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Physical Activity of Adults Aged 50 Years and Older in Canada

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Abstract

Ageing is associated with increased risk of poor health and functional decline. Regular physical activity can bring significant health benefits to people of all ages and the need for physical activity is endless in later life with evidence increasingly indicating that physical activity can extend years of active independent living, reduce disability and improve the quality of life for older people. Physical activity levels decline significantly with age, and nearly 60% of older persons without disabilities are insufficiently active or overtly inactive. The aim of this research was to estimate levels of physical activity among older people. Participants were asked to complete a 19 item questionnaire during a face-to-face interview with the researchers. All participants met the following inclusion criteria: 50 years of age or older, living in the community, and independent with regard to activities of daily living. In this study, 38 older community-dwelling adults, with a mean age of 66.89 years (SD =9.22; range 50–91) participated. The results in this study suggest that people over 50 years need to develop exercise habits to be able to live healthy and happy life.

Keywords: Old people, Aging process, Physical activity.

Reference to this paper should be made as follows:

Kayapinar, F. C, & Savas, B. (2016). Physical Activity of Adults Aged 50 Years and Older in Canada. *International Journal of Scientific Research in Education*, 9(3), 139-143. Retrieved [DATE] from <http://www.ij sre.com>

INTRODUCTION

Ageing is associated with increased risk of poor health and functional decline (Dangour et al., 2011). Regular physical activity can bring significant health benefits to people of all ages and the need for physical activity is endless in later life with evidence increasingly indicating that physical activity can extend years of active independent living, reduce disability and improve the quality of life for older people . There is no known review of physical activity among older people and it is not known if active older people comply with recommended physical activity levels (Sun et al., 2013).

Physical activity levels decline significantly with age, and nearly 60% of older persons without disabilities are insufficiently active or overtly inactive. A number of reports from large epidemiological studies have shown that self-reported physical activity levels in older adults are associated with performance on mobility tasks, independence in activities of daily living, and number of disability-free years (Morie et al., 2010).

Physical activity and its health effects are more complex in this age group reflecting changing physiology, and the higher likelihood of multiple morbidities. Regular physical activity brings a health benefit in terms of maintaining or increasing strength, power, endurance and flexibility of muscles even in the elderly (Hrobonova, Breeze & Fletcher, 2011). The World Health Organization recommends older people should take at least 30 minutes of aerobic exercise on most, if not all, days and strength training 2 to 3 days a week (WHO, 2002).

The aim of this research was to estimate levels of physical activity among older people. Participants were asked to complete a 19 item questionnaire during a face-to-face interview with a researcher. All participants met the following inclusion criteria: 50 years of age or older, living in the community, independent with regard to activities of daily living. Older men with higher physical activity levels demonstrate better physical function and mobility than their less-active peers (Mose et al., 2010).

The number of falls and fractures was balanced across physical activity intervention arms and no serious adverse events were reported for either intervention (Dangour et al, 2011). In a study of Hrobonova, Breeze and Fletcher (2011), their results for people aged 75 to 84 years support the existing evidence that physical activity is beneficial and is associated with improved survival in those aged 75 years and over. Best and Miller (2011) study suggest that this is particularly true for older adults who use wheelchairs, as only 8.3% of wheelchair users reported participating in physical activity compared to 48.8% of older adults who walked without support.

According to Hall et al (2011), physical activity at 12 months was the strongest predictor of post-intervention changes in physical activity. Those who took up the intervention and increased physical activity live the most, had significant declines in post-intervention physical activity. Lin et al. (2010) results showed that walking leisurely was the most frequent leisure-time physical activity for participants. The age, gender, living arrangement, affective feeling and environmental control were significant variables of leisure-time physical activity.

METHOD

As a method, a descriptive study carried out in the form of a case study was utilized. Structured and focus individual interviews were conducted as data collection tools using a questionnaire. Data were collected during summer 2013 in Canada. The interview was semi-structured with open-ended questions that asked for biographical information and sought to find out how each prospective exercise impact on the elderly.

At the inception of each exercise, the lead researcher of the interview took some minutes off to discuss the purpose of carrying out the research with the group members. The following questions were used for data collection: demographic information regarding gender, age, work status, occupation obtained from the questionnaire. Preliminary analysis of data from the interviews added to the theoretical framework to elaborate the structured reflective log, a data collection tool designed to grasp information about the exercise, and reflections related to practice exercises they undertook. Participants had the opportunity to confirm and validate the content of the transcripts of their interviews.

FINDINGS

The participants were 38 (23 male; 60.5%), 15 female (39.5%) older people from St. Catharine’s, Canada. Their ages ranged from 50 to 91 years, with a mean age of 66.89 (SD = 9.22). The results showed that the respondents spent an average of 84.21 minutes doing exercise. The average age that engage in regular exercise was 37.55 years and a participation rate of 4.02% week. All (100%) of the elderly in their past participated in sport.

The results presented in table 1 revealed that tennis was the most popular exercise among the interviewed elderly, with a participation rate of 66%, followed by hockey and badminton 24% and basketball and soccer 21%.

Table 1: Activities participated in the past by the respondents

F%/ Sports	Tennis	Hockey	Badminton	Basketball	Soccer	Baseball	Golf	Cycling	Skiing	Hiking
F	25	9	9	8	8	6	6	6	6	5
%	66	24	24	21	21	16	16	16	16	13

Table 2 presents the data for exercise participation level; tennis was the highest rated except for winter, followed by walking, cycling, and gym. The frequency of exercise in winter showed that gym was the most frequent exercise engaged in (16%), followed by skiing and walking 16%. Based on the frequency of exercise in spring, tennis was the most frequent exercise engaged in (42%), followed by badminton, golf, cycling and walking (16%). In addition, the participation rate for summer activities was rather high. The highest rate was tennis (66%), second rated was golf and cycling (21%). In fall, only 34% of the respondents participated in tennis, most of them (16%) engaged in cycling, gym, and walking. Further analysis indicated that there were not differences between respondents and their perceptions of exercise intensity.

The last two items ‘Why do you exercise?’ and ‘What are some emotions you feel after exercising?’ were asked and the respondents were fairly relaxed and cheerful. The answer to the first question was health (42%), enjoy and feel better (16%), while keeping fit and fun (10%). Answers to the second question revealed that feeling good/better (42%), healthy and relax (18%), while energy and enjoy (16%). During the interview, many respondents indicated that they enjoyed engaging in exercises throughout their life time.

Table 2: Seasonal physical activity carried out by respondents

Season	F/% Sports	Tennis	Hockey	Badminton	Golf	Cycling	Skiing	Hiking	Gym	Walking	Squash	Swimming	Running
Winter	F	4	3	2	-	2	6	2	10	6	4	3	-
	%	10	8	5	-	5	16	5	26	16	10	8	-
Spring	F	16	3	6	6	6	3	-	5	6	-	-	-
	%	42	8	16	16	16	8	-	13	16	-	-	-
Summer	f	25	-	4	8	8	-	-	3	6	-	5	2
	%	66	-	10	21	21	-	-	8	16	-	13	5
Fall	F	13	3	4	5	6	-	2	6	6	4	4	2
	%	34	8	10	13	16	-	5	16	16	10	10	5

CONCLUSION

The most popular sport is tennis according to interviewed elderly people also they were play tennis at their young time. Exercise participation level; tennis was the highest rated except for winter, followed by walking, cycling, and gym. Respondents are not doing hiking and running in spring and summer seasons. Elderly people done exercise because of are health and they want to feel good/better after exercising.

Elderly people are happy, relax, cheerful and enjoy before/after exercise time. In this reason, whole elderly people done any exercise while they were young and continue doing exercise all life.

Exercises must be part of life. If elderly people divide their time for exercise, they have good feeling. For this reason, in compulsory school process must develop work out habits an attitude. Government can support special exercises areas where they are preferred by elderly. Volunteer coaches can teach sports/exercise which are choice by aged. We think that teaching strategies should do as sports or physical activity/exercise by coaches.

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Nigerian Business Environment Daunting: Challenges and Suggested Solutions

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Abstract

This theoretical debate evaluated the Nigerian Business Environment, which is characterized by lingering structural bottlenecks pervaded by overdependence on oil, comatose infrastructure, low capacity utilization, unemployment, import dependence, poor regulatory environment and low corporate governance practice. Nigeria must take corrective measures and design a very compact economic, social, political, technological, regulatory including internal business architecture to overcome the identified business environment challenges if her dream of becoming one of the 20 industrialized countries by 2020 would come true.

Keywords: Nigerian, Business, Environment, Challenges.

Reference to this paper should be made as follows:

Obisi, C., & Gbadamosi, A. A. O. (2016). Nigerian Business Environment Daunting: Challenges and Suggested Solutions. *International Journal of Scientific Research in Education*, 9(3), 144-150. Retrieved [DATE] from <http://www.ij sre.com>

INTRODUCTION

Kolade, Ohabunwa, Utomi (1999) lamented on the depressed state of Nigerian economy and agreed that Nigeria has not learnt much as she has continued to follow the familiar road. Ohabunwa was specifically agonized on the de-industrialization of Nigeria. In other words, rather than Nigeria getting industrialized, industries are leaving Nigeria and no country has developed without industries. Nigeria will be living in a fool's paradise if she thinks she would be among the 20 world economies without industries. Itsede (2001) cited in Obisi (2003) asserts that for some years now Nigerian economy has had a lackluster performance. Real Gross Domestic Product (GDP), which stood at 2.4 and 2.7 percent in 1998, and 1999 respectively, had risen only marginally to 2.8 percent in 2000. From an average exchange rate of N83.8 to \$1.00 USD in 1998, the local currency had exchanged at an average of ₦102.02 in 2000, indicating a depreciation of 21.74 percent between 1998 and 2000.

Itsede further explains that for the third consecutive year, industrial value added trended downwards, declining by 0.8 percent in 2000 even as the Nigerian economy grappled with, among others, the lingering structural bottleneck evidenced by the continued preeminence of the oil sector, derelict infrastructure, low capacity utilization, high unemployment and pandemic poverty, import dependence and pervasive corruption. Itsede would be extremely disappointed today because the statistics today is further worse on all the fronts and even exchange rate has further plummeted against the dollar as it hovers around ₦150 to \$1.

Oshiomlode (2010) elucidated that more than 70% of Nigerians live below \$1 and that the rate of mortality is among the highest in the world while the average life expectancy of Nigerians is 43 years.

NACCIMA (2010) avers that Nigeria faces hard times if she fails to diversify her revenue base from oil sector through serious and proactive encouragement of non-oil exports. According to NACCIMA, Nigeria will be full of regrets if she loses her current oil demand as a result of new technological development.

The lamentations of the authors, and as worrisome as they are have now been compounded by the latest monster capable of doing incalculable damage to the Nigerian business environment, which is insecurity. Any business environment that is bedeviled by insecurity would not attract investors talk less of foreign investment, which Nigeria dearly desires. Investment flight and apathy plaguing Nigerian business environment must be halted through deliberate, well thought out policies and strategies without which Nigerian would remain poor.

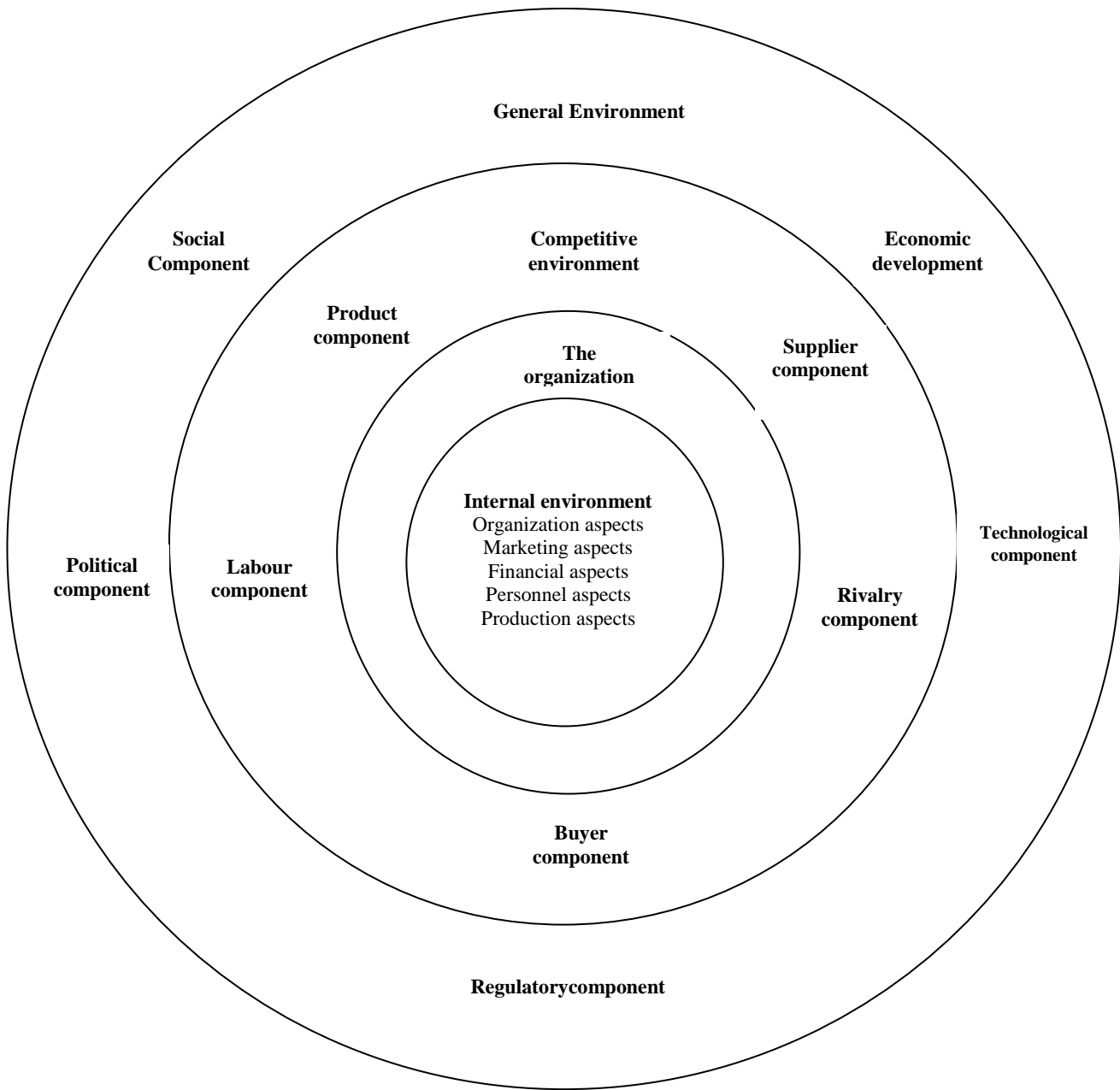


Figure 1: The Organization and its Environment

Source: Kolade (1999) Human Resource and Business Environment in the New Millennium, HRDB, University of Lagos

CONTRADICTIONS IN THE NIGERIAN BUSINESS ENVIRONMENT

Manufacturing or the real sector all over the world has been and would always be the engine of development and industrialization but in Nigeria, manufacturing has taken a back seat while banking took the center stage and today Nigerian Banks are hemorrhaging and the real sector

that should have supported the bank need rehabilitation. So the contradictions remains and Nigerian businesses are worst off. All over the world today, oil companies are making money but in Nigeria, the finance minister is stating that NNPC a mega oil corporation is insolvent. If it is true in an economy that is dependent only on oil, then Nigerian economy would be in dire straits, which would further ravage the much need confidence. Birsmack (2010) writes that economic reality in Nigeria is at variance with the official data.

According to Birsmack, official data in Nigeria recorded 8.15 percent non-oil sector growth while oil sector grew by 3.21 percent. However, identified the telecom as the fastest growing sector in Nigeria. Birsmack (2010) maintained that business proxies from growth trend repudiate claims of robustness of the economy. He further explains that weak sector linkages may have muted the feel and impact of string nominal growth. He averred that the proxies were divergent and did not validate the growth numbers as accordingly prosperity could not be disguised.

MANAGEMENT OF BUSINESS ENVIRONMENT

Generally the management of any nation's business environment is evolved out of the desire to open up the domestic market to global patronage. It is adopted by the desire and need to free all the existing and future human organizations within the national frontiers from forces inimical to their existence and growth. Thus, the globalization of any business starts from the management of the environment in which that business operates with the single objective to optimize its internal and external resources.

MEANING OF BUSINESS ENVIRONMENT

Like every other aspects of business management, the environment in which the business operates must be managed and this is possible only when the organization has actually identified what constitutes its business environment. The environment of any business outfit comprises its "aggregate surrounding" defined as all elements within and outside the organization that are relevant to its survival, growth and prosperity. Those elements that are outside the organization are called external environment while those within the organization are called internal environment. Both the internal and external environment produce the "coping needs" for the organization and they assist the organization in the process of coping with the environmental forces that might threaten organizational goal attainment and survival.

The external environment is defined as all elements outside an organization that are relevant to its operation. It provides the organization with its necessary inputs such as raw materials, money labour, energy and transforms them into finished products or service and then returns them back to the external environment. The quantity and quality of the outputs are provided to the organization by the external environment. On the other hand, the internal environment consists of the organization's managers and work force which is the labour component.

CHALLENGES FACING NIGERIAN BUSINESS ENVIRONMENT

The past decades up until now, Nigeria has experienced severe economic challenges, however, the business environment have to try and strive and several businesses have the initiative to start

new ventures, but lacks the skills, tools, and support to succeed (Okeke & Eme, 2014). In addition Kolade (1999) identified the following challenges:

- Economic component
- Social component
- Political component
- Technological component
- Regulatory component
- Product component
- Supplier component
- Rivalry component
- Labour component
- Competitive component
- Buyer component

The factors listed above are referred to as external component. Kolade also identified other challenges which he calls organization/internal challenges: organization aspects, marketing aspects, financial aspects, personnel aspects and production aspects. Sanusi (2009) identified poor corporate governance, anufacturers Association of Nigeria (MAN) (2010) complains of inadequate long-term financing hindering real sector growth, Schimillen (2010) charges Nigerian government to come up with a well contrived regulatory business frame work in order to attract foreign investors.

Again MAN (2010) cries aloud that Nigerian business environment has come under the heavy yoke of multiple taxations, which is capable of crippling businesses. In a well-documented survey, MAN found that:

- 119 different taxes and levies are being imposed by various tiers of government across the three states as against only 39 approved by taxes and levies (Approved list of collection) Act 1998.
- From the 119 taxes and levies, 27 constitute taxes while the remaining 92 are levies.
- Numbers of taxes paid by companies in the three pilot states are Lagos 27, Ogun 21 and Oyo 26.
- Numbers of levies paid by companies in the three states are: Lagos 76, Ogun 66 and Oyo 69.
- The numbers of taxes that were duplicated are: Lagos 31, Ogun 8 and Oyo 6.
- The numbers of levies that were duplicated: Lagos 45, Ogun 17 and Oyo 15.
- Numbers of taxes paid by the companies interviewed at road blocks are: Lagos 20, Ogun 11 and Oyo 6.
- Outside the 39 approved taxes and in the approved list of collection Act 1998, the interview revealed that 10 unapproved taxes in Lagos, 7 in Ogun and 10 in Oyo state are paid respectively.
- Outside the 39 approved taxes and levies in the Approved list of collection Act 1998, the interview revealed that 51 unapproved levies in Lagos, 48 in Ogun and 45 in Oyo are paid.

- The study also revealed that taxes and levies constitute between 10% - 50% of cost of production in the three pilot states.

The implication of these is that it will be very difficult for Nigerian Businesses to come out successful out of the ordeal of the above disturbing picture painted by MAN. Nigerian business will not win competitive advantage in the global economy because it is reeling under the heavy yoke of multiple taxations.

CONCLUSION

Under the present circumstances, Nigeria and Nigerians especially the government must provide confidence building strategy and reorient all security apparatus and take positive steps to reposition businesses in Nigeria if her dream of becoming one of the twenty industrialized countries by 2020 as actions should speak louder than words.

Recommendations

This theoretical debate recommends that Nigerian organizations should pay special attention to all the challenges identified by Kolade (1999) and overcome them. For example every business to survive must be ahead of its competitors and remains strategic. Businesses today are driven by technology. Before people drive technology but reverse is the case as technology is driving people. Any business environment without high technology would continue to struggle. In the same vein, organizations to overcome business environment challenges must take care of their supply chain, and ensure continuous availability of its products, be regulatory compliant resolve all their labour problems, win and retain its customers, be socially responsible, overcome all economic difficulties and successfully tackle political difficulties and bottleneck and above all resolve its internal aspects of challenges which could be organizational, marketing, financing, personnel and production.

No business environment is an island unto itself. The government and the business community and the society must come together and take the following steps to give the much needed adrenalin to Nigerian business environment:

- Effective security in Nigeria.
- Sustainable fiscal policy and elimination of policy summersault.
- Tackle energy problems.
- Adequate infrastructure.
- Progressive Regulatory framework.
- Resolve poor corporate governance.
- Sustainable and enduring tax reform.
- Adequate long-term financing.
- Wipe out corruption in all its ramifications.
- Accurate Information/Data on the true state of economy.

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Indigenous Songs and Games in the Classroom

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Abstract

Music Education forms part of the Botswana lower primary school curriculum under the umbrella Creative and Performing Art, together with the other Arts. Despite the inclusion of music in the curriculum, some schools do not teach Music lamenting lack of instructional materials and resources as the main obstacle for not doing so. The main focus of this study was to study the curriculum and investigate the possibility of using traditional songs and games to facilitate the teaching of Music at lower primary schools. The study employed document analysis of the curriculum and a case study at two schools, one in rural area, the other in an urban area. The findings revealed that a small percentage of the objectives in the lower primary school specify the use of musical instruments and it is possible to use indigenous songs and games to achieve the syllabus. Children had positive response to indigenous song and games.

Keywords: Indigenous songs and games, Creative and Performing Arts, Lower Primary, Generalist Teacher.

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INTRODUCTION

Music Education forms part of the Botswana Lower Primary School Curriculum, under the Creative and Performing Arts Syllabus. The Creative and Performing Arts syllabus was designed to meet the requirements of the Revised National Policy on Education of 1994 and the implementation of this syllabus began in 2002. Music Education is classified under Creative and Performing Arts (CAPA), under which we find the subjects: Music, Art & Craft, Design and Technology, Drama, Dance and Physical Education. CAPA was meant to encourage teachers to put more emphasis on the practical nature of the subjects. Prior to the introduction of Creative

and Performing Arts in Botswana Primary schools, subjects were treated as specific entities (Phibion, 2011).

The CAPA subjects provide for learners' opportune time to acquire basic knowledge, practical skills and self-expression, and to encourage positive attitude towards practical work and productivity. Its main aims among other things are to help students develop their creativity, aesthetic skills, psychomotor skills and the love for the arts (Curriculum Development and Evaluation Department, 2002). Furthermore it aims to develop positive attitude towards creative and performing arts and to equip learners with critical thinking and problem solving skills. It is the governments hope that all primary school teachers implement this programme which has been put in modules and has a lot of flexibility to facilitate project teaching and integration.

This study will in focus at the implementation of in Music Education, which is one of the CAPA subjects. The basic skills taught in Music Education includes listening, composition and performing and the modules centers around providing the learners with basic concepts of sound, rhythm and choreography, pitch and duration, dramatization, dance and games. All these modules are covered in a spiral way from standard 1-4.

Assessment at Lower Primary School is both formative and summative, through tests and quizzes and students are expected to write a national attainment test by the end of their standard 4. These standard 4 tests are based on the attainment targets for each subject area examined and are done for the purpose of remediation (Curriculum Development and Evaluation Department, 2002)). At this stage learners are expected to have attained knowledge and understanding of creative and performing arts, practical and creative skills and positive attitudes towards practical skills. Although the Botswana curriculum requires that CAPA should be taught, these diagnostic tests do not include CAPA subjects. Consequently some schools do not teach Music because, at the end of the day, they are judged by the results produced for the tested subjects; therefore do not want to waste time on a subject that is not examinable.

A number of researches conducted locally with regard to the implementation of the CAPA reveal that teachers biggest challenges in implementing CAPA is lack of resources and instructional materials (Phuthego, 2008; Mannathoko, 2008; Phibion, 2011). The lack of resources and materials is not only peculiar to Music in Primary schools, but to other subjects as well, which calls for other innovative measures in order to implement the music curriculum successfully.

Many schools across the country are not adequately equipped, particularly primary schools. This has resulted in lack of science equipment or laboratories, double shifts and schools without electricity. These are major challenges that must be met by the year 2016 Vision (Vision, 2016:18)

Moreover, according to these studies, some of those schools who do implement the CAPA do not address the stated objectives (Mannathoko, 2008). As a teacher, it is imperative to always have objectives so as to know the outcomes you expect. Objectives play a very important role in the teaching/learning process as they are a roadmap of what is to be achieved.

State the objectives for the class or group in terms of what students should be able to do as a result of instruction. Unless the students can provide evidence of how much they have learned, it is more difficult for a teacher to determine what should be taught in subsequent classes. (Hoffer, 2009, p. 32)

Indigenous songs and games are characterised by sound and pitch, rhymes, choreography, body percussions, dramatization, dance and games which basically are the themes that have to be addressed by the lower primary music curriculum. They play a very vital role, as they offer education and playing simultaneously. These are songs, dances and games of the community, which is part of their culture. They are part of our culture, our identity and our heritage.

The voice, as a musical instrument is readily available at all times. Therefore, songs and games are always available as opposed to instruments, one does not need to go and buy them. Musical instruments are very expensive, but despite this, the music curriculum has to be implemented. Children play games all the time, and both the songs and games are part of their lives. Blake and Pope (2008) compared Piaget's and Vigotsky's theories, Vygotsky believed in scaffolding, where a capable person like the teacher provides assistance and imaginative play is imperative at early childhood.

Traditional music, songs, and dance are closely associated and they constitute an integral part of the daily activities of Botswana people, appealing to specific age groups and occasion. Traditional music is an indispensable part of the social life of the community and is woven in life-cycle ceremonies, such as weddings, sowing or harvest time festivals, funerals, as well as healing and initiation ceremonies (Frank, 2012). The same sentiments are shared by Quiggin who states:

Music is about expressing cultural belongings. It is part of ceremony, storytelling, celebration, and mourning, coming together and telling the events in indigenous peoples live, both past and present (Quiggin, 2002, p. 3).

Children may benefit from singing at an early age as they build performance skills from an early age, which boosts their self-esteem. Teaching through the arts builds confidence. Students who perform regularly develop a sense of audience, the knowledge that there is a real for learning in school, and increased ability to cooperate. The students are generally happy, positive and confident, considerate and progressing well (Stevens, 2011). By communicating freely with the voice, face and body, children learn to express ideas with confidence, empathise with others from different cultures and backgrounds, and feel at home in their own skin. Song music and dance can help children become more imaginative, self-aware and collaborative global citizens (Marsh, 2015).

Purpose of the Study

The purpose of this study is to assist music teachers at lower primary schools as they are the ones tasked with the responsibility of implementing the syllabus. They need to be equipped with skills and innovative methods to teach music given the fact that there are no resources. The study aims at studying the lower primary school curriculum objectives in order to see if indigenous songs and games can be used to close the gaps given the current situation. As mentioned earlier, the available literature on the CAPA implementation suggests that the implementation exercise is hampered by the absence of appropriate resources and facilities and that most teachers who are the implementers have limited skills and knowledge of the subject.

Research Questions

The study was guided by the following questions:

- How many objectives at lower primary specify the use of music instruments?
- How many objectives at lower primary specify the use of songs, chants, folk-tales, body percussions, games and movement?
- What is the current situation of the music resources and facilities at primary schools?
- Can indigenous songs and games be used to teach Music?

Limitations of the Study

This was a pilot study, which was carried out in two schools in different areas; rural area and an urban area. Due to financial and time constraints the research was not carried out in other parts of the country.

METHODOLOGY

The study employed two methods for data collection, content analysis of the Lower Primary School CAPA syllabus document and a Case study of two lower primary school.

RESULTS AND DISCUSSIONS

Content Analysis- Lower Primary School syllabus document standard one to four

For content analysis, the researcher was guided by the following questions.

- How many objectives at lower primary specify the use of music instruments?
- How many objectives at lower primary specify the use of songs, chants, folk-tales, body percussions, games and movement?

All the objectives for standard 1-4, were grouped and coded under the following themes as per the syllabus: Sound, Rhymes and Choreography, Body Percussions, Pitch, Dramatization, Dance and Games. The researcher is quiet aware that the syllabus follows a spiral way of learning therefore it would be easy group the objectives per themes as they appear in all the four years of the lower primary school period.

Information in table 1 illustrates all the objectives for the theme sound from standard 1-4. There are 12 specific objectives to be covered, out of these, 4 requires the use of musical instruments. This equals 33%. For the theme sound, from standard 1-4, 10 out of 12 objectives (67%) at lower primary specify the use of songs, chants, folk-tales, body percussions, games and movement?

Table 2 illustrates the objectives for standard 1-4 that deals with Rhymes and Choreography. The table shows that Rhymes and choreography have 20 specific objectives, none which do not specify the use of musical instruments, and could be achieved through music, dance and games. This makes 0%. The theme Rhymes and Choreography for standard 1-4, revealed that all the 20 objectives (100%) at lower primary specify the use of songs, chants, folk tales, body percussions, games and movement.

Table 1: Sound

STANDARD	SPECIFIC OBJECTIVES
1	List sources of sound Differentiate between natural and man-made sources of sound Produce a variety of sounds.
2	Produce soft and loud sounds using objects and parts of the body Use symbols to represent soft and loud sounds Create sound variations in volume on accompanying instruments to match a singing voice Create variations in tempo on accompanying instruments to match the singing voice
3	Demonstrate soft and loud sounds through singing Add symbols to a simple tune to indicate soft and loud parts
4	Use symbols to represent loud and soft sounds Differentiate between metallic and non-metallic sounds Identify sound produced by different musical instruments

Table 2: Rhymes and Choreography

STANDARD	SPECIFIC OBJECTIVES
1	Identify beat in music Move in time to the beat of a simple tune Compose varied simple beats to the beat Practice controlled movements Sing rhymes Identify words that rhyme
2	Sing rhymes and traditional folk tunes Sing simple songs of their own composition Clap, walk, tap, nod and stamp in time Respond to a rhyme or tune through original movement
3	Provide rhyming words to a given list of words Compose a short verse with at least two rhyming words Pass an object in time to the beat of the music Compose dance movements with selected accompaniment Perform movements of a dance in a proper sequence
4	Compose a piece of music using rhyming words Provide rhyming words to a given list of words Use movement to interpret music Use movement to tell a story Describe the importance of costume in choreography

Table 3 shows the objectives for the theme Body Percussions for standard 1-4. According to the information in the table, the theme Body Percussions have 11 specific objectives, and only one mentions instruments have to be constructed by the students. This makes 10 %. Still with the theme body percussions from standard 1 -4, 10 out of 11 objectives at lower primary specify the use of songs, chants, folk-tales, games, body percussions and movement. That is 90%.

Table 4 illustrates the objectives for the theme Pitch for standard 1-4. According to the information in table 4, the theme Pitch have 20 specific objectives, and only one, in standard 4 requires the use of an instrument, the recorder. Still looking at the theme Pitch, from standard 1-4, out of 20 objectives 19 specify the use of songs, games and movement objectives. At lower primary specify (95%) the use of songs, chants, folk-tales, body percussions, games and movement.

Table 3: Body Percussions

STANDARD	SPECIFIC OBJECTIVES
1	Use different parts of the body to produce sound Combine different sounds rhythmically for musical effect Clap, sing and move to a steady beat
2	Use different parts of the body to produce sound Combine different sounds rhythmically for musical effect Create rhythmic patterns by clapping and moving to a given piece of music
3	Differentiate between beat and rhythm by contrasting body movements in simple traditional tunes Use objects from the environment to imitate body sounds
4	Use parts of the body to produce a percussive effect Identify the sound produced by different parts of the body Construct simple percussive musical instruments

Table 4: Pitch

STANDARD	SPECIFIC OBJECTIVES
1	Sing the notes of a modulator Sort out objects according to pitch Imitate varied pitch of animal sounds Produce high and low pitch with varied objects Produce long and short sounds
2	Identify different pitches Differentiate between high and low Sing notes of the modulator (ascending and descending) Produce long and short sounds
3	Use Curwen's hand signs to indicate different pitches in the modulator Create short melody patterns consisting of high and low sounds Create a melody consisting of long and short sounds
4	Sort various sound sources according to their pitch Define pitch Draw a graph representing different pitch levels Use hand signs to show pitch levels Sing tunes in tonic sol-fa Improvise a tune on the notes B A G on the recorder Use symbols to represent short and long sounds Use French time names in simple rhythms

Table 5 shows the objectives for the theme Dramatisation from standard 1-4. According to the information in the table, the theme Dramatisation has 11 specific objectives, none of which mentions make use of instruments. Still looking at the theme Dramatisation at lower primary, all the 11 objectives (100%) at lower primary specify the use of songs, chants, folk-tales, body percussions, games and movement.

The information in table 6 shows that there are 33 specific objectives to be covered for the theme dance. With reference to the table, none of these objectives state that musical instruments should be used. 33 out of 33 objectives (100%) at lower primary specify the use of songs, chants, folk-tales, body percussions, games and movement.

Table 5: Dramatisation

STANDARD	SPECIFIC OBJECTIVES
1	Use facial expressions, gestures and songs to communicate stories and tales Use movement to bring out the mood of the story
2	Use movement and sound to express the mood of a story Use sound effects to bring out variations in the mood Create simple characters and narratives in response to a range of stimuli
3	Tell a story accompanied by a song to emphasise or express a message Act stories using body language to emphasize and express meaning or convey a message Create movements to accompany songs
4	Dramatise simple stories and tales Mime simple stories and tales Create and dramatise stories and tales

Table 6: Dance

STANDARD	SPECIFIC OBJECTIVES
1	Perform a variety of traditional dances in one's locality Perform different dances with/without stimuli Demonstrate different ways of moving in general space Demonstrate proper use of one's personal space Respond to different stimuli with appropriate action Demonstrate body shapes, body actions and use of space Perform simple movement patterns Name dance elements Demonstrate basic elements
2	Demonstrate different ways of moving in general space Demonstrate proper use of personal space Respond to different stimuli with a range of action Name dance elements Perform a traditional dances in their locality Perform a variety of traditional dances in their district Perform different dances with/without stimuli Compose a simple dance piece
3	identify traditional dances from their locality Perform traditional dances in their locality Perform a variety of traditional dances from other cultures Practice and refine dance elements Perform selected dance pieces with/without stimuli Perform movement patterns associated with cultural practices Use body actions and music to express moods and feelings Combine various element to create a dance Demonstrate proper use of personal space
4	Respond to music creating a story through movement Use traditional dance movements to make formations Appreciate ones potential to perform traditional dances Create or perform movement patterns integrating songs Perform combined movement patterns to develop a coordination and rhythm Perform movement patterns to develop sequence in pairs/groups Perform organised selected dance pieces with or without stimuli

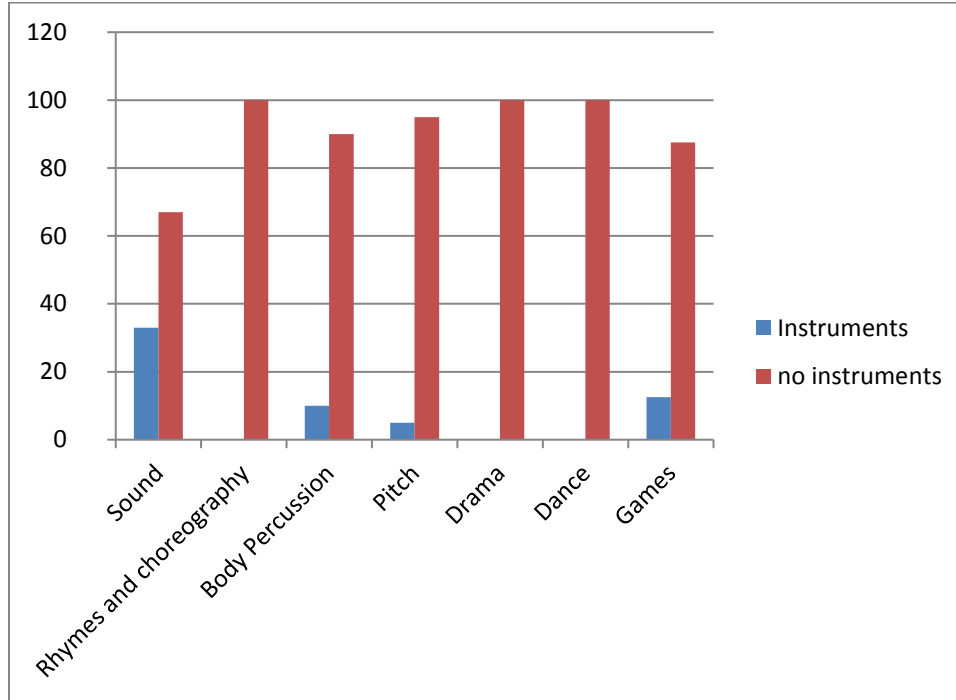
Information on table 7 shows all the objectives for the theme games. There are 24 specific objectives, 3 out of 24 mention the use of available equipment is 12.5 %. The table also illustrates that, 21 out of 24 objectives (87.5%) at lower primary specify the use of songs, chants, folk-tales, body percussions, games and movement.

Table 7: Games

STANDARD	SPECIFIC OBJECTIVES
1	<ul style="list-style-type: none"> Identify different types of games Perform movements of sending, receiving and traveling demonstrate the ability to throw balls at a distance with accuracy and speed demonstrate the ability to integrate skills in selected games perform a variety of physical activities individually and in groups perform musical games
2	<ul style="list-style-type: none"> Identify different types of games Demonstrate control in receiving and sending skill Demonstrate awareness of personal space and that of others when playing in a variety of games Apply skills in competitive even sided games State rules of specific games
3	<ul style="list-style-type: none"> Play a range of modified games from various categories State rules of modified games Demonstrate receiving and sending skills Use various equipment to create games.
4	<ul style="list-style-type: none"> Identify selected traditional games Demonstrate the ability to participate in games State rules of selected traditional games Perform selected traditional games Participate in a range of modified games State rules of modified games Demonstrate sending and receiving skills individually and with partner Use available equipment safely Create games using available equipment

All in all, it is clear that the percentage figures of all the objectives at lower primary which clearly state the use of musical instruments are very few as compared to objective which clearly are for the use of songs, chants, folk-tales, body percussions, games and movement as illustrated by the bar chart in figure 1. Despite this, the researcher know the importance of having musical instruments in a music classroom, but where they are not available why not go for something that is already available. With reference to Table 8 below, maybe it is time teachers' start looking at their own cultural heritage, indigenous songs, chants, folk-tales, body percussions, games and movement in order to address the syllabus.

Figure 1: Objectives that need Instruments VS those that do not need instruments



Case Study

The researcher visited two schools, one in the rural area, and one in the city to do a case study which was done in two ways. For the first day the researcher did observation and later discussed with the concerned teachers. For the second day she taught the same classes which were observed as an intervention strategy. The classes observed were lower primary music classes. The observation was guided by the following points:

- Teachers approaches and methods
- Pupils activities
- Instructional materials and teaching aids

The observed classrooms were coded as follows: A, for rural school and B for the city school, the number indicating the stream/ class, for example A1, Rural area school, standard 1 class. The duration for all the classes was 60 minutes and for all of them teaching took place indoors, in their classroom.

Information in table 8 shows the results of all the four classes observed for the case study. According to the table, 3 of the teachers were generalists while one was a music specialist. All of them had a Preparation book which included all the subjects but did not include Music/CAPA. The three generalist teacher said it was difficult to address the music objectives as they are not specialist in the subject but they use the lesson for music activities like singing and dancing. Their class activities included songs and games and dramatization, but since there wasn't any lesson plan, it was difficult to say which objective was addressed and whether indeed it was

achieved. The entire lesson in an educational classroom is supposed to have specific objectives so that there is direction. If the teachers' instructional objectives are clear, and the test or survey is designed as a measure of whether those objectives have been achieved, descriptive research can be useful in evaluating how successful the teaching has been Schuler (1990).

The Specialist teacher had a lesson plan specifically for the music lesson, but explained that Music was not covered in term 2, (observation was done in term 2). According to her, for this particular term in their school; they address other CAPA modules like the Health and safety module and communication module which only covered Art and Craft. However, the specialist teachers' objectives were clear and achievable. Activities included song and games which were gospel songs and indigenous songs and games.

The CAPA syllabus has been put together in a modular approach to allow for flexibility and integration. This could be integration between the CAPA modules and subjects, or between the modules and other subjects like Cultural studies, English, Setswana and Mathematic. If teachers are going to take a module or two per term, then that defeats the purpose. Maybe the teachers do not understand the way they have to approach the syllabus.

Another worrying factor is the lack-of follows up from the relevant education officers and curriculum designers to check if the CAPA curriculum is implemented, and if it's indeed implemented is it correctly implemented. One could easily find out through visiting schools and checking of preparation books once in a while. Through these visits regional offices should also organize in-service workshops for teachers. There are only few music specialist teachers in schools, while the majority of teachers are the generalists who are expected to teach the CAPA syllabus, these teachers need to be supported through in-service workshops.

Table 8: Observation Results

School	Stream	Teacher approaches	Pupils activities	Instructional material and teaching aids
A1	Standard 1 Generalist	No lesson plan Chalkboard properly used Topic written down Good teaching aid but not relevant to the topic	Singing Poems Games Dramatization Answering teachers questions	No Musical instruments Manila paper illustrating people doing different actions which were illustrated by the poem Repertoire was mainly traditional songs form the local community
A4	Standard 4 Generalist	No lesson plan Chalkboard properly used Topic written down Not addressing objectives of the chosen topic	Singing Games, especially the body percussion games. Dramatization Group work/ presentation	No musical instruments Repertoire mainly nursery traditional songs and games from the community
B2	Standard 2 Generalist	No lesson plan Chalkboard properly used Topic written down	Singing a Dramatization Answering teachers questions	No musical instruments Repertoire was mainly gospel songs and nursery rhymes
B4	Standard 4 Specialist	Lesson plan Chalkboard properly used Topic written down	Singing Games Dramatization Group work/ presentation	No musical instruments Repertoire was indigenous songs and games and gospel songs.

Intervention

After, the observations, the researcher, taught the same classes, for the same duration using indigenous songs and games. These are some of the songs, and games captured which were performed by the learners in front of the researcher. These videos were shared with teachers of the concerned classes to illustrate to them how they can teach music using indigenous songs and games, in the absence of instruments.

Class A1

Dramatization

Objectives to be addressed were:

- Use facial expressions, gestures and songs to communicate stories and tales
- Use movement to bring out the mood of the story

The indigenous folk-tale that the learners came up with, and performed for the researcher was *Naletsana*. *Naletsana* is a Tswana folk-tale which requires the performer to use facial expressions and gestures to illustrate the action verbs in the folk tale.

Naletsana

Naletsana ele, ya moribaribe, ribela ka pela
Re e go nwa metsi
Metsi ga ayo, a nolwe ke kgaupe
Kgaupe ga ke mo rate, ke rata Masilonyana
Thamaga di melala di gangway ke Kotiko
Kotiko tlhaolela o ntshe dibejana tsa bannabagolo
Ba epa kgelegetlwa
Kgelegetlwa, monoto, tsuololo, tsuololo

Rhymes and Choreography

The specific objectives addressed here were:

- Identify beat in music
- Move in time to the beat of a simple tune
- Compose varied simple beats to the beat
- Practice controlled movements

Panana soka

- *Panana soka, panana soka;*
- *Pana soka, soka-soka, soka-soka, soka-soka.*

The second song or game they performed is played as a group /individually. The rule of the game is that the learners must sway/move to the left , then right in time, to the beat of the tune. It teaches learners to control their movement, its start slow , then gradually increases speed.

Class B2

Rhymes and Choreography

The specific objectives addressed here were:

- Sing rhymes and traditional folk tunes;
- Sing simple songs of their own composition;
- Clap, walk, tap, nod and stamp in time;
- Respond to a rhyme or tune through original movement.

Mabele

- *Mabele a ga mme, a a senang ditlhoko*
- *Ditlhoko tsa mabele, a re a tlhoboleng*
- *Ntho ntho ntho, chukulele-chu!*
- *Chukulele-chu! Chukulele-chu!*

Rules of the game

This is an indigenous song. Children stand in a circle holding each others hand. The first 3 lines “*Mabele a ga mme, a a senang ditlhoko Ditlhoko tsa mabele, a re a tlhoboleng Ntho ntho ntho,*”, non-loco motor movement, but the last line, “*Chukulele-chu! Chukulele-chu!*” they move clockwise, then anti-clockwise.”

Class B4

Games

The specific objectives addressed here were:

- Identify selected traditional games
- Demonstrate the ability to participate in games
- State rules of selected traditional games
- Perform selected traditional games
- Participate in a range of modified games

Re sila mmeli mmelie ngwana wa batho x2
Oo dali wa tsamaya, lerato le fedile
Dali wa tsamaya, lerato le fedile

Rules of the game

Children sit in a circle, each child hold a stone in their right hand and sing. Each child passes the stone to the child on their right. A child who fails to pass the stone to the right and get the stone from the left is out of the game is out. A child who finds himself with two or more stones is also out of the game. Variation: the stones maybe moved in an anti-clockwise direction.

Class A4

Games

The specific objectives addressed here were:

- Create or perform movement patterns integrating songs
- Perform combined movement patterns to develop a coordination and rhythm
- Perform movement patterns to develop sequence in pairs/groups

Sango

Sango e monate, ka maswi a kolobe
E tlhakantswe le sukiri re tlaa ikgora menwana
Sango e monate, ka maswi a kolobe
E tlhakantswe le sukiri re tlaa ikgora menwana

Rules of the game

This is a non-loco-motor, hand clapping game which is accompanied by singing, played in pairs or in groups. It starts with a slow tempo, which gradually increases in speed.

CONCLUSION

Indeed there is lack of necessary resources and materials, but Music can still be implemented. The teachers are willing to teach the subject, but most of them are generalists therefore lack the skills to implement the curriculum. Some do have the required skills but are not innovative. Indigenous songs and games play a very important role, the lessons the researcher had with the learners confirmed that most of the objectives could be achieved without musical instruments. Learners already knows indigenous songs and games from their community which is a good foundation of the learners, what they know already hence point of departure. It is edutainment-hence greater participation. African music teachers should not be daunted by the fact that Dalcroze taught improvisation on the piano, an instrument they may not have (Mead, 1996). They do not have to have to look too far for the resources they could utilize. For instance, spontaneous poetry serves to develop a sense of improvisation through speech (Phuthego, 2005). Traditional music knowledge system has the capability for promoting music education, especially as it relates to the ways, cultures and values of where it evolves (Ogunrinade, 2014). The stereotype that Music classes are only “singing classes” should be a thing of the past, that is why there is a curriculum to follow.

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Body Mass Index (BMI) Scores and Attitudes towards Physical Activity

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Abstract

Today, the increase in incidence of obesity is one of the most serious threatening problems to human health. This study aims at defining body mass indexes (BMI) and attitudes of primary, secondary and high school students and their parents towards physical activity in Burdur province in Turkey. Data were collected through the "Scale of Attitudes towards Physical Activity" developed by the researchers. The sample of study covered a total of 2642 people. The average age of the sample group was 21.5 years while 1359 subjects (51.4%) were male and 1283 (48.6%) were female. Findings have shown that the overweight and obesity incidence increased as the age level went up. An analysis of the scores of attitudes towards physical activity according to age groups revealed that the attitude scores of primary and secondary school students were higher than that of students older than 15 years. It can be possible to ensure increased attitude scores towards physical activity at older ages through adopting regular exercise habits at early ages.

Keywords: BMI, Attitude, Physical activity, Physical education, Burdur

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INTRODUCTION

Current physical activity recommendations encourage children and adolescents to accumulate at least 60 minutes per day of moderate-to-vigorous physical activity (USDHHS, 2008). Physical activity is defined as body movements produced by contraction of skeletal muscles and requiring energy consumption over the basal level brings many benefits for health. Physical activity helps reduce the risk for premature mortality as well as development of diabetes and colon cancer and balancing the high blood pressure. It also has positive impacts on body weight control, healthy and well-developed bone, muscle and tendon systems and improved movement and balance for elderly people as well as ensure psychological well-being and reduce depression and anxiety for individuals.

Regular physical activity helps individuals to keep their body mass index scores within normal levels. Maintenance of the habit of regular physical exercises at middle and elderly ages hinges upon development of positive attitudes towards physical activity at early ages of individuals.

In development of psychomotor skills and behaviors, affective process is as important as cognitive process. Attitudes are developed as a result of individual experience, and these attitudes are supposed to further develop into positive ways. Attitudes are not directly observed but in situations where people change their attitudes into behaviors (Tavsancil, 2005).

Rikard and Banville (2006) stated that attitudes are born from beliefs that one has about him or herself and things. Researchers indicated that children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school (Chung & Phillips, 2002; Ding, Wright & Li, 2006; McKenzie, 2006; Portman, 2003) and Hagger, Cale and Almond (1997) demonstrate higher physical activity levels than those with less positive attitudes towards physical activities.

Having positive attitudes towards physical activity also brings in sufficient physical activity level. The aim of this study is to define BMI and attitudes of primary, secondary and high school students and their parents towards physical activity in Burdur province in Turkey. The main question dealt with in the study was “what are the variables that affect body mass index scores and attitudes towards physical activity?” Accordingly, the following secondary questions were also raised:

- Is there any difference in BMI scores according to age groups?
- Is there any correlation between age level and BMI scores?
- Is there any difference in attitudes towards physical activity between genders in terms of age groups?
- Is there any difference in attitudes towards physical activity according to age groups and BMI scores?

METHOD

The population of this study in which the descriptive research technique was implemented was 157.690 people who live in central district of Burdur province and its villages (www.tuik.gov.tr). Samples were selected randomly. The research team tried to reach out to students attending to schools in the 2012-2013 year of education and their parents to make them fill in the questionnaire. In this study with a population of 157,690 people and a sample of 2642 people,

although 661 people were sufficient to compose the sample at a confidence interval of 99%, more people were reached out to make the sample more representative of the population. The error margin was calculated to be 2.48 at 99% confidence interval of depending on the size of the population. Results of the questionnaire therefore have a very high representation level. 1359 participants (51.4%) were male while 1283 (48.6%) were female. Descriptive statistics of the participants are presented in Table 1.

Table 1: Descriptive statistics of participants of the study

Variable	N	Min.	Max.	Mean	SD
Age	2642	7	69	21,54	12,76
Height (M)	2642	104	199	157,50	12,29
Weight (Kg)	2642	19	140	54,34	19,18

Data in table 1 revealed that the age interval ranged between 7 and 69. It is safe to suggest that a sufficient number of individuals from different age groups participated in the study. We see that the body height ranged between 104 and 199cm while the body weigh was between 19 and 140kg.

Data Collection Tool

“The Scale of Attitudes towards Physical Activity” developed by Savaş and Çelik Kayapınar (2013) in this study. The scale has three dimensions and 25 items. The first dimension, titled as “equipment & hardware”, was composed 9 items while the second dimension had 9 items and was titled as “health”. The last dimension consisted of 7 items and was titled as “social-affective”. Reliability of the scale used in the study (Alpha) was defined as 0.93.

Statistical Techniques Applied

Descriptive statistics such as arithmetic mean, standard deviation, percentage and numbers were used whereas the chi square technique, the Pearson correlation and the Two-way Analysis Variance was used in comparative analysis. Body Mass Index (BMI) was calculated by division of the body weight (kg) into the square of the body height (m) (kg/m^2). The following classification was applied in this calculation:

- Underweight: $\text{BMI} < 18.50$
- Normal weight: $18.51 \leq \text{BMI} < 25.00$
- Overweight: $25.01 \leq \text{BMI} < 30.00$
- Obese: $\text{BMI} \geq 30.01$

The Turkish Health Survey (2012) conducted by TUIK (Turkish Statistics Institute) covers the data for the age group of 15 and 15+ years only, the study made two groupings such as those younger and older than 15.

FINDINGS

Findings concerning secondary questions of the study are presented in tables below

Table 2: Chi Square Test Results for Age Groups and BMI Scores

Age Interval	F/%	Underweight : BMI < 18.50	Normal Weight: 18.51 ≤ BMI < 25.00	Overweight: 25.01 ≤ BMI < 30.00	Obese: BMI ≥ 30.01
7-14 years	F	749	576	48	6
	%	54,3	41,8	3,5	0,4
15-69 years	F	75	698	408	82
	%	5,9	55,3	32,3	6,5
Total	F	824	1274	456	88
	%	31,2	48,2	17,3	3,3

$X^2 = 909,496$; $sd=3$; $p<0,001$

Table 2 revealed a significant difference in age groups according to BMI scores ($X^2 = 909,496$; $sd = 3$; $p<0,001$), which suggests accordingly that participants younger than 15 years had lower or normal BMI scores whereas those older than 15 years were either normal or overweight. Moreover, an increase in obesity and BMI scores was observed starting from the late adolescence period irrespective of the life styles of individuals. The obesity incidence was 0.4% for those younger than 15 years while it went up as high as 6.5% for those older than 15.

Table 3: Pearson Correlation Results Concerning the Correlation between Age and BMI Scores

	Age	BMI
	Pearson Correlation	1 ,655**
Age	Sig. (2-tailed)	,000
	N	2642 2642

** . Correlation is significant at the 0.01 level (2-tailed).

$R^2=0,429$

Table 3 indicates a moderately positive and significant correlation between the age level and BMI scores ($r=0,665$ $p<0,001$), which suggests accordingly that the BMI scores go up as the age level increases. Considering the determination co-efficient ($R^2= 0,429$), it would be safe to suggest that approximately 43% of the total variance in BMI scores is due to age.

Table 4: Descriptive statistics concerning the physical activity attitude scores based on age group and gender

	Male			Female			Total		
	N	X	S	N	X	S	N	X	S
7-14 years	733	111,35	13,48	646	110,51	13,12	1379	110,96	13,31
15-69 years	626	106,68	14,65	637	105,66	15,15	1263	106,16	14,91
Total	1359	109,20	14,22	1283	108,10	14,36	2642	108,67	14,30

Table 4 suggests that attitude scores of males and females at the 7-14 age intervals were higher than that of individuals at age of 15 or older. Physical activity attitude scores of males are higher than females in any age group.

Table 5: Two-Way Analysis of Variance Statistics Based on Physical Activity Attitude Scores According to Age Groups and Genders

Variance Source	Total of Squares	sd	Mean of Squares	F	P
Age Group	14928,00	1	14928,00	75,06	.000
Gender	574,70	1	574,70	2,89	.089
Age x Gender	5,11	1	5,11	,026	.873
Error	524638,16	2638	198,87		
Total	540367,85	2641			

Table 5 indicates significant difference in physical activity attitudes based on age group only $F(1-2638) = 75,061$; $p < 001$). There was no significant between gender scores $F(1-2638) = 2,890$; $p > .05$) and gender scores according to age group $F(1-2638) = 0,026$; $p > .05$).

The study attempted to answer the question whether there is a difference between physical activity attitudes in the BMI scores according to age groups. In order to find a response to this question, two-way variance analysis was conducted and presented in tables 6 and 7.

Table 6: Descriptive Statistics of Physical Activity Attitude Scores according to Age Groups and the grouped BMI Scores

Age	N	Underweight: BMI < 18.50		Normal Weight: 18.50 ≤ BMI < 25.00			Overweight: 25.00 ≤ BMI < 30.00			Obese: BMI ≥ 30.00			Total		
		X	S	N	X	S	N	X	S	N	X	S	N	X	S
7-14 y	749	111,41	13,28	576	110,41	13,25	48	112,70	11,48	6	93,33	24,17	1379	110,96	13,31
15-69 y	75	106,73	14,19	698	105,89	15,54	408	106,78	14,01	82	104,90	14,53	1263	106,16	14,91
Total	824	110,98	13,42	1274	107,93	14,72	456	107,41	13,87	88	104,11	15,45	2642	108,67	14,30

Table suggests that the physical activity attitude scores of obese individuals in the age group of 7-14 were lower than that of normal and overweight individuals while the physical activity attitude scores of individuals older than 15 years were close to one another in any group.

Table 7: Two-Way Analysis of Variance concerning Physical Activity Attitude Scores Based on Age Group and the Grouped BMI Scores

Variance Source	Total of Squares	sd	Mean of Squares	F	P
Age Group	57,35	1	57,35	,28	,591
Grouped BMI	2432,52	3	810,84	4,08	,007
AGE x BMI	1532,30	3	510,76	2,57	,052
Error	522515,29	2638	198,37		
Total	540367,85	2641			

Table 7 suggests a significant difference in physical activity attitude scores according to the grouped BMI scores only $F(3-2638) = 4,087$; $p < .05$). No significant difference was observed between the Age Group $F(1-2638) = 0,289$ $p > .05$) and BMI Scores according to Age Groups $F(3-2638) = 2,575$; $p > .05$).

2642 individuals between the ages of 7 and 69 participated in this study, which aim at defining body mass indexes and attitudes of primary, secondary and high school students and their parents towards physical activity in Burdur province in Turkey. Body mass index scores and attitudes of individuals towards physical activity were defined in this study.

CONCLUSIONS

BMI scores for individuals younger than 15 years are low and normal.

BMI scores for individuals older than 15 years are mostly normal and overweight.

BMI scores increase as the age level goes up.

Attitude scores of males and females at the age interval of 7 and 14 are higher than that of individuals at 15 years and older.

Physical activity attitude scores of males are higher than that of females in any age group.

Physical activity attitude scores of obese individuals in the age group of 7-14 years are lower than that of normal and overweight individuals.

Physical activity attitude scores of individuals older than 15 years according to BMI scores are close to one another in all age groups.

Recommendations

- Individuals should be informed at school ages of the BMI scores that go up in line with the age.
- The decreased physical activity attitude scores in line with the age can be prevented through adoption of the regular exercise habit before individuals reach middle and elderly ages.
- Women should be provided with regular activity opportunities and facilities within their own living areas by local administrations.
- Disadvantages of being overweight and advantages of having a healthy and quality life before the age of 15 should be explained to individuals at schools Awareness should be further raised through practical performance homework or assignments.

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The Empirical Validity of the Adjustment to Virtual Work Arrangement by Business Organisations in Anambra State, Nigeria

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Abstract

For an organisation to ensure business sustainability and come out successful in the ordeal of business competition, virtual work arrangement would come hardly. The concept of virtual work explains that work can be done anywhere, at a distance and outside the normal office and work places. Organisations must leverage on effective communication technology to win business competitive advantage. Employees waste valuable man hours on traffic commuting from one location to another. The resultant negative effect on health can be imagined. Virtual work arrangement will ensure flexibility and reduce productivity cost. Thus, this study examined the empirical validity of the adjustment to virtual work arrangement by business organisations in Anambra State, the central automotive business area in Nigeria. Therefore this study adopts a survey method to examine whether the introduction of virtuality in work places can lead to high employee productivity and attempts were made to generate responses from different employees of organisations operating in the selected area in the state. These include vehicle assembly companies, banks, cosmetics, fabrics, transportations, telecommunications, educational institutions, oil and gas servicing companies. The study found that the level of internet connectivity, usage and teledensity present a positive domestic balancing framework for the operation of virtual arrangement in the country. The Findings also revealed that the nature of interpersonal relationship among employees of business organisations play a significant role in the application of virtual work arrangements in the country. Lucid recommendations were made.

Keywords: Business sustainability, internet connectivity, organisational commitment, work independence, virtuality, virtual work arrangement.

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INTRODUCTION

The concept of virtuality in work places is increasingly discussed for its practical relevance in the determination of employee-employer relations and its integration as a vital component of the work process, which will provide greater resources and variety of demand for accelerated growth through greater efficiency and productivity. Virtual work creates distance between employees and their organisations, their supervisors, co-workers, subordinates and the tangible elements of the organisation as a whole (Raghuram, Garud, Wiesenfeld & Gupta, 2001). More specifically virtuality in work places refers to a context in which work is done at a distance, generally outside conventional offices, regardless of when and where and in which interactions are mediated by technology (Cascio & Shurygaiho, 2003).

The growth in the demand for virtuality in work places is orchestrated by developments in the economy in recent times. The downward slide of the economy coupled with the growth in the application and the acceptance of communication technology have made virtuality in work places popular and practicable in majority of business organizations in developed and emerging economies. The recent proliferation of virtual work has been fueled more by economic necessity than by strategic planning. Organizations continue to downsize and cut costs while seeking ways to become more flexible and customer oriented. The shifting economic pressures of the 1990s have been characterized by the advent of new organisational forms- virtual enterprises imaginary corporations, dynamic networks and flexible work terms (Davidow & Mahane, 1992; Hedberg, 1994; Lucas & Garud, 2000; Miles & Snow, 1986).

Virtual work forces have been painted as a boom to both employee productivity and retention. Effective organisations view virtual work as an incentive that adds to the overall employment value proposition without significantly impacting expenses. With stagnant salaries and unpredictable energy prices looming as big concerns for employees, virtual work provides a way to reduce an individual's cost of employment (Thompson & Caputo, 2009).

Many factors have been identified to be responsible for the recent surge in virtual work practices across the globe in the recent years technological and organisational changes have contributed immensely in this new work schedule countries and organisations that are caught in the vicious cycle of decline must develop alternatives work schedule that is different from the traditional technique. The process of realignment to new work process involves adaptation to new environmental demands (Nicholson, 1984). These environmental demands stem from both the way the work is structured and the changing nature of interpersonal relationships (Nelson, 1990).

Another important factor is the influence of geographic distance which separates workers from their work places, tier colleagues and superiors. Temporal dimension represents another vital factor which is explained as the different time zones that separate individuals thereby making communications and logistics of meeting face to face impossible and complicated. The quality and compatibility of the technologies to be used in the virtual work process is compelling instrument in the hands of a desiring employee. The difference in these technologies, newness, cost and maintenance, cost of learning the complicated types are almost part of the recent challenges confronting virtual workers and their organisations. Other forms of challenges may arise from cultural diversities which include values, languages and beliefs. All these factors have been captured by Chudoba, Wynn, Lu and Watson-Manheim (2005) and classified as six

elements and the extent to which they impact on the circumstances of the virtuality in work places is left to productivity and performance to appraise.

In Nigeria, economic fundamentals and similarities decrease potentials for growth and development and do not pave way for new work standards like virtuality in work places. For creating the necessary environment for this form of work schedule to operate all that is required include the assessment of the extent of involvement of such variables like teledensity, organisational commitment and emotional attachment, job satisfaction, organisational connectedness, clarity of evaluation criteria, work independence, interpersonal relationship, internet connectivity, telephone network and experience with virtual work. Effective harnessing and coordination of these variables will definitely add impetus in the application of virtual work arrangement in the country. Further, it tends to resolve problems associated with employee strains and stress created by forced captivity in private cubicles, inflexible rigid work days, long, traffic bound commuting and family conflict (Raghuram et al., 2001).

Statement of the Problem

This study highlights a typical way to define some special features of virtual work practices that have serious socio-economic implications for developing the local non-standard frame work and for eliminating randomly identified operating costs such as costs of recruitment, hire, training and accommodation in business organisations in the country. It is argued here that the application of virtual work arrangement would be determined by the level of its acceptability by the organisations and the labour market.

For large business organisations, dependence on virtual work strategy as a method of recruiting and retaining employees would be strongly underpinned in facilities that exist within the organisation and the virtual worker. Modifying this perception is vital bearing in mind that organisations differ in size, resources and location with the individuals that they want to engage as virtual workers. It is even not remotely suggested that the only difference that exists between virtuality in work places and other forms of work schedule is specified in its definition.

World at work (2009) cited by Thompson and Caputo (2008) explained that virtual workers constitute employees whose primary work location is their home or other non-traditional location and they have been sustained largely over the years by the availability and accessibility to high-speed internet connections, software solutions that permit collaboration and information exchanges through the using of telephone conferencing systems by employees in different localities, regions or countries.

The empirical validity of the basic propositions connected with the linkages between organisational productivity and virtual work arrangements lies in the competencies of the management to ascertain the impact of critical socio-economic variables like income, technology, fixed costs savings and engagement terms and enter into the human resources management policy of the organisation and national labour policy.

Keeping in mind the theoretical background of non-standard work practices as in the area of virutality in work places from advanced economies, business organisations in developing economies like Nigeria should evolve work schedules that will act in pattern that seem to pin down the belief that no single work schedule can be expected to be applicable to all organisations and at all times. This is likely because different organisations are characterized by different

institutional structures and arrangements and therefore no single work schedules would fit all organisations equally well.

Research Questions

The following questions were been developed to measure the reactions of workers about the relevance of virtuality in work places in the country.

- Is the level of internet connectivity, usage and teledensity sufficient enough to encourage the application of virtuality in work places?
- Have employees in the country developed strong emotional attachment and high level of satisfaction required to boost organisational commitment?
- Can the desire to work at any time and from any place be a significant measure of the need to introduce virtuality in work places?
- How important is the interpersonal relationship in the construction of virtual work strategy?
- Is the independent work practice among employees in the country effective enough to sustain the growth of virtuality in work places?

Hypotheses Formulation

The following are combinations of hypotheses formulated for this study:

- **Hypothesis One:** The level of internet connectivity, usage and teledensity do present a positive domestic balancing framework for the operation of virtual work schedules in the country.
- **Hypothesis Two:** The extent of emotional attachment and satisfaction among employees is not statistically significant in estimating the practice factors that can influence the levels of organisational commitment in the country.
- **Hypothesis Three:** The nature of interpersonal relationship among employees of business organisations does not play a significant function in the application of virtual work arrangements in the country.

METHODS

This study seeks to examine the empirical validity of the adjustment to virtual work arrangement by business organisations in Anambra State, the central automotive business area in Nigeria. In order to further examine whether the introduction of virtuality in work places can lead to high employee productivity attempts were made to generate responses from different employees of organisations operating in the chosen area. These include vehicle assembly companies, banks, cosmetics, fabrics, transportations, telecommunications, educational institutions, oil and gas servicing companies.

We modified our survey instrument to permit response from majority of the employees who would like to switch over to virtual work arrangement should the opportunity arise. To a

greater extent we included experienced virtual workers to create a feeling of balanced analysis. The study relied on the use of questionnaires as major source of our data. The questionnaires were self-administered to 1200 employees of these organisations out of which a total of 900 responses were recorded representing a response rate of 75 percent. A random sampling method was adopted to eliminate bias in the selection. We have not discriminated against all forms of workers since this will give room to identify sections where virtuality in workplaces is needed in the organisation.

The age bracket included in the study varies between 25 and 65 years. The questionnaire consisted of two sections. Section A is made up of 4 items covering the demographic profile of the respondents. These include name, age, place of work, positions, gender, marital status and ethnicity while section B comprises the major research variables such as connectivity to internet facilities, telephone connection (availability of networks and usage), emotional attachment and job satisfaction, interpersonal relationship, work independence, organisatioanl connectedness clarity of evaluation criteria, gender and age qualification. The rating of the responses was made possible using a 5 point Likert scale of strongly agree (5) to strongly disagree (1). The analysis was conducted with the aid of statistical package for social sciences (SPSS). Statistical model of mean, standard deviations and correlations coefficient were applied while cross tabulations provided more clarity in the analysis.

RESULTS

Table 1: Descriptive Statistics

	N	Mean	Std. Deviation	Variance
Organisational commitment	900	3.8111	1.21076	1.466
Emotional attachment	900	4.1111	1.24295	1.545
Job satisfaction	900	4.2222	.91676	.840
Organisational connectedness	900	3.7889	1.03868	1.079
Clarity of evaluation criteria	900	3.9556	1.05374	1.110
Work independence	900	4.3556	.93517	.875
Interpersonal relationship	900	3.5778	1.24771	1.557
Internet connectivity	900	4.4444	.89630	.803
Telephone (network)	900	4.5556	.68532	.470
Experience with virtual work (years)	900	3.4444	1.25778	1.582
Valid N (listwise)	900			

From Table 1, the mean standard deviations of the variables measuring virtual working arrangement in the country are presented. The variable with the highest mean is “Telephone (Network)”. This variable has a mean score of 4.56 and a standard deviation of 0.69. The variable that follows is “Internet Connectivity”. This variable has a mean score of 4.44 and a standard deviation of 0.89. The variable that has the least mean score is “Experience with virtual work (years)”. The variable has a mean score of 3.44 and a standard deviation of 1.26. Generally, all the variables mean are high indicating that virtual workplaces are useful in an information age where technology is increasing rapidly and consumer needs are being achieved globally.

A virtual workplace facilitates employees or individuals to work from anywhere or place in the world at any time. This is suitable not only for the employee, but also for the consumer. For an international organisation, it fits the need for outstanding and timely customer service.

Thus, virtual workplaces streamline systems from various facets of work into one combined unit easily reached by both the consumer and the employee. Decreasing costs and increasing efficiency, due to the single system, is an instant improvement. A virtual workplace is easier for employees because it frequently reduces business travel, consolidates services, and assists in the communication process and vice versa.

Table 2: Pearson Correlations

		Internet Connectivity	Telephone (Network)
Internet Connectivity	Pearson Correlation	1	.956**
	Sig. (2-tailed)		.000
	N	900	900
Telephone(Network)	Pearson Correlation	.956**	1
	Sig. (2-tailed)	.000	
	N	900	900
Emotional attachment	Pearson Correlation	1	.930**
	Sig. (2-tailed)		.000
	N	900	900
Organisational commitment	Pearson Correlation	.930**	1
	Sig. (2-tailed)	.000	
	N	900	900
Interpersonal relationship	Pearson Correlation	1	.949**
	Sig. (2-tailed)		.000
	N	900	900
Experience with virtual work (years)	Pearson Correlation	.949**	1
	Sig. (2-tailed)	.000	
	N	900	900

This section presents the test of the three hypotheses formulated in the study. The tests are conducted using correlation analysis which indicates whether there is a significant relationship between the variables. From Table 2, the output of the Pearson Product Moment Correlation Coefficient (PPMCC) computation is shown. The SPSS highlighted the correlations that are significant with one star indicating significant correlation at 5 percent level while two stars; shows that correlation is significant at 1 percent.

H₀₁: The level of internet connectivity, usage and teledensity does not present a positive domestic balancing framework for the operation of virtual work arrangement in the country.

From Table 2, the Pearson correlation coefficient is .956** while the p value is .000. The H₀ that level of internet connectivity, usage and teledensity does not present a positive domestic balancing framework for the operation of virtual work arrangement in the country is rejected since p value (.000) is less than 0.01. This is further confirmed by the result which was flagged with two stars showing that the level of internet connectivity, usage and teledensity does present a positive domestic balancing framework for the operation of virtual arrangement in the country.

H02: The extent of emotional attachment and satisfaction among employees is not statistically significant in estimating the practice factors that can influence the levels of organisational commitment in the country.

From Table 2, the Pearson correlation coefficient is .930* while the p value is .000. The H0 that the extent of emotional attachment and satisfaction among employees is not statistically significant in estimating the practice factors that can influence the levels of organisational commitment in the country is rejected since p value (.000) is less than 0.01. This is further confirmed by the result which was flagged with two stars showing that the extent of emotional attachment and satisfaction among employees is statistically significant in estimating the practice factors that can influence the levels of organisational commitment in the country.

H03: The nature of interpersonal relationship among employees of business organisations does not play a significant function in the application of virtual work arrangements in the country.

From Table 2, the Pearson correlation coefficient is .949* while the p value is .000. The Ho that the nature of interpersonal relationship among employees of business organisations does not play a significant function in the application of virtual work arrangements in the country is rejected since p value (.000) is less than 0.01. This is further confirmed by the result which was flagged with two stars showing that the nature of interpersonal relationship among employees of business organisations play a significant function in the application of virtual work arrangements in the country.

CONCLUSION

Adjustment to virtuality in work places is gaining momentum in most developed nations as a way of redressing employee-employer conflict and also a technique of increasing worker productivity (Thompson & Caputo, 2009). Virtual work arrangement permits a worker to participate in the production process of his or her organisation from appointment outside the work place. Within this arrangement the worker is able to optimize the work privilege provided by his employer to offer his best to the organisation. Many organisations have resorted to this form of work schedule in order to eliminate labour market frictions, reduce labour cost, real estate cost and actualize the numerous benefits of communication technologies.

In developing economies like Nigeria the level of interest connectivity, usability and teledensity has been identified as a welcome framework to popularize and advocate the application of virtual work arrangement. Furthermore, our cultural heritage, values and beliefs cannot be discretionally regarded as non-contributory factor in this adjustment process. This is true because organisational commitment and emotional attachment to duty by workers can be influenced by family ethics, training and culture and when it is so strong it becomes a binding force on the capacity of the worker to perform irrespective of the distance from the workplace.

Recommendation

It is important to explain that virtuality in work places is significant to organisational growth and productivity in the era of dwindling resources, low power generation, stringent monetary policies and low consumption expenditure of the populace organisations in the country can as well

sustain operational process and human capital requirements through the adjustment of work schedule to virtual work arrangement.

Again introduction of virtual work arrangement in large cities in Nigeria like Lagos, Kano, Port Harcourt, Onitsha and Kaduna can as well reduce the level of traffic congestions and number of hours workers spent on travelling between their work places and home on a daily basis.

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Relationship between Funding and the Successful Organization of the Bi-Annual Sports Competitions in Unity Schools in Nigeria

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Abstract

This paper examined the relationship between funding and the successful organization of the bi-annual sports competitions in unity schools in Nigeria. The population of the study consisted of all unity schools, Principals, academic staff, games masters/mistress, Bursar, deputy bursar of the schools of about 880 subjects and a total of 500 subjects were selected at random from the unity schools in Nigeria. The instrument used for the study was a well-developed and validated questionnaire which contained forty (40) items. One null hypothesis was formulated to direct the study using Pearson Product Moment Correlation Coefficient (PPMC) in testing the hypothesis. The outcome of the study revealed that significant relationship existed between provision of funding and the successful organization of the bi-annual sports competition. For the way forward, it is therefore recommended that enough funds should be provided for the effective organization and success of the bi-annual sports competition among the unity schools in Nigeria.

Keywords: Funding, Relationship, School, Sports, Competition.

Reference to this paper should be made as follows:

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INTRODUCTION

There is hardly any country that does not underscore the importance of education in the achievement of its national objectives. All nations adopt strategies for promotion and sustenance of education in their national plans. Without doubt, education is a large multifaceted venture. It has various aspects and segments. These numerous aspects include, the physical, social, psychological and physiological which must be viewed as integral, essential and inseparable for a balanced education. Sports and other strategies for physical and mental enhancement are on importance part of this while. Through education, citizens of each nation enjoy human rights to the fullest. Education helps them to understand and access the full importance of human rights such as optimal health, security, freedom, economic welfare and participation in socio-political activities (Venkateswarlu, 2001).

Besides, when provided appropriately and adequately, education can help to alleviate the negative aspects of the lives of the different segments in the population. It also strengthens the weak and disadvantaged groups such as women, minorities and people with disabilities and empowers them against discrimination and marginalization. Education gives them a voice. Its pertinent to understand and appreciate the contributions of physical education and sports in the general education field, first, physical education and sports go a long way in the satisfaction of the learning needs of children and adults by psychologically creating the convenient environment. An old but popular adage says “All work and no play makes jack a dull boy” Besides, physical education and sports serve as channels for meeting the increasing demand for trained teachers and other man power in education. Through physical education and sports, children and adult alike are trained to become employable. Despite these possible contributions of physical education and sports, the overall global impact is rather pessimistic. The situation underlying physical education and sports does by far lag behind the rhetoric (Doll-Tepper & Maillet, 2005).

The repercussions of this sordid situation on the place and role of physical education in the educational system are enormous and disastrous. But the challenges of such pessimism notwithstanding, schools remain the most comprehensive means available to ensure that all children receives training for their physical, social, moral and intellectual development and well-being. If the school system is not effectively used for the development of life skills, the potentials for life-long participation will be an extremely remote possibility for many children from the poorest and less privilege background (Adeyanju, 1991; Venkateswarlu, 2000; NASPE, 2004) utilization of school system is an essential foundation for developing physically active population in different countries. Rink (2002) in view of this particular contribution and in the basis of the expectation of both the government and the general public for the discovery of talented athletes, the Federal Ministry of Education introduced in the unity schools a bi-annual sports competition which was first organized in the federal government college (FGC) Sokoto in 1974.

It was expected that these competitions would promote interaction, produce man power to reduce unemployment and to discover athletes' talent. At the initial stages of these competitions, there are several problems that cropped up and affected the organization. Such problems marred any immediate attempts at hosting the competitions such that it took about 14 years before the second edition was organized some of the identified problems were poor officiating during both the preliminaries and funds inadequate and inconsistent funding of the competitions inadequate and subs tended facilities and equipment and non-involvement of the professionals in the competitions. However it's not clear whether these problems affected the success of the competitions. This study was therefore conducted to find out the relationship between funding and successful of the organization of bi-annual sports competition in unity schools in Nigeria.

THEORETICAL PERSPECTIVE

Inadequate funding of sports especially competitions is one of the major constraints hindering the progress in sports performance. Igbanugo (2000) stated that “it is abundantly clear that lack of financing of sports is the cause of the nation’s backwardness in sports performance”. The government should therefore accept responsibility of funding of sports section through regular budgetary allocation and mobilization of additional resources from the private organization for sports development programme. In her contribution, Igbanugo (2000) maintained that the tiers of government should jointly sponsor and encourage project that could bring progress to the sports and competitions alone, the funding committee should be set up to suggest ways of fund raising by the government. This should involve eminent Personalities within and outside the country and philanthropists to donate for the improvement of sports activities. As a result of the important role that sports and recreation play in the life of a nation, many countries now spend a good percentage of their annual budget on their development. In the former Soviet Union, sports programmes are financed by the government through the state budget (Igbanugo, 2000).

All organizations connected with sports receive money from the state budget to spend on sports and physical education. This expenditure is expected to cover the expenses that physical culture and sports committee bear in maintaining their councils and institutions in making international sports contacts and conducting training sessions and competitions and in mass sports activities in the country (Benette et al., 1983). In England, the greater part of funding of sports is done by voluntary organization (Anonymous, 1976; Igbanugo, 2001). These organizations sponsor all clubs or national teams to any international sports competitions sometimes, the government gives the financial assistance, but it has no say in the organization and conducts of such competitions (Igbanugo, 2000). The national sports organization seldomly supports research (Bennett et al., 1983).

In Nigeria, the government finances the national sports association but with the introduction of some harsh economic policies by government like the deregulation of the economy, government finances have dropped thereby making it increasingly difficult for the associations to raise the funds they need to support their sporting programme. Chom (1996) suggested that even government is trying its best to subvert these associations. Official of the various associations are not helping matters either there are instances where officials are greedy and corrupt practices hinder athletes to participating in sports competition. According to Chom (1996), this situation can be remedied by making the chief accountant of the sports council responsible directly to the government.

Hypothesis Testing

For the purpose of study one (1) null hypothesis was formulated to direct the study.

H₀₁: There is no significant relationship between funding and the successful of the organizational of bi-annual sports competition in unity schools in Nigeria.

METHODOLOGY

The information required to find out the relationship between funding and successful of the organisation of bi-annual sports competition in unity schools in Nigeria was already available without manipulation of variables. Therefore ex-post facto research design was used. In this study, the sample for this study consisted of 500 subjects which were purposively sampled from the unity schools in Nigeria. The main instrument used was a structured and validated

questionnaire to elicit appropriate information from the respondents. The design questionnaires were presented to the experts in sports administration for their input and necessary comments. Their suggestions and corrections were adopted in the final print out of the questionnaire which was personally distributed to the selected subjects.

The filled and returned questionnaire was collected for data analysis using Pearson Product Moment Correlation Coefficient (PPMC) to find out the relationship between funding and successful organization of the bi-annual sports competitions in unity schools in Nigeria. The finding of the study revealed that significant relationship existed between provision of funding and the successful organization of the bi-annual sports competition in the unity schools in Nigeria. For the way forward, it is therefore recommended that enough funds should be provided so that the needs and aspirations of competitions for the bi-annual sports will be achieved.

RESULTS AND DISCUSSION

The result of this study is presented below;

Table 1: Correlation between funding and successful of organization of bi-annual sports competitions in unity schools in Nigeria

Variable	Mean	Standard deviation	R	Df	P
Success of sport competition	1.7425	0.9001	0.0226	429	0.640
Funding	3.5826	1.3113			

Note: Significant relationship is set at alpha level 0.05

The relationship between the two variables as indicated in the above table did not show any significant relationship. The observed level of significance is 0.640 ($P > 0.05$). The null hypothesis therefore retained, since the two variables are not significantly related. However, the observed correlation coefficient indicates a positive relationship between two variables.

DISCUSSION OF FINDING

Inadequate funding of sports especially competitions is one of the major constraints hindering the progress in sports performance (Igbanugo, 2000). The government should therefore accept responsibility of funding the sports programme through regular budgetary allocation and mobilization of additional resources from the private organization for sports development programme (Venkateswarlu, 2000) in her contribution in Igbanugo (2000) maintained that the tiers of government should jointly sponsor and encourage projects that could bring progress to the sports sector. On the relationship between finding and success of sports organization of bi-annual sports competitions of unity schools in Nigeria are not significantly related. The observed significant level of 0.0640 ($p > 0.05$) the null hypothesis is therefore retained or accepted. The two variables are not significantly related. However, the observed correlation coefficient indicates positive relationship between the two variables. This is in agreement with Saba (2005) who reported in his study that every sector of the educational industry requires adequate amount of funds. Amyene (2000) also agreed that the government which is responsible for the financial operation of schools should recognise physical education and sports education as a unique school's programme that need special grants in addition to the games fees that may be charged on students. Therefore, the finding of this study showed that relationship existed between provision of funds and the successful organisation of bi-annual sports competition in the unity schools in Nigeria.

CONCLUSION

The finding of this study revealed that significant relationship existed between provision of funding and the successful organization of the bi-annual sports competitions in the unity schools in Nigeria. Based on the finding and also in view of the limitation of this study, the following conclusion is drawn: funding was also related to the facilities, equipment and personnel in the successful organization of the school sports competitions in unity schools in Nigeria. It is therefore recommended that enough funds should be provided so that the needs and aspirations of competitors for the bi-annual sports will be accomplished.

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