

IMPACT OF INVESTMENTS IN SPORTS FACILITIES AND INFRASTRUCTURE ON SPORTS DEVELOPMENT AND GROWTH IN PRIVATE SECONDARY SCHOOLS IN ETHIOPE WEST LOCAL GOVERNMENT AREA DELTA STATE

¹Ekpon Philip Oghenetega & ²Oniomovigho, Uche Tessy,

*¹Dept. of Physical and Health Education, Delta State College of Education,
Mosogar, , Sapele, Delta State,*

*²Science Education Department (Human Kinetics and Health Education Unit)
University of Delta, Agbor.*

Abstract

Sports infrastructure has been identified as a crucial factor in the creation of students' interests in sports at the secondary school levels. The researchers investigated the impact of investments in sports facilities in private school settings in the promotion of sports participation and fitness among students in Ethiope West Local Government area, Delta State Nigeria. The study employed descriptive survey design. The area of the study covers Ethiope West Local government area of Delta State. The study population comprised all private secondary school students, teachers and owners/managers of private secondary schools. The research instrument used for this study was a self-structured close ended questionnaire with a reliability coefficient of 0.99. A simple random sampling technique was used to select ten (10) private secondary schools in the study area. The sample size comprised four hundred and eighty (480) participants comprising of students, teachers and owners of the private secondary schools. The findings revealed the factors militating against private sector investments in sports including issues relating to sustainability of sports infrastructure investments in the study area. Recommendations provided included the call for the Delta State Government to encourage private school owners to invest in sporting facilities by provision of grants and loans with competitive low interest rates. This would help in the procurement and maintenance of sports facilities in private secondary schools in the state.

Key words: *Sports infrastructure, Secondary schools, Private sector, Sports investments*

Introduction

Globally it had been acknowledged that participation in sports plays a major role in regulating as well as improving life expectancy. This realization had encouraged school managements and owners to adopt school health programmes aimed at ensuring a healthy school environment. A well planned school health programmes produces results that can improve students' physical and mental health of participants, thus the distinct recognition of sports value in the educational systems globally.

Several factors have worked against the growth and development of sports in the secondary school levels in Nigeria. These include lack of adequate

awareness and education to both parents and students on the benefits of sports to good health; deficiencies in physical education teacher-preparation programmes; lack of or inadequate facilities and equipment in the secondary schools; poor funding for sports related extracurricular activities etc.

There are many needs and challenges faced by students in the school environment. These may include physical, emotional, social physiological and intellectual needs. Sports activities in secondary schools are aimed at ensuring that students are assisted in the development of their mind as well as their physical body (Amuchie 2003, Asiyai, 2012).

Facilities in sports can be classified either as indoor or outdoor. Indoor facilities include materials and structures that can conveniently be enclosed in the four-wall of a building called gymnasium to facilitate learning in sports. Examples include standard swimming pool, gymnasium, locker, shower and drying rooms, teaching stations and rooms, corridors and foyers, offices and research rooms. Outdoor facilities are constructed outdoor or left in the open and are used for physical education and sporting events. Examples include tennis and volleyball sports fields, courts and arenas for track and field athletics, football, basketball, handball, hockey, badminton etc. (Deelenet *al.*, 2018; Morakinyo & Aluko, 2009).

The deficiency of sports facilities remains the prime issue in sports management in Nigeria resulting in a dire lack of interest. Hamafyelto, (2018) observed that the standard of sports cannot be devoid of the condition of facilities existent for the purpose.

Statement of the Problem

Sports competitions, events and programmes are virtually absent in most in private secondary schools in Nigeria. Private school investors such as proprietors and school managers have business plans and investments tailored at ensuring the establishment and growth of secondary schools without adequate or recognizable sports facilities (Yazid, 2014).

The provision of a sports complex with basic and necessary sports infrastructure and facilities is needed for promotion and growth of sports at the secondary schools levels. The marked dearth of sporting facilities in private secondary schools has also deprived them of the rights of hosting sporting events/competitions organized by the government of corporate organizations who have sports promotion as one of their social responsibility commitments. Many private secondary schools also do lack recreation spaces and fields for outdoor sporting activities. The lack of consideration for sports facilities in the establishment of most private secondary schools had been linked to reduction in students' engagement level in sports outside of the classroom. Students who are idle after academic lessons or who are likely to be involved in more frequent acts of restiveness and illegal activities. With the increasing number of parents

enrolling their kids or wards in private secondary schools, there is need to be concerned with the availability and level of investments in sports facilities and infrastructure provided within such schools. In Ethiopia West Local government area, there exists very few numbers of private secondary schools with sporting facilities that can attract hosting of sporting events. There is therefore a challenge to investigate the factors that cause or promote the dearth of sporting facilities or the lack of interest or incentives for private school owners to invest in sports infrastructure.

Hypothesis

There is no significant difference in the mean responses on the perception of students and teachers on the availability of sports facilities to enhance the motivation of students to participate in sports activities in private secondary schools in Ethiopia West Local Government Area of Delta State

Methodology

The study employed descriptive survey design in the methodology. The area of the study covered Ethiopia West Local government area of Delta State. The study population comprised all private secondary school students, teachers and owners/managers of private secondary schools in the study area. Twenty private secondary schools located both in rural areas and urban areas of the local government were selected for the study. A simple random sampling technique was used to select ten (10) private secondary schools in the study area. The sample size of four hundred and eighty (480) participants comprising of students, teachers and owners of the private secondary schools was used for the study.

The research instrument used for this study was a self-structured close ended questionnaire. Six items were generated for each of the variables. The questionnaire was subject to the process of validation by two (2) experts for face and content validity. Reliability of the instrument was ascertained using split half method. The researchers administered the instrument to fifty respondents (which included students, teachers and private school owners) from private secondary schools outside the study area. Pearson's Product Moment Correlation (PPMC) and Spearman Brown's Formula were used to analyze the reliability and a coefficient of 0.99 was obtained. The instrument for data collection for this study was a rating scale and a structured questionnaire administered to the respondents in the selected secondary Schools. The questionnaire was divided into two parts; part A and B. Part A consists of general information of the respondents. Items on a four point Likert like rating scale of strongly agree (4 points), agree (3 points), strongly disagree (2 points) and disagree (1point) respectively to elicit information;. Also items on a four point Likert like rating scale of to a Very large extent (4 points), large extent ; (3 points), moderate; (2 points) and Not at all(1point) respectively to elicit relevant information for the study. Statistical

means of 2.5 and above are regarded as accepted, while responses receiving mean score less than 2.5 are rejected.

The instrument was administered by the researchers and the completed questionnaire were gathered and data analysed by using descriptive statistics. The hypothesis was tested at 0.05 level of significance.

Results

Table 1: Distribution of study participants

| Participants | N | Percentage % |
|--------------------------------|-----|--------------|
| Students | 320 | 66.67 |
| Teachers | 150 | 31.25 |
| Private school owners/Managers | 10 | 2.08 |
| Total | 480 | 100 |

Source: Field work

Research Question One: Investigate the impact of availability of sports infrastructure on students' motivation to participate in sports activities in private secondary schools in Ethiope West Local Government Area of Delta State

Table 2: The impact of availability of sports infrastructure on students' motivation to participate in sports activities in private secondary schools in Ethiope West Local Government Area of Delta State

| S/N | Questionnaire Item | Mean X | Standard Deviation(S.D) | Remarks |
|-----|--|--------|-------------------------|----------|
| 1 | Lack of sports infrastructure can make students become less interested in physical activities in schools | 2.68 | 1.05 | Accepted |
| 2 | The interest of students' in sports can be ignited by love for a particular sports facility | 2.71 | 1.04 | Accepted |
| 3 | The availability of sports facility or infrastructure is crucial/mandatory for the commencement of certain sports activities | 2.74 | 1.00 | Accepted |
| 4 | Sports facilities in needed for teaching and learning about sports | 2.70 | 0.98 | Accepted |

| | | | | |
|---|---|------|------|----------|
| | and increasing interest and motivation | | | |
| 5 | Poor training for staff and students in school sports are due to lack of sports infrastructure for effective service delivery | 2.67 | 0.96 | Accepted |

Source: Field work

Table 2 presents the summarized responses to research objective one. With mean responses all above 2.50, all the questionnaire items in the table were accepted.

Research Question Two: Investigate the factors that impact the provision or investment in sporting infrastructure or facilities by private secondary schools owners or managers in Ethiope West Local Government Area of Delta State.

Table 3: Factors that impact the provision or investment in sporting infrastructure or facilities by private secondary schools owners or managers in Ethiope West Local Government Area of Delta State

| S/N | Questionnaire Item | Mean X | Standard Deviation(S.D) | Remarks |
|-----|---|--------|-------------------------|----------|
| 1 | Provision of sporting facilities in private secondary schools do not increase students enrollment | 2.52 | 1.02 | Accepted |
| 2 | Lack of access to grants by school owner for sports infrastructural development in private secondary schools | 2.55 | 0.97 | Accepted |
| 3 | Lack of sports education and awareness of benefits of physical education to health by owners of private secondary school | 2.75 | 1.03 | Accepted |
| 4 | Diversion of grants and loans from government for the provision of sports facilities in schools by owners of private secondary schools affects is responsible for lack of provision of sports facilities in private secondary schools | 2.47 | 1.02 | Rejected |
| 5 | High cost of provision of sports facilities and infrastructure in private secondary schools | 2.71 | 1.06 | Accepted |

Source: Field work

Table 3 presents the summarized response to research objective two. All the Questionnaire items in the table were accepted except item 4. With a mean

response of 2.47, the notion that diversion of grants and loans from government for the provision of sports facilities in schools by owners of private secondary schools is responsible for lack of provision of sports facilities was rejected.

Research Question Three: The impact of availability of sports infrastructure on the capability and interest by private school owners and managers to organize and host sporting competitions in private secondary schools in Ethiope West Local Government Area of Delta State

Table 4: Impact of availability of sports infrastructure on the capability and interest by private school owners and managers to organize and host sporting competitions in private secondary schools in Ethiope West Local Government Area of Delta State

| S/N | Questionnaire Item | Mean X | Standard Deviation(S.D) | Remarks |
|-----|--|--------|-------------------------|----------|
| 1 | Private secondary schools are selected to host sports events only if they have standards sports facilities | 3.02 | 1.05 | Accepted |
| 2 | Private secondary schools without sports facilities do not have interest in sports events | 2.96 | 1.03 | Accepted |
| 3 | There is no profit or economic interest in hosting sports events when needed and crucial sports facilities are to be hired or borrowed | 2.96 | 1.02 | Accepted |
| 4 | Private secondary schools can host sports events based only on their sports calendar and not availability of sports facilities | 2.39 | 1.20 | Rejected |
| 5 | Winners of sports competitions in private secondary school sports are often those with sports facilities | 2.56 | 1.22 | Accepted |

Source: Field work

Table 4 presents the summarized responses to research objective three. All the questionnaire items in the table were accepted except item 4. With a mean response of 2.39, the notion that private secondary schools can host sports events based only on their sports calendar and not availability of sports facilities was rejected.

Hypothesis one: There is no significant difference in the mean responses on the perception of students and teachers on the availability of sports facilities to

enhance the motivation of students to participate in sports activities in private secondary schools in Ethiope West Local Government Area of Delta State

Table 5: Results of t-test analysis of hypothesis one

| Respondents | N | Mean X | S.D | Df | t-cal | t-crit | Decision |
|---------------------|----|--------|------|----|-------|--------|----------|
| Students | 32 | 2.45 | 0.96 | 47 | 4.73 | 1.96 | S* |
| Private | 0 | | 8 | | | | |
| Secondary | 16 | 2.92 | 1.01 | | | | |
| Teachers and Owners | 0 | | | | | | |

Source: Field work

The analysis show (t.cal.= 4.73; t.crit.1.96; df=478; at 0.05 level), which means hypothesis (H₀), is rejected

Discussion

The hypothesis which stated that there is no significant difference in the mean responses on the perception of students and teachers on the availability of sports facilities to enhance the motivation of students to participate in sports activities in private secondary schools in Ethiope West Local Government Area of Delta State was accepted.

This implies that both students and teachers in private secondary schools in the study agreed that availability of sports facilities do enhance the motivation of students to participate in sports activities. The finding supported the assertion of Singh and Pathak (2017) who stated that facilities and equipment is one of the most important motivational features which attracts/motivates players towards a particular event which he wants to learn according to his choice.

According to Deelen et al (2018), the availability of sports facilities do have great impact in motivating students and all categories of people to participate in sports. In another related study, carried out by Schenk & Miltenberger (2019), it was concluded that sports facilities is crucial for improved sports performance among athletes and other sports enthusiasts. It often culminates in the desire to engage in sports at a professional level.

The investments on sporting infrastructure or facilities in Private secondary schools in Ethiope West Local Government Area of Delta State by their owners were related to the personal interest or knowledge of sports by the owners. Owners of private schools with less interest in sports do have fewer or no sports facilities in such schools. On the other hand, managers of private schools or owners who have love for a particular sport often invest and provide facilities for such sports in their private secondary schools

Private secondary schools with more sports facilities or infrastructure do host more sports or physical activity events than those with fewer or no such sports facilities. Sporting facilities designed for teaching or participation of students in sports when not available or deficient often lead to high levels of stress and tension among students, leading to increased criminal activities including but not limited only to drug abuse, cultism, and restiveness.

The amount of sports facilities and infrastructure in private secondary schools were also seen to be directly related or influenced by the degree of interest of the owners or managers of the private schools in sports. Lovers of sports agreed that there would be provision and investments in more sporting facilities in schools owned or managed by them (Suleiman et al., 2019).

The availability of sports infrastructure in private secondary schools in Ethiope West Local Government Area of Delta State is seen to reflect on the frequency of hosting sporting competitions in such schools. Private secondary schools with more sports facilities play host to more sporting events during any given academic year or season

Conclusion

The following conclusions were drawn from the study:

The availability of sports infrastructure does impact on students' motivation to participate in sports activities in private secondary schools in Ethiope West Local Government Area of Delta State. Students are keener and motivated to engage in different sporting activities if the facilities are available and functional. Some of the factors that impact owners or managers' desire or capability to invest in sporting infrastructure or facilities in private secondary schools in Ethiope West Local Government Area of Delta state include lack of funds or capital; lack of government support for sports promotion and creation of awareness; High cost of sporting facilities occasioned by inflation in Nigeria; Menace of vandalism and theft of facilities installed in private secondary schools due to insecurity; perceive lack of quick returns from investments in sports facilities etc.

The study recommended that private school owners should invest more on provision of sporting facilities in order to motivate more students to participate in sports activities. Private and corporate organizations in Ethiope West Local Government Area should support private secondary in their locality in order to provide or maintain sporting facilities needed to promote sports in the schools.

The Delta state Government should encourage private school owners to invest in sporting facilities by provision of grants and loans with competitive low interest rates for the procurement and maintenance of sports facilities in private secondary schools. This is because the percentage of parents and guardians who are sending their children or wards to private schools is on the increase. Schools with high physical and recreational activities will have a healthy school environment for both students and staff. This in turn will reduce mortality and

morbidity related to lack of physical activities or increased sedentary lifestyles among students and staff.

References

- Aluko, K., & Adodo, S. M. (2011). A conceptual analysis of school sports development in Nigeria. *African Research Review*, 5(5), 394-403..
- Asiyai, R. I. (2012). Assessing school facilities in public secondary schools in Delta State, Nigeria. *African Research Review*, 6(2), 192-205.
- Deelen, I., Ettema, D., & Kamphuis, C. B. (2018). Sports participation in sport clubs, gyms or public spaces: How users of different sports settings differ in their motivations, goals, and sports frequency. *PloS one*, 13(10), e0205198.
- Deelen, I., Ettema, D., & Kamphuis, C. B. (2018). Sports participation in sport clubs, gyms or public spaces: How users of different sports settings differ in their motivations, goals, and sports frequency. *PloS one*, 13(10), e0205198.
- Diejomaoh, S. O. E., Akarah, E., & Tayire, F. O. (2015). Availability of facilities and equipment for sports administration at the Local Government Areas of Delta State, Nigeria. *Academic Journal of Interdisciplinary studies*, 4(2), 307.
- Hamafyelto, S. S. (2018). Towards Sustainable Sports Development in Nigerian Universities. *International Journal of Scientific and Research Publications*, 8(12), 346-351.
- Morakinyo, E. O., & Aluko, E. O. (2009). Management factors as predictors of sports development in selected sport federations of the federal ministry of sports and social development in Nigeria. *International Journal of African & African-American Studies*, 7(1).
- Ojeme E.O.(2010). Shouldering the burden of sports development in Nigeria: Is the School Physical Education Curriculum living up to expectation. Inaugural Lecture Series 110, University of Benin, August 19th, 2010
- Orunaboka, T. T., & Nwachukwu, E. A. (2012). Management of physical education facilities, equipment and supplies in secondary schools in Nigeria: Issues and challenges. *Journal of Education and Practice*, 3(3), 43-47.
- Schenk, M., & Miltenberger, R. (2019). A review of behavioral interventions to enhance sports performance. *Behavioral Interventions*, 34(2), 248-279.
- Singh, D., & Pathak, M. K. (2017). Role of motivation and its impact on the performance of a sports person. *International Journal of Physical Education, Sports and Health*, 4(4), 340-342.
- Suleiman, Y., Hanafi, Z., & Muhajir, T. (2019). Influence of extracurricular services on students' academic achievement in secondary schools in Kwara State: A qualitative approach. *Indonesian Journal on Learning and Advanced Education*, 1(2), 1-19.
- Yazid, L. I. (2014). Sport development; The Nigerian way: review. *International Journal of Physical Education, Sports and Health*, 1(4), 20-24.