

Appraisal of Sporting Facilities and Equipments in Secondary Schools in Abeokuta South Local Government Area Ogun State, Nigeria

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Abstract

The study appraised the Sporting Facilities and Equipments in Secondary School in Abeokuta South Local Government Area Abeokuta Metropolis of Ogun State Nigeria. Descriptive Survey design was adopted for the study. The population comprises all Public and Private Secondary Schools in Abeokuta South Local Government Area. Questionnaires were designed and administered, a check-list of facilities and equipments were listed for the game masters or Physical Education teacher to answer. All questionnaires were retrieved and the data collected were analyzed using descriptive statistics. The results showed that 52% of the responded agreed that sporting facilities were not available while 47.5% responded that they were available. For availability of equipments 59.2% responded that sporting equipments are not available while 40.8% responded that they were available. In conclusion, sporting facilities were inadequate in secondary schools, sporting equipments were inadequate and it was deduced that inadequate sporting facilities and equipments are responsible for poor participation and performance in sports.

Introduction

Participating in sporting activities by secondary school students is directly linked to availability of sporting facilities and equipments in schools. No doubt there is the burning desire by students in schools to engage in sporting activities, inadequate facilities and equipments deter them from active participation. No wonder students resort to make use of what is on ground improvising sometimes to satisfy their crave for sports. It is true that some engage in sports to let out steam, play or socialize in the process there are a few among these students that desire to actively participate in order to develop skills to compete in sport competitions in other to win

medal for the school and the state at large.

The dearth of sporting facilities and equipments in secondary schools needs urgent government intervention. However, government needs to explore public/private partnership initiatives to reverse this trend. There are concerted effort of some old students associations in some old public schools toward sport development in terms of providing some sporting facilities. The closet example is the provision of a mini-stadium in Abeokuta Grammar School by its Old Student Association AGSOBA. Furthermore the recent move by the present State Government to employ physical education teachers/sport masters to all

secondary schools is a step toward the right direction. The innovation of the present government to build 20 model secondary schools in each local government areas is commendable however, one will hope that sporting facilities and equipments will be taken into consideration.

Sport Scotland (2000) opined that sport and physical education are important subjects in all schools and the fundamental reason why they have sports facilities in the first place. Nacar (2013) defines sport facility as construction field and area which have units (such as toilets, sink, shower, dressing room) suitable for performing specific practices of sport activities and branches of trainings and national events and international event, meeting the need of sport and audience before port activities.

The facilities for which they are responsible include outdoor facilities – such as playgrounds, pools, skate parks, courts and fields – and indoor natatorium, racket, sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiums, their supplies and equipment. Facilities, supplies and equipments management includes not only the effective scheduling, operation and maintenance of such facilities, supplies and equipment but also, at times, planning new structures to keep pace with the demand for participation in physical education and sport programmes of the school. (Crompton 2005, Choen 1995; Flynn 1993; Pate et al 1997).

Facilities, supplies and equipment provision are important aspect of physical education and sport management. In order to identify and nurture talent in Nigerian Secondary Schools, physical education requires a variety of sports/ physical education facilities, supplies and equipment both indoors and outdoors. The relative needs of the students should be

recognized in the planning of facilities, scheduling for their use and the purchase of the supplies and equipment. Supplies and equipment needs vary according to a wide range of factors, including the level of programme or participants and of course, finance. (Arnhein & Prentice 2000; Athletic Business February 2000 and August 2000).

To improve performance in sporting activities, adequate regular programme, standard facilities and equipments are imperatives. Inadequate standard facilities and equipments hamlets physical education and sports programmes in many ways.

Adedeji (2000) in his findings asserted that there must be sufficient motivation in the form of attractions of facilities, supplied and equipment to captivate athlete's (students) interest to participate in sports or games. He further stated that the facilities and equipment in this country are simply not good enough and are hindrance to physical education and sport development. Bucher and Krotee (2002) opined that facilities should be planned and constructed with eye to the future. Too often, facilities are constructed with a very short time. Most facilities constructed in our secondary schools are very difficult to expand or exchange. It is noticed in today's schools, the increased population, rising school enrolments, city life, limited space, and sky rocketing labour and material costs are all altering physical education and sport facilities and equipment production and management.

According to Awosika (2009), Pate et al (1997), it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard. The scarcity of physical education facilities, supplies and equipment constitute a

big cog in the successful administration organization and management of physical education and sports in Nigeria. Igbunugo (2004) ascertained that athletes have been known to dropout or skip training because these things (facilities and equipment) are either non-existence or inadequate. There is the need to maintain few available facilities and equipments in our various schools. Bucher and Krotee (2002) opined that equipments and facilities be maintained in a serviceable condition.

Purpose of the Study

Low attendance and poor performance of students in competitive sports especially in secondary school call for urgent attention, this study was conducted to

ascertain or appraise the availability of sporting facilities and equipments to see if there is link to this trend.

Methodology

The study design is survey with all the secondary schools (Public and Private in Abeokuta Metropolis as the population. The selected sampled school was only 20 secondary schools (10 public and 10 private) using random sampling techniques. A self-designed questionnaire which contained a checklist of facilities and equipments were administered to sport/game masters or physical education teachers. Of the 20 respondents 20% were female while 80% were male. Data collected were analyzed using simple descriptive statistics.

Result

Table 1: The table below presented the summary of available and not available sporting facilities in schools.

<i>S/N</i>	<i>Facilities</i>	<i>Percentage of available facilities (%)</i>	<i>Percentage of facilities not available (%)</i>	<i>Total</i>
1	Football Field	100	0	100
2	Volleyball Court	15	85	100
3	Basketball Court	50	50	100
4	Handball Court	35	65	100
5	Track for Athletic	70	30	100
6	Table Tennis	65	35	100
7	Tennis Court	40	60	100
8	Badminton Court	5	95	100

Table 2: The table below showed the summary of available and not available sporting equipments in schools.

<i>S/N</i>	<i>Equipments</i>	<i>Percentage of equipments available (%)</i>	<i>Percentage of equipments not available (%)</i>	<i>Total</i>
1	Balls for ball games	70	30	100
2	Rackets for Tennis	40	60	100
3	Rackets for Badminton	15	85	100
4	Table Tennis Bats	80	20	100
5	Shuttle Corks/Net	25	75	100
6	Volleyball Net	15	85	100

Discussion

From table 1, it was deduced that of all the schools, all have football

field (100%), 80% do not have volley ball court, 50% had basketball court, 65% do not have handball court, 75% have track for athletics, 65% had table tennis, 60% do not have tennis court and 95% do not have badminton court. Based on these findings, it can be facilities in this country are simply not good enough and are hindrance to physical education and sport development. He further pointed that there must be sufficient motivation in the form of attractiveness of facilities, supplies and equipment to captivate athletes interest to participate in sport or games.

Also from table 2, it can be deduced that 70% have balls for ball games, 60% do not have enough rackets for tennis, 85% and 75% do not have badminton rackets and shuttle corks/nets respectively. However, 80% have table tennis bats but 85% do not have volleyball net. Summarily, sporting equipments are grossly inadequate. Awosika (2009), Pate et al (1997) corroborated these findings by pointing that it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard. The scarcity of physical education, facilities, supplies and equipments constitute a big cog in the successful administration, organization and management of physical education and sports in Nigeria. Nigeria athletes (secondary school students inclusive) would have performed better if they have half of the facilities and equipment available to the Western World. Igbanugo (2004) correlated this findings as he concluded that athletes have been known to dropout or skip training because those things (facilities and equipments) are either non-existence or inadequate.

concluded that most sporting facilities are not available in secondary schools in the study area. This inadequacies can be linked to poor performance of the students in sporting competitions. Adedeji (2000) in his study supported this findings as he stated that the

Conclusion

Having appraised the state of sporting facilities and equipment in the study area, the following conclusion was reached based on the findings:

- ❖ Sporting facilities are inadequate in secondary schools
- ❖ Sporting equipments are inadequate in secondary schools
- ❖ The dearth of sporting facilities and equipments in secondary schools can be linked to low participating and poor performance in sporting competition.

Recommendations

On the basis of the findings in this research, the following recommendations were stated a thus;

- ❖ Government should provide adequate sporting facilities, like volley ball courts, basketball courts, tennis courts, handball court and badminton courts to various schools.
- ❖ Government should provide sporting equipments to various schools.
- ❖ There should be public/private partnership in the provision of sporting facilities and equipments to schools.
- ❖ The efforts of old students associations of some schools in providing sporting facilities and equipments to their alma-matter should be encouraged and commended by government.
- ❖ Finally, schools administrators and sport master should ensure

effective maintenance of few available sporting facilities and equipments in their schools.

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