

**MANAGEMENT OF SPORTS FACILITIES IN SECONDARY SCHOOLS IN ENUGU
STATE, NIGERIA**

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Abstract

The study focused on the management of sports facilities in secondary schools in Enugu State. One research question and two hypotheses guided the study. The study adopted a descriptive survey design. The population 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 management of sport facilities in secondary school in Enugu State were low. It was also discovered that there was no significance difference in their opinion regarding management of sport facilities in secondary schools in Enugu State.

Keyword: Management and Sports Facilities

Introduction

Management 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, utilization and management of sports facilities, equipment and supplies. 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, utilization and management of sports facilities, equipment and supplies.

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 2015). 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 (2021) defined sports as competitive activities with

strict rules and regulations, bounded by space and time and are often serious business. According to Abone (2019), 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 equipment and supplies.

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 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 (2020) 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, 2019). 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 2019). Odigbo (2020) stated that there are individual sports, dual sports, team sports, racket sports, water sports, social sports and recreational sports. Emeribe and Achara (2020) stated that sports should provide for physical fitness for all, measurement of strength, improve international relations; and promote friendship. Ogu and Umeakuka (2015) 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 2020). Anderson (2021) 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, utilization and management of sports facilities equipment and supplies for enhanced sports programme in their countries. Morankinyo (2021) 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 (2019) 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.

Facilities, occupy such a valuable place in all the ramifications of sports management. Sports management is the totality of the process by which facilities, equipment and supplies including human resources are made available and effective for achieving sports goals and objectives (Asiabaka, 2018).The provision of adequate facilities equipment and supplies plays a major role in sports development. It would not be possible to achieve satisfactory result from athletes whose training facilities are inadequate which in actual fact will not compliment the work of the coach. Good sports programmes can function at full effectiveness only when they are supported with appropriate equipment that are in good condition (Aluku, 2009). There is need for

the provision of adequate sports materials for success of sports programmes.

Proper management of the available sports materials will help them to function well. Most indoor and outdoor facilities are not functioning well due to lack of adequate management (Mgbo, 2012). According to him, playgrounds like soccer pitches, handball court among others in most Nigeria schools, have been overgrown with grasses. Moronkola (2014) submitted that most secondary schools in Nigeria today have dilapidated gymnasium, worn-out surface for basketball and volleyball court as a result of poor management. If procedures for managing sports facilities, equipment and supplies should be routinized, then the necessary repairs may be provided as needed.

Routine and general maintenance of sports facilities are part of managerial functions. Dubrin, Ireland and William, (2011), maintained that repairs and

renovation of facilities are ways of managing them. They added that appropriate budgeting should be made for routine and general maintenance of facilities, which would be properly supervised, equipment maintained and properly arranged for outdoor activities and neatly stored. Jim and Peggy (2001) stated that sports facilities and equipment should be periodically inspected and evaluated. Mbipom (2007) maintained that sports facilities, equipment and supplies should be well managed for a sound physical education and sports programme in school and colleges. Similarly, Amuchie (2008) noted that proper management of the available sports facilities, equipment and supplies in schools in Nigeria will enhance the country's sporting image.

Effective management of sports facilities, equipment and supplies will put the materials in good condition. Light (2009) defined management as the process of planning, organizing, directing, co-

ordinating and controlling men, materials, machines and money so as to secure the optimum achievement of objective. This means that management involves the control of human and material resources to achieve organizational objectives. Fallon (2014) defined management as the process by which an organization achieves its objectives. In this study management is taken to be a process by which sports equipment and supplies are cared for and maintained for effective sporting activities in secondary schools.

Coaches and directors of sports are key sports administrators that managed facilities, (Bucher and Krotee, 2001). According to them, the coaches and the sports masters should be professionally trained, experienced, and possess good educational background in physical education and sports management for proper management of sports in both urban and rural areas. Nigeria urban and rural secondary

schools require a variety of facilities, equipment and supplies that will meet their curriculum needs. The provision, utilization and management of the sports materials may vary among secondary schools in Enugu State according to location. Jamerson (2010) states that sports facilities, equipment and supplies determine to a large extent the quality of the intramural sports in a given environment. This statement may imply that the success and excellence in school sports programme hinges on the adequate provision and management of sports facilities, equipment and supplies. Buzzle (2012) affirmed that any school whether rural or urban, needs to run their sports programme smoothly and achieve the goals and objectives which it has set for itself. For this to happen, there must be adequate provision, utilization and management of sports facilities equipment and supplies.

Management of sports materials is for both sports masters and mistresses. Bucher

and Wuest (2004) stated that, to achieve proper and effective management of sports facilities and equipment 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, utilization and management of sports facilities, equipment and supplies. 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, equipment and supplies 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, utilization and management of sports facilities, equipment and supplies in schools.

The manner with which games masters and mistresses manage sports facilities, has become a major concern in sporting activities in secondary schools in Enugu State. Therefore, the need arises to research into the extent of management of

sports facilities equipment and supplies in secondary schools in Enugu State.

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 proper management 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, equipment and supplies in the school.

The downward trend in sports facilities, in secondary schools has continued unabated. The situation of inadequate sports facilities equipment and supplies 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 management 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 utilization of the available sports facilities for sports programmes in the schools. Based on the fore mentioned problems the study intends to determine the extent of management of sports facilities in public secondary schools in Enugu State.

Purpose of the Study

The main purpose of this study is to establish the extent of management of sports facilities in secondary schools in Enugu State. Specifically this study seeks to determine the extent to which:

1. sports facilities are managed in secondary schools in Enugu State.

Scope of the Study

The study was carried out in Enugu State of Nigeria. Enugu State has six educational Zones namely: Nsukka, Agbani, Obollo-Afor, Enugu, Udi and Agwu. Only the physical education teachers in public secondary schools in these zones were involved in the study. The study focused on the provision, utilization and management of sports facilities, equipment and supplies in public secondary schools on Enugu State. It was delimited to facilities equipment and supplies in public secondary schools in Enugu State. The study is concerned with the extent of provision, utilization and management of sports facilities, equipment

and supplies in public secondary schools in Enugu State.

Research Questions

The following research question guided the study:

1. To what extent are sports facilities managed in secondary schools in Enugu State?

Hypotheses

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

- H₀₁: A significant difference does not exist between the mean responses of male and female physical education teachers, regarding the extent to which sports facilities are managed in secondary schools in Enugu State.
- H₀₂: There is no significant difference between the mean ratings of male and female physical education teachers, regarding the extent to which sports

equipment are managed in secondary schools in Enugu State.

Method

The study adopted a descriptive survey research design. According to Idoko (2012), a 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.

Instrument for Data Collection

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)

Reliability of the Instrument

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 1: To what extent are sports facilities are managed 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 Managed in Secondary Schools in Enugu State

S/N	Sports facilities managed	Male N=104		Female N= 69		Urban N=87		Rural N=88		Overall		Decision
		X	SD	X	SD	X	SD	X	SD	X	SD	
25	Pitches for volleyball	2.68	0.70	2.58	0.77	2.60	0.72	2.69	0.74	2.64	0.73	GE
26	Pitches for basketball	2.68	0.58	2.83	0.71	2.67	0.66	2.81	0.60	2.74	0.63	GE
27	Pitches for handball	2.69	0.83	2.75	0.81	2.76	0.86	2.67	0.77	2.72	0.82	GE
28	Pitches for football	2.29	0.53	1.94	0.24	2.06	0.38	2.22	0.52	2.14	0.46	LE
29	Sports field for athletic	2.52	0.67	2.48	0.74	2.49	0.70	2.51	0.70	2.50	0.70	GE
30	Pitches for hocking	2.28	0.45	2.28	0.42	2.26	0.44	2.24	0.43	2.25	0.44	LE
31	Recreational activities hall	2.26	0.44	2.32	0.47	2.23	0.42	2.34	0.48	2.28	0.45	LE
32	Gymnasium	2.39	0.49	2.25	0.43	2.22	0.42	2.45	0.50	2.34	0.47	LE
33	Sports/exercise laboratory	2.33	0.47	2.29	0.46	2.37	0.49	2.26	0.44	2.31	0.46	LE
34	Court for squash	2.49	0.50	2.23	0.43	2.31	0.47	2.47	0.50	2.39	0.49	LE
35	Court for tennis	2.33	0.47	2.41	0.49	2.33	0.47	2.38	0.49	2.36	0.48	LE
36	Court for badminton	2.37	0.48	2.26	0.44	2.40	0.49	2.24	0.43	2.32	0.47	LE
Grand Mean/ SD		2.44	0.55	2.39	0.53	2.39	0.54	2.44	0.55	2.42	0.55	LE

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

The result of data analysis presented in the Table 1 above shows that items 25, 26, 27, and 29 have mean ratings of 2.64, 2.74, 2.72 and 2.50 respectively indicating that the sports facilities are managed to a great extent in secondary schools in Enugu State. Similarly, item 28, 30, 31, 32, 33, 34, 35, and 36 have mean rating of 2.14, 2.25, 2.28, 2.34,

2.31, 2.39, 2.36 and 2.32 indicating that the sports facilities are managed to a low extent. The overall grand mean for all the items is 2.42 with standard deviation of 0.55 further shows that the itemized sports facilities are managed to a low extent. The low standard deviation of 0.55 shows that the respondent's responses are close to each other.

Hypothesis 1: There is no significant difference between the mean ratings of male and female physical education teachers on the extents to which sports facilities are managed 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 Managed in Secondary Schools in Enugu State

Gender	N	t	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	104	1.015	171	0.312	0.33389	0.32899	NS
Female	69						

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

The result of t-test analysis in Table 2 above shows that the t-value at 0.05 level of significant and 171 degree of freedom for the items is 1.015 with a significant value of 0.312. Since the significant value of 0.312 is

more than the 0.05 level of significant the null hypothesis is not significant. This implies is no influence gender on the responses of the physical education teachers to the items

Hypothesis 2: There is no significant difference between the mean rating of urban and rural physical education teachers regarding the extent to which sports facilities are managed in secondary school in Enugu State.

Table 9: t-test Analysis on the Mean Rating of Urban and Rural Physical Education Teachers Regarding on the Extent to Which Sports Facilities are Managed in Secondary Schools in Enugu State.

Location	N	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Urban	87	1.613	171	0.109	0.51738	0.32073	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 1.613 with a significant value of 0.109. Since the significant value of 0.109 is more than the 0.05 level of significant the null hypothesis is not significant. This indicates that there is no influence of locations of the physical education teachers on their mean responses on the extent to which sports facilities are managed in secondary schools in Enugu State.

Discussion

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

Extent Sports Facilities are managed in Secondary Schools

The findings of the study in research question, three showed that pitches for volleyball, basketball, handball and sports field for athletic are managed to a good extent while pitches for football, hockey, recreational activities hall, gymnasium, sports/exercise laboratory, court for squash, tennis and badminton are managed to a low extent. The implication of this is that all the sport facilities are not properly managed at the same level. It showed that pitches for volleyball, basketball, handball and sports field for athletic are generally managed well in the schools while the others are not well managed. This is in-line with Uko (2015) that some school sport facilities are not properly managed and maintained. The author further noted that football pitches, court for tennis,

court for squash and badminton showed that most of the sport facilities are not properly managed in schools. Bucher and Krotee (2001) stated that managers especially Coaches physical education teachers, directors and secretaries of sports among others must have the skills and knowledge of maintaining sporting facilities and establishing proper policies to care for sports facilities in their care.

The result of null hypothesis showed that no significant difference exist in the mean rating of male and female physical education teachers on the extent sports facilities are managed in secondary schools in Enugu State. The implication of this is that gender of the physical education teachers has no influence on their responses to the extent sports facilities are managed. The result of null hypothesis, six showed no significant influence of location on the extent sport facilities is being managed in secondary school. This shows that sport facilities in all

the schools in Enugu State are managed to the same level. That skills and management ability of the physical education teachers are not dependent on the location of the schools.

Conclusion

Based on the findings of the study, information have been collected on the extent sport, facilities are managed in secondary schools for physical education. These facilities, equipment and supplies had been identified to be managed 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 managed to a great extent. This is in order to produce the required result in the learners in all sporting activities.

Sports facilities needed for various sports activities needs to be managed to a

great extent. Physical education teachers should equally manage the sports facilities to give the desired result in the schools. Also, sports supplies should be provided for the teachers and students of physical education for their sporting activities to a great extent. Physical education teachers are also required to manage the sports supplies to a great extent in teaching physical education in secondary schools. 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

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facilities, are managed 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 finding of the study and the conclusions drawn, the following recommendations were made:-

- (1) Teachers and school administrators needs to adopt a functional management strategies for sports facilities, equipment and supplies to protect them for students use only.

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