported that the allocation of funds for Physical Education and Sports in United States High school was made on per-pupil basis. In the opinion of the researcher, this is not the practice in Taraba State. Any money that is meant for Physical Education Programme is sent to the Local Government Education Authority (LGHA) not directly to the Primary Schools. The Local Government Education Authority LGEA takes decisions on what to do with the money released.

The latest performances of Nigeria athletes at international tournament called for a review of the budgetary allocation for Physical Education Programme to sustain the country's glory and promotion of the health of our youths through Sports participation particularly at the Primary School level. Realizing the importance of private sector participation in the development of Physical Education Programme, School Physical Education Programme has been able to attract sponsorship, corporate body sponsorship, for instance, the Shell Cup for football. Nestle Mile for basketball, and Nike for under 14 football. The winners at the national level normally have a cash reward of three million naira (3,000.000), even though Shell insisted that the amount should not be huge stadia for Physical Education Programme like football and basketball. These stadia are used for competitions and the sale of tickets for these games provides financial support for Physical Education Programme in many schools (Benneth, Howell &Uriel, 1975). The funding of Physical Education Programme in the former Soviet Union was done by the government through the state budget (Benneth, Howell &Uriel, 1975). This also applies to all the former socialist and communist countries of the world.

In Nigeria, until recently the National Sports Association was funded by the Federal Government through the National Sports Commission, while the State Sports Associations are financed by the State Sports Councils. Recognized Sports clubs and university Sports clubs are aided financially when engaged in national and international competitions (Egbinike, 1985).

According to Venkateswarlu (1999), funding of Sports services in Nigeria has been on adhoc basis. Whenever the government is in financial crises, it goes out for contributions from the public to organize Physical Education Programme. Sports administration in Nigeria today is under the Ministry for Youth and Sports.

Purpose of the Study

This study is examines the Role-Performance of Post-Primary Schools Management Board (TSPPSMB) in funding Physical Education programme in Taraba State, Nigeria. Specifically, the study sought to:

- i. find out if Post-Primary Schools Management Board (TSPPSMB) provides adequate funds for the development of Physical Education programme in Secondary Schools in Taraba State, Nigeria;

Research Question

- i. To what extent does Post-Primary Schools Management Board provide funds for the development of Physical Education programme in Secondary Schools in Taraba State, Nigeria?

Null Hypothesis

- i. Post-Primary Schools Management Board (TSPPSMB) does not perform any significant role in providing funds for the development of Physical Education programme in Secondary Schools in Taraba State, Nigeria;

Methodology

The design adopted for the study was ex-post facto research method. This design was chosen because the information needed already exist and considering the fact that the study did not involve experimentation. Therefore, there was no manipulation of variables. This is supported by Nworgu (1991) who stated that it is not possible for the researcher to direct manipulation of the independent variable in a non-experiment research.

The population of this study comprised of the Secondary Schools Principals, Vice Principals, Game Masters, Physical Education Teachers, Form Masters, Assistant Education Officer, Education Officer, Higher Education Officer, Senior Education Officer and Zonal Sports Coordinators for the Secondary Schools in the sixteen (16) local government areas of Taraba State. According to Taraba State Post-Primary Schools Management Board, the population of Principals, Vice Principals, Game Masters, Physical Education Teachers and Zonal Sports Coordinators is 13,700.

The study used a sample size of 372(50.96%) based on Krejcie and Morgan (1970) table. According to them, for a population of 13700, a sample size of 372(50.96%) should be used for a study.

The study used stratified sampling technique on the three (3) senatorial zones in the State, namely North, Central and South zones. Each of these zones comprises of five (5) LGEAs, except one (1) that comprises of six (6) LGEAs. Simple random sampling technique was used to select three (3) LGEAs from representing each of the selected zones. This was to give every Local Government equal opportunity of been represented. Therefore, the following LGEAs were randomly selected:

South Zone –Wukari, Ibi and Takum

Central Zone – Gassol, Bali and Kurmi

North Zone- Zing, Karim Lamido and Ardo-Kola

A self-developed questionnaire was used as data collection instrument. A 5-point Likert scale was used for scoring responses provided by the respondents. Likert scale was used to examine the degree of agreement or disagreement by the respondents. The responses were scored as follows:

Strongly Agreed (SA) = 5

Agreed (A) = 4

Undecided (U) = 3

Disagreed (D) = 2

Strongly Disagreed (SD) =1

The research instrument was duly vetted by the experts from the Department of Human Kinetics and Health Education and Science Education respectively, Ahmadu Bello University, Zaria. These experts served as Jurors.

The researcher made used of two (2) trained research assistants. The trained research assistants helped the researcher to distribute and retrieve the filled questionnaire from the respondents. The data collected was subjected to statistical analysis. Mean (\bar{x}) and Standard

Deviation were used to answer the research question while Chi-square (χ^2) was used to test the formulated hypothesis at 0.05 level of significance.

Results

Research Question: To what extent does Post-Primary Schools Management Board provide funds for the development of Physical Education programme in Secondary Schools in Taraba State, Nigeria?

Table 1: Descriptive Statistics on the Role-Performance of Post-Primary Schools Management Board in Funding the Development of Physical Education Programme in Secondary Schools in Taraba State, Nigeria

S/N	Items	SA	A	U	D	SD	Mean
1	The Post-Primary Schools Management Board provides adequate funds for the development of Physical Education programme in Taraba State.	55	169	74	37	37	3.452
2	The Post-Primary Schools Management Board ensures that Physical Education programme in Secondary Schools are adequately funded	56	91	112	75	38	3.140
3	The Post-Primary Schools Management Board allocates Funds for the development of Physical Education programme in Secondary Schools in Taraba State.	38	93	167	55	19	3.204
4	The Post-Primary Schools Management Board ensures that fund released for Physical Education programme in Secondary Schools is adequately and properly utilized for the development of Physical Education Programme in Secondary Schools in Taraba State.	36	75	169	37	55	3.000
5	The Post-Primary Schools Management Board provides funds for the proper supervision of Physical Education programme in Secondary Schools in Taraba States.	56	74	130	93	19	3.148
Aggregate Mean							3.188

Decision Mean: 3.00

Table 1 answer the question on whether Post-Primary Schools Management Board provides adequate funds for the development of Physical Education Programme in Secondary Schools in Taraba State. Observed from the table was that the cumulative mean responses of 3.118 is less than the decision mean of 3.5 Therefore, the analysis showed that the Taraba State Post-Primary Schools Management Board does not provide adequate funds for the development of Physical Education Programme in Taraba State.

Null Hypothesis

Hypothesis 1: Post-Primary Schools Management Board does not performs any significant role in Funding of Physical Education programme in Secondary Schools in Taraba State

Table 2: Chi-square statistics on the Role Performance of Post-Primary Schools Management Board in Funding of Physical Education Programme in Secondary Schools in Taraba State

Variable	SA	A	UD	D	SD	Df	N	X ² com	X ² crit	P
Role of TSPPSMB on funding of Physical Education Programme	56 (48.20)	91 (100.4)	112 (130.4)	75 (59.40)	38 (33.60)	16	372	186.6	26.29	0.000

X²cal = 186.6, X²cri = 26.29, P < 0.05

Outcome of the Chi-square statistics in Table 1 showed that Post-primary Schools Management Board played significant role in the funding of Physical Education programme in Secondary Schools in Taraba State. This is because the calculated Chi-square statistics value of 186.60 is greater than the Chi-square critical value of 26.29 at df 16. More so the p value of 0.000 is less than the 0.05 alpha level of significance. This shows that the Board play significant role in the funding of Physical Education programme in Secondary Schools in Taraba State. Therefore, the null hypothesis which states that the Taraba State Post-Primary Schools Management Board does not play any significant role in the funding of Physical Education programme in Secondary Schools in Taraba State is hereby rejected.

Finding

The study found out that the Post-Primary Schools Management Board plays significant role in the funding of Physical Education programme in Secondary Schools in Taraba State. This is because the calculated Chi-square statistics value of 186.60 is greater than the Chi-square critical value of 26.29 at df 16. More so the calculated p value of 0.000 is lower than the 0.05 alpha level of significance.

Discussions

The study reveals that the PPSMB plays a significant role in funding Physical Education Programme in Secondary Schools in Taraba State. Funding is crucial to the development of Physical Education Programme in Primary and Secondary Schools. This role of funding is one of the vital roles of PPSMB in Taraba State. This is in line with Fasan, (1974) who opine that funding of Physical Education Programme development is entirely dependent on government subvention imposes severe handicap on the physical education management and development. Because of its capital intensive nature, Physical Education Programme really requires multi-dimensional sources of funding in order to overcome the delays and frustration inherit in the government system of project execution. It should be realized that nowadays, Physical Education Programme is a growing industry with expanding boundaries, Akintunde (2001) suggested three methods on how to finance school Physical Education Programme. The first method was the idea of the school taken the total responsibility through date receipts, funds raising program and students fees. The second one was the school parenthetically supporting the programme with the Ministry of Education assuming source of the cost. The third idea was where Ministry of Education assumes the entire cost of

programs. Funding is seen as an instrument through which decision concerning management, organization and implementation of Physical Education Programme can be made. Nwankwo, (1980) reported that funds can be one of the most effective tools of any management. Mohammed (1997) on the other hand reported that it is not a tool of management but it is also the usual main instrument by which decision makers plan; apply to implement Physical Education Programme in any setup, Biki, (1998) in his studies reported that funding consideration is a vital factor in operating a Physical Education Programme and this effect serves as a marker for realistic appraisal of the management and assessment of the programme. Today the mean whereby a desirable Physical Education Programme can be affectively implemented by schools, colleges, universities and other establishment depend to a considerable extend on adequate and well managed finance.

Conclusion

In the light of the findings made, this study concludes that the Taraba State Post-Primary Schools Management Board provides adequate funds for the development of Physical Education programme in Secondary Schools.

Recommendations

This study recommends the need for improvement in the area of funding of physical education programme by the Taraba State Post-Primary Schools Management Board (PPSMB) to meet up with the current standard and global practices despite the fact that the board played significant role in the area of making funds available for the development of physical education programme in the state.

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