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MANPOWER TRAINING AS INDICES OF SPORT DEVELOPMENT IN NIGERIA

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Abstract

In our society sport fulfils important functions and is indeed indispensable. It offers opportunities for physical activity in a world where physical activity is increasingly diminishing; it promotes good health and well being (when pursued in moderation); and it provides a means of social contact and simple opportunity for economic experienced. Nigeria has made very significant impact in certain sport particularly soccer in which the country has done very well in the age group competitions. However, much of our successes at the international arena are due more to natural talents of our athletes rather than superior organization and training. Therefore, this study sought to investigate manpower training as indices of sport development in Nigeria.

Descriptive survey research design was used for this study. The sample consisted of two thousand and three (2003) participants selected through purposive and incidental sampling techniques. Simple random sampling technique was used to select four National Sport Commission (NSC) sport development zones and 18 states councils spread across the selected NSC sport development zones. While stratified random sampling technique was used to group the twenty-four (24) universities offering physical and health education programme into the four (4) selected sports development zones, simple random sampling technique was used to select at least 50% of the universities offering PHE programme in each of the selected zones. The instruments used were manpower training need scale (MATS) ($r=0.08$) and sport development scale (SDS) ($r=0.79$). Two research hypotheses were formulated and tested at 0.05 level of significance. Data collected were analyzed using inferential statistics of multiple regression.

The study revealed that joint effect of independent variable of manpower training on sport development yielded coefficient $R^2 = .07$. The F

value ($F_{2, 2000} = 107.868, P < .05$) was found to be significant. The result indicates that there is need for high quality continuous guided training for personnel training in the country in which sport establishments and universities in Nigeria need to collaborate.

It is recommended among others that one of the ways to improve the sport business environment in Nigeria is by establishing platform for continuous guided training for all sport personnel in Nigeria.

Key words: Sport, Management, Manpower Training, University Training, Sport Development

Introduction

The terms "training" and "development" have been used as synonyms by some authors. However, some view the two concepts as being different. Jones, George and Hill (2000) believe that **training** primary focuses on teaching organisational members how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers. **Development** on the other focuses on building the knowledge and skills of organisational members so that they will be prepared to take on new responsibilities and challenges. In the view of Adamolekun (1983), staff development involves the training, education and career development of staff members. The purpose of training and development has been identified to include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization; enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff; building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employees' morale; and ensuring adequate human resources for expansion into new programmes.

Summarily, the purpose of training is to improve knowledge and skills and to change attitude (Mullins, 1999). Mullins argues further that training is capable of producing the following benefits:

- Increase the confidence, motivation and commitment of staff;
- Provide recognition, enhanced responsibility, and the possibility of increased pay and promotion;
- Give feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and
- Help to improve the availability and quality of staff.

Often times, the words: "Development" (being in the sense of continuous education) and "Training" are used interchangeably to mean the same thing. Onuka (1996) posits that 'development' is long-term plan for staff improvement and advancement; and what is development today, because it is a plan, becomes training at implementation tomorrow. The former is long-term, while the latter (training) is short-term.

According to Adams (2004), development includes training. Thus, management manpower development is the identification of both current and future training needs of an organisation, planning to meet these needs, implementing the planned programme, as well as evaluating it to determine whatever, and not the planned training objectives, has been realised.

In the opinion of Adedeji (2000), sport development is the process of continuous improvement of the sports structure, institution, and programmes in order to create a societal condition conducive to human fitness for all participants and the effective functioning of self-actualisation.

Today, Nigeria sport development is still wallowing in the problems of inadequate funding because government alone has been the major financial; sub-standard and inadequate facilities because the one we have are not properly managed; sordid preparation for competitions because sponsorship are not gotten on time. Whereas, in the year 2000 alone, 400,000 people were estimated to have been employed in sport related activities in England (SportEngland, 2003). Matt Ball (2005) posits that English premiership generated revenue than any of the other league in Europe. In 2003/04 seasons it earned £1.3 Billion which widens the gap between the premiership and Italy's Series A, the second highest earning league, by £128 million to £823 million. Olukanmi (2003) also postulated that British Clubs are also pacesetters in managing sports through exploiting the commercial potential of merchandising, sales of souvenirs, match programmes, restaurants and bars, raffle draws at matches, replica team shirt, sales. He stated further that at present Manchester United now gets about 50% of its 70 million odd revenue yearly from sponsorship, catering, and retailing.

Olukanmi (1997) opined that management of Chelsea FC invest the Club fund in real estate, hostels and superstores on its stadium site in the prime area of West London. He also stated that eighteen British Sport Clubs are on the stock exchange. The above

stated assertions proof that sport in the developed world has gone beyond depending on one source of funding (i.e. government as the case is in Nigeria). It has become an important sector of the nation's economy capable of sustaining itself through various financial options and management models. This development necessitates the call for management development (continuous education) for our sports managers, in order to learn how to adopt various management theories/models for sport development in Nigeria. In a World Bank study carried out by Dabalén and Oni (2000) on the employment status of the Nigerian graduates, it was discovered that they need further training if they are to perform efficiently and effectively. Adams (2004) buttresses further that the graduates form a source of management manpower employment. But the question here is: what percentage of those graduates found their way to the top echelon of sport management in Nigeria, when compared with those that rose from the rank and file.

Egwugwu (1992) adds that it is management training that brings about any meaningful industrial managerial capacity and the subsequent economic transformation. He asserts further that the patterns of training that worked in the past may not always work the same way today. This is what our sport managers have failed to realise, hence the reason why we are still having the same problems undermining the development of sport in Nigeria. Human resources according to Ogbimi (1992) are the fundamental factors in economic development and that it is the human resource management that determines resources mix. Thus human resource development is a precondition for any meaningful sport development transformation. However, training/development must not only be dynamic but also be adaptive to the dictations and vagaries of the economy and societal sport needs. Nigerian universities thus constitute the main institutions for the training of high-level manpower (managers of the economy). However, the nature of university training is naturally theoretical and academic but hardly job specific (Onuka, 1996). Hence, Ogbimi (1992) states that the practical training should complement university education, because classroom studies form only one phase of the three phases required for the acquisition of relevant skills.

Graduates of Human Kinetics or Sport Science are subjected to too extreme teacher training. Teaching Practice is the only type of experience the curriculum permits them to acquire without option of

industrial training where undergraduates will have the opportunity of having their attachment with sports club, ministries, industries, and marketers in order to gain valuable experience in the fast growing sport business. The onesidedness of our curriculum has incapacitated the Human Kinetics graduates in becoming better sport managers. Hence, the reason why many of them end up becoming physical education teachers without ever having the experience of working with other profitable sports organisations. These and many more are the reasons why training and re-training of sports managers (sport management manpower development) is inevitable.

Statement of the Problem

Problems of sport development in a developing and emerging nation like Nigeria is not delimited to economic factors alone, but it has also been linked to lack of proper manpower training. Onigbinde (2007) stated that problems with sports development in Nigeria can be traced to administrative and technical problems. According to him, *"Our problem is that we lack a formidable technical department. We also have administrative challenges which are overshadowing other problems."* If problem with sports in Nigeria had been identified to be poor administration and management, with fingers pointed at the sport administrators, the question then is: who are these administrators? What kind of education do they receive to function less effectively as administrators? Are their manpower development structures to update their knowledge? And if these exist, are they relevant and adequate to the current sport development practices?

Research Hypotheses

The following hypotheses were tested in the study:

- (1) There will be no significant relative effect of manpower training on sport development in Nigeria.
- (2) Collaboration between universities and sport organizations on manpower training will not have relative significant effect on sport development in Nigeria.

Methodology

Descriptive survey research design was used for this study. The sample consisted of 2003 participants selected from among physical education students (graduate and undergraduate), lecturers and sport practitioners through purposive and incidental sampling techniques. Simple random sampling technique was used to select 4 national

sport commission development zones and 18 state sport councils spread across the selected zones. While stratified random sampling technique was used to group the 24 universities offering physical education programme into the 4 selected zones, simple random sampling technique was used to select at least 50% of the universities offering Physical Education programme in each of the selected zones. The instruments used for data collection were manpower training- need scale (MATS) ($r=0.80$), and sport development scale (SDS) ($r=0.79$). Two research hypotheses were formulated and tested at 0.05 alpha level. Data collected were analyzed using inferential statistics of multiple regression.

Validity of the Instruments

To ensure the validity of the instrument, the Face and Content validity was ascertained by experts in the field of physical education, evaluation, curriculum, and experience sport administrators. For the face validity, the evaluation expert and expert in the field of physical education ensured the validity of the physical appearance of the items, the quality of the paper used, layout of the test items, arrangement of the items, types of lettering used, etc. While for the content validity of the instruments, the experts in evaluation, curriculum, and physical education and experience sport administrators ensured that the items on the instruments are representative of some defined universe or domain of the content of the study at hand.

To determine the construct validity of the instrument, that is to find out the extent to which the operationalized construct (e.g items developed from the theory) of the Manpower Training-Needs Scale (MATS) and Sport Development Scale (SDS) do actually measure what the theory says they do. Group difference construct validity was adopted to ascertain the degree to which the operationalized construct of MATS and SDS does not correlate with others that its theory should not be correlated with. 50 copies of the MATS and SDS were administered on group difference respondents (i.e. Similar respondents in Ondo State and respondents selected from Oyo State local government service commission that have no direct bearing with sport administration) that were not part of the sample for the study; this is to determine if the instrument would significantly discriminate between the respondents. The data obtained from the test was used to find the group difference

coefficient value of 0.13 for MATS and 0.26 for SDS using Pearson Product Moment Correlation in order to determine the magnitude and direction of the instrument. A very low and insignificant coefficient shows the construct validity of the instrument.

As a result of this exercise, the MATS was pruned to 5 from out of 8 test items in the scale; items on SDS was also pruned to 8 out of 10 using item total correlation. Items with coefficient of 0.01-0.19 were discarded, items with coefficient of 0.20-0.39 were reconstructed while items 0.40-1.00 were retained based on the rule of thumb before administering the instruments on another 50 selected respondents, who also are not part of the actual respondents used for the study in order to obtain the reliability coefficient of the instruments.

Result

Table 1.0: Summary of Regression Analysis Showing Joint Effect of Manpower Training Need and Collaboration between Universities and Sport Organization on Manpower Training for Sport Development

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3318.741	2	1659.370	107.868	.000
Residual	30766.704	2000	15.383		
Total	34085.445	2002			

$R = .312, R^2 = .097, \text{Adj } R^2 = .096, \text{Std. Error of estimate} = 3.92216$

The table above showed the combination effect of manpower training need and collaboration between universities and sport organizations for sport development. The predictor variables were significant ($F = 107.868$); $R = .312, R^2 = .097, \text{Adj. } R^2 = .097, P (.000) < (0.05)$.

Table 1.1: Parameter Estimates of the Relative Contributions of Independent/Predictors Variables (x_1-x_2) on Sports Development

Model	Unstandardize d Coefficient	Standardize d Coefficient	T	Sig	R
	B	Std. Error	Beta β		

(Constant)	12.270	.491		25.00	.00	
				9	0	
Manpower Training Univ/Management	.428	.053	.200		.00	S
Manpower Training	.414	.065	.157	8.056	0	
				6.337	0	S

Dependent Variable: Sport Development, Key: NS → Not significant, S → Significant

Table 1.1 above shows the various relative contributions and level of significance of the independent variables: Manpower Training ($\beta=.200$, $P (.000) < 0.05$), Collaboration between Universities and Sport Organizations on Manpower Training ($\beta=.157$, $P (.000) < 0.05$). The result shows that the two predictor variables were independently significant.

Discussion

Ho1: There will be no significant relative effect of manpower training on sport development in Nigeria.

Deductions drawn from analysis carried out on hypothesis 1 show that manpower training is a significant index of sport development in Nigeria. The predictive values are $\beta=.200$, $P (.000) < 0.05$. Therefore, the null hypothesis was rejected.

This finding further reaffirms Oyewumi's (2000) submission that for the achievement of effective sports management that could lead to national sport development, this slogan, as proposed by him, is inevitable, "Let it be done by those who know how to do it: Knowing how to do it is based on learning how to do it". For a professional sport manager to function effectively, he must subject himself for periodic management manpower development. Oyewusi (2000) further opined that in Nigerian society, there are precedents of professionals specifically holding their professional key posts. One cannot imagine a Geologists being made, however, experienced in legal matters, as the chairman of a judicial panel. In medicine, a pharmacist will not be allowed to be a director of medical services in a hospital establishment. The same it is of professional course of law, engineering and accounting, etc. Physical Education and Sports Management have professional training too. But, people tend to feel in Nigeria that participation in sports, in whatever form as athletes,

stewards or even as spectators is sufficient criterion for holding key posts in sports management or coaching assignment. It is as if being a patient for long enough is sufficient to make one assume the duty of a doctor, or watching court trials often is enough criterion for becoming a chief judge.

According to Onuka (2004), management does not emerge from nowhere, it has to be developed and the means through which it can be evolved is management development, i.e. life-long management training. Sport managers need to be subjected continuously to life-long management training in order to keep pace with the newest methods of sport management in the world. This is necessary because of the widespread complaint that Nigerians lack capable managers despite huge investment on sport development. Venkateswarlu (1991) stated that in today's complex business world, a sport manager requires knowledge and skills of multi-disciplinary nature to be competent, competitive and up-to-date. Today's managers should have a thorough knowledge of such tasks as budgets, fund raising, personnel management, scheduling, marketing and a lot more. Egwugwu (1992) adds that it is management training that brings about any meaningful industrial managerial capacity and the subsequent economic transformation. He asserts further that the patterns of training that worked in the past may not always work the same way today. This is what our sport managers have failed to realize, hence the reason why we are still having the same problems undermining the development of sport in Nigeria.

Management is an everyday phenomenon which involves virtually all. Everyone carried out a measure of management in his daily living; yet everybody is not a manager and everybody cannot be a manager, in the sense that management is a discipline to be learnt for effectiveness, since effectiveness is good management. Everything seems to be wrong with organization and administration of sports in Nigeria. In the opinion of Eke (2005) the problem with Nigeria's sport is not only lack of modern training facilities and technical personnel, but it is also associated with leadership problems. Speaking in the same vein, Solaja (2007) postulated that Nigerian sportsmen and women have consistently worked assiduously in raising the image of the country. But their good performances are hardly complemented by good administration. That perhaps explains why the sport sector has the highest turnover of administrators. In the eight years of General

Ibrahim Babangida as a Military President no fewer than six people were at the helms of affairs at the sports ministry. He narrated further that General Sanni Abacha, in his slightly over four years' tenure, there were five people at the helms of affairs at either the NSC or the sports ministry. Under President Olusegun Obasanjo, Nigeria had six sports ministers in eight years. The high turnover of head personnel of sports administration speaks volumes. We have been having square pegs in round holes!

Eke (2005) also believed that the negative influence of the Nigerian power politics is surely affecting sports in general. Since the beginning of the Obasanjo's Administration in 1999, all appointed sports minister are politicians who were either appointed to represent their geo-political sections or for political compensations. Instances abound: Damishi Sango lost to Dariye in 1999 Plateau State Gubernatorial election but was compensated with the sports ministry. When Obasanjo sacked Sango, Engr. Mark Aku (a water engineer) was appointed to fill-in Plateau quota in the Federal Executive Council. Remember that Damishi Sango, Engr. Mark Aku, Stephen Akiga, and Musa Mohammed did not have any previous experience. No wonder, since 1999, Nigeria has experienced worst sports administration leading to sports underdevelopment.

Ho2: Collaboration between universities and sport organizations on manpower training will not have significant relative effects on sport development in Nigeria.

Analysis on hypothesis 8 as shown in table 1.1 revealed that collaboration between universities and sport organizations have significant relative positive relationship on sport development. The predictive values are: $\beta = .48$, $P (.000) < 0.05$. Based on this result, the null hypothesis was rejected.

The finding further corroborates Oyewumi (2000) that sport management should be done by those who know how to do it; knowing how to do it is based on learning how to do it. However, for a professional sport manager to function effectively, he must subject himself for periodic management manpower development. According to Onuka (2004), development includes training. Thus, management manpower development is the identification of both current and future training needs of an organization, planning to meet these needs, implementing the planned programmed as well as evaluating it to determine whether or not the planned training

objectives have been realized. No doubt Nigerian universities have a greater role to play in this area by designing programmes that are specifically meant for retraining of sport practitioners that are on the job already.

Nigerian universities constitute main institutions for the training of high-level manpower (managers of the economy). However, the nature of university training is naturally theoretical and academic but hardly job specific (Onuka, 1996). According to Onuka (2004), management does not emerge from nowhere it has to be developed and the means through which it can be evolved is management development, i.e. life-long management training. Sport managers need to be subjected continuously to life-long management training in order to keep pace with the newest methods of sport management in the world. This is necessary because of the widespread complaint that Nigerians lack capable managers despite huge investment on sport development. Venkateswarlu (1991) stated that in today's complex business world, a sport manager requires knowledge and skills of multi-disciplinary nature to be competent, competitive and up-to-date. Today's managers should have a thorough knowledge of such tasks as budgets, fund raising, personnel management, scheduling, marketing and a lot more. Egwugwu (1992) adds that it is management training that brings about any meaningful industrial managerial capacity and the subsequent economic transformation. He asserts further that the patterns of training that worked in the past may not always work the same way today. This is what our sport managers have failed to realize, hence the reason why we are still having the same problems undermining the development of sport in Nigeria.

According to Dhiman (2003) Training imparts improvement in skill and enriches professional knowledge with better ability to perform on ground. The preconceived concepts of technocrats need rapid change. The basic aim of training is to update the professional ability of the technocrats who can keep pace with the latest theories and management practices prevalent in the country and the world over. For any activity to proceed efficiently, the people concerned must have adequate knowledge and information to perform that activity in a systematic manner. They should also have adequate experience and ability to apply the same knowledge to access the information required. The aim should be to perform in the most efficient manner with state-of-art technology and be adaptive for

transformation to the rapidly changing environment. After acquiring the desired educational qualification, the sport managers enter their professional field where they gain experience with exposure in the field. The "training" has to improve his skill and knowledge continuously. Therefore, both teaching and training need to attain harmony with the demands of professional skill while keeping pace with rapid change in technology. Basically, the training of personnel involved for sport activity, is to keep them abreast about the latest sport management technique and method.

Conclusion

The objectives of this study were two-fold: to explore empirically the relationship between economic factors and sport development in Nigeria; to examine the effects of physical education curriculum diversification at the undergraduate level on sport development in Nigeria; and to ascertain the long-run impact of continuous manpower training on sport development in Nigeria. Data were collected from primary sources analyzed with the aim of achieving the stated objectives. From the findings of the study, the following can be inferred:

- Continuous and mandatory manpower training of sport practitioners will positively improve sport development in Nigeria.
- Similarly, collaboration between universities and sport organizations on manpower training will have significant positive effect on sport development in Nigeria.

Recommendations

From these findings, one can assert and recommend that:

- There is need for Nigerian University Commission (NUC), National Association for Physical, Health Education, Recreation, Sport and Dance (NAPHERSD), Nigerian Society for Sports Management School (NSSM), National Association for Sport Science and Medicine (NASSM) and universities to establish sport manpower training institute in addition to the existing National Institute for Sports (which obviously cannot single handedly cater for the manpower training needs of the Nigerian sports personnel) to cater for the present day challenges and demands of sport development.

- Universities should develop postgraduate thought courses in sports and exercise science apart from the usual research based studies, and this should be specifically design to cater for the training of sport personnel who are already on the job.
- There is need for continuous guided training and integration of the sport human resources of the country to enable them contribute positively to sport development and economic growth wherever they find themselves employed either with foreign or with indigenous sport firms.
- The need for training high quality sport personnel in the country cannot be overemphasized. To this end, there is great need for sport institutions and universities in Nigeria to collaborate on training and retraining of all sport personnel that are already on the job.

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