

EXTENT OF PROVISION OF SPORTS FACILITIES IN SECONDARY SCHOOLS IN ENUGU STATE NIGERIA

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Abstract

This study aimed at determining the extent of provision of sports facilities in secondary schools in Enugu State. One research question and two hypotheses guided the study. Descriptive survey design was adopted for the study. The samples of the study consisted of 173 physical education teachers in public secondary schools in Enugu State that was drawn through multi-stage sampling procedure. Structured questionnaire was used for data collection. Mean and standard deviation were used to answer the research question while t-test was used to test the two null hypotheses at 0.05 level of significance. The findings showed that the extent of provision of sport facilities in secondary school in Enugu State was low. It was also discovered that there was no significance difference in their opinion regarding provision of sport facilities in secondary schools in Enugu State.

Keywords: Provision and Sports Facilities

Introduction

Provision of sports facilities are important ingredient in any sports programme. In recent times it has been observed by the researcher that, sports seem to be losing steam in almost all the secondary schools in Enugu State. This is being considered as part of the reason why the State has not been discovering new athletes. This situation may likely persist if there are not adequate provision. According to Orunabuka (2015) sporting activities have been known to be an integral component of the educational programmes of the most, if not all nations of the World. The level of success of most sports programmes in secondary schools such as instructional sports programme, intramural sports programme and interscholastic sports programme is greatly dependant on the degree of provision of sports facilities.

Sports is an activity that is competitive in nature and must have recorded history of development, rules and regulations involving physical exertions and organized associations such as Federation of International Football Association (FIFA) for soccer, International Handball Association (IHF) for handball and International Table Tennis Federation (I.T.T.A) for table tennis (Ogundario 2010). Sports is a free and fair activity with formalized rules where participation is solely based on ability, effort and competence. It is an activity engaged in where race, colour of one skin, ethnicity, social status and economic standing are of no consequence. Bucher and Krotee (2000) defined sports as competitive activities with strict rules and regulations, bounded by space and time and are often serious business. According to Abon (2009), sports are dynamic social forces, institutionalized physical activities, usually requiring the demonstration of physical activities. This implies that sports are organized physical activities that are carried out through the exhibition of physical skills. It creates avenue for healthy interactions among the students. By and large competitive sports by its nature are highly selective. It may be enjoyed if there is adequate provision and proper management of facilities.

Sports have grown globally to the extent that sports activities are deliberately encouraged within nations. Tremblay (2016) noted that in Slovenia, sports among students are monitored in the school with nationwide physical fitness testing; hence sports programmes are modified based on the test results to ensure an adequate level of sporting activities and fitness. According to International Society For Physical Activity And Health (2016) in the United States, school physical education was mandated by most states in the early 19th to mid-20th century to adopt sports oriented curricula. However with changes in educational goals and economic changes, school sports programmes have been reduced without establishing sufficient opportunities for sporting activities and fitness programmes that reach all students (Global Advocacy Council for Physical

Activity, 2016). No doubt similar stories can be told in other countries. Ngwoke (2014) stated that sports activities have been seen as an instrument for national unity. Sports role has been epitomized by the biannually organized “All Nigeria Sports Festival and Nigeria School Sports Festivals” which aimed at bringing athletes from various states and schools in Nigeria together through healthy sporting competitions.

Sports is an aspect of physical education. Weiskopt (2010) observed that physical education is one of the oldest forms of education because man’s development has never been disassociated from physical education. Physical education is gained through sports and other kinds of physical activities which necessitate the use of the large fundamental muscles of the body, to promote the physical and social development as well as the mental well-being of the individual. Some sports are done individually, such as swimming, running, jumping, throwing, cycling, lawn tennis, table tennis, golf, badminton and squash. Other sports are done in teams such as soccer, volleyball, rounder, handball, cricket and basketball.

In Nigeria, sports is recognized as a tool for national mobilization, cultural re-orientation, national integration and unity (Ola, 2009). Sports in Nigeria have become important endeavours so much that its management and development has become the responsibilities of the government. Private sector involvement is being encouraged by the Federal Government (Federal Republic of Nigeria 2009). Odigbo (2010) stated that there are individual sports, dual sports, team sports, racket sports, water sports, social sports and recreational sports. Emeribe and Achara (2010) stated that sports should provide for physical fitness for all, measurement of strength, improve international relations; and promote friendship. Ogu and Umeakuka (2005) opined that sports is education which teaches us more things like fitness to face life situations; leadership; harmony and peace among participants. They maintained that sports make us to be disciplined, teaches courage;

patience; fortitude, determination and perseverance as well as powerful force for control of violence in the society.

Sports as a social institution teaches and reinforces societal beliefs, norms and values, thereby assisting in socializing athletes into major cultural and social behaviour patterns in various societies (Odigbo 2010). Anderson (2011) opined that sports contribute to character building, discipline, economy, ideology, patriotism, education, mental development, human communication, physical fitness and health. Sports competitions, seminars, conferences and meetings of various types provide the opportunity for individuals from different countries to exchange ideas and knowledge which in turn would be of immense benefit in educating the citizens of their countries on the need for adequate provision sports facilities for enhanced sports programme in their countries. Morankinyo (2011) observed that sports as a social phenomenon has grown from its humble beginning of being an entertainment and recreational pastime to become a visible and prominent business phenomenon that could no longer be ignored in the social, political and economic environment of any nation. Many great nations of the World such as United States, have realized that participation in sports is the key to a healthy development of their citizens and have used it to develop their young ones, attaining a success that science, religion and politics have failed to achieve. Sporting activities have as well permeated the Nigerian society just as many other societies worldwide and also all aspects of societal life such as politics and religion. Awosike (2009) described sports as a symbol that has become a unifying factor in Nigeria and views it as an essential ingredient for nation building, which cuts across all barriers-ethnic, religious or social and has served as a medium for the development of youths. From the above discussion, sports are seen as physical activities that contribute to all aspect of human wellbeing ranging from physical, emotional, mental and social wellbeing. Sports therefore is activity done for business,

entertainment and recreation and involves competition. It dilutes tension and encourages peace, unity and understanding.

Sports cannot achieve the above ideals without suitable facilities. Facilities are the most important ingredients in modern sports as ink, pen and paper are indispensable in writing (Nwegbu, 2007). Nwegbu stated that there is no step in teaching, learning, coaching and training in sports that do not require suitable facilities.

Different authorities have defined facilities differently. For instance Odigbo (2008) defined facilities as permanent structures which are sited indoor or outdoor for the purpose of teaching, learning and coaching sports. Odigbo gave example of indoor facilities as volleyball court, basketball court, badminton court and example of outdoor facilities as hockey pitch, cricket pitch and soccer field. The American Association for Physical Health Education and Recreation (AAPHER) (2009) defined facilities as programme aids that are quite permanent and which can last for many years. According to the Association, facilities include soccer pitch, tennis court, cricket pitch et cetera. Sports require large number of indoor and outdoor facilities, in carrying out a well-balanced programme to meet the needs of all students, athletes, players and staff of the school. In this study facility is taken to be fixed structure specially arranged or constructed for sporting activities both indoor and outdoor.

Management of sports facilities is for both sports masters and mistresses. Bucher and Wuest (2004) stated that, to achieve proper and effective management of sports facilities in schools, both men and women will be involved. Gender is the socially determined power relations, roles, responsibilities, and entitlements for both men and women, boys and girls (Gender policy in Education, 2009). These roles are further defined as being created in our families, societies and include the expectations about the characteristics and likely behaviour of both men and women.

Contribution by both men and women particularly in sports can bring diversity and alternative approaches and expand the talent base in the area of provision, of sports facilities. Writing on gender equity in sports facilities management, Lumpkin (2007) agreed that the way men managed facilities, equipment and supplies in the school are the same the way women managed. What this means is that anybody irrespective of gender can manage sports facilities, in secondary school anywhere including Enugu State.

Enugu State has games masters and mistresses who administer sports programmes/manage sporting activities in both urban and rural schools. These games masters and mistresses consist of male and female who are duly trained. The effect of gender and location on secondary school sports in Enugu State is investigated to determine whether these variables account for possible differences in provision of sports facilities in schools.

Statement of the Problem

Given the importance of facilities to the success of any given sports programme, it would be expected that secondary schools' administrators would ensure the provision of sports facilities. The prevailing problem in Nigeria Secondary Schools in Enugu State in particular is that sports facilities may be declining steadily without the school administrators or physical education teachers giving attention to it. This unfortunate development has become a source of worry to stakeholders in the teaching of physical education and organizing sports programmes in the schools. The average physical education teacher is faced with a lot of challenges in organizing sports activities not only because of the increased number of students but also as a result of management of sports facilities in the school.

The downward trend in sports facilities in secondary schools has continued unabated. The situation of inadequate sports facilities in the schools have persisted over the years in spite of the fact that

the Federal Government established the Nigeria School sports Federation (NSSF) to advance the provision of sports facilities in Nigeria.

Observation by the researcher indicated that many physical education teachers in schools in Enugu State, lack certain skills in different games such as soccer, volleyball, table tennis among others thereby affecting the available sports facilities for sports programmes in the schools. Based on the fore mentioned problems the study intends to determine the extent of provision of sports facilities in public secondary schools in Enugu State.

Purpose of the Study

The purpose of this study was to establish the extent of provision of sports facilities in secondary schools in Enugu State.

Research Question

The following research question guided the study:

1. What is the extent of provision of sports facilities in secondary schools in Enugu State?

Hypotheses

The following eighteen null hypotheses were tested at 0.05 level of significance

- H₀₁: There is no significant difference between the mean rating of male and female physical education teachers, regarding the extent to which sports facilities are provided in secondary schools in Enugu State.
- H₀₂ There is no significant difference between the mean rating of urban schools and rural schools' physical education teachers, regarding the extent to which sports facilities are provided in secondary schools in Enugu State.

Methodology

The study adopted a descriptive survey research design. According to Idoko (2012), survey research focuses on people, the vital facts of people, their beliefs, opinions, attitudes, motivation and behaviours. Abuka (2014) defined descriptive survey design as that which a group of people or items are studied by collecting and analyzing data from only a few people or items considered as representative of the entire group. The study fits into the above definition of survey research because it gathered opinion through questionnaire from a representative of the physical education teachers on provision of sports facilities in secondary schools in Enugu State. And a generalization was made based on the opinions of the selected representatives. Based on the assertion, this design is considered appropriate for this study.

The study was carried out in Enugu State. Enugu State is one of the States in South-East of Nigeria. It has six education zones namely Agbani, Awgu, Enugu, Nsukka, Obollo Affor and Udi zones. The State capital is Enugu and her geographical boundary with other states are Ebonyi and Benue (East) Abia (South) Anambra (West) and Kogi State (North). The rationale for choosing the area is that, the researcher's experience as a teacher in the state over the years shows that students' performance in intra-mural and extra-mural sports competitions has not been impressive which may be due to lack of provision of sports facilities. Moreover, there are several physical education teachers whose response helped to ascertain the desired objectives of this research work.

The population for the study consisted of 323 physical education teachers in the existing 291 public secondary schools in the area. Also 166 teachers were in rural area while 157 teachers were in urban area, 195 were males and 128 were females. The sample for this study comprised 173 physical and health education teachers. The instrument for data collection was structured questionnaire. The questionnaire is divided into two parts, part one is for personal data information

(name of school, gender and location) of the respondents while part two contains 12 items on provision of sports facilities in schools. The questionnaire used four-point response scale with response options namely = Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), Very Low Extent (VLE). (Appendix A). To obtain the reliability of the instrument, copies of the questionnaire were trial-tested by administering 30 copies of the questionnaire to physical and health education teachers in public secondary schools in Abia State. Abia State was suitable due to a number of common factors in education, socio-economic and geographical characteristics with Enugu state. The choice of physical and health education teachers from Abia State was to get groups that have similar attributes with subject of this study. For the purpose of obtaining the internal consistency of the instrument, Cronbach Alpha formula was used. This method was considered appropriate because the items in the instruments were not dichotomously scored. The reliability co-efficient obtained was 0.89. This indicate that the instrument measured what it is meant to measure consistently.

173 copies of questionnaire were administered to the respondents by the researcher and his six research assistants. The research assistants were public secondary school teachers. The questionnaire copies were collected immediately by the researcher and research assistants. It yielded 100% return rate.

Mean, with standard deviation were used to answer the research questions, while the hypotheses were tested at 0.05 level of significance using t-test. The decision rule for the research questions was based on the real limits of number thus:

Very Great Extent = 3.50 – 4.00

Great Extent = 2.50 – 3.49

Low Extent = 1.50 – 2.49

Very Low Extent = below 1.50

For the hypotheses, if the calculated t-values is equal or greater than the critical value, it will be rejected, otherwise it will not be rejected.

Result

Research Question

To what extent are sports facilities provided in secondary schools in Enugu State?

Table 1:
Mean Ratings with Standard Deviations of Male and Female Physical Education Teachers With Urban and Rural School Physical Education Teachers on the Extent Sports Facilities are Provided in Secondary Schools in Enugu State

S/N	Sports Facilities Provided	Male N=104		Female N=69		Urban N=87		Rural N=88		Overall		Decision
		X	SD	X	SD	X	SD	X	SD	X	SD	
1	Pitches for volleyball	2.89	0.76	2.88	0.80	2.82	0.77	2.97	0.77	2.89	0.77	GE
2	Pitches for basketball	2.09	0.76	2.10	0.83	2.07	0.79	2.12	0.79	2.09	0.79	LE
3	Pitches for handball	2.58	0.65	2.84	0.74	2.71	0.73	2.65	0.66	2.68	0.70	GE
4	Pitches for football	2.65	0.79	2.83	0.79	2.71	0.79	2.73	0.79	2.72	0.79	GE
5	Sports field for athletic	2.08	0.87	2.13	0.80	2.09	0.77	2.10	0.91	2.10	0.84	LE
6	Pitches for hocking	2.11	0.77	2.20	0.78	2.15	0.72	2.14	0.83	2.14	0.78	LE
7	Recreational activities hall	2.26	0.78	2.04	0.81	2.21	0.72	2.14	0.87	2.17	0.80	LE
8	Gymnasium	2.19	0.79	1.88	0.95	2.06	0.84	2.08	0.90	2.07	0.87	LE
9	Sports/exercise laboratory	1.85	0.69	1.91	0.76	1.80	0.71	1.94	0.73	1.87	0.72	LE
10	Court for squash	2.05	0.76	2.07	0.81	2.07	0.77	2.05	0.73	2.06	0.75	LE
11	Court for tennis	1.90	0.76	1.88	0.83	2.00	0.82	1.79	0.74	1.89	0.79	LE
12	Court for badminton	1.85	0.62	1.87	0.68	1.82	0.66	1.90	0.63	1.86	0.64	LE
	Grand Mean/ SD	2.21	0.75	2.22	0.80	2.21	0.69	2.22	0.78	2.21	0.77	LE

Note; GE= Great Extent; LE=Low Extent; X=Mean; SD= Standard deviation.

The result of data analysis presented in table 1 shows that the overall mean rating of 2.89, 2.68, and 2.72 were obtained for items 1, 3 and 4 respectively indicating that the sports facilities are provided to a great extent. The table also shows that mean rating of ranging from 2.17 to 1.86 were obtained for items 2,5,6,7,8,9,10,11 and 12 thereby indicating that the sports facilities are provided to a low extent. An overall grand mean of 2.21, with standard deviation of 0.77 was obtained for all the 12 items therefore indicating that the itemized sports facilities were generally

perceived by the respondents as been provided to a low extent. The low stranded deviation of 1.02 showed that the respondents have consensus opinion in their responses to the items.

Hypothesis 1

There is no significant difference between the mean ratings of physical education teachers regarding the extents to which sports facilities are provided in secondary schools in Enugu State.

Table 2:

t-Test Statistics on the Mean Rating of Male and Female Physical Education Teachers Regarding the Extent Sports Facilities are Provided in Secondary Schools in Enugu State

Gender	N	t	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	104	0.383	171	.702	0.16179	.42241	NS
Female	69						

Note; X=mean, SD=standard deviation, N=number, d f=degree of freedom; t = t- calculated

Table 2 shows that the t-value at 0.05 level of significant and 171 degree of freedom for the items is 0.383 with a significant value of 0.702. Since the significant value of 0.702 is more than the 0.05 level of significant the null hypothesis is not significant. This implies that the gender of the respondents has no significant influence on the responses on the extent to which the sports facilities are provided in public secondary schools in Enugu State.

Hypothesis 2:

There is no significant difference between the mean rating of urban and rural physical education teachers regarding the extent to which sports equipment are utilized in secondary schools in Enugu state.

Table 3:

t-Test Analysis on the Mean Rating of Urban and Rural Physical Education Teachers Regarding on the Extent to Which Sports Facilities are Utilized in Secondary Schools in Enugu State.

Location	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Urban	87	1.054	171	0.061	0.91059	0.44331	NS
Rural	88						

Note; X=mean, SD = Standard Deviation, N=number, df=Degree of freedom; t-calculated

The result of t-test analysis shows that the t-value at 0.05 level of significant and 171 degree of freedom for the items is 1.054 with a significant value of 0.061. Since the significant value of 0.061 is more than the 0.05 level of significant the null hypothesis is not significant. This indicates that the locations of the sports administrators have no significant influence on their mean responses on the extent to which sports equipment are utilized in secondary schools in Enugu state.

Discussion of Findings

The findings of this study were discussed in line with the research questions and hypothesis that guided the study.

The result of the study according to research question one showed that sports facilities like pitches for volleyball, handball and football were provided to a good extent. Also the result showed that pitches for basketball, sports field for athletics, pitches for hockey, recreational activities hall, gymnasium, sports/exercise laboratory, court for squash, tennis and badminton were perceived to be provided to a low extent. This implication is that these sports facilities are provided to a low extent according to the responses of the physical education teachers in secondary schools in Enugu State. The findings of the study is in line with the observation of Olagboye (2008) who observed that there is low provision of sport facilities and that this aspect is the most neglected in school management and has led to disparity in provision of facilities from one school to another. Achugo (2014) submitted that the role of sports facilities can only be seen if there is adequate provision of facilities for the students to practice. This result is also in agreement with the findings of Awoma, Okakah and Arainwu (2015) that the level of facilities provided in the state cannot cope with the number of athletes in the country. The authors further stated that this low provision of sporting

facilities hinders the performance of the sports men and women that it is surprising that immediately a Nigerian goes abroad, his performance improves tremendously.

The result of null hypothesis on the extent on the provision of sport facilities showed that there is no significant difference between the mean rating of male and female physical education teachers. This showed that gender has no influence on the extent sport facilities are provided. This is in agreement with Nwodo (2014) that gender has no influence on the responses of sports administrators on the provision of sports facilities in the school. Further, the result of null hypothesis two showed no significant influence on the mean rating of urban and rural physical education teachers on the extent of provision of sports facilities in secondary schools. The implication is that the location of the schools and physical education teachers has no influence on the provision of sporting facilities. It means that sporting facilities should be provided across all the secondary schools in Enugu State irrespective of urban or rural location.

Conclusion

Based on the findings of the study, information has been collected on the extent sport facilities are provided, in secondary schools for physical education. These facilities had been identified to be provided to a low extent. The findings of the study had been found favourably compared with comments, ideas and suggestions of experts and authors in the physical education and sporting activities and found acceptable.

The study therefore made the following conclusion that sports facilities should be provided to a high extent. This is in order to produce the required result in the learners in all sporting activities.

Sports facilities needed to be provided to a great extent. Physical education teachers should give the desired result in the schools. Also, sports facilities should be provided for the teachers and

students of physical education for their sporting activities to a great extent. The hypotheses tested showed that gender and location of the physical education teachers do not differ significantly to influence their responses opinion on the extent to which sports facilities are provided in secondary schools. The implication is that effort must be made to implement the findings of the study in all the secondary schools in Enugu State.

Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations were made: -

- (1) Government should provide adequate fund for the sports facilities for physical education sporting activities in secondary schools.
- (2) Teachers and school administrators need to adopt a functional management strategy for sports facilities to protect them for students use only.

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