

FACTORS INFLUENCING THE ORGANISATION OF INTRAMURAL SPORTS PROGRAMME IN PUBLIC SECONDARY SCHOOLS IN EKITI CENTRAL SENATORIAL DISTRICT OF EKITI STATE

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Abstract

This study investigated the factors influencing organisation of intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State. It also identified the factors of organization of intramural sports programme. The research adopted descriptive survey design. The population of the study was 615. Six hundred and fifteen respondents were tested. Multistage sampling procedure was used to select 615 respondents. Researcher's designed questionnaire was the instrument for data collection. The instrument was validated by three Lecturers in the Department of Human Kinetics Education and tested for reliability using Pearson's Product Moment Correlation and a coefficient of 0.76 was obtained. Five null hypotheses were tested using inferential statistics of Chi-square (X^2) at 0.05 alpha level. The results of the study revealed that: Proper planning, organizational patterns, professional competence, of managers, fund budgeted has significant influence on and organizing intramural sports programme in public secondary school in in Ekiti Central Senatorial District of Ekiti State cal.-value 416.18> crit.-value 16.92 at 9; cal.-value 465.26> crit.-value 16.92 at 9 df ; cal.-value 502.36> crit.-value 16.92 at 9 df ; cal.-value 452.21> crit.-value 16.92 at 9 df and; cal.-value 0.320> crit.-value 487.75 at 9 df at 0.05 alpha level. This study concluded that Planning, Sports facilities, Organizational patterns, sports expert and funds has significant influence the organization of intramural sports programme in public secondary schools in Ekiti Central Senatorial District. It was recommended that Adequate planning should be put in place by the sports managers and physical education teachers in organizing intramural sport programme in public secondary schools in Ekiti central senatorial district, Sports managers in public secondary school should follow good organization pattern of planning intramural sport programme in secondary schools in Ekiti central senatorial district .There should be adequate provision of sport facilities in public secondary schools to ensured effective intramural sport programmes, Available sport experts should be put in charge of planning and organization of intramural sport programme and encouraged so that they can be motivated to put in their best effort,

Enough funds should be made available so as to be able to organize an effective intramural sort programme.

Keywords: Intramural Sports. Public Secondary Schools. Ekiti State. Funding. Planning.

Introduction

Intramural sports programme as an extra-curricular activity helped the students to develop interest in many sports and physical education activities. The interest provides the basis for leisure among students in secondary schools. In Nigeria today Sports are fast gaining recognition as a way of life of the people. It has also become a universal political game. Therefore, no effort should be spared in encouraging every person to participate in sports. Globally, it is considered as a creator of beauty and as an instrument of ethical values that brings about peace, unity and understanding among people of all races. School sports on the other hand refers to, athletic programmes in the context of the school setting. It refers most often to extracurricular programme. School sports also include intramural competition with objectives of enrichment of the high school experiences (Beller, 2022). Intramural sports programmes are competitive activities organized within school or college settings involving students that compete in sporting activities. These organized recreational sports programme/events are used to promote wellness among students, while also allowing those who do not compete at an elite level, an opportunity to be active. Elmer Mitchell is considered to be the father of intramural and extramural sports (Beller, 2024). The activities associated with intramural sporting events provide students with an outlet when dealing with stress. Intramural and extramural sports also give school students a chance to socially interact with peers. School life involves more than just academic achievement; it is also a time when young people begin to define their independence and find themselves. Young people attending school participate in some kind of organised intramural and extramural sport activity (Thomas, 2018). Organised sports activities may include intramural sport clubs, athletic opportunities, dance line or cheer teams, scouts, drama or theater, youth groups, student council, and club sports.

Bucher and Krotee (2023) described sport as an activity that one does for pleasure and it requires special effort or skill. It is usually done in special areas according to fixed rules. In as much as participation in sport is competitive in nature, it means that individual must strive to excel in order to surpass other competitors Sport is a social agent which brings people of different ages and religious background together as either producer or consumers (players or spectators) To the whole world, sport has become an effective instrument of international politics and one of the easiest ways of promoting the image of a nation. Sport is a medium through which competition, friendship, tolerance, unity, discipline, endurance and diplomacy are promoted. Sports as a social event is a civilizing and socializing process

of gathering men and women of good will who came together to take part in athletics and sporting events for the purpose of physical, mental, social and political development (Adesoye & Apaak, 2023). Sport is the activities involving power and skills, competition, strategy, and (or) chance, and engaged in for the enjoyment, satisfaction and (or) personal gain (such as income) of the participant, and (or) others (e.g., spectators), including organised sports, as well as sports entertainment. Sports play very important roles in educational institutions in virtually all parts of the world, and the contribution of sports to the educational process in institutions cannot be overemphasized (Ibraheem & Ojo, 2018). Sports organisation and administration is the bedrock or cornerstone for sports development in virtually all nations. This is the aspect that is responsible for the planning, organising, directing and controlling all the essentials inputs in sports. Sports will succeed or fail in direction proportion to the appropriate decisions and actions of those who are responsible for managing them (Oloruntoba & Achugbu, 2022). There is substantial interest in how teenagers are spending their leisure time inside and outside the school day, and what types of activities are important to their development. Students' being involved, being over-involved, or not being involved at all in intramural activities and how participation can challenge what becomes of youth in the future based on participation in activities inside and outside the school day required special attention (Omoregie, Obajimi & Tette-Opai, 2017).

Adegbola (2018) submitted that most students in Ekiti Central Senatorial District spent more than half of their walking hours in sporting activities. Along with interest in how leisure time is being spent, researchers are questioning why there are high levels of disinterest, under achievement, disengagement, and increased amount of time youth spend with adults. Participation in activities has been linked to social and academic success of students.

A few examples of activities inside and outside the school day may include pro-social activities such as dances, team sports, and performing arts. Different levels of activity involvement and participation may positively impact programs and level of participation may challenge the individuals' development (Omoregie, et al, 2018). According to Gardner, Roth & Brooks, (2008), theory and research on positive youth development emphasizes the transition of human development, and suggest that cultivating positive, supportive relationships with people and social institutions encourages healthy development. In any organisation one of the facilitating factors that bring about effective organisation and administration is funding. Sport is not an exemption. Igbanugo (2024) emphasized that funding is a very important aspect of sports and seems to be at the root of the administrative problems that institutional sports is facing especially at this period of economic recession in Nigeria. Without sufficient funding, facilities and equipment cannot be provided and maintained. She further stated that estimating the cost of a new facility is very important because there are many variables that affect the cost of facilities. Tawari, Rathor and Singh (2020) added that construction cost depends on the labour force

available and the proximity of building materials. They also correlated with the economy and therefore fluctuate considerably from month to month or year to year. Singh, (2025) opined that the inflated cost of construction of facilities and buying of equipment and the increasing cost of organising sports programmes in schools as in other sectors demand a fresh and innovative approach to the funding of sports.

Malina, (2020) asserted that sport is a recognised programme within the school and the provision of adequate fund is the key to its success. He concluded that no matter the amount of well laid plans, programmes and strategies by coaches" inadequate supply of funds for such plans will spell doom for its success. It is important to stress that adequate funding of sports programmes will definitely improve the performance and standard of sports in our schools. Funds are essential for effective organisation and administration of sports at all level (Lowery, 2022).

Sports facilities are referred to as permanent structures and space designed for effective implementation of sports programme. The availability and enough quantity of equipment and supplies in schools provide for optimum activity, participation and performance for all students.

Facilities and suitable space affect the type of programme and the activities included in the curriculum, perhaps to a greater extent than any other factor. The success of any physical education programme according to Peters (2019) depends largely on the quality and quantity of available facilities. Supporting the above statement, Sheriff (2021) maintained that there must be a reasonable amount of equipment in the modern sport programme, otherwise the activities cannot be maintained.

Oyeniyi (2019) pointed out that availability of facilities helps in sustaining the attention of students, make them busy, stimulate them to learn more and make learning permanent. Asogun, (2024) agreed that facilities are related, if the facilities are available, adequate and well maintained, there is every possibility of students participating in sports programme in schools, facilities are fundamental factors and present a sensitive area in physical activities. Lack of adequate equipment means lack of well-planned programme of physical activities that are capable of providing all round development of the individual. Gunn (2025) proclaimed that, type of physical activity dictate what equipment is needed. This idea was who cited that facilities and equipment should emanate, as a result of programme needs. According to Snyder and Spreiter (2021) equipment for teaching sports are limited if not completely absent in the schools. Equipment is a coy in the wheel of effective teaching of physical activities. It is also observed that school and communities lack equipment for sporting activities. It is important for students to understand the importance of involvement in intramural sport activities, because students can benefit greatly from it (Aribamikan, Obiyemi & Dominic, 2024). Considering this perspective, organised activities, such as intramural sport programme can encourage healthy development because of the support and opportunities that are present compared to less positive after school options for teens. Students who participate in structured activities are more likely

to respect diversity, play by the rules, and contribute as a member of a team whether it is sports, scouting or clubs. So, the researcher continues to assess the organisation of intramural sports programme in public secondary schools in Ekiti Central, Ekiti State.

Research Questions

This study attempted to answer the following research questions

1. Is there proper planning for the organisation of intramural sports programme in public secondary school in Ekiti Central Senatorial District?
2. What are the facilities available for the organisation of intramural sports programme in public secondary school in Ekiti Central Senatorial District?
3. What is the organisational pattern of intramural sports programme in public secondary school in Ekiti Central Senatorial District?
4. Is there enough sports experts to organise intramural sports programme in public secondary school in Ekiti Central Senatorial District?
5. Is there enough funds for organising intramural sports programme in in public secondary school in Ekiti Central Senatorial District?

Hypotheses

The following hypotheses were tested in this study;

1. Proper planning will not have significant influence on the organization of intramural sports programme in public secondary schools in Ekiti Central, Ekiti State.
2. Sports facilities will not have significant influence on the organizing of intramural sports programme in public secondary schools in Ekiti Central, Ekiti State.
3. There is no significant influence of organisation pattern on organising intramural sports programme in public secondary school in Ekiti Central, Ekiti State.
4. There is no significant influence of sports expert on organising intramural sports programme in public secondary school in Ekiti Central, Ekiti State.
5. There is no significant influence of fundson the organization of intramural sports programme in public secondary school in Ekiti Central, Ekiti State.

Methodology

A descriptive research design of survey type was used for this study. Descriptive research involves identification of attributes of a particular phenomenon based on an observation or the exploration of correlation between two or more phenomena. Best and Khan (2023) stated that one objective of using the descriptive research design is to determine the degree to which variables are associated. This research design is considered appropriate for this study because it allowed the researcher to collect personal and general information for the purpose of investigating the challenge oforganising intramural sports programme in public secondary schools Ekiti Central Senitorial District, Ekiti State.

Population of the study

The population of this study was estimated at 1141 School Administrators, physical education teachers, Coaches and games master and other subject teachers in public secondary schools in Ekiti Central Senatorial District (Ekiti Teaching Service Commission, 2019).

Sample and Sampling Technique

A sample of 615 respondents were selected for this study through multistage sampling technique. Stratified sampling technique was used to divide the respondents to Schools administrators, physical education teachers and other subject teachers in the public secondary schools in Ekiti Central Senatorial District, Ekiti State. Purposive sampling technique was used to select all the 48 school administrators, all the 33 physical education teacher and all the 9 coaches which is 90 while proportionate sampling technique was applied to select 525 (50%) from other subject teachers. Lastly, systematic sampling technique was used to select the students from each school. All the 15 public secondary school were covered in this study with a sample of 615 respondents which was selected with both purposive and systematic sampling procedure.

Research Instrument

The Instrument that was used for data collection in this study was a researcher designed structured Questionnaire consisting of items, eliciting information from respondents. The instrument was tagged organization of intramural sports in public schools. The Questionnaire

comprised two sections A and B. Section “A” focused on demographic data of the respondents based on variables such as sex, years of experience, qualifications, while Section “B” consisted of structured items on the organising intramural sports programme in public secondary schools. A four-point likert scale of “Strongly Agree”, “Agree”, “Disagree” and “Strongly Disagree” responses was used for items on the Questionnaire.

Validity of the Instrument

Both content and construct validity of this instrument was ascertained with the help of the research supervisor and three experts from Department of Human Kinetics Education, Faculty of Education, University of Ilorin. The comments, advices, corrections and critics of the experts were used to produce the final draft of this instrument.

Reliability of the Instrument

Reliability is, literally, the extent to which one can rely on the source of the data and, therefore, the data itself. Reliable data is dependable, trustworthy, unfailing, sure, authentic, genuine, reputable. Consistency is the main measure of reliability (Pierce, 2024). To determine the reliability of the instrument the researcher adopted test-retest

method whereby 10 copies of the questionnaire were administered on a group of respondents outside the groups used in actual study two times at the interval of two weeks on the same group in an area that is not part of the study area. The results obtained from the two tests were correlated using Pearson's Product Moment Correlation (PPMC). A coefficient of 0.76r was obtained which indicated that the instrument was reliable for the study.

Procedure for Data collection

The Questionnaire was administered to the respondents by the researcher with the help of six assistants who were trained by the researcher on the content and method of administration of the Questionnaire.

Procedure for Data Analysis

The data collected for this study were subjected to statistical analysis. Section A which entails the demographic data of respondents was analyzed using descriptive statistics of percentage. Inferential statistics of Chi-square (χ^2) was used to test the postulated hypotheses at 0.05 alpha level.

Results

Table 1: Frequency Distribution of the Respondents by Demographic Data

Variables	Frequency	Percentage (%)
Gender		
Male	279	45.4
Female	336	54.6
Total	615	100.0
Age		
16-20 yrs	116	18.9
21-25yrs	256	41.6
26-30 yrs	168	27.3
31 yrs above	75	12.2
Total	615	100.0
Educational Background		
Pri. Sch. Cert.	35	42.3
SSC	196	30.0
B.Sc/ PGD	292	24.5
M.Sc.	92	3.2
Total	615	100.0
Status		
Admin. Officer	68	11.1
Coach	239	38.8
Athlete	74	12.0
PHE Teach	234	38.1
Total	615	100.0

Table 1 showed demographic information of the respondents. Gender distribution showed that, 279 (45.4%) frequency of respondents were male, while female respondents have 336 (54.6 %). 116 (18.9%) falls within 16-20 years, 256 (41.6%) falls within 21-25 years, 168(27.3%) falls within 26-30 years, while 31 years above has a frequency of 75(12.2%).

Hypotheses Testing

Ho1: Proper planning will not have significant influence on the organization of intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State.

Table 2: Chi-square analysis showing planning influence on the organization of intramural sports programme in public Secondary Schools in Ekiti Central Senatorial District, Ekiti State

S/N	ITEMS	SA	A	D	SD	Row Total	df	Cal. Value	Table Value	Remark
1	Organisation of intramural sport programme lack proper planning in schools	268 (43.6%)	153 (24.9%)	112 (18.2%)	82 (13.3%)	615				
2	Organisation of intramural sport programme lack publicity which affect its success	264 (42.9%)	184 (29.9%)	128 (20.8%)	78 (6.3%)	615				
3	Most resources required for organisation of intramural sport programme are not available during event in secondary school	306 (49.8%)	172 (28.0%)	82 (13.3%)	55 (8.9%)	615	9	416.18	16.92	Ho Rejected
4	There is always security threat during intramural sport programme in Ekiti Central Senatorial District	317 (51.6%)	138 (22.4%)	120 (19.5%)	40 (6.5%)	615				
Column Total		1155	647	442	255	2460				

$P < 0.05$ alpha level

The findings from the analysis in the Table 2 indicated that calculated Chi-square value of 416.18 and the Table value of 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 adequate planning has significant influence on the organisation of intramural sports programme in public secondary schools in Ekiti Central Senatorial Districts, Ekiti State.

Ho2: Facilities will not have significant influence on the organisation of intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State.

Table 3: Chi-square analysis showing facilities influence on organising intramural sports programme in public secondary schools in in Ekiti Central Senatorial District, Ekiti State. $P < 0.05$ alpha level

S/N	ITEMS	SA	A	D	SD	Row Total	df	Cal. Value	able Value	Remark
1	Availability of sports facilities for different events in order to motivate in sports participation is low.	304 (49.4%)	180 (29.3%)	43 (7.0%)	88 (14.3%)	615				
2	Maintenance of facilities is not satisfactory for the athletes during training programs	363 (59.0%)	122 (19.8%)	100 (16.3%)	30 (4.9%)	615				
3	Latest sports facilities needed for the organisation of intramural sports programmes is not provided in most	293 (47.6%)	127 (20.7%)	119 (19.3%)	76 (12.4%)	615	9	465.264	16.92	Ho Rejected
4	lack of access to appropriate facilities for athletes affect the organisation of sports in secondary school	269 (43.7%)	225 (36.6%)	73 (11.9%)	48 (7.8%)	615				
	Column Total	1229	654	335	242	2460				

The findings from the analysis in the Table 3 indicated that calculated Chi-square value of 465.26 and the Table value of 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 sports facilities have significant influence on the organising of intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State.

Ho3: There is no significant influence of organisational patterns and organising intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State.

Table 4: Chi-square analysis showing significant influence of organisational patterns and organising intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State.

S/N	ITEMS	SA	A	D	SD	Row Total	df	Cal. Value	Table Value	Remark
1	Organisation and management of intramural sports in secondary school lack the touch of qualify personnel	292 (47.5%)	142 (23.1%)	113 (18.4%)	68 (11.1%)	615				
2	The policy of planning intramural sports programmes in secondary schools is yet to be given a good attention	316 (51.4%)	136 (22.1%)	134 (21.8%)	29 (4.7%)	615				
3	Most schools lack good panning system with consistent patterns of organising intramural sports programmes in secondary school	313 (50.9%)	159 (25.9%)	45 (7.3%)	98 (15.9%)	615	9	502.36	16.92	Ho Rejected
4	Most qualify and competent coaches are denied chance to showcase their skills for sports development in secondary schools	307 (49.9%)	114 (18.5%)	121 (19.7%)	73 (11.9%)	615				
	Column Total	1228	551	413	268	2460				

$P < 0.05$ alpha level

The findings from the analysis in the Table 4 indicated that calculated Chi-square value of 502.36 and the table value of 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 organisational patterns determine the success of intramural sports programme in public secondary school in Ekiti Central Senatorial District, Ekiti State.

Ho4: Sports expert will not have significant influence on the organising of intramural sports programme in secondary schools in Ekiti Central Senatorial District, Ekiti State.

Table 5: Chi-square analysis showing influence of Sports expert on intramural sports programme in public secondary school in Ekiti Cetral Senatorial District, Ekiti State.
P < 0.05 alpha level

S/N	ITEMS	SA	A	D	SD	Row Total	Df	Cal. Value	Table Value	Remark
1	Limited coaching expertise affects the organisation of intramural sports programmes in secondary schools	236 (38.4%)	301 (48.9%)	36 (5.9%)	42 (6.8%)	615				
2	Negative attitude of the games master, coaches and the public is a challenge to the organisation of intramural sports prpogrammes	336 (54.6%)	214 (34.8%)	28 (4.6%)	37 (6.0%)	615				
3	Most sports officers are not recruited strictly on the basis of proven efficiency in the planning of intramural sports in secondary school	281 (45.7%)	211 (34.3%)	34 (5.5%)	89 (14.5%)	615	9	452.21	16.92	Ho Rejected
4	There is no clear division of labour for the officials during planning of intramural sports programmes in secondary school	347 (56.4%)	208 (33.8%)	39 (6.4%)	21 (3.4%)	615				
	Column Total	1200	934	137	189	2460				

The findings from the analysis in the table 5 indicated that calculated Chi-square value of 452.21 and the table value of 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 Sports expert is significant to organization of intramural sports programme in public secondary school in Ekiti Central Senatorial District, Ekiti State.

Ho5: There is no significant influence of fund budgeted for sports and organising intramural sports programme in public secondary school in Ekiti Central Senatorial District.

Table 6: Chi-square analysis showing influence of funds for organising intramural sports programme in public secondary school in Ekiti Central Senatorial District, Ekiti State.

S/ N	ITEMS	SA	A	D	SD	Row Total	Df	Cal. Value	Table Value	Remark
1	Enough money is not available for the organisation of intramural sports programmes in secondary schools	307(49.9%)	114(18.5%)	121(19.7%)	73(11.9%)	615				
2	Organisation of intramural sports programs required huge amount of money for it success	351(57.1%)	176(28.6%)	39(6.3%)	49(8.0%)	615				
3	Low allocation of funds needed for sports programmes affects its organisation in secondary schools	312(50.7%)	187(30.4%)	35(21.9%)	81(13.2%)	615	9	487.75	16.92	Ho Rejected
4	Regular organisation and management of sports programmes in secondary schools needs sponsors by other organisation	295(47.9%)	127(20.7%)	118(19.2%)	75(12.2%)	615				
Column Total		1265	604	313	278	2460				

P < 0.05 alpha level

The findings from the analysis in the table 6 shows that calculated Chi-square value of 487.75 and the table value of 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 there is significant influence of availability of money for organisation of intramural sports programme in public secondary school Ekiti Central Senatorial District, Ekiti State.

Discussions

The tested hypothesis 1 revealed that proper planning has a significant influence on the organising of intramural sports programme in public secondary schools in Ekiti Central Senatorial District. Planning is the primary function of management. This is because plans

set the basis for leadership, organisational structure and evaluation, Scanlon, (2025) viewed planning as vital to all organisations, leisure organisations inclusive because it helps in organising resources in advance of a job, so that upon execution, the work may be carried out more efficiently. This shows that planning is not just making conscious and miscellaneous decision, but a systematic preparation for tomorrow, an orderly process that allows managers to determine what they want and how to get it (Scanlon, 2025). In the same tune, Fasan (2019) stressed that planning is partly futuristic and encourages systematic thinking ahead which leads to development of performance standards for control.

The tested hypothesis 2 revealed sport facilities have significant influence on the organising of intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State. This finding supports the assertion that Sports facilities are of significance in organising and planning of intramural sport programmes in schools. According to Lawal (2018) stated that proper and adequate provision of facilities and supplies of sport equipment enhance excellent organisation and performance in school organised sports programme. In order for facilities to be considered proper, they must be constructed according to recommended standard in respect of size, surfacing, lighting and various safety features. Aribamikan (2025) was of the opinion, that for the success of any physical education and sports programmes, there must be availability of qualitative and quantitative facilities and equipment.

The tested hypothesis 3 reveals that there is significant influence of organisational patterns on organisation of intramural sports programme in public secondary school in Ekiti Central Senatorial District, Ekiti State. This influence is confirmed by Frishman (2024) who reported that an organisation can only be as good as its management will allow it to be. It can be deduced that an organisation with everything but good management would most likely fail to achieve its set goal, whereas one with good management with little materials will most probably succeed. Thus, there is the need to have good organisational structure and personnel with the ability to think creatively and produce the right answers to questions as they come up. Whatever the type of organisation, managers have responsibilities of coordinating the activities of individual (staff, clients, business, associates, and contractors), processing information relevant to the workings of the organisation and make key decisions (Katz, 2025).

The tested hypothesis 4 revealed that professional competence of sport managers influences the organisation of intramural sports programme in public secondary school in Ekiti Central Senatorial District, Ekiti State. The result of this study is aligned with Taylor and Francis (2024) that, sometimes teachers of other subjects rather than Physical Education or sport personnel are selected to help out in planning, organising, officiating, coaching or organising of intramural sport programmes in schools. Different countries have different approaches to intramural sports but the administration and operation of these programmes depend upon the Physical Education teachers in the school. Physical

Education teachers may or may not be paid extra for organising games. Sometimes teachers of other subjects rather than Physical Education are selected to help out in officiating, coaching or organising of teams. Many students would not be uncertain to heed such advice. Worst still, is the lukewarm attitudes of some principals towards sports generally and specially toward students who sustain injuries during intramural activities. In some instance, such injured students were not catered for and were being asked to go to their parents to receive treatment. With this type of attitudes, most students are bound to develop negative attitudes toward intramural sport program (activities) of the school.

The tested hypothesis 5 revealed that there exists significant influence of fund budgeted for sports and organisation of intramural sports programme in public secondary school in Ekiti Central Senatorial District, Ekiti State.

The result from this study aligned with, Bucher (2021) suggest that the facilities involved in intramural sport programme are raised in various ways. Since, these programmes have as many contributions to make to educational objective as other parts of the education programmes or more they should be financed out of board of education and central administration funds. Just as other phase of the programme is financed. They should be included in the general physical education budget and supported through regular budget school income. Administrative practices in most schools and colleges, do not give every student adequate opportunity of participation in intramural sports programs. Furthermore, administrative practice where games fees are collected and exclusively by the school principals is bound to affect the smooth organisation of intramural sports programs in schools, as funds needed for the purchase of sports equipment and supplies might often be diverted to other aspect of the school programmes at the detriment of sports programs (Solomon, 2025). An administrative practice which is democratic, where an intramural sports committee which is constituted and charged with the responsibility of sports programmes has access to sports funds, will enhance effective and efficient programs of intramural sports in schools and colleges.

Conclusions

Based on the finding of this study, the following conclusions were drawn:

1. Proper planning has significant influence on the organising of intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State.
2. Availability of facilities has significant influence on organisation of intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State.
3. Organisational patterns have significant influence on the organisation of intramural sports programme in public secondary schools.
4. Sports experts has significant influence on the organisation of intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State
5. Fund has significant influence the organisation of intramural sports programme in public secondary schools in Ekiti Central Senatorial District, Ekiti State

Recommendations

Based on the findings of this study, the following are recommended:

1. There should be adequate planning by the school authority in public secondary schools to ensure effective organization of intramural sport programmes
2. Enough sports facilities should be provided by the government and physical education teachers in organising intramural sport programme in public secondary schools in Ekiti central senatorial district.
3. Sports managers in public secondary schools should follow good organisation pattern of organising intramural sport programme in secondary schools in Ekiti Central Senatorial District .
4. Available sport experts should be put in charge of planning and organisation of intramural sport programme and encouraged so that they can be motivated to put in their best effort
5. Enough funds should be made available so as to be able to organize an effective intramural sport programme.

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