

UTILIZATION OF SPORTS FACILITIES IN SECONDARY SCHOOLS IN ENUGU STATE, NIGERIA

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Abstract

The study focused on utilization 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 utilization 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 utilization of sport facilities in secondary schools in Enugu State.

Keyword: Utilization and Sports Facilities

Introduction

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. Ede and Olaitan (2010) 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 cannot achieve the above ideals without suitable sports facilities.

Sports facilities are the most important ingredients in modern sports as ink, pen and paper are indispensable in writing (Nwegbu, 2017). Nwegbu stated that there is no step in teaching, learning, coaching and training in sports that do not require suitable facilities, equipment and supplies.

Different authorities have defined facilities differently. For instance Odigbo (2020) 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.

For the game masters and mistresses to impact sporting skills on the athletes, they must utilize the available sports facilities. Utilization is referred to making adequate use of available resources to achieve a set personal or organizational goal.(Smith and Schutz (2020) expressed that utilization of sports facilities, equipment and supplies is a guide to action that reflect procedures which when adhered to, fulfils the best interest of the participant and the purpose for which it exists. Utilization of sports facilities, equipment and supplies in sporting activities is a sure way of achieving sports objectives (Smith and Schutz, 2020). When real objects

or their representatives are used in learning sports skills, athletes see, touch, and interact with them. Interacting with sports facilities, equipment and supplies will help athletes not to forget the skills they learnt easily. Olagunju and Obiona (2008) opined that in a school, available resources should be utilized in such a way that it enables the student to acquire desirable learning competencies. Utilization of sports materials in learning sports skills or in any sports programme, brings about fruitful outing, since it stimulates athletes senses and motivate them. Utilization in this context is making adequate use of available sports facilities, equipment and supplies to attain a set goal of a given sports programme.

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.

Statement of the Problem

Given the importance of sport facilities to the success of any given sports programme, it would be expected that secondary schools administrators would ensure the provision, utilization and 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 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 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 provision, utilization

and 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 provision, utilization and management of sports facilities, equipment and supplies in secondary schools in Enugu State. Specifically this study seeks to determine the extent to which:

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

Research Question

The following research question guided the study:

1. What is the extent of utilization 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 utilized in secondary schools in Enugu State.

H0₂: There is no significant difference between the mean rating of urban and rural physical education teachers regarding the extent to which sports facilities are utilized in secondary schools in Enugu State.

Method

The study adopted a descriptive survey research design. According to Idoko (2022), 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.

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.

Results

Research Question 1: To what extent are sports facilities are utilized in secondary schools in Enugu State?

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

S/N	Sports facilities utilized	Male N=104		Female N= 69		Urban N=87		Rural N=88		Overall		Decision
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	
1	Pitches for volleyball	2.25	0.94	2.19	1.15	2.13	1.03	2.33	1.02	2.23	1.03	LE
2	Pitches for basketball	2.36	0.92	2.26	0.99	2.26	0.93	2.37	0.97	2.34	0.95	LE
3	Pitches for handball	2.08	0.81	2.30	0.81	2.13	0.83	2.21	0.80	2.17	0.81	LE
4	Pitches for football	2.22	0.72	2.26	0.76	2.24	0.78	2.23	0.70	2.24	0.74	LE
5	Sports field for athletic	2.04	0.71	1.84	0.71	1.89	0.72	2.00	0.70	1.94	0.71	LE
6	Pitches for hocking	2.23	0.79	2.28	0.70	2.23	0.77	2.27	0.74	2.25	0.76	LE
7	Recreational activities hall	2.43	0.65	2.38	0.77	2.44	0.66	2.38	0.74	2.41	0.70	LE
8	Gymnasium	2.15	0.48	2.32	0.53	2.18	0.54	2.26	0.46	2.22	0.50	LE
9	Sports/exercise laboratory	2.13	0.33	2.32	0.47	2.24	0.43	2.16	0.37	2.20	0.40	LE
10	Court for squash	2.33	0.47	2.35	0.48	2.32	0.47	2.35	0.48	2.34	0.47	LE
11	Court for tennis	2.00	0.72	2.39	0.60	2.11	0.69	2.20	0.72	2.16	0.70	LE
12	Court for badminton	2.30	0.48	2.35	0.54	2.37	0.53	2.27	0.47	2.32	0.50	LE
Grand Mean/ SD		2.21	0.67	2.27	0.71	2.21	0.70	2.25	0.68	2.24	0.69	LE

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

The data in Table 1 above shows that the overall mean rating ranges from 1.94 to 2.41 indicating that the sports facilities are utilized to a low extent. The overall grand mean of 2.24 further shows that the itemized sports facilities are utilized to a low extent. While low stranded deviation of 0.69 shows

that the opinions of the respondents do not differ remarkably.

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

Gender	N	T	Df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	104	0.801	171	0.424	0.33333	.41597	NS
Female	69						

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

The result of t-test statistical analysis in Table 2 shows that the t-value at 0.05 level of significant and 171 degree of freedom for the items is 0.801 with a significant value of 0.424. Since the significant value of 0.424 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 extent to which the sports facilities are utilized 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 facilities 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	1.170	171	0.244	0.47554	.40652	NS
Rural	88						

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

The data presented in Table 3 shows that the t-value at 0.05 level of significant and 171 degree of freedom for the items is 1.170 with a significant value of 0.244. Since the

significant value of 0.224 is more than the 0.05 level of significant the null hypothesis is not significant. This depicts that the locations of the physical education teachers have no

significant difference influence on their mean response to the items.

Discussion

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

Extent Sport Facilities are utilized in Secondary Schools

The result of data analysis based on research question, two showed that the sports facilities are utilized to a low extent in secondary schools in Enugu State. The result revealed that pitches for volleyball, basketball, handball, football, sports field for athletic, pitches for hockey recreational activities hall, gymnasium, sports/exercise laboratory, court for squash, court for tennis and court for badminton are utilized to a low extent in secondary schools. The implication is that physical education teachers and their students utilize the above mentioned items to a low extent. The findings are in agreement with Bucher and Krotter (2021) who noted

that sport facilities are not properly utilized to reap the maximum benefit of the sporting facilities in the students' sports development. Wagner (2014) pointed that there is need to utilize the available sport facilities in schools to provide numerous health benefits ranging from lower blood pressure to improved mental health and cognitive functioning. The author further remarked that quality utilization of sports facilities for physical activities must be a core requirement in all schools health programme.

Further, the result of null hypothesis showed that there is no significant difference between the mean rating of male and female physical education teachers on extent of utilization of sports facilities in secondary schools in Enugu State. This implies that male and female physical and health education teachers share the same view on the low extent of utilization of sports facilities. The null hypothesis tested on location also showed on significant influence

of urban and rural physical education teachers on the extent they utilize sport facilities in teaching physical education to their students in Enugu State. The result however points out that urban and rural school shares the same low extent of utilization of sports facilities in teaching physical education in secondary schools in Enugu State.

Conclusion

Based on the findings of the study, information have been collected on the extent sport facilities utilized in secondary schools for physical education. These facilities, had been identified to be utilized 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, utilized

to a great extent. This is in order to produce the required result in the learners in all sporting activities.

Sports equipment needed for various sports activities needs to be provided to a great extent. Physical education teachers should equally utilize sport 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 utilize the sports facilities 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 facilities are utilized 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.

physical education sporting activities
in secondary schools;

Recommendations

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

- (1) Government should provide adequate fund or the sports facilities for

- (3) Teachers of physical education should utilize available sports facilities in their schools to encourage and fastback the provision of other once;

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