



## DETERMINANTS OF ORGANIZATION AND ADMINISTRATION OF INTRAMURAL SPORTS PROGRAM IN PUBLIC SECONDARY SCHOOLS IN KABBA-BUNU L.G.A, KOGI STATE.

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### Abstract

This study looked at the factors that affect how intramural sports are organized and supervised in Kabba-Bunu Local Government Area., Kogi State, State High Colleges The descriptive design of the survey type was the research methodology used for the investigation. 3,825 administrators, PHE teachers, and students from 8 (Eight) government-owned senior schools in Kabba-Bunu, Kogi State, Nigeria, made up the study's population. From a target population of 3,825 respondents used for the study, a sample size of 382 respondents was purposefully selected. The researcher-structured questionnaire was the study's primary data collection tool. The Department of Human Kinetics Education's three experts validated the instrument, and Pearson's Product Moment Correlation was used to assess its reliability. 0.76 of a coefficient was obtained. The proposed hypotheses were investigated using the powerful statistics of the chi-square. They conducted a 0.05 significance level test on their hypotheses. The theories were disproved.

The findings showed that: (1). Fund significantly affects the organization and administration of intramural sports at public schools in Kabba-Bunu, Kogi State ( $327.01 > \text{crit.val. } 16.92 @ \text{ df} = 9$ ); (2). The organisation and administration of intramural programmes in high schools in Kabba-Bunu, Kogi State are significantly impacted by the availability of sports facilities and equipment ( $200.10 > \text{crit.v. } 16.92 @ \text{ df} = 9$ ); and (3). The organization and administration of intramural programmes in State-owed high colleges in Kabba-Bunu, Kogi State are significantly influenced by organizational patterns ( $410.01 > \text{crit.val. } 28.87 @ \text{ df} = 18$ ). The study came to the conclusion that funding, the availability of training facilities, and organizational structure all had an impact on how intramural programmes were organised and managed in secondary schools in Kabba-Bunu, Kogi State. To successfully organise and manage intramural and extramural sports programmes in public secondary schools, it was advised that sporting event organizers programmes should seek other sources of funding besides the government, standard sports facilities should be provided and maintained, and sports experts with sufficient knowledge and skills should be hired.

**Keywords:** Determinants, administration, organisation, intramural sports

## **1. Introduction**

Intramural programmes are organised extracurricular activities that students or staff can participate in within schools, colleges, or other higher institutions. These organised sports programmes are an essential component of the overall educational process and are utilised to promote health among the students and faculty, while also providing those who do not participate the chance to be active and have fun. When coping with their academic workload, stress, and other school obstacles, kids might find an outlet in the intramural and extramural athletic events' activities. Additionally, intramural activities offer students the ability to socialise with their friends.

Intramural and extramural sports were largely referred to as enrichment activities by Gardner, Roth, and Brooks (2008), suggesting that they are a choice for individuals with free time. The phrase "co-curricular activities" has now replaced "physical education and sport" due to increased understanding of the value of these subjects. Both terms, then, allude to that element of physical instruction that involves students participating voluntarily in sports, games, and other social activities while also aiming to enhance their skills and talents.

The school's intramural sports plan comprises organised sports events including sports clubs, athletic possibilities, cheerleading squads, dance lines, Scouts, drama or theatre, youth organisations, and student government. There is a lot of curiosity about how kids spend their free time both inside and outside of the classroom, as well as what kinds of activities are crucial to their growth. According to Gardner, Roth, Brooks-Gunn, et al. (2006), many students who are enrolled in school participate in some sort of organised intramural and extramural sporting activity.

The intramural sports programmes have a lot to offer students in terms of advantages. Participation in intramural sports, according to Babatunde and Ogundipe (2006), has several positive effects, including promoting social mobility and the development of specialised abilities and performances. Others include the encouragement of joy and the development of oneself, tolerance, empathy, regard for others, deference to authority, and cooperation. Sports, particularly intramural sports, have reportedly taken on a big role in secondary school students' lives in terms of fitness, recreation, and relaxation, according to Babatunde (2011).

According to Ekuri, Edi, and Odok (2014), the availability of financing is essential to the accomplishment, goal-oriented planning, and the management of the assets in any organisation since it enables the procurement of all the materials needed to meet the organisation's objectives. Ekuri, Edi, and Odok went on to say that after-school activities are seen as essential components of the whole educational process that support young people's intellectual development and overall well-being. Its importance for young people's social, progress in terms of the physical, emotional, and cognitive cannot be overstated.

Finances for intramural and extramural athletic schedules should come from the administration centre and boards of education, just like other programme phases are financed. These programmes help students achieve their educational goals. It would be possible to solicit funding from the business community, though, by having a fast-food franchise sponsor a portion of the initiative. Offering non-credit courses or instruction in odd intramural and extramural athletic programmes or activities for fees, for instance, or, most of all, providing the administration with data and statistics to raise more money. Different methods are used to raise the money needed for intramural and extramural sports programmes. There is another

way to pay for intramural and extramural sports programmes that has worked well at several high schools and colleges. According to this concept, the regular activity charge, which covers student activities like theatre, interscholastic athletics, musicals, and concerts, includes the cost of administering the programmes. This enables the use of finances that are proportionate to the number of enrolled students and that may be planned for in advance. Additionally, there are no additional fees for students with this approach.

It would be pointless to claim that the National Sports Commission created numerous intramural and interscholastic secondary school sports tournaments across Nigeria as a result of the benefits of intramural sports activities. As extensive schedules of sports and leisure pursuits are conducted inside the university, intramural sports require appropriate funding. The ability of the sports administration to have at its disposal appropriate financial resources is essential for achieving predetermined sporting objectives among secondary school pupils (Omolawon & Adisa, 2009).

As noble and advantageous as the concept of intramural sports is, Omolawon and Adisa (2009) argued that the goals are endangered by concerns about the proper use of financial resources. In the same way that it would be appropriate to recognise volunteers who gave their fair share of time, effort, and support to the successful hosting of intramural sports programmes and sports meets, it would also be appropriate to reward athletes who excel in inter-house athletic competitions.

According to Omolawon and Adisa (2009), the administrators' wise financial management would be of utmost importance in achieving the goals and objectives of secondary school sports, which always lead to the development of the activity. Administrators who plan well use financial resources more than administrators who don't prepare, according to Idowu (2011), citing Lawal (1993).

According to Roth and Theodore (2006), the objectives of an intramural sports programme may only be met successfully through effective management and organisation. Sports management, according to Roth and Theodore (2006), is a field concerned with the organisation and management of particular sports-related areas. It is a line of work that entails organising, planning, taking the initiative, making decisions, setting up sporting events, and promoting sports. Aluku (2001) defined management as the act of setting up and organising circumstances such that an organisation's objectives can be attained. According to Maxwell (2004), administration is the activity of planning, directing, coordinating, and using both human and material resources to achieve organisational objectives.

The administrative practise or pattern of schools is another noted aspect that affects the organisation and management of intramural and extramural sports programmes in schools and colleges, according to Babatunde (2012). Sports administrative practises differ widely depending on the types of institutions. The timetable in many schools does not allow for participation in intramural and extramural sports. The majority of the time, kids only participate in the school's intramural and extracurricular programmes during physical education class.

Babatunde (2007) noted that certain instructors from different subject areas, divisions, or units go so far as to aggressively advise students to focus on their academic work and avoid engaging in extracurricular activities. Many students would be willing to follow such guidance without hesitation. Even worse are some principals' ambivalent views on athletics in general and, in particular, their treatment of students who hurt themselves while participating in intramural

activities. In some cases, such hurt students weren't taken care of and were told to go to their parents for care. With these attitudes, most students are destined to form negative attitudes towards the school's intramural and extramural sport activities. The majority of schools and colleges, according to Haastrup (2011), do not provide every student with enough opportunities to participate in intramural and extramural sports programmes. The smooth operation of intramural and extramural sports courses in schools is also bound to be impacted by administrative practise where game fees are solely collected by headmasters, as funds required for the purchase of sports supplies and equipment may frequently be diverted to other aspects of the College's curricula at the expense of sports activities. However, after-school extracurricular activities offer an additional chance to voluntarily participate in and compete in sports and other physical activities.

It is imperative that the sports administrator offer a variety of activities for the intramural and extramural sports modules in schools to achieve their goals as effectively as possible. However, it is understandable that in areas where the availability of facilities, equipment, and supplies is limited or nonexistent, a wide range of activities cannot be easily offered. Ayoade (2010) claimed that the supply of sports complex and supplies comprises of significant element in the effective management of school sports, emphasising the importance of having an adequate supply of facilities, equipment, and supplies.

In order to address the needs of the students and the community, school and community facilities should be strategically built and used in tandem. The presence of appropriate infrastructure and tools is of vital importance when running athletic and recreational courses for physical education at every educational level (Beller, 2010). "Community recreational initiatives conducted with a school facility should be under the supervision of school personnel to ensure the safety of students and the protection of the facilities, equipment, and supplies." Facilities and equipment, according to Koca and Henderson (2011), are the main elements in evaluating the administrative viability of any sports activity. For instance, it is hard to include swimming among the intramural activities because the school lacks a proper swimming facility that it can use. Students would lack a place to practise and a venue for holding competitions. Similar to this, it will be challenging for a school to incorporate football, tennis rackets, hurdles, or vaulting poles into their schedule of intramural activities.

The success of intramural and extramural sports initiatives depends on having the right facilities and equipment. Koca and Henderson (2011) recommend that the facility used for both intra- and extra-mural sport programmes be raised in a variety of ways. Since these modules have as many contributions to academic objectives as other parts of the academic curricula, if not more, they should be financed out of board of education and central management funds. They ought to be supported by normal school funding and the general physical education budget.

Kabba-Bunu is a local government area in the state of Kogi and the seat of the Kogi West Senatorial District. It has two distinct districts, Kabba and Bunu.

#### Description of the Issue

The number of intramural sports has decreased at the government secondary schools in Kabba-Bunu, Kogi State. Because school sport administrators do not recognise the significance of intramural sports programmes in secondary schools, students who excel in some organised sports programmes frequently do not receive rewards, and facilities and equipment are either

insufficient or not provided.

The researcher found that although the majority of secondary school students in Kabba-Bunu, Kogi State, are good students with the potential to be athletes and have a keen interest in sports, there has always been a lack of motivation due to a number of issues that have plagued the organisation and administration of intramural and extramural sports programmes, including fun, sports facilities, and the state's intramural sports programme's organisational and management style. Despite the possibility of additional factors, the management and organisation of the intramural sports programmes in the state's high college may have been the most important factor influencing the organisation of intramural sports in upper schools.

Inadequate planning, lack of organisation, and a lack of sports facilities and equipment were all cited by Lawal (2013) as important barriers to the development of sports programmes, particularly intramural and extramural sports in secondary schools. Failures in sports programmes, particularly when it comes to intramural sports programmes in secondary schools, are fully attributable to ineffective management of the activity.

Additionally, the researcher found that most secondary schools lack the -Kogi State, Nigeria, to run effective intramural sports activities. necessary sports personnel to manage the many sporting events. Due to "godfatherism" among school principals, non-professionals are assuming leadership roles in the sports units of the majority of secondary schools. The aforementioned prevailing conditions have made it impossible for secondary schools in Kabba-Bunu

## 2. Methods

This study employed a descriptive survey research design. All secondary school administrators, physical education teachers, and students in Kabba-Bunu LGA, Kogi State, made up the study's population. A sample of 382 people, or 10% of the study's overall population of 3,825, was used. The study used a multi-stage sampling technique to choose its samples. First, the Kabba-Bunu Local Government Area was divided into two districts using the stratified sampling process (Kabba-Bunu district). Using the stage two purposive sample technique, four schools from each district were chosen. In stage three, administrators and physical education teachers in the sampled schools were chosen using a purposive sampling technique, while students were chosen using a proportionate sampling technique. In total, 342 students were chosen using a systematic sampling technique; 28 administrators and 7 physical education teachers were chosen using a purposive sampling technique, yielding a final sample size of 382 respondents. The questionnaire was divided into sections A and B. While Section B elicited information on the theorized hypotheses, Section A requested information on the demographic information of the respondents. Three specialists from the Department of Human Kinetics Education at the Faculty of Education at the University of Ilorin validated the tool, and the corrections were incorporated into the final version. The consistency of the instrument was assessed using the test-retest method of reliability. Ten research instruments were distributed over a two-week period to students in a location unrelated to the study, and a correction of 0.76r was obtained, demonstrating the instrument's reliability.

With the help of three (3) research assistants, the researcher administered the instrument. The questionnaire was given out, and following completion, the respondents were gathered for data analysis. The demographic information of the respondents was analysed using descriptive

statistics of frequency count and percentage, and the hypotheses were tested using inferential statistics of Chi-square ( $\chi^2$ ) at 0.05 alpha levels.

### 3. Findings and Discussions

The number of intramural sports has decreased at the government secondary schools in Kabba-Bunu, Kogi State. Because school sport administrators do not recognise the significance of intramural sports programmes in secondary schools, students who excel in some organised sports programmes frequently do not receive rewards, and facilities and equipment are either insufficient or not provided.

The researcher found that although the majority of secondary school students in Kabba-Bunu, Kogi State, are good students with the potential to be athletes and have a keen interest in sports, there has always been a lack of motivation due to a number of issues that have plagued the organisation and administration of intramural and extramural sports programmes, including fun, sports facilities, and the state's intramural sports programme's organisational and management style. Despite the possibility of additional factors, the management and organisation of the intramural sports programmes in the state's high college may have been the most important factor influencing the organisation of intramural sports in upper schools.

Inadequate planning, lack of organisation, and a lack of sports facilities and equipment were all cited by Lawal (2013) as important barriers to the development of sports programmes, particularly intramural and extramural sports in secondary schools. Failures in sports programmes, particularly when it comes to intramural sports programmes in secondary schools, are fully attributable to ineffective management of the activity.

Additionally, the researcher found that most secondary schools lack the necessary sports personnel to manage the many sporting events. Due to "godfatherism" among school principals, non-professionals are assuming leadership roles in the sports units of the majority of secondary schools. The aforementioned prevailing conditions have made it impossible for secondary schools in Kaba-Bunu-Kogi State, Nigeria, to run effective intramural sports activities.

### Research Issues

The following inquiries will receive responses:

1. Will the lack of funding be a problem for Kabba-Bunu, Kogi State's public secondary schools' intramural and extramural sports programmes?
2. What resources are available to public secondary schools in Kabba-Bunu, Kogi State, to organise intramural and extramural sports programmes?
3. What is the structure of the extracurricular and academic based sports programmes in the public secondary schools in Kabba-Bunu, Kogi State?

### Hypotheses

**The following theories were examined:**

1. The organisation and administration of the campus -based and intercampus sports programmes in Kabba-Bunu's State's Colleges would not be significantly impacted by the availability of funds.
2. Facilities won't have a big impact on how the intramural and extramural sports programmes are organized and run in Kabba-Bunu's public colleges.
3. The management and organisation of the intramural and extramural sports programmes in

the public secondary schools in Kabba-Bunu would not be significantly impacted by organisational patterns.

### 3.1 Findings

**Ho1:** Availability of funds will not have significant influence on organization and management of intramural and extramural sports programme in public secondary schools in Kabba-Bunu, Kogi State.

**Table 1:** Chi-square analysis showing the influence of Availability of funds on organisation and management of intramural and extramural sports programme in public secondary schools in Kabba-Bunu, Kogi State.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	d f	CAL. VALUE	TAB LE VALUE	REMARK
1	The ministry of education gives money for intramural and extramural sports in school.	2 (0.1%)	4 (0.7%)	274 (72.0%)	12 (27.2%)	382				
2	Money released for intramural and extramural sports are adequately and well used for improvements	3 (0.8%)	10 (1.8%)	63 (17.5%)	306 (80.5%)	382				
3	Funds intended for intramural and extramural sports are diverted for other purposes	16 (3.8%)	24 (6.0%)	97 (25.0%)	245 (65.2%)	382	9	327.01	16.92	Ho Rejected
4	Preparatory schools are given enough funds to execute intramural and extramural sports program	4 (0.9%)	2 (0.1%)	67 (18.0%)	309 (80.2%)	382				
	<b>Column Total</b>	<b>25</b>	<b>40</b>	<b>499</b>	<b>872</b>	<b>1528</b>				

$P < 0.05$  alpha level

The findings from the analysis in table 1 indicated that the calculated Chi-square value is 327.01 while the table value is 16.92 with the degree of freedom of 9 at 0.05 alpha level. Since the calculated value is greater than the table value, the null hypothesis is rejected. This implies that Availability of funds will not have significant influence on organization and management of intramural and extramural sports programme in public secondary schools in Kabba-Bunu, Kogi State

**Ho2:** Facilities will not have a significant influence on organisation and management of intramural and extramural sports programme in public secondary schools in Kabba-Bunu, Kogi State.

**Table 2:** Chi-square analysis showing the influence of Facilities on organisation and management of intramural and extramural sports programme in public secondary schools in Kabba-Bunu, Kogi State.

S/N	ITEMS	SA	A	D	SD	ROW TOTAL	df	CAL. VALUE	TABLE VALUE	REMARK
1	There is sufficient play-ground for the intramural sport (program) inside the school.	133 (31.1%)	243 (68.0%)	4 (0.8%)	2 (0.1%)	382				
2	Intramural and extramural sport competition only involves athletics; volley ball and football in my school based on the facilities available	208 (56.9%)	167 (42.0%)	2 (0.1%)	5 (1.0%)	382				
3	Intra mural and extramural sports competitions are not organized regularly in my school due to lack of facilities and equipment	285 (75.3%)	94 (24.0%)	3 (0.7%)	0 (0%)	382	9	200.10	16.92	Ho Rejected
4	The few facilities available are poorly maintained	284 (77.1%)	84 (20.0%)	11 (2.2%)	3 (0.7%)	382				
	<b>Column Total</b>	<b>910</b>	<b>588</b>	<b>20</b>	<b>10</b>	<b>1528</b>				

$P < 0.05$  alpha level

The findings from the analysis in table 2 indicated that the calculated Chi-square value is 200.10 and the table value is 16.92 with the degree of freedom of 9 at 0.05 alpha level. Since the calculated value is greater than the table value, the null hypothesis is rejected. This means that facilities have significant influence on the organisation and management of intramural and extramural sports programme in public secondary schools in Kabba-Bunu, Kogi State

**Ho3:** Organisational pattern will not have significant influence on organisation and management of intramural and extramural sports programme in public secondary schools in Kabba-Bunu, Kogi State.

**Table 3:** Chi-square analysis showing the influence of Organisational pattern on organisation and management of intramural and extramural sports programme in public secondary schools in Kabba-Bunu, Kogi State.



S/ N	ITEMS	SA	A	D	SD	ROW TOTAL	df	CAL. VALUE	TABLE VALUE	REMARK
1	Adequate planning is put in place for the organisation of Intramural and extramural sport programs (activities) in the schools.	1 (0.1%)	5 (1.0%)	126 (31.0%)	250 (67.9%)	382				
2	School principal and other school administrators have an influence on the day-to-day running of the intra and extramural sport programmes	302 (74.5%)	98 (25.0%)	2 (0.7%)	0 (0%)	382				
3	Enough time is allocated for organizing intramural and extramural sports program participation in preparatory in school.	327 (85.5%)	47 (12.5%)	2 (0.7%)	6 (1.5%)	382	18	410.01	28.87	Ho Rejected
4	The school administrators have smooth relationships with the head of intramural and extramural sport program.	248 (62.3%)	131 (37.0%)	3 (0.8%)	0 (0%)	382				
5	All intramural and extramural sport program coordinators are physical education specialists	172 (44.8%)	197 (52.0%)	6 (1.5%)	7 (1.8%)	382				
6	The school is committed to presents the intramural and extramural sport program (activity) annual plan on time to the student	274 (72.8%)	87 (22.0%)	9 (2.2%)	12 (3.0%)	382				
<b>Column Total</b>		<b>1324</b>	<b>565</b>	<b>148</b>	<b>280</b>	<b>2292</b>				

$P < 0.05$  alpha level

The findings from the analysis in table 3 showed that calculated Chi-square value is 410.01 while the table value is 28.87 with the degree of freedom of 28 at 0.05 alpha level. Since the calculated value is greater than the table value, the null hypothesis is rejected. This implies that of organization pattern has significant influence on organization and management of intramural and extramural sports programme in public secondary schools in Kabba-Bunu, Kogi State.

### 3.2 Discussions

The first investigated hypothesis showed that money significantly affects how intramural and extramural sports are organised and managed in public Colleges in Kabba-Bunu, Kogi State.

This result is backed up by the findings that funding is crucial to the efficient planning, organisation, and management of resources in any organisation because their accessibility makes it necessary to buy all the materials needed to achieve the organisation's objectives. Ekuri, Edi, and Odok went on to say that after-school activities are seen as essential components of the whole educational process that support young people's intellectual development and overall well-being. Its importance for young people's social, physical, emotional, and cognitive growth cannot be overstated.

The second tested hypothesis found that facilities significantly affect how intramural and extramural sports are organised and managed in state-owned high colleges in Kabba-Bunu, Kogi State. The findings of this research supported those of Koca and Henderson (2011), who claimed that establishments and tools play a major role in deciding whether a sports programme is administratively feasible. For instance, it is hard to include swimming among the intramural activities because the school lacks a proper swimming facility that it can use. Students would lack a place to practise and a venue for holding competitions. Similar to this, it will be challenging for a school to incorporate football, tennis rackets, hurdles, or vaulting poles into their schedule of intramural activities.

The third tested hypothesis showed that the management and organisation of the in-house and off-campus sports programmes in the public colleges in Kabba-Bunu, Kogi State, were significantly influenced by the organisational structure. The findings of this study supported those of Roth and Theodore (2006), who stated that effective management and organisation are essential to achieving the objectives of intramural sports programmes. Additionally, it was stated that the study of sports management was concerned with the planning and control of particular sports-related areas. It is a line of work that entails organising, planning, taking the initiative, making decisions, setting up sporting events, and promoting sports.

#### **4. Conclusion**

The findings of this investigation led to the following conclusions:

1. The organisation and management of the intramural and extramural sports activities in the Community high schools in Kabba-Bunu, Kogi State, were influenced by the availability of funds.
2. The organisation and administration of both the intra- and extra-curricular athletics programmes in the State upper schools in Kabba-Bunu, Kogi State, were determined by the availability of sports facilities.
3. In Government schools in Kabba-Bunu, Kogi State, intramural and extramural sports programmes were organised and managed based on organisational patterns.

#### **Recommendations**

The following suggestions were made in light of the submission mentioned above:

1. For effective planning and management of sports activities in secondary schools and ensure athletic advancement, administrators of sports programmes must seek source of funding besides the government.
2. To have seamless organisation and administration of the institution-based and interschool sports programming in public colleges, quality sports facilities need to be provided and

sustained.

3. The intramural sports programme sports professionals must be responsible for the curricula in community upper schools who have the necessary knowledge and abilities to organise intramural sports.

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