

THE STUDY OF SPORTS FACILITIES IN SELECTED  
POST PRIMARY INSTITUTIONS IN BORNO  
STATE

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## DECLARATION

I hereby declare that this project has been produced by me. Its topic has not been presented on any previous application for a higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of Bibliography.

DAVID AYO FOLARANMI

CERTIFICATION

This project report entitled "THE STUDY OF FACILITIES IN SELECTED POST PRIMARY INSTITUTIONS IN BORNO STATE" by David Ayo Folaranmi meets the regulations governing the award of the degree of Masters of Education (Physical and Health Education) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

  
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MASTER OF EDUCATION, 1986

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## DEDICATION

This project is dedicated to the memories of my late brother, - Mr. Matthew Folaranmi; my late father, Mr. Moses Adio Folaranmi; and the entire FOLARANMI family.

## ACKNOWLEDGEMENT

The compilation of this project was successful because of the kind co-operation, support, assistance and advice that researcher received from various people who are too numerous to mention. It is with this in mind that the investigator wishes to express his profound gratitude to some of those who have contributed (in one way or the other) to the successful completion of the course and the project.

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The Author.

TABLE OF CONTENTS

			Page
Title page	.....	.....	i
Declaration	.....	.....	ii
Certification	.....	.....	iii
Copyright	.....	.....	iv
Dedication	.....	.....	v
Acknowledgement	.....	.....	vi
Table of Contents	.....	.....	vii
List of Tables	.....	.....	ix
Abstract	.....	.....	x
Abbreviation, Definition Glossaries and Symbols	.....	.....	xii
Chapter 1 INTRODUCTION	.....	.....	1
1.1	Statement of the Problem	.....	6
1.2	Purpose of the Study	.....	8
1.3	Limitation of the Study	.....	8
1.4	Scope and Delimitation of the Study	.....	9
1.5	Significance of the Study	.....	10
Chapter 2 REVIEW OF RELATED LITERATURE	.....	.....	13
Chapter 3 DESIGN And Methodology of the Study	.....	.....	46
3.1	Introduction	.....	46
3.2	Research Design	.....	47
3.3	Selection of Institutions and Subject	.....	48
3.4	Research Instruments	.....	49
3.5	Administration of the Instruments	.....	50
3.6	Statistical Analysis	.....	51
Chapter 4 RESULTS AND DISCUSSIONS	.....	.....	51
4.1	Results	.....	75
4.2	Discussion of Results	.....	80
Chapter 5 SUMMARY, CONCLUSION AND RECOMMENDATIONS	.....	.....	80
5.1	Summary	.....	81
5.2	Conclusion	.....	85
5.3	Recommendations	.....	89
BIBLIOGRAPHY	.....	.....	93
APPENDICES	.....	.....	



LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Students' Strength of the Selected Schools	52
2	Demographic Information of the Respondents	53
3	Qualifications of the Principals	54
4	Working Experience of the Principals	55
5	Facilities Observed in Relation to Facilities Needed for Sports Fields	57
6	Equipment Observed in Relation to Equipment Needed for Sports	60
7	Equipment Observed in Relation to Equipment Needed for Sports .....	64
8	Equipment Observed in Relation to Equipment Needed for Sports .....	68
9	Number of hours for Physical Education per week .....	72
10	Frequency of the Organization of Intramural Competitions .....	73
11	Frequency of Organization of Extramural Competition in Different Sports	74

## ABSTRACT

The concern of this study was to find out the qualitative and quantitative status of the physical education facilities in selected post primary schools of Borno State, to find out whether the available Physical Education facilities were being adequately used to positively influence the organization of intra-mural and extra-mural sporting activities, to provide suggestions and recommendations to the appropriate authorities for improving both provision and utilization of sports facilities in Post Primary Institutions in Borno State.

The instrument used in carrying out the, study was the questionnaire which contained statements relating to facilities, equipment, personnel, and programme for Physical Education. This questionnaire was administered on twenty post primary institutions in Borno State, which were selected at random.

From the data analysis the following have been established as the areas of concern for any one associated with the administration of these schools/colleges:

- (a) Number of Facilities - that nearly all the colleges were poorly equipped with physical education teaching materials.

- (b) Finance. The money voted for each of these schools/ colleges was too small considering the students population and the high cost of sporting materials. On the other hand the Authority to Incur Expenditure (A.I.E.) under sports facilities sub-head could not be utilized due to economic hardship and its implication to cash liquidity.
- (c) Differences between expected and observed facilities and equipment were significant at Oi level.
- (d) Most schools and colleges organized intra-murals and extra-mural annually.
- (e) On an average, Physical Education was allocated 5 hours per week on the time table.

ABBREVIATIONS, DEFINITIONS, GLOSSARIES AND  
SYMBOLS

Definition of Terms. The technical terms used in this report are defined below in their operational usage:

- a. Facilities - are physical means which make learning or doing things easy or simple. Facilities in this sense include playing fields, gymnasium, and swimming pool.
- b. Equipment - is the term used for those items that are not considered expendable but are utilized over a period of years such as parallel bars, bicycle-egometer, dynamometer, trampoline, and audiometers.
- c. Supplies - are those materials that are expendable and that need to be replaced at frequent intervals such as stuttle cocks, table tennis balls, and adhesive tapes.
- d. A. I. E. - Authority to Incur Expenditure; is a term used to describe the "paper" money allocated for expenditure in a government institution.
- e. Red-Tape - refers to government bureaucratic control, for example as in budget, finance, planning, expenditure, proposals and policy matters.

## Chapter 1

### INTRODUCTION

Anthropological records have shown evidence of long history of man's participation in games and sports. However, never before in the history of man has there been greater need for organised after-school sporting activities than now. It has been pointed out that during the formative years, boys and girls need a large block of time for vigorous muscular movement (Babatunde, 1980). In a recent case study of the attitude of students in Zaria Teacher Training Colleges towards the teaching of Physical Education, Babatunde, (1980) said:

"To be most successful, physical Education must lay its foundation in the elementary school, and hence it is important that those in-charge of the physical Education programme secure special preparation to enable them to assist in building these essential attitudes and skills".

The inter-scholastic programmes in post-primary institutions in Nigeria are not adequate, because they put a definite ceiling on the number of pupils allowed to participate. No matter the size of the enrolment in a secondary school, for example, there can be only five boys/girls on the basketball team, and eleven on the football team. The job of the coach is to screen the participants as soon as possible to select

the best to represent the school, whereas the intramural director is to add to the number involved and increase the number of participants. The inter-scholastic programme obviously cannot replace the intra-mural. There is no substitute for well-planned intramural and extramural programmes.

In many schools today, intramural and extramural sporting activities for boys and girls are very much an integral part of the total school curriculum. These sporting activities comprise that phase of physical education programme that is geared towards the general development of physical, mental, social and moral abilities/skills of the entire student body. They involve voluntary participation in games, sports and other physical education activities. They include games and sports that bring together participants from various schools. They provide laboratory periods for sports and other activities, whose fundamentals have been taught during the physical education lessons. They encourage participation and competitions for all types of individuals the strong and the weak, the skilled and the unskilled, the big and the small, the male and female especially in co-educational institutions.

The intramural and extramural programmes have important contributions to make. For example, they encourage the development of good discipline, character training, team work, desirable attitudes like bravery, alertness, and self-reliance, ability to compete and win or lose without bitterness and rancour, strength, flexibility, endurance, cardio-vascular fitness and other abilities embeded in the Physical Education objectives. If conducted properly, each phase of the programme can contribute to the other. Through a well-balanced programme, the entire student body may develop more interest and respect for sports to improve their physical, mental, social emotional growth.

Responding to the Guest of honour's speech at the 22nd Annual Inter-House Sports competition of a Secondary School, Ogbake in Mbaitoli/Ikeduru Local Government Area of Imo State, Ekeomaru (1981, p.15), emphasized sports as a unifying factor in the school and the community. He felt that sports constitute a practical means for the realization of the educational principle of "a healthy mind in a healthy body", and also make others feel proud, especially those who cannot distinguish themselves in academics but can make the mark and secure some reputation, which is as good, if not better, as academic brilliance.

While performing the closing ceremony of the second Sokoto State Primary School Games, held at the Giginya Memorial Stadium, Nadama (1980, p. 23) explained that sporting activities were very important not only in a physical build-up of the body, but also as a unifying factor in the society. He remarked that it is only through organising competitions that the Ministries of Education, Youth Sport and Culture could spot those endowed with the immense potentials in sporting activities.

Reiterating the determination of his administration to improve sporting facilities in all parts of the State, Waziri, (1984, p.15) said that sport is a time tested means of disciplining the body and mind of all participants. He explained that there is no better way for fostering lasting friendship, unity and a feeling of belonging together than through sports. Major General Abubakar Waziri emphasized that he had deliberately highlighted these factors because they are necessities both to sports people and the entire nation, which has diverse ethnic groups and cultures.

He felt that all the competitors at the Police Athletic Competition had displayed true spirit of sportmanship and amply demonstrated the qualities of



good winners and gallant losers. He was of the opinion that the humility they displayed in victory or defeat proved that they had capacities for leadership positions in our society.

Deliberating on the issues of sports during the inaugural meeting of the newly constituted Gongola State Sports Council, Chindo (1980, p.15) pointed out that the issue of school sports was of great significance, because without a suitable gymnasium, sportsmen would never achieve the required standard. He then appealed to the State Government to consider, as a matter of urgency, the construction of sports centres in each of the sporting zones in the State.

Enumerating his government's policy on the development of sports, during the opening ceremony of the 3rd Ogun Green Courts Lawn Tennis Championships, Onabanjo (1980, p.14) stated that emphasis was being placed on the development of sports in schools with the belief that the best approach for the grooming of sports starts was to catch them young. The Governor added that his government also intended to ensure mass participation in sports by taking sports to the grassroot level, in all parts of the State, in order to ensure that all potential materials were discovered and given opportunity to develop.

It must be emphasized, however, that the success of this phase of Physical Education depends largely on the quantity and quality of available facilities, and of course on the organisational procedure for their utility. It is therefore highly essential that sufficient facilities and adequate equipment and supplies be made available in post-primary institutions, so that an effective programme can be operated. This study was a humble effort to find out whether facilities for Physical Education in Post-primary institutions in Borno State were adequate.

#### 1.1 Statement of The Problem

One of the greatest problems militating against effective teaching of Physical Education in Post-Primary Schools today is inadequate facilities. It appears that the State Government (through the Ministry of Education) has developed luke-warm attitude towards Physical Education as reflected in the non-provision of adequate sports equipment and facilities.

While answering some questions during an interview with the National Concord in his office in Yola, Abubakar (1980, p.23) said that Nigeria's burning hopes for trophies in the Olympics may never come true if more athletes are not trained and committed by the

challenge. He lamented the poor standard of many Nigerian Athletes, and explained that major problem lies in the unwillingness of governments and organizations to promote sports, with particular reference to the provision of adequate and modern facilities for sportsmen and women.

Physical Education Teachers are not available in some schools. Where available, they are either not adequately utilized, or they are overloaded with sport activity responsibilities - due to the high ratio of Physical Education teacher/pupils. Moreover, most of the teachers are not motivated.

Some Principals and teachers, incharge of school time table, do not co-operate with the Physical Education Teachers to allocate adequate or suitable time for lessons. Only a small proportion of the school population can participate in sports activities because the facilities are inadequate. In spite of the importance of the subject, there is lack of adequate Physical Education supervision in some Teachers' Colleges, due to the non-availability of qualified teachers.

This study was therefore conducted to study sports facilities in selected post primary Institutions in Bayo State to enable the researcher find out the

problems facing sports and physical Education in the State and suggest ways that may lead to solving the problems and improving the general standard of the subject.

### 1.2 purpose Of The Study

This study was conducted to achieve the following specific purposes:

- a. To find out the quantitative and qualitative status of the Physical Education facilities in selected post-primary Schools of Borno State.
- b. To find out whether the available Physical Education facilities were being adequately used to positively influence the organization of intramural and extramural sporting activities.

### 1.3 Limitations Of The Study

This study was limited in the following respects and these limitations would be taken into consideration at the time of interpreting the results:

- a. This study was conducted by using only a questionnaire method, because no other suitable technique could be found.

- b. Initially, the respondents were not very cooperative. However, this limitation was resolved through the assistance from the supervisor of the project whose personal persuasion encouraged the respondents to become cooperative.

#### 1.4 Scope And Delimitation Of The Study

At the time of this study, there were ninety-six post primary institutions (Secondary Schools and Teachers' Colleges) in Borno State. These were: 30 Junior Secondary Schools; 45 Senior Secondary Schools and 21 Teachers' Colleges.

Some of the institutions were exclusively for males and some for females, while others were co-educational. However this study was limited to only twenty of these schools. The schools were randomly selected from the nineteen Local Government Areas in the State. The names of the schools thus selected for this study are shown in Table 1 of Chapter 4.

### 1.5 Significance Of The Study

This study may be justified on the following bases:

Children's response to physical activities is observable in the enjoyment and enthusiasm they show when they engage themselves in motor activities. They naturally love to run, climb, push, roll, throw, hit, and move objects in various forms. It is, therefore, necessary to provide as many types of equipment and sports supplies to the Physical Education Teachers to enable him or her to attain the objectives and goals of Physical Education through meaningful sports pursuits. Evaluating the Physical Education facilities in Teachers' Colleges of Niger State, Yakubu (1980,p.5) reported:

One of the greatest problems militating against the effective teaching of Physical Education in Teachers' Colleges is inadequate facilities. Teachers, who are involved in Physical Education, often talk of this problem as one of the greatest. A general discussion with teachers of these colleges revealed that teachers had no teaching facilities in Physical Education, although these could have made their teaching more effective. Others expressed their concern about lack of physical Education equipment as one of the causes of the poor performances of their students in inter-collegiate athletic competitions and other sporting activities in general.

The researcher has been conversant with the teaching of Physical Education, and the development of sports in general, in Borno State for over a period of two decades. Inadequate facilities always constituted a problem for the development of sports in the State. However there has been no information as to the adequacy and conditions of facilities available for physical education and sports activities in the State. The results of this study would help in establishing the status of facilities for sports in the state, which may help in finding solutions to the problem of facilities.

As the purpose of this study was to find out the quality and quantity of the facilities and equipment available for physical education activities in schools and colleges of Borno State, its findings would help in understanding the adequacy or other wise of the facilities, equipment, and personnel for physical education this study may also bring out recommendations to solve the problems of facilities, equipment, and personnel for physical education.

This study may bring out recommendations for improving the provision and utilization of sports facilities for schools in Borno State, based on the findings of this study.

The results of this investigation may provide empirical data on sports facilities in Borno State as a basis for further research.



## Chapter 2

### REVIEW OF RELATED LITERATURE

Education generally aims at the development of an individual in all its ramifications. This total development of an individual includes such parameters as physical, mental, social and emotional development. Each of these does not operate independently. For example the mental development cannot exist without the contribution from the physical. Nixon and Jewett (1969, p. 105) explained that:

Scholasticism may be thought of as an attitude which would glorify the mental or intellectual of the physical. This attitude, developed among the University scholars of the Middle Ages, was probably a reaction against the general ignorance and brutishness of the time.

It is particularly important for the physical educator to note that the spirit of scholasticism is still influential in the modern world, particularly among university faculties. Some present day "Scholars" still are inclined to set the mental life in opposition to the physical, as though the two were incompatible. On the contrary, life is a unity of the triangle of mind, body and spirit, which cannot be separated from one another.

This fact was affirmed by the Greeks and Romans, thousands of years ago, when they emphasized the importance of "sound mind in a sound body". In order to achieve this total development, some students show interest to participate in physical education activities. But, because they happen to be in such schools that do not have adequate sports facilities, they are not given necessary encouragement to do so.

In some schools, more emphasis is placed on academic excellence, without consideration for the importance of the physical aspect of education in the achievement of the so-called academic excellence.

Explaining the significance of asceticism and its role in extreme self degradation in the Middle Ages, Nixon and Jewett (1969, p.105) said:

In its extreme form, asceticism has never been able to see good in joyousness, to tolerate freedom in self-expression, or to find value in physical perfection. This spirit even today opposes the expenditure of time and money involved in the modern programme of sports education for the young.

One of the serious problems facing the development of sports in Nigerian schools today is the lack of adequate facilities and equipment. Those who are in the position to provide funds, grants, subventions and donations appear to do so reluctantly.

On the other hand, when such money is given by the Government, for example, it is not only meagre and insignificant, but it may come at a time when the money can not be effectively used for what it is meant.

Revealing the societal attitude towards play, which permeated the early United States, Updyke and Johnson (1969, p.55) explained that:

One of the most enduring of these attitudes was that, developed concerning work. Any unproductive activity was deemed sinful because play and other recreational activities were obviously unproductive, they were equated with the sins of idleness and sloth and were firmly discouraged.

Although it is difficult to know, probably part of the reasons responsible for this unfortunate trend (of cold attitude) is due to the fact that Nigeria is going through a phase in development whereby the common man is constantly looking for ways to satisfy the physical needs, (i.e. food, cloths, shelter, employment) and finds very little or no time to devote to "playing" or the thought about is development.

This lack of concern to provide sufficient funds invariably leads to an important problem of lack of adequate sports facilities which is prevalent in most schools and recreational centres through out the Federation.

In her recent study regarding factors affecting the teaching of physical education in some schools in Jos Local Government, Oko, (1982, p.25) said:

In conclusion it can be realised that though Nigeria has the same system of Physical Education in elementary school as some advanced countries, yet we are often faced with lack of facilities and equipment such as gymnasium which are found in other advanced countries.

While defending his Ministry's budget proposals before the House of Representatives Committee, Ahmed (1983, p.14) pointed out that the poor performance of our sportsmen and women should not be treated with a waive of hand. He felt that it is a matter that must be viewed with seriousness. Ahmad further explained that the problem facing most of our sportsmen today cannot be easily identified as to whether the entire blame can be shifted to the school administrators or to the sportsmen themselves. He said that others level the blame on the Government for not providing sportsmen with adequate sporting equipment for effective training. He concluded that it was really a matter of concern to so many well meaning Nigerians who were constantly experiencing humiliation from the outside countries.

Expressing his fears about the future of Squash, Omoben (1983, p.15) lamented that there were no sufficient courts, and hence the game was regarded as purely an elitist one, with only very few courts. He suggested the building of at least one squash court in each secondary school, because as at then, only Lagos and Oyo States had courts in about four schools. Even then, those were not sufficient. Inadequate facilities and equipment reduces proficiency in the administration of school sports programmes.

Pointing out his view during the British Caledonian Airways Limited Squash regional final, Oyesola (1983, p.15) strongly felt that more squash courts should be built in schools all over the country to motivate students towards taking up the game. He stressed that lack of courts, all over the schools and various clubs, is a potential handicap that militates against the development of the game of squash.

Revealing the bitter experience at the National Camp, the National Women butterfly swimming champion, Zedomin (1979, p.23) asserted:

I can only see one thing standing between us and greater heights, - training and facilities. All public swimming pools are either badly used or totally out of use, so where do we train? Absolutely no where. In fact since my stay in the National Camp, I haven't gone into water.

After hauling a total of 15 medals from swimming during the second Ogun State Sports Festival, a talented, 13-year-old village boy, Kennedy Brooks (1979, p. 23) lamented that:

The main problem we have is lack of swimming pools. The Nigerian Army Pool is the only standard swimming pool in Ogun State, yet it is not big as the one at the National Stadium, Lagos. Events in which we make two turnings in the Lagos Pools are done four times here. After training in this sub-standard pools, we feel defeated in a giant pool even before the competition starts.

Giving the vote of thanks in response to the donation given for a swimming pool project, Asekun (1984, p.23) said that lack of suitable pools and inadequate funds were the main factors militating against the development of swimming in the country.

Addressing the participants during the Borno State Inter-Teachers Colleges Athletics Competition held in Maiduguri, Gana (1981, p.15) explained that athletics help to build both youth and adults by developing certain qualities in them such as co-operation, friendship and unity. He enumerated the problems facing sports organization which include lack of facilities, qualified manpower, and indiscipline. The guest of honour appealed to the authorities concerned to provide adequate funds and facilities to schools to enable them meet the standards required. He urged the government

to give scholarships and in-service training to interested indigenes to further their education in the field of physical and health education.

In his welcome address during the Benue State Primary Schools athletics competition, Gavar (1980, p.15) enumerated the achievements of the Local Government in sports but lamented that lack of some basic sporting amenities like insufficient funds, vans to move sportsmen and women to sports centres, equipment, insufficient coaches and sports fields greatly hindered the progress in the area.

In his own remark during an interview with the News Agency of Nigeria (NAN) in Makurdi, Torvihi (1980, p.15) said that the lack of sporting facilities and adequate training grounds were also hindering the progress of sports in the State.

Appealing for sports assistance during the launching of the Benue State Games Masters' Association, Goo (1980, p.15) called for cooperation and assistance from the State Ministry of Education, the Sports Council and the Department of Physical and Health Education. He suggested that the teaching of Physical Education in all schools and colleges in the State be made compulsory. He demanded for the restoration of games masters' allowances and the offer of scholarship or job

opportunities to distinguished sportsmen and women of the State for further studies. The president also requested the State Government to increase grants to schools and colleges for sports and to assist them directly in the construction of track, fields and courts.

Enumerating the effects of the ban on importation of sports equipment into the country, Oluwole (1980, p.15) said:

What followed the ban was scarcity (not artificial) of sports equipment. The climax of it was the astronomical rise in prices of the few that were either in stock before the ban was imposed or those smuggled into the country. Some financially poor clubs and even individual sportsmen and women were forced out of the scene for lack of equipment to train or play with. I have watched with disgust some players at matches in Jos, where boots don't last for long, wearing addidas on the right foot and Puma on the left. Some players in the same team wear long sleeve jersey while some wear short sleeve. Funny combinations which can be very demoralising.

In an effort to get over this predicament, Oluwole suggested that various State Governments should apply for licence for their Sports Councils so that they can import the kits needed to nurture the budding sportsmen and women to stardom. He further explained that in an amateur set-up like ours, the only incentive we can give our local talents to encourage them more is



to provide them with adequate equipment.

On the other hand he pointed out that it is one thing to flood the scene with equipment, it is yet another to provide facilities with which to use the equipment to achieve the desired goals. For instance, a football team has all the kits to train with but facilities like training grounds are either limited or not available). Construction of sports complexes is not enough. In fact, it is like establishing universities all over the place with disproportionately negligible number of institutions to prepare students for admission into the universities.

Oluwole further emphasized that if he were made a governor, he would create four zones at the outskirts of the State Capital alone. Each zone would have at least six training ground complex with facilities for athletics, football, hockey, volleyball, makeshift wrestling, judo and boxing and gymnasias to be managed by a special division in the sports council. Besides building zonal stadia in the Local Government Councils, there will be training grounds scattered around the Local Government Headquarters where land is surplus.

Addressing an inaugural meeting of the Cross River State Schools Sports Committee in Calabar, Ushie (1980, p.31) observed that athletes in the State have not been living up to expectation for some years now. He

reminded members that it was from their fold that the State would produce athletes who would be expected to bring laurels to the State in future. He pointed out that a number of schools in the state do not have good football fields, tennis courts, hand-ball pitches, table-tennis tables, basketball and volley-ball courts as well as running tracks. He lamented that the problem of lack of sporting facilities in schools was compounded by indiscipline in sports competition.

In his speech at the 18th Borno Teachers' College inter-house Sports Competition, Waziri (1980, p.15) appealed to the Government and people of the State to encourage the college in its efforts to produce athletes for the forth coming National Sports Festival.

In his response, Dibal (1980, p.15) claimed that the teams that represented the State at the two National Teachers Colleges Sports Festivals held in different states were exclusively from the college. He however, expressed dissatisfaction over the lack of sports infrastructure in the college.

Enumerating the government's plan to develop sports throughout the state, Ngamdu (1980, p.23) regretted that in the past, Borno State was turned into a lugging stock in the national sporting competition. He expressed optimism that with full support and assistance

from both the government and the public, his council would achieve its goals.

Describing the problems surrounding the finals of the Borno State Police Sports Competition held in Maiduguri, Pam (1984, p.11) explained that the Borno State Police Command did not find it easy in forming a formidable athletic team due to lack of adequate training equipment and materials arising from lack of funds. He explained further that another problem was the lack of sports fields and qualified coaches particularly in the out stations.

Commenting on the State of sports regarding long term training and competition plans with the 1988 Olympic Games in mind, Omeruah (1984, p.21) said:

Observers agree that only through such concern for the maintenance of facilities and adequate preparation for competitions involving 'lesser' sports such as swimming, would Nigeria's participation in International Competitions be better rewarded.

Answering questions during an interview with the News Agency of Nigeria in Maiduguri, Geidam (1983, p.15) appealed to the Federal and State Governments to provide the handballers with track suits, shoes, and other materials which would help them to perform well in the World Handball tournament to be held in Stockholm, Sweden.

Addressing the UNILAG HEROES who won gold medals during NUGA games Enahoro (1984, p.15) said: "I think people don't appreciate the importance of good sports facilities because good sports facilities breed good athletes."

He further explained that the University did not win any gold medal in swimming as a result of lack of swimming facility in the University.

Appealing to the Federal Military Government during the opening ceremony of the sports equipment shop, Oylogu (1984, p.22) said that the non-availability of sports equipment was regarded by most sports administrators and organisers as a matter that had contributed immensely to the poor and slow development of sports in Nigeria. He opined that government should regard sports equipment as essential, adding that unless sports facilities were made available at reduced costs, Nigeria would continue to dissipate fruitless energy in an attempt to compete squarely with most nations of the world.

Speaking of the chances of Nigeria at the Olympic Games, Ebewele (1984, p.11) said that most of the Nigeria Athletes train on substandard tracks and this makes a lot of difference with the foreign athletes. He pointed out that accurate records of performance cannot be kept if the tracks are below standard.

Another problem which is directly related to that of adequate facilities and effective programme is general incompetence on the part of some physical educators. This also can be sub-divided into lack of proper planning, lack of foresight, inconsistency, and lack of patriotism. These may render teams ill-prepared for competition, and funds, equipment and facilities may not be ready because lack of foresight prevents their availability long before the need arises.

Explaining some of the reasons that militate against raising the standard of sports in Nigeria, Oluwole (1978, p. 11) emphasized that:

Our woeful failures to make the grade at International Championships have largely been due to lack of proper planning, lack of foresight, and patriotism, and an air of indispensability on the part of some players, personal interest on the part of some officials.

Lamenting upon why Nigeria failed to make appreciable impact in International Competition, Akee (1984, p.23) said: "Though human and material resources abound in the country, but the problem had been lack of proper organization, resulting in last minute panic measures."

He explained further that Olympic materials are not produced overnight, they take years to nurture.

He observed that on paper, coaches are given free hands to operate but in practical terms, this has not been so - a situation where the coach had to be on his knees begging for basic tools will certainly not produce desired results.

Explaining some of the reasons why the Nigerian contingent failed in the Moscow Olympic, Oguntokun (1980, p.22) said:

"We should all feel very concerned about the wasteful expenditure of public funds and the utter lack of patriotism on the part of some of the competitors. As far as the athletes are concerned, certainly the officials knew very well that our standards were in no way near the world marks in any of the events, but they appealed for public donations and had the money, and they spent it without any regard to rectitude in their selection.

It is interesting to note that if we look into the Physical Education Programme in almost all our secondary schools and Teachers Colleges, the problems facing the coaching and teaching of sports are generally similar in various States of the Federation.

In a recent study, Fatile (1976, p.75) highlighted several problems that have been militating against the teaching of Physical Education in our Institutions. The study which covered sixteen secondary schools in Kaduna State involved 351 members of staff of those

schools. The study revealed that out of the above number, only 25 of them teach physical education, ~~where~~ (forty-three) 43 of them were badly needed in those affected schools. This problem of lack of physical education teachers is a common phenomena in nearly all our institutions of learning in the country.

Fatile identified the following problems in the teaching of Physical Education in the following rank order:

1.	Inadequate equipment or apparatus	58.3%
2.	Lack of interest resulting among the teaching staff.	28.3%
3.	Lack of specialists or qualified physical education teachers	28.1%
4.	Insufficient playground or facilities	27.1%
5.	Lack of a gymnasium	27.9%
6.	Too much time required for concentration on other subjects	27.3%
7.	Lack of adequate funds to support the programme	26.3%
8.	Lack of interest resulting from poor public attitude towards physical education	24.4%
9.	Lack of interest resulting from pupils' attitudes	23.7%

The rank order of the problems in the teaching of Physical Education was based on the information gathered

from the questionnaire distributed to the schools involved in the study. From the results of the study, it was understood that the tutors, responsible for physical education in their various schools, had outstanding problems which were ranked as follows:

- |    |                                                     |       |
|----|-----------------------------------------------------|-------|
| 1. | Insufficient teachers in the field                  | 66.6% |
| 2. | Inadequate facilities                               | 60.0% |
| 3. | Very few people show interest in physical education | 33.0% |

The author also reported that the principals of the selected schools in his study gave strong recommendations as they affect their various institutions. These recommendations are presented below as contained in the study:

1. The top priority needed is adequate equipment
2. Trained teachers in this subject are absolutely essential.
3. Interest of teachers in Physical Education is as important as the training of specialists in the subject.
4. The Ministry of Education needs to equip the schools with transport and bring physical education facilities to an encouraging standard.
5. There is need for graded physical education syllabus to guide the teachers.



6. In-service programmes should be arranged for teachers involved in games organisation.
7. There is need for women representative in the Ministry to be in-charge of physical education for women.
8. Higher Institutions should emphasize the value of physical education and make it necessary for a student to study and to play at least one game. This step will perhaps improve the present situation in which teachers, especially women who are not trained physical education teachers are just not interested in supervision of games, as at present.
9. Greater prominence should be accorded the teaching of the need to employ physical education in all schools, colleges, and universities.
10. The Ministry should be informed of the need to employ physical education officers.
11. Uniforms should be provided for students
12. Sports equipment should be duty free and permit should be given to purchase them in overseas countries.
13. Storage facilities are needed for sports and physical education equipment.
14. Physical Education display competition should be organised within schools and colleges.

15. Physical Education should be taught in the classroom and not merely as extra-curricula programme left at the mercy of games-masters.
16. The Ministry of Works, rather than Local contractors, should be given contracts for the construction of sports fields and pitches.
17. Special incentives should be given in the form of allowance to teachers interested and who teach games.
18. There is the need for guidance as to the value of Physical Education.
19. Physical Education should be taken by all students and it could be an examinable subject in the West African School Certificate Examination.
20. All members of staff should co-operate in supporting school Physical Education programme.
21. The universities should accelerate the training of teachers with genuine interest in Physical Education (Fatile: p,77 1976).

These numbers recommendations listed by the various Principals of schools clearly speak for themselves and show that there are problems in the teaching of Physical Education in our schools and colleges in the country.

The recommendation, regarding lack of sports facilities, ranked the highest on the list. It is the light of the reasons enumerated by Fatile that the researcher feels that a study of the sports facilities in selected post-primary institutions in Borno State should be carried out. One cannot agree less with the recommendations given on the steps to improve the teaching of Physical Education. Fatile (1976) further emphasized:

The Government which is responsible for the Financial Operation of schools should recognize physical education as education as a unique schools' programme that need special financial grants in addition to games fees that may be charged on each student (where it is applicable). The building of a gymnasium must be regarded as a necessary part of school plants. A gymnasium with adequate equipment and facilities needs to be provided. This allows for indoor activities , and other movement activities.

Enumerating the causes of falling standard of sports in higher institutions, in his appeal to the Plateau State Government and Ministry of Education, Ebagaku (1985,p.4) observed that for about two years the Government appeared to discourage sporting activities in Post Primary Institutions as she stopped supplying the schools with sports equipment. He further explained that it is unbelievable that Government could neglect such avenue which ought to be used as breeding ground for

getting talented sportsmen and women (youths) to boost sports in the State, and Nigeria at large. The author then said:

"If you take a survey of our post primary institutions in the state, you could hardly get a school that can boast of having the needed facilities for two or three different games to boost sports in the school. The popular game which is football in the world is losing popularity in our schools. Some schools are not even having one football field for those interested to play. The few lucky schools that are opportuned to get one at all, are left stranded when the only ball they have is out of use."

He opined that no matter how poor, the school should be equipped with sporting equipment. He suggested that at least a school should boast of having two football pitches, two velleyball courts, two handball courts and a set of table tennis equipment to keep sports reigning in the schools. He concluded by explaining that the new policy on education is putting emphasis on physical education which is to be embodied in our secondary school's curriculum in order to boost sports and to enable students to have sound mind for sound education. The author wondered how those aims could be achieved without the necessary facilities.

Conducting training sessions with members of the men's national team with only two balls and two baskets, Wingate (1985 p.14) lamented that the major problem facing basketball in Nigeria was the lack of equipment. He advised the Nigeria Amateur Basketball Association to approach American Manufacturers of basketball equipment for complementary items which would be a form of advertisement for the products of such companies in Nigeria.

Welcoming the World Golden Eaglets after a dazzling victory in the Kodak Under 17 Junior World Soccer Competition, Buhari (1985, p.4) said:

This is the first time in the history of soccer that Nigeria indeed Africa, has reached the pinnacle of World Soccer. This is also the first time in our soccer history that we have won a world cup. You have by your performances made Nigeria to be the first African Country to perform this great feat.

According to him the team's collective achievement has amply demonstrated what the country can do on its own, given proper harnessing of its human and material resources.

High lighting the Government's plan to improve sports facilities, during his maiden visit to the Sportscity, Abdullahi (1985 p.23) appealed to Nigerian

Industrialists to work hard towards locally manufactured sports equipment, adding that sports should not be left to government alone.

Appreciating the efforts of the State Government and the Civil Servants who donated five percent of their salaries for the improvement of sports facilities in Bauchi State, Hardawa (1985, p.15) pointed out that the first thing is to get facilities and win government's interest as well as people's interest. He explained that the sports complex has developed not only as a practice centre but relaxation venue for sports enthusiasts.

Presenting a paper on the role of sports administrators in Sport Development in a symposium or seminar to mark the Celebration of Silver Jubilee of Nigeria Independence, Gajadima (1985, p.22) pointed out that the availability of facilities, or otherwise, greatly determines how serious a society is towards attaining greater heights in sports development. He said that great sport nations of the world have succeeded in portraying authority in sports excellence through a deliberate policy of providing adequate facilities for their sports-men and women. The author reiterated that there have been so much calls for Nigeria to justify her position as either the greatest

nation in Africa or the most populous black nation in the world by winning in all competitive sports. He opined that such calls might have been out of patriotism but the basic question we should ask ourselves is do we have facilities in this country?

However, the investigator is of the opinion that the provision of adequate facilities and equipment should not be left in the hand of the government alone. The responsibility should be that of every Nigerian. Nigerians are very generous and can positively react to donation appeals, given the appropriate atmosphere and adequate information. This was witnessed before the last Olympic in Los Angeles when the appeal for donations was accepted with over-whelming contributions that exceeded the target. However, accountability and the judicious use of the proceeds for what is intended should be part of the vital factors that should be considered when the donations are being spent.

### 3.3 Rationale For Suggested Minimum Facilities

The issue of Physical Education Facilities has been an old one. However, in the past (in early 1950's) when the researcher was in the Teacher Training College as a student, the shortage of Physical Education

facilities was not as acute as it is today. Part of the reasons why this was so was probably because the number of institutions and students' population were fewer in the past. Therefore the equipment purchased could easily go round the students. Furthermore, the cost of equipment was cheaper then than now.

On the other hand, more emphasis was placed on using the local materials (cotton, logs, canes, stones, grass, seeds, rags sticks and other materials) to make physical education equipment, like balancing beam, jumping stands/ poles, ropes, hoops, bean bags and self-rag balls. Students were required to make at least one bean bag or to bring a cane hoop each. These were collected and put in the Physical Education Store.

One important thing that constantly engaged the researcher's attention during the time of this investigation was the absence of locally produced apparatus, like bats, hoops, beanbags, and balls made out of rags/old clothes.

It may be difficult for the government to shoulder the responsibility of buying all the essential equipment for teaching Physical Education in our Institutions and still expect her to mobilise efforts to revamp the economy and provide for the needs of millions of Nigerians who



are now in schools.

Davis (1959, p.49) explained that in movement training, varieties of apparatus (both small and large) used by children such as small and large balls, beanbags, hoops, large and small ropes, stick, skittles, quoits and bats, are needed. The use of such small apparatus allow children progress in their own way and at their own pace without holding each other back.

She went further to say that in schools, provisions should include stools, benches, planks and ropes. These pieces of apparatus can easily be carried and adjusted by the children at any time there is need for them. She summed up the advantages of improvisation of apparatus in the teaching of Physical Education through school life as (a) providing concreteness of experience (b) providing creativity of activity (c) providing strong physical effects (d) providing self confidence and courage.

Enumerating the trends in Physical Education for Infants, Munden (1958, p.11) pointed out that the accent of the Physical Education Teacher has shifted from the entire teacher directed approach to one, in which individual activity and use of initiative area is given greater scope, and the child is allowed to

experiment, to learn by his own mistakes, in order to gain confidence in his own powers as his skill increases. Therefore, there must be more abundant use of apparatus, both large and small, if the child is to have the opportunities for experiment; and it is during these free practices that the teacher can observe the child and learn about his character, potentialities and abilities.

Providing information about the number of physical education equipment per given student population, Yakubu (1980, p.47) explained that for effective Physical Education instruction, the following items should be available: (a) There should be at least one field for a population of 100 to 500 students and that (b) Every field should at least have four balls.

Yakubu (1980: 47-48) also cited the work of Madaki in a paper on "Recreational Planning and programme for the New Federal Capital, Abuja", - where Madaki outlined the size of the playing grounds that will adequately serve the needs of the neighbourhood. He explained that this would also depend upon the density of the population. He said that the National Recreation Association of U.S.A. recommends that four or seven acres should be provided depending on the population

as follows:

<u>Population</u>	<u>Acres</u>
2,000	3.25
3,000	4.00
4,000	5.00
5,000	6.00

In a study on the analysis of variations in Expenditure, Extent of service, Personnel, Facilities and Programme of Physical Education in selected schools of new York State, Abernathy (1972:61) cited Miles, in a definitive analysis of outdoor Physical Education space requirements for schools and community programmes. She called attention to the need for functional planning. She said:

Space requirements for outdoor Physical Education and Recreation activities in Elementary, Junior, High, and Senior High Schools should be based on the programme of these activities for pupils in these grades. The space requirements are based on activities rather than on the number of pupils, because many of the activities have specific requirements for certain types of courts and field areas. A minimum of 3.6 acres for the Physical Education Unit of an Elementary School; 12.69 acres for a Junior High School, and 22.07 acres for a Senior High School is essential (P.61).

High-lighting their opinions about the outdoor activity areas, Voltmer and Others (1979:310-311) explained that a significant percentage of the total Physical Education Programme in Public Schools, Colleges, and Universities takes place on outdoor facilities. Consequently it is necessary that these facilities be as carefully planned and designed as the indoor activity areas. Ordinarily, these areas in elementary secondary schools are planned as part of the total school facility.

They opined that a major error in the past was the failure to provide sufficient space. Unfortunately, this mistake cannot be rectified when the area surrounding the school is built up. They pointed out that to prevent such errors, school planners today should give more consideration to the total area available when new schools are being contemplated. Many standards have been proposed to serve as guides when planning outdoor facilities. These standards are useful but must be modified according to local conditions and be revised when concepts change. According to the authors, the recommended minimum standards for total acreage for different types of schools are as follow:

1. Elementary School - 10 to 30 acres
2. Junior High Schools - 25 to 40 acres
3. Senior High Schools - 40 to 60 acres

Reiterating the Government's support for sports during his official visit to Diffa, Niger Republic, Aminu (1987: p.4) said that efforts had been intensified in Borno State, -

towards the promotion of sports and cultural activities to the grass roots. He observed that the involvement of the people in international sporting events would be desirable to promote understanding and cordial relationship. However he noted that certain problems have to be overcome like those of the peculiarities of the people and finance to provide the necessary equipment and infrastructure.

The task of providing sports facilities in the Post-Primary Institutions is not an easy one. In her efforts to treat each school fairly, the Borno State Ministry of Education which has been charged with the responsibility of school sports has recommended a formula for the minimum list of sports facilities for each school in the state. The recommendations were based on some factors like the formula laid down at the National Professional Meetings, the need of the school concerned, geographical location, and population. This recommendations became a laid down policy that guides the Inspector of Physical Education especially when recommendations in form of Advance proposals for budget estimates are made each year.

The provision of sports facilities, like courts or fields, cost a lot of money and this can be provided gradually as the population of the school increases. Hence the Ministry of Education often recommends that additional fields be constructed from time to time to make up for the growth in population of the schools.

The criteria for estimating the yearly allotment of funds were based on the number of the fields entitled to,

(which is calculated on about every 240 students) minus the existing fields (which becomes the schools' "need"), multiplied by the local standard cost, which may vary from time to time, depending on the cost of materials like cement, planks, stone, and sand.

Recommendation was also made for the provision of equipment, like shoes, bats and balls, to replenish the quantity as follows: Established schools, developing schools, and new schools at ₦5.00, ₦10.00 and ₦15.00 per capital respectively.

Minimum Sports Equipment Recommended  
By Ministry Of Education, Borno State  
(M.O.E., E.S. 1984 C.I.G. 310)

The following materials have been recommended by the Ministry of Education as minimum supply of sports equipment in a school or college:

- (a) 30 pairs of sike shoes
- (b) 25 pairs of soccer boots
- (c) 25 pairs of hockey boots
- (d) 50 pairs of canvas shoes for volley/basket ball
- (e) 30 hockey sticks
- (f) 15 jerseys per game
- (g) 15 pairs of shorts per game
- (h) 15 balls each for football, volleyball/  
basketball and handball
- (i) 20 table tennis bats
- (j) 120 table tennis balls

(k) 8 lawn tennis rackets.

Minimum Facilities Recommended For  
Each School/College Entitlement

The following minimum sports facilities were recommended for a six stream school of about 240 students by the Ministry of Education Borno State (M.O.E., B.S., 1984).

1. One soccer field
2. One hockey field
3. One athletics track
4. One (concret) basketball court
5. One (concrete) lawn tannis courts
6. Two volleyball courts (One concrete).
7. Two table tennis tables
8. Two handball courts

It was on the basis of these views and recommendations that the investigator was suggesting the following as the minimum list of sports facilities that should be expected in a junior secondary school of about 240 students.

The Researcher's Suggested Minimum List  
of Sports Facilities For A Junior  
Secondary School of About 240 Students

1. One 8 - lane standard 400 - metre track
2. Two football fields
3. One hockey field
4. Two basket ball courts (one concrete)
5. Three volleyball courts (one concrete)
6. Five table tennis tables (spread about in the hostel/school premises)
7. One concrete lawn tennis court
8. Four badminton courts (one concrete)
9. Two handball courts
10. One gymnasium
11. At least one qualified Physical Education Teacher
12. Balls, bats, nets, singlets, shoes, socks, pads, anlets - of various sizes, shapes for the games, apart from the individual Physical Education dress
13. One school bus or van
14. One swimming pool (where practicable).

It should be emphasized here that some principles should be observed in the selection and purchase of sports equipment and supplies for schools' and colleges' Health and Physical Education programme. Bucher (1975: 458-463) said that selection should be based upon local



needs, quality and should be made by competent personnel. It should be a continuous process and it should take into consideration service and replacement needs.

Purchases should meet the requirements established by the educational system and have administrative approval. Purchasing should be done in advance of need. The equipment purchased should be stored and kept safe from damage and theft. The care and utility of the equipment should include proper maintenance and accountability.

DESIGN AND METHODOLOGY OF THE STUDY

3.1 Introduction

The purpose of this research was to study sports facilities in selected post primary institutions of Borno State. The procedure followed in the collection of the information required to achieve the purpose of the study is described in this chapter. This description includes:

- (a) Research Design
- (b) Selection of subjects and the institutions
- (c) Research instruments used in the study
- (d) Administration of the instruments
- (e) Statistical analysis.

3.2 Research Design

As this study was concerned with the assessment of facilities available for physical education in post Primary Institutions of Borno State, Descriptive Research Method was used to collect information.

A questionnaire, consisting of six parts, relating to the back-ground of the respondents, the sports that schools participated in, facilities and equipment available in the schools, and the degree of participation in sports was developed.

This questionnaire was administered on twenty Principals of Post Primary Institutions selected at random from the nineteen Local Government Areas of Borno State. The information thus collected was subjected to statistical analysis to achieve the purpose of the study.

### 3.3 Selection Of Institutions And Subjects

There were a total of thirty (30) junior secondary schools, forty-five (45) senior secondary schools, and twenty-one (21) teacher training colleges in Borno state at the time of this study. Some of these institutions were exclusively for males, some for females, and some others were for both males and females. Out of these ninety-six (96) post primary institutions, twenty institutions were selected at random, in such a way that each of the nineteen (19) Local Government Authorities of Borno state was represented at least by one institution. Out of these twenty post primary institutions, thirteen were male institutions, two were female institutions and five were co-educational institutions. These institutions had a total student population of 27,254, out of which 23,622 were males

and 3,632 were females. The student population of each of institutions range from 100 to 2,069 students.

The Principals of all these institutions served as respondents in this study. Out of these twenty respondents, seventeen were males, and three were females, whose age ranged from twenty to fifty years. Out of these males and females respondents, only one male respondent was unmarried, and all others were married.

#### 3.4 Research Instruments

The data for the study were collected with the aid of a questionnaire. The questionnaire drawn up was given to the supervisor, who made suggestions and corrections for improvement. The supervisor later approved the questionnaire for use in the study. The questionnaire was divided into six parts, namely: General Information, Personal Data, Sports Participated in at School, Facilities and Equipment available, Degree of participation, suggestions and comments to improve the standard. Therefore part one of the questionnaire consisted of two statements that were expected to provide general information about the institutions.

Part two contained five statements that were expected to provide personal data of the respondents. Part three listed all sports in order to find out the sports in which the institutions participated. Part four contained one statement for each of the sports regarding facilities and equipment. Part five consisted of eight statements relating to the degree of participation in sports, and part six consisted of a statement that was expected to get the views of the respondents regarding the measures to be taken to improve the standard of sports facilities in post primary institutions. In order to obtain the validity of the questionnaire, it was given to five professional experts in Ahmadu Bello University, Zaria for careful evaluation of the instrument and suggestions. These suggestions were duly incorporated when the final questionnaire was prepared.

### 3.5 Administration Of The Instruments

The investigator personally distributed one copy of the questionnaire to each of the twenty Principals during his visits to fifteen of the selected schools. Copies of the questionnaire were personally given to Principals of five selected institutions during the conference of Principals held in the State Headquarters. Thus a total of twenty copies of the questionnaire were distributed.

six copies of the questionnaire were collected personally by the researcher. Fourteen responses were collected through the Ministry's mail distribution system in the Director of school's Office.

### 3.6 Statistical Analysis

As the information collected in this study was grouped under six categories, different statistics suitable for the different categories were used. Descriptive statistics, like range and mean were used to analyse the demographic information of respondents.

Information collected on facilities and equipment was analysed in terms of mean and standard deviation, which was further subjected to chi-square analysis to determine whether the observed facilities were equal to the facilities expected on the basis of established government's recommendations.

## Chapter 4

### RESULTS AND DISCUSSION

#### 4.1 Results

Information regarding the population of students in each of the schools selected for this study is presented in Table 1.

Table 1: Students' Population of the Selected Schools.

No	Name of School College	Male	Female	Total
A.	Government College, Maiduguri	1400	----	1400
B.	Arabic Teachers' College Maiduguri	1400	----	1400
C.	Government Secondary School, Uba	1028	305	1333
D.	Teachers' College/Technical College, Kama	1780	----	1780
E.	Government Secondary School, Gubio	847	----	847
F.	Teachers' College Waka-Biu (ATC)	1287	782	2069
G.	Teachers' College, Damaturu	1887	----	1887
H.	Government Comprehensive Secondary School, Damboa	1197	706	1903
I.	Government Girls' Secondary School, Kafa	----	720	720
J.	Teachers' College, Potiskum	1900	----	1900
K.	Government Comprehensive Secondary School Damagun	1300	----	1300
L.	Government Secondary School, Geidam	960	40	1000
M.	Government Comprehensive Secondary School Buni Yadi	----	1074	1074
N.	Teachers' College, Gwoza	1581	----	1581
O.	Government Comprehensive Secondary School Bennisheik	1300	----	1300
P.	Government Comprehensive Secondary School Konduga	1224	----	1224



No	Name of School/College	Male	Female	Total
Q.	Teachers College/(Technical College), Damasak	1135	-----	1135
R.	Government Comprehensive Secondary School, Monguno	1102	-----	1102
S.	Government Secondary School, New Marte	1048	5	1053
T.	Army Day Secondary School Nguru	1346	-----	1346
<b>Total</b>		<b>23,622</b>	<b>3,632</b>	<b>27,254</b>

Table I shows that twenty schools were selected. Some of the institutions were exclusively for males, and some for females, while others were co-educational.

The total student population of the selected schools was 27,254, with an average of 1,363 students per school. Information regarding the age and marital status of the respondents is shown in Table 2.

Table 2 Demographic Information of The Respondents.

Sex	Number of Respondents	Age Range				Marital Status	
		20-30	31-40	41-50	51 & Above	Single	Married
Male	17	3	11	3	-	1	16
Female	3	-	2	1	-	-	3
<b>Total</b>	<b>20</b>		<b>20</b>			<b>20</b>	

Examination of Table 2 indicates that the total number of respondents was twenty, seventeen males, (that is eighty-five percent of the total) and three females (fifteen percent).

Three (fifteen percent) respondents were between the ages of 20-30 years; thirteen (sixty-five percent) were in the age range of 31-40 years, while the remaining four (twenty percent) were in the 41-50 age range. One male (five percent) was single, while sixteen others (eight percent) were married. The three females (fifteen percent) were all married.

Information regarding the qualifications of the respondents is shown in Table 3.

Table 3 Qualifications of Principals

S/No	Specialization	Degree	NCE	DIP	GR. I	GR. II	Total
A.	Physical & Health Education	5	-	-	-	-	5
B.	Biology	2	-	-	-	-	2
C.	Geography	2	-	-	-	-	2
D.	Education	8	-	-	-	-	8
E.	Economics	1	-	-	-	-	1
F.	English	-	1	-	-	-	1
G.	Chemistry	-	1	-	-	-	1
H.	Home Economics	-	-	-	-	-	-
I.	Mathematics	-	-	-	-	-	-
J.	Literature	-	-	-	-	-	-
Total Number of Double Major Subjects		18	2	-	-	-	20

Table 3 indicates that out of the twenty principals of the twenty selected post primary institutions, eighteen (90.0%) were first degree holders, and two (10.0%) were Nigeria Certificate of Education holders.

Of the eighteen first degree holders, five, (27.78%) were from physical and health education, two from each of biology and geography (22.22%), eight, (44.44%) from education and one (5.56%) from economics. The two N.C.E. holders were from Physical and Health Education.

Information on the working experience of the principals is presented in Table 4

Table 4: Working Experience of the Principals

Under 2 Years	2-5 Years	6-10 Years	11 Years and Above
1(5%)	4(20%)	6(30%)	9(45%)

Examination of Table 4 reveals that nine (45%) of the respondents have worked for a period of not less than eleven years. Six (30%) respondents have worked for five to ten years; four (20%) two to five years, while one (5%) has just completed a year of principalship.

Results regarding the mean and standard deviation of facilities and equipment that were observed as against the figures expected for each school studied are presented in Tables 5 to 8.

TABLE 5

FACILITIES OBSERVED IN RELATION TO FACILITIES NEEDED FOR SPORTS FIELDS

SPORTS INSTITUTIONS	SOCCER FIELDS		ATHLETICS FIELDS		BASKETBALL COURTS		VOLLEYBALL COURTS		HOCKEY FIELDS		LAWNTENNIS COURTS		HANDBALL COURTS		TABLE TENNIS		BADMINTON COURTS		GYMNASIA	
	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N
A	02	11	00	06	02	11	07	17	01	06	02	06	01	11	02	28	01	22	00	05
B	02	15	01	07	01	15	01	22	01	07	00	07	01	15	01	37	01	30	00	07
C	01	07	00	04	02	07	03	06	01	04	00	04	02	07	01	18	01	14	00	04
D	04	17	01	09	03	17	03	26	01	09	02	09	01	17	02	43	04	34	00	09
E	02	16	00	08	00	16	01	24	01	08	00	08	01	16	01	39	02	31	00	08
F	01	12	01	06	02	12	02	18	01	06	01	06	01	12	01	29	01	23	00	06
G	03	06	01	03	02	06	00	09	02	03	00	03	01	06	01	15	01	12	00	03
H	01	16	00	08	01	16	02	24	01	08	01	08	01	16	00	40	02	32	00	08
I	00	11	00	05	00	11	01	16	00	05	00	05	01	11	01	27	00	22	00	05
J	02	08	01	04	02	08	01	17	01	04	01	04	01	08	01	21	00	17	00	04
K	02	09	01	04	01	09	02	13	01	04	01	04	03	09	01	22	02	18	00	04
L	02	12	01	06	02	12	03	19	02	06	00	06	01	12	01	31	02	25	00	06
M	00	11	00	05	00	11	00	16	00	05	00	05	00	11	00	27	01	22	00	05
N	02	10	01	05	01	10	02	15	01	05	00	05	02	10	01	25	01	20	00	05
O	00	09	00	05	01	09	01	14	01	05	00	05	01	09	02	24	00	19	00	05
P	02	12	01	06	01	12	01	17	02	06	00	06	02	12	01	29	01	23	00	06
Q	01	13	00	06	00	13	01	19	01	06	01	06	00	13	02	32	00	25	00	06
R	02	09	01	05	02	09	02	14	01	05	00	05	02	09	01	23	01	18	00	05
S	01	09	00	04	00	09	01	13	00	04	00	04	01	09	01	22	01	18	00	04
T	02	15	00	06	00	15	02	17	00	06	00	06	00	15	00	28	01	22	00	06
TOTAL SUM.	32	224	10	112	23	224	36	336	19	112	09	112	23	224	21	560	23	447	0	111
MEAN	1.6	11.2	.50	5.8	1.15	11.2	1.8	16.8	0.95	5.6	0.45	5.6	1.15	11.2	1.05	28.00	1.15	2.35	0	5.55
STANDARD DEV.	.995	3.04	.51	1.54	.93	3.04	1.51	4.88	.61	1.54	.69	1.54	.75	3.04	.61	7.40	.93	5.88	0	1.34
STANDARD ERROR	.22	.68	.12	.34	.21	.68	.34	1.04	.14	.34	.15	.34	.17	.68	.14	1.65	.21	1.31	0	.534
VARIANCE	.49	9.7	.26	2.86	.87	9.22	2.27	23.65	.27	2.86	.47	2.86	.56	9.22	.37	54.74	.87	34.56	0	2.31
$\chi^2$	166.42	93.95	182.28	271	79.02	96.07	181.86	519.06	402.68	111.00										

KEYS: C = Observed, N = Needed,  $\chi^2$  = Computed, the square  $\chi^2$  (df 9;  $\alpha = .01$ ) = 21.67  
 A, B, C, D, ... T = Selected schools in the study, 20 variables, 10 categories

Examination of Table 5 shows that the schools and colleges had on the average  $1.6 \pm .995$  football fields per college whereas they were expected to have  $11.2 \pm 3.04$  fields per college on the basis of their student population.

With reference to athletics, the schools and colleges were expected to have an average of  $5.60 \pm 1.54$  fields per school, but only  $.50 \pm .51$  athletics fields were observed.

According to the distribution of students' population the schools had an average of  $1.15 \pm .93$  basketball courts per school, whereas they were expected to have an average of  $11.2 \pm 3.04$  courts as indicated in chapter 3.

The position of the volleyball courts shows that the schools possessed an average of  $1.80 \pm 1.51$  courts, while they were expected to have  $16.80 \pm 4.88$  courts based on the population distribution.

Hockey fields observed were  $.95 \pm .61$  on the average. They were expected to have an average of  $5.60 \pm 1.54$  fields per school.

The position of lawn tennis courts was very poor. The schools were expected to have an average of  $5.60 \pm 1.54$  courts per school whereas  $.45 \pm .69$  courts per school were observed.

Table 5 also reveals that the observed handball courts were  $1.50 \pm .75$  while the schools were expected to have average of  $11.20 \pm 3.04$  courts each school.

The observed table tennis tables recorded an average of  $1.05 \pm .75$  tables while the schools were expected to have  $28.0 \pm 7.40$  tables each.

Badminton position on the table showed that the schools were expected to have an average of  $22.35 \pm 5.86$  per school but the observed courts were  $1.50 \pm .93$ .

In the case of gymnasias the schools were expected to have an average of  $5.55 \pm 1.54$  gymnasias each but the observation showed that no school/college had a gymnasium. Chi square analysis showed that all these differences between expected and observed facilities were statistically significant at .01 level because for a chi-square to be significant with nine degrees of freedom at .01 level, its value should be 21.67 or more. All the chi-square values in Table 5 are more than 21.67.

Information on the mean and standard deviation of equipment that were observed in relation to the expected figures for each school for soccer, basketball and hockey is shown in Table 6.

**TABLE 6**

**EQUIPMENT OBSERVED IN RELATION TO EQUIPMENT NEEDED FOR SPORTS**

S P C R IN STITUTIONS	S O C C E R				B A S K E T B A L L				H O C K E Y				P A D S A N D P R O T E C T O R																
	G O A L P O S T P A I R S O F G O O L S		S E T S O F S H I L L E T / P A I R S		B A L L S		S E T S O F P A I R S O F W E S T / P A I R S C A N V A S		S E T S O F W E S T / P A I R S B I B S		S T I C K S		B A L L S		P A I R S O F G A M I N G S W E S T / P A I R S		G O A L N E T S												
	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N	O	N									
A	01	15	02	22	20	25	07	02	04	15	01	02	00	26	00	02	24	30	05	15	02	25	01	02	02	08	03	08	
B	01	15	04	30	00	25	00	02	00	15	00	02	00	25	00	02	00	30	01	15	00	25	00	07	00	08	01	08	
C	02	15	02	14	17	25	07	02	02	15	01	02	00	25	00	02	00	30	01	15	00	25	00	02	00	08	00	06	
D	10	15	02	34	24	25	04	03	03	15	02	02	00	25	00	02	00	24	30	01	15	12	25	02	00	08	02	08	
E	00	15	02	32	12	25	01	02	00	15	00	02	00	25	00	02	00	06	30	03	15	00	25	00	02	01	06	02	08
F	12	15	01	24	08	25	02	02	06	15	02	02	00	25	00	02	00	11	30	20	15	20	25	02	00	08	02	08	
G	02	15	00	12	00	25	02	02	03	15	02	02	00	25	00	02	00	00	30	08	15	00	25	02	00	08	04	08	
H	02	15	01	32	00	25	02	02	1	15	01	02	00	25	00	02	00	05	30	02	15	00	25	00	02	00	08	00	08
I	00	15	00	21	00	25	00	02	00	15	00	02	00	25	00	02	00	00	30	00	15	00	25	00	02	00	08	00	08
J	10	15	02	16	30	25	06	02	05	5	02	00	00	25	00	02	00	23	30	02	15	13	25	02	02	08	01	08	
K	10	15	00	18														100	30	02	15	00	25	00	02	00	08	00	08
L	00	15		24	00													00	30	00	15	00	25	00	02	00	08	00	08
M	00	15	00	22		25												00	30	00	15	00	25	00	02	00	08	00	08
N	05	15	02	20	15	25	04	02	02	15	02	02	00	25	00	02	00	07	30	03	15	00	25	02	02	08	02	08	
O	00	15	00	18	00	25	00	02	01	15	02	02	00	25	00	02	00	00	30	02	15	00	25	00	02	00	08	02	08
P	03	15	00	24	00	25	01	02	02	10	00	02	00	25	00	02	00	17	30	02	15	00	25	00	02	00	08	02	08
Q	02	15	02	26	08	25	03	02	00	15	00	02	00	25	00	02	00	06	30	04	15	00	25	00	02	00	08	02	08
R	04	15	01	18	00	25	01	02	03	15	00	02	00	25	00	02	00	00	30	00	15	00	25	00	02	00	08	00	08
S	00	15	00	18	00	25	02	02	00	15	00	02	00	25	00	02	00	00	30	00	15	00	25	00	02	00	08	00	08
T	00	15	00	22	00	25	00	02	01	15	00	02	00	25	00	02	00	00	30	00	15	00	25	00	02	00	08	00	08
TOTAL SUM	500	500	21	446	15	500	114	440	37	300	16	40	0	500	0	40	16	600	63	300	77	500	13	40	06	160	23	150	
MEAN	3.55	15	1.25	22.4	7.7	25	5.7	2	1.85	15	0.8	2	0	25	0	2	8.2	30	3.15	15	3.85	25	0.65	2	0.30	8.0	1.5	8	
STD. DEV.	3.87	0	1.15	6.07	9.71	0	15.12	0	1.8	0	.83	.22	0	0	0	0	4.64	0	4.5	0	7.26	0	.88	0	.66	0	1.25	0	
STD. ERROR	6.67	0	1.1	1.36	2.06	0	3.38	0	4.8	1.0	.17	.05	0	0	0	0	2.17	0	1	0	1.62	0	.20	0	.15	0	.27	0	
VARIANCE	15.00	0	1.31	86.88	84.85	0	22.94	0	8.24	0	7.00	1.05	0	0	0	0	6.28	0	20	0	23.44	0	.77	0	.43	0	1.50	0	
$\chi^2$	163.80	40/198	503	9	2309	00	235	00	28700	500	00	40	00	40	00	27	215	00	297	88	25	80	149	25	120	88			

KEYS:  $\bar{O} \pm$  Observed;  $N^{10}$  Needed;  $N^2$  Computed Chi Square;  $\chi^2$  (df 13,  $\alpha = .01$ ) = 27.69  
 A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FF, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HR, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KK, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VV, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ, AA, AB, AC, AD, AE, AF, AG, AH, AI, AJ, AK, AL, AM, AN, AO, AP, AQ, AR, AS, AT, AU, AV, AW, AX, AY, AZ, BA, BB, BC, BD, BE, BF, BG, BH, BI, BJ, BK, BL, BM, BN, BO, BP, BQ, BR, BS, BT, BU, BV, BW, BX, BY, BZ, CA, CB, CC, CD, CE, CF, CG, CH, CI, CJ, CK, CL, CM, CN, CO, CP, CQ, CR, CS, CT, CU, CV, CW, CX, CY, CZ, DA, DB, DC, DD, DE, DF, DG, DH, DI, DJ, DK, DL, DM, DN, DO, DP, DQ, DR, DS, DT, DU, DV, DW, DX, DY, DZ, EA, EB, EC, ED, EE, EF, EG, EH, EI, EJ, EK, EL, EM, EN, EO, EP, EQ, ER, ES, ET, EU, EV, EW, EX, EY, EZ, FA, FB, FC, FD, FE, FF, FG, FH, FI, FJ, FK, FL, FM, FN, FO, FP, FQ, FR, FS, FT, FU, FV, FW, FX, FY, FZ, GA, GB, GC, GD, GE, GF, GG, GH, GI, GJ, GK, GL, GM, GN, GO, GP, GQ, GR, GS, GT, GU, GV, GW, GX, GY, GZ, HA, HB, HC, HD, HE, HF, HG, HH, HI, HJ, HK, HL, HM, HN, HO, HP, HQ, HR, HS, HT, HU, HV, HW, HX, HY, HZ, IA, IB, IC, ID, IE, IF, IG, IH, II, IJ, IK, IL, IM, IN, IO, IP, IQ, IR, IS, IT, IU, IV, IW, IX, IY, IZ, JA, JB, JC, JD, JE, JF, JG, JH, JI, JJ, JK, JL, JM, JN, JO, JP, JQ, JR, JS, JT, JU, JV, JW, JX, JY, JZ, KA, KB, KC, KD, KE, KF, KG, KH, KI, KJ, KK, KL, KM, KN, KO, KP, KQ, KR, KS, KT, KU, KV, KW, KX, KY, KZ, LA, LB, LC, LD, LE, LF, LG, LH, LI, LJ, LK, LL, LM, LN, LO, LP, LQ, LR, LS, LT, LU, LV, LW, LX, LY, LZ, MA, MB, MC, MD, ME, MF, MG, MH, MI, MJ, MK, ML, MM, MN, MO, MP, MQ, MR, MS, MT, MU, MV, MW, MX, MY, MZ, NA, NB, NC, ND, NE, NF, NG, NH, NI, NJ, NK, NL, NM, NO, NP, NQ, NR, NS, NT, NU, NV, NW, NX, NY, NZ, OA, OB, OC, OD, OE, OF, OG, OH, OI, OJ, OK, OL, OM, ON, OO, OP, OQ, OR, OS, OT, OU, OV, OW, OX, OY, OZ, PA, PB, PC, PD, PE, PF, PG, PH, PI, PJ, PK, PL, PM, PN, PO, PP, PQ, PR, PS, PT, PU, PV, PW, PX, PY, PZ, QA, QB, QC, QD, QE, QF, QG, QH, QI, QJ, QK, QL, QM, QN, QO, QP, QQ, QR, QS, QT, QU, QV, QW, QX, QY, QZ, RA, RB, RC, RD, RE, RF, RG, RH, RI, RJ, RK, RL, RM, RN, RO, RP, RQ, RR, RS, RT, RU, RV, RW, RX, RY, RZ, SA, SB, SC, SD, SE, SF, SG, SH, SI, SJ, SK, SL, SM, SN, SO, SP, SQ, SR, SS, ST, SU, SV, SW, SX, SY, SZ, TA, TB, TC, TD, TE, TF, TG, TH, TI, TJ, TK, TL, TM, TN, TO, TP, TQ, TR, TS, TT, TU, TV, TW, TX, TY, TZ, UA, UB, UC, UD, UE, UF, UG, UH, UI, UJ, UK, UL, UM, UN, UO, UP, UQ, UR, US, UT, UY, UZ, VA, VB, VC, VD, VE, VF, VG, VH, VI, VJ, VK, VL, VM, VN, VO, VP, VQ, VR, VS, VT, VU, VV, VW, VX, VY, VZ, WA, WB, WC, WD, WE, WF, WG, WH, WI, WJ, WK, WL, WM, WN, WO, WP, WQ, WR, WS, WT, WU, WV, WW, WX, WY, WZ, XA, XB, XC, XD, XE, XF, XG, XH, XI, XJ, XK, XL, XM, XN, XO, XP, XQ, XR, XS, XT, XU, XV, XW, XX, XY, XZ, YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, YO, YP, YQ, YR, YS, YT, YU, YV, YW, YX, YY, YZ, ZA, ZB, ZC, ZD, ZE, ZF, ZG, ZH, ZI, ZJ, ZK, ZL, ZM, ZN, ZO, ZP, ZQ, ZR, ZS, ZT, ZU, ZV, ZW, ZX, ZY, ZZ



Table 6 reveals that the total numbers of equipment needed for soccer were as follows: 300 balls, with an average of fifteen balls per school; 445 goal nets, 500 pairs of boots, and forty sets of jerseys/pants. The observed equipment were as follows: an average of  $3.55 \pm 3.87$  balls per school;  $1.05 \pm 1.15$  goal post nets per school;  $7.7 \pm 9.21$  pairs of boots; and  $114 \pm 5.7$  sets of jerseys and pants.

A part from two big schools, with a total of sixty-six and twenty-four sets of jerseys/pants respectively, thereby swelling the average soccer equipment in most of the schools were grossly inadequate.

About 300 basketballs, with an average of fifteen balls per school were needed whereas an average of  $1.85 \pm 1.87$  balls were observed. Forty sets of jerseys and pants were needed, with an average of two sets per school, but sixteen sets were observed with an average  $.8 \pm .83$  set per school.

An average of twenty-five pairs of canvas were needed but Table 6 revealed that no school had the canvas shoes and bibs. A glance at Table 6 further reveals that the equipment provided for basketball were almost nil.

The position of hockey was equally poor. About 600 sticks, with an average of thirty sticks per school were needed.

About 164 sticks with an average of  $8.2 \pm 9.69$  stick per school were observed.

Three hundred hockey balls with an average of fifteen balls per school were needed, but sixty-three balls, with an average of  $8.2 \pm 9.69$  balls per school were observed.

Five hundred pairs of canvas were needed as against seventy-seven pairs with an average of  $3.85 \pm 7.26$  pairs per school.

Forty sets of vests/pants were needed, with an average of two sets per school whereas thirteen sets, with an average of  $.65 \pm .88$  sets per school were observed.

In the case of goal nets, about 160 were needed, but only six with an average of  $.30 \pm .66$  were observed. 160 pads/protectors, with an average of eight per school were needed, but only twenty-three pads, with an average of  $1.15 \pm 1.23$  were observed. These differences between the observed and expected equipment for soccer, basketball and hockey were statistically significant at 0.1 level,

except for basketball nets and pants in which the difference was not significant. They were significant because for a chi-square to be significant with thirteen degrees of freedom at 0.5 and .01 levels, its values should be 22.36 and 27.69 respectively and all the chi-square values, except that of basketball nets/pants, in Table 6 are more than 27.69.

Analysis of the data for the mean and standard deviation of equipment observed as against equipment needed for athletics, volleyball, and lawn tennis is shown in Table 7.

TABLE 7

EQUIPMENT OBSERVED IN RELATION TO EQUIPMENT NEEDED FOR SPORTS

SPORTS	ATHLETICS										VOLLEY BALL										LAWN TENNIS																
	STRIKES	STAMPS/BM	JAVELIN	DISCUS	SHOT	BATONS	TABLES	STOP WATCHES	HURDLES	PARADES	NETS	BALL	CANVAS	NETS/HAUD	BALLS	RACKETS	CANVAS	NETS																			
A	10	30	02	05	02	05	01	05	01	05	12	24	02	05	03	10	00	80	20	30	07	10	04	15	25	02	15	04	24	04	08	06	08	02	05		
B	00	30	02	05	01	05	00	05	02	05	05	24	01	05	01	10	00	80	00	30	01	10	01	15	10	25	00	15	02	24	00	08	00	08	05		
C	10	30	00	05	02	05	02	05	02	05	06	24	01	05	00	10	12	80	00	30	03	10	04	15	00	25	00	15	02	24	02	08	00	08	01	05	
D	15	30	04	05	05	05	03	05	02	05	06	24	03	05	03	10	12	80	00	30	04	10	03	15	12	25	02	15	02	24	04	06	06	08	04	05	
E	00	30	01	05	03	05	02	05	03	05	04	24	02	05	01	10	00	80	12	30	02	10	03	15	12	25	01	15	00	24	00	06	00	08	00	05	
F	06	30	03	05	05	05	08	05	06	05	04	24	03	05	02	10	10	60	12	30	04	10	03	15	08	25	02	15	09	24	03	06	03	08	02	05	
G	00	30	03	05	02	05	01	05	01	05	14	24	01	05	00	10	00	80	00	30	01	10	03	15	00	25	02	15	00	24	00	06	00	08	00	05	
H	03	30	01	05	02	05	02	05	01	05	04	24	01	05	00	10	00	80	00	30	01	10	03	15	00	25	00	15	04	24	02	08	00	08	01	05	
I	00	30	00	05	00	05	00	05	00	05	00	24	00	05	00	10	00	80	00	30	01	10	03	15	00	25	00	15	00	24	00	06	00	08	00	05	
J	02	30	02	05	04	05	02	05	02	05	04	24	02	05	00	10	10	80	22	30	02	10	03	15	12	25	02	15	00	24	00	08	00	08	01	05	
K	00	30	01	05	02	05	01	05	01	05	12	24	01	05	01	10	00	80	24	30	09	10	04	15	00	25	01	15	00	24	04	08	00	08	01	05	
L	00	30	00	05	00	05	00	05	00	05	00	24	00	05	00	10	00	80	00	30	00	10	00	15	00	25	00	15	00	24	00	06	00	08	00	05	
M	00	30	00	05	00	05	00	05	01	05	00	24	00	05	00	10	00	80	00	30	00	10	00	15	00	25	00	15	00	24	00	06	00	08	00	05	
N	04	30	06	05	02	05	02	05	01	05	04	24	01	05	04	10	00	80	04	30	01	10	00	15	00	25	01	15	00	24	01	08	00	08	00	05	
O	15	30	00	05	02	05	02	05	02	05	00	24	01	05	01	10	00	80	00	30	01	10	00	15	14	25	02	15	00	24	00	08	00	08	00	05	
P	00	30	01	05	02	05	02	05	02	05	12	24	00	05	00	10	00	80	00	30	02	10	00	15	07	25	00	15	00	24	00	08	00	08	00	05	
Q	04	30	00	05	02	05	01	05	02	05	00	24	01	05	01	10	10	80	00	30	00	10	02	15	00	25	00	15	00	24	00	08	00	08	00	05	
R	02	30	01	05	02	05	02	05	02	05	04	24	01	05	02	10	00	80	00	30	02	10	04	15	00	25	00	15	00	24	00	08	00	08	00	05	
S	00	30	00	05	01	05	01	05	01	05	01	24	01	05	01	10	10	80	30	30	01	10	02	15	00	25	01	15	00	24	00	08	00	08	00	05	
T	00	30	02	05	01	05	00	05	00	05	00	24	02	05	01	10	00	80	00	30	02	10	02	15	00	25	00	15	00	24	00	08	00	08	00	05	
TOTAL SUM	71	600	29	100	40	70	32	100	30	100	94	46	24	100	21	200	64	600	180	600	44	300	44	300	90	500	16	300	33	480	20	160	15	160	15	100	
MEAN	3.55	30	1.45	5	2	5	1.6	5	1.5	5	4.7	34	1.2	5	1.05	16	3.2	80	9.1	30	2.2	10	2.2	15	4.5	25	0.8	15	1.6	24	1.00	8.00	0.75	8.00	0.75	5	
STD. DEV.	5.04	0	1.61	0	1.41	0	1.76	0	1.36	0	4.64	0	1.89	0	1.19	0	5.00	0	1.22	0	2.33	0	2.33	0	5.90	0	1.00	0	3.13	0	4.56	0	1.42	0	1.16	0	
STD. ERROR	1.13	0	.36	0	.32	0	.39	0	.30	0	1.04	0	.20	0	.27	0	1.12	0	.36	0	.52	0	.52	0	1.32	0	.20	0	.70	0	.35	0	.43	0	.26	0	
VARIANCE	25.42	0	2.56	0	2.00	0	3.10	0	1.84	0	14.49	0	.80	0	1.42	0	4.8	0	1.22	0	5.33	0	5.33	0	16.79	0	.40	0	9.82	0	2.44	0	3.67	0	1.36	0	
XC 2	482.50	60.20	43.60	58.00	56.00	527.42	60.80	162.90	1480.60	45.75	131.80	220.40	362.64	269.87	424.04	79.25	140.13	77.40																			

KEYS: O = Observed, N = Needed, X<sup>2</sup> = Computed Chi Square, X<sup>2</sup> (df 17, α = .01) = 33.41  
 A, B, C, D, ..... T = Selected schools in this study; 26 variables; B, Categories shown in column 2

A careful examination of Table 7 reveals that athletics required about 600 pairs of canvas, with an average of thirty pairs per school, but seventy-one pairs with an average of  $3.55 \pm 5.04$  pairs per school, were observed.

100 jumping stands and bars with an average of five per school, were needed, but only twenty-nine, with an average of  $1.45 \pm 1.61$ , were observed.

100 javelins, with an average of five per school, were needed, but only forty, with an average of  $2.0 \pm 1.41$  javelins per schools, were observed.

100 shots, with an average of five per school, were needed but only thirty, with an average of  $1.5 \pm 1.36$  shots per school, were available.

400 relay batons, with an average of twenty-four batons per school, were needed. Ninety-four batons with an average of  $4.7 \pm 4.64$  batons per school, were observed.

100 measuring tapes, with a average of five per school, were needed; twenty-four tapes with an average of  $1.2 \pm .80$  tape school, were observed.

200 stop watches, with an average of ten stop watches, per school were needed, but twenty-one stop watches with an average of  $1.05 \pm 1.19$  stop watches per school, were observed.

1,600 adjustable hurdle stands, with an average of eighty hurdle stands per school, were needed; but sixty-four with an average of  $3.2 \pm 5.04$  hurdle stands per school, were observed.

600 singlets/pants with an average of thirty singlets/pants per school, were needed; 182 singlets/pants, with an average of  $9.1 \pm 16.22$  singlets/pants per school, were observed.

200 volleyball nets, with an average of ten nets per school, were needed; while forty-four nets, with an average of  $2.2 \pm 2.31$  nets per school, were observed.

300 balls, with an average of fifteen balls per school, were needed; but forty-four balls with an average of  $2.2 \pm 1.36$  balls per school, were observed.

500 pairs of canvas, with an average of twenty-five pairs per school, were needed; while ninety pairs, with an average of  $4.5 \pm 5.90$  pairs per school, were observed.

300 singlets/pants with an average of fifteen singlets per school, were needed; sixteen singlets, with an average of  $.8 \pm .89$  singlets per school were observed.

400 tennis balls, with an average of twenty-four balls per school were needed; but thirty-three balls, with an average of  $1.65 \pm 3.13$  balls per school were observed.

160 rackets with an average of eight rackets per school were needed; while twenty rackets, with an average of  $1.00 \pm 1.56$  rackets per school, were observed.

About 160 pairs of canvas were needed; fifteen pairs, with an average of  $.75 \pm 1.92$  pairs were observed.

100 lawn tennis nets, with an average of five nets per school were needed; but fifteen nets, with an average of  $.75 \pm 1.16$  nets per school were observed. These differences were statistically significant at .01 level, because for a chi-square value to be significant with sixteen degrees of freedom at .01 level, its value should be 33.41 or more, and all the chi-square values in Table 7 are more than 33.41. These results thus indicate that the equipment provided for athletics, volleyball, and lawn tennis in the selected post primary institutions were far too inadequate.

Results regarding the mean and standard deviation of observed equipment as against expected equipment for each institution in Handball, Table Tennis, Badminton, and Gymnastics are presented in Table 8.

Analysis of Table B reveals that 300 handballs, with an average of fifteen balls per school, were needed; thirty-eight balls, with an average of  $1.9 \pm 1.5$  balls per school, were observed for handball.

160 goals nets were needed; twenty-two nets with an average of  $1.1 \pm 1.02$  nets per school were observed.

160 protectors, with an average of eight protectors were needed, but no school was found to have any protector.

200 table tennis nets were needed, with an average of ten nets per school; only thirty two nets with an average of  $1.6 \pm 1.14$  nets per school were observed.

400 bats with an average of twenty bats per school, were needed; sixty bats with an average of  $3.0 \pm 1.86$  bats per school were observed.

2,400 table tennis balls, with an average of 120 balls per school were needed; 180 balls, with an average of  $9.0 \pm 9.11$  balls per school were observed,

200 badminton nets, with an average of ten nets per school, were needed; twenty-three nets with an average of  $1.15 \pm .75$  nets per school, were observed.



160 badminton rackets with an average of eight rackets per school, were needed; forty-three rackets, with an average of  $2.15 \pm 1.53$  rackets per school, were observed.

2,400 shuttle cocks, with an average of 120 shuttle cocks per school, were needed; eighty-one shuttle - cocks, with an average of  $4.05 \pm 4.63$  shuttle cocks per school, were observed.

In the area of gymnastics, 800 agility mats/ mattresses, with an average of forty mats per school were needed; sixteen mats, with an average of 0.8 mats per school, were observed.

100 vaulting boxes, with an average of five boxes per school, were needed; no school had a single box.

1,200 bean bags, with an average of sixty bean bags per school, were needed; twelve bean bags, with an average of 0.6 bean bags per school, were observed.

1,000 hoops, with an average of fifty hoops per school, were needed, no hoops were found in any of the schools.

100 balancing benches, with an average of five benches per school, were needed; six benches with an average of 0.3 benches per school, were observed.

**TABLE 8**  
EQUIPMENT OBSERVED IN RELATION TO EQUIPMENT NEEDED FOR SPORTS

SPORTS CATEGORIES	HANDBALL				TABLE TENNIS				BADMINTON				GYMNASTICS																						
	NETS	BATS	RALLS	NET	RACKETS	SHUTTLE	MATS AND VAULTING BOARDS	BEAN BAGS	HOPS	BALANCING BEAMS	GRIPPING BARS	SKIPPING ROPES	SMALL BALLS																						
A	02	15	02	08	00	08	02	10	04	20	12	20	02	10	03	08	06	120	00	40	00	05	00	05	00	50	00	50							
B	00	15	02	08	00	08	01	10	02	20	00	120	0	10	00	08	00	120	00	40	00	05	00	05	00	50	00	50							
C	03	15	02	08	00	08	04	10	04	20	24	120	01	10	00	08	00	120	00	40	00	05	00	05	00	50	00	50							
D	03	15	02	08	00	08	02	10	04	20	12	120	02	10	04	08	12	120	00	40	00	05	00	05	00	50	00	50							
E	03	15	02	08	00	08	02	10	06	20	12	120	02	10	04	08	12	120	00	40	00	05	00	05	00	50	00	50							
F	02	15	00	08	00	08	02	10	04	20	12	120	01	10	04	08	02	120	00	40	00	05	00	05	00	50	00	50							
G	03	15	00	08	00	08	02	10	04	20	30	120	01	10	04	08	00	120	00	40	00	05	00	05	00	50	00	50							
H	02	15	00	08	00	08	01	10	02	20	06	120	02	10	02	08	00	120	00	40	00	05	00	05	00	50	00	50							
I	01	15	00	08	00	08	01	10	01	20	01	120	00	10	00	08	00	120	00	40	00	05	00	05	00	50	00	50							
J	02	15	02	08	00	08	01	10	01	20	00	120	00	10	00	08	00	120	00	40	00	05	00	05	00	50	00	50							
K	04	15	00	08	00	08	01	10	04	20	00	120	02	10	04	08	02	120	00	40	00	05	00	05	00	50	00	50							
L	00	15	00	08	00	08	00	10	00	20	00	120	01	10	02	08	01	120	00	40	00	05	00	05	00	50	00	50							
M	00	15	00	08	00	08	00	10	00	20	00	120	01	10	02	08	01	120	00	40	00	05	00	05	00	50	00	50							
N	02	15	02	08	00	08	01	10	01	20	01	120	01	10	02	08	01	120	00	40	00	05	00	05	00	50	00	50							
O	02	15	02	08	00	08	02	10	04	20	12	120	00	10	00	08	00	120	00	40	00	05	00	05	00	50	00	50							
P	02	15	00	08	00	08	03	10	06	20	12	120	00	10	02	08	06	120	00	40	00	05	00	05	00	50	00	50							
Q	00	15	02	08	00	08	02	10	04	20	10	120	01	10	02	08	06	120	00	40	00	05	00	05	00	50	00	50							
R	03	15	02	08	00	08	04	10	02	20	24	120	02	10	02	08	12	120	00	40	00	05	00	05	00	50	00	50							
S	01	15	02	08	00	08	01	10	04	20	12	120	01	10	04	08	12	120	00	40	00	05	00	05	00	50	00	50							
T	01	15	00	08	00	08	00	10	00	20	00	120	01	10	02	08	02	120	00	40	00	05	00	05	00	50	00	50							
TOTAL SUM	28	36	22	160	01	160	32	200	60	400	880	2400	23	200	43	160	81	2400	16	800	0	100	12	172	00	1090	06	100	03	100	12	1000	0	1000	
MEAN	1.4	1.8	1.1	8.0	0.05	8.0	1.6	1.0	3.0	2.0	9.0	120	1.15	1.0	2.15	8.0	4.05	120	0.8	4.0	0	5	0.6	6.5	0	5.0	0.3	5	0.15	0	0.6	5.0	0	5.0	
STD. DEV.	1.45	0	1.02	0	0	1.14	0	1.86	0	4.2	0	9.11	0	.75	0	1.53	0	4.43	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
STD. ERROR	.32	0	.23	0	0	.28	0	.42	0	2.04	0	1.17	0	.34	0	1.04	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
VARIANCE	2.10	0	1.04	0	0	1.31	0	3.47	0	8.30	0	.50	0	2.35	0	4.42	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X <sup>2</sup>	231.47	121.50	160.00	143.60	292.50	206.58	157.70	91.7	2844.43	730.35	100.80	178.44	1000.00	95.20	94.60	976.96	1000.00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

KEYS: O = Observed; N = Needed; X<sup>2</sup> = Computed Chi Square; (df)<sub>5</sub>;  $\chi^2 = 201.52 > 0.05$  FOR SIXTEEN DEGREE OF FREEDOM  
 A, B, C, D = ... T = Selected; Shaded in this study; 34 Variables; 17 Categories; 2 = ...

Analysis of Table 8 reveals that 300 handballs, with an average of fifteen balls per school, were needed; thirty-eight balls, with an average of  $1.9 \pm 1.5$  balls per school, were observed for handball.

160 goals nets were needed; twenty-two nets with an average of  $1.1 \pm 1.02$  nets per school were observed.

160 protectors, with an average of eight protectors were needed, but no school was found to have any protector.

200 table tennis nets were needed, with an average of ten nets per school; only thirty-two nets with an average of  $1.6 \pm 1.14$  nets per school were observed.

400 bats with an average of twenty bats per school, were needed; sixty bats with an average of  $3.0 \pm 1.86$  bats per school were observed.

2,400 table tennis balls, with an average of 120 balls per school were needed; 180 balls, with an average of  $9.0 \pm 9.11$  balls per school were observed,

200 badminton nets, with an average of ten nets per school, were needed; twenty-three nets with an average of  $1.15 \pm .75$  nets per school, were observed.

160 badminton rackets with an average of eight rackets per school, were needed; forty-three rackets, with an average of  $2.15 \pm 1.53$  rackets per school, were observed.

2,400 shuttle cocks, with an average of 120 shuttle cocks per school, were needed; eighty-one shuttle - cocks, with an average of  $4.05 \pm 4.63$  shuttle cocks per school, were observed.

In the area of gymnastics, 800 agility mats/ mattresses, with an average of forty mats per school were needed; sixteen mats, with an average of 0.8 mats per school, were observed.

100 vaulting boxes, with an average of five boxes per school, were needed; no school had a single box.

1,200 bean bags, with an average of sixty bean bags per school, were needed; twelve bean bags, with an average of 0.6 bean bags per school, were observed.

1,000 hoops, with an average of fifty hoops per school, were needed, no hoops were found in any of the schools.

100 balancing benches, with an average of five benches per school, were needed; six benches with an average of 0.3 benches per school, were observed.

100 chinning bars, with an average of five chinning bars per school were needed; but only three chinning bars, with an average of 0.15 chinning bars per school, were observed.

1,000 skipping ropes with an average of fifty ropes per school, were needed; twelve ropes, with an average of 0.6 ropes per school, were observed.

1,000 small balls, with an average of fifty balls per school, were needed; no school had a single ball.

The provision of facilities for gymnastics was the least. This sport has been neglected in the schools as a result of lack of equipment. These differences were statistically significant at .01 level because all the chi-square values in Table 8 were more than the required Table value of 32.00 with sixteen degrees of freedom at .01 level. The results thus indicate that the equipment provided for Sandball, Table Tennis, Badminton and Gymnastics in the selected institutions were far too inadequate.

Information regarding the time allocated for physical education is shown in Table 9 .

Table 9 Number of Hours For Physical Education Per Week.

Institution	Hours of P.E. On Time Table	Hours of Evening Games
A	0	4
B	3	4
C	0	4
D	15	5
E	0	4
F	13	4
G	9	8
H	0	4
I	2	4
J	3	3
K	4	4
L	4	0
M	0	3
N	20	4
O	0	0
P	4	4
Q	16	6
R	2	6
S	4	4
T	3	4
Total	102	89
Average	5.10	4.49

Examination of Table 9 indicates that a total of 102 hours were allocated for physical education, with an average of 5.10 hours per school. A few schools, however, had no place for physical education on the time table.

Table 9 also indicates that a total of eighty-nine hours were allocated for evening games, with an average of 4.45 hours per school per week.

Results regarding the frequency of the organization of intra-mural competitions are presented in Table 10.

Table 10: Frequency of the Organisation of Intra-Mural Competitions.

Frequency of Competitions	Number of Schools	Percentage
Termly	2	10
Annually	12	60
Occasionally	4	20
None	2	10
Total	20	100

Table 10 reveals that two schools (10%) organised intra-mural competitions terminally; twelve (60%) schools organised competitions annually; four (20%) schools did so occasionally; while two (10%) had no intra-mural competitions at all. Information regarding the

frequency of extra-mural competitions in different sports is shown in Table 11.

Table 11: Frequency of Organization of Extra-mural Competitions In Different Sports.

Sport	Terminally	Annually	Occasionally	None
Soccer	11(55%)	6(30%)	0(0%)	3(15%)
Athletics	3(15%)	12(60%)	2(10%)	3(15%)
Hand ball	6(30%)	9(45%)	3(15%)	2(10%)
Volley ball	7(35%)	8(40%)	3(15%)	2(10%)
Table Tennis	6(30%)	8(40%)	2(10%)	4(20%)

Examination of Table 11 shows that eleven (55%) schools organised extra-mural competitions in soccer terminally; six (30%) annually; and three (15%) never organised any extra-mural competitions. In athletics, three (15%) schools organised extra-murals terminally; twelve (60%) annually; two (10%) occasionally; and three (15%) never organised extra-murals. In Handball, six (30%) schools organised extra-murals terminally; nine (45%) annually; three (15%) occasionally; and two (10%) never organised. In volleyball, seven (35%) organised extra-mural competitions terminally; eight (40%) annually; three (15%) occasionally; and two (10%) never. In



Table Tennis, six schools (30%) organised terminally; eight (40%) annually; two (10%) occasionally and four (20%) never.

#### 4.2 Discussion Of Results

The results of this study revealed that out of the twenty principals of the selected schools and colleges, only five (27.78%) were physical education specialists and the rest were from other subject specialities. This may be attributable to the inadequacy of trained personnel in physical education in Borno State.

"This inadequacy of trained professionals seems to be one of the most important reasons attributable to the poor quality of teaching physical education, to the dis-interestedness of students to participate in physical education activities, to the poor performance standards in sports and to the inconsistent and inadequate organisation of intra-mural and extra-mural competitions in Teacher Training Colleges, about which professional experts in Nigeria have more than often complained," Fatile (1976) p. 75-90.

If Physical Education is to achieve its avowed objectives to make its optimal contribution to the total development of the Nigerian child, and to encourage

athletic potential right from child-hood in order to enhance the international image of this great country in the world of sports, this situation should be arrested. As a matter of urgency, the State Governments and Universities of Nigeria should not only increase the strength of Teacher Trainees, but also organize short term courses in physical education for teachers of other subjects to solve the problem of inadequate trained personnel in Physical Education. These institutions should also provide incentives to people practising physical education to enhance their morale and motivation required for dedicated, devoted and disciplined professional practice. This is necessary inspite of the invaluable contribution made by the teachers of other subjects to the teaching of physical education who should be adequately remunerated and encouraged for this noble service that they render in post primary institutions.

Most respondents (75%) of the study had more than five years of experience. This indicates that they were mature and were knowledgeable about the problems affecting physical education.

Examination of results regarding the differences in the values of expected and observed facilities for different sports indicates that all the differences were statistically significant, which means that all the

schools and colleges in Borno State suffer from inadequacy of facilities for different sporting activities. This in return affects the quality of physical education programme run in schools and colleges in the State. These results thus supports those of Fatile (1976,p.75), according to which lack of facilities and equipment affected the programme of physical education.

The results of this study further indicated that all the differences between observed and expected values of the equipment required for different sports were statistically significant, meaning that the equipment provided for sports in the schools and colleges of Borno State were significantly less than the amount required. Hence the equipment were inadequate.

The results of the study on facilities and equipment revealed that they were not only inadequate but also least looked after in the Teacher Training colleges of Borno State. This inadequacy seems to be one of the most important reason for the inability of Teacher Training Colleges to provide satisfying recreational experiences to the school community, which has a far reaching effect on the standard that the State can achieve in sports. Moreover, this inadequacy appears to discourage people coming to physical education, and decrease the quality of physical

education programme offered in post primary institutions of Borno State. Though it is difficult for any Government to provide all the required facilities and equipment at this time of economic crisis, it can not be impossible for any Government to maintain the existing facilities and to provide the minimum facilities and equipment required for organization and administration of physical education in post primary institutions. It is therefore suggested that the government should take necessary measures, in terms of funds and personnel to look after the facilities and equipment and also ensure their optimal utilization.

In view of this finding it is suggested that the Government should find ways and means to provide adequate facilities and equipment, which may help in arresting the trend of decline in the quality of physical education programme offered in the schools and colleges of Borno State.

The results of the study also indicated that only five hours per week were allocated to teach physical education in schools and colleges of Borno State, - in other words, one hour everyday on the time table was for the teaching of physical education. This amount of time is less than half of the time allocated for other subjects, like Mathematics, English and Integrated Science.

If the objectives of teaching physical education in schools and colleges are to be successfully achieved, physical education should be allocated adequate time on the time table. This should be at least equal to, if not more than, the time allocated for other subjects. The inadequate provision of time for teaching physical education was also reflected in the organization of intra-mural competition, because most schools and colleges (60%) organized intra-murals only annually. If intra-murals are to achieve their desirable objectives, they should be organised at least more than once a year. In fact, there ought to be intra-murals for each sport.

The findings of the study showed that extra-mural competitions were organised more frequently for soccer than for other sports. This may be due to the fact that soccer happens to be the most popular sport in Nigeria. If Physical Education is to achieve its objective of all round development, equal emphasis should be placed on all sports, so that students would get an opportunity to participate in the sports they like.

## Chapter 5

SUMMARY, CONCLUSIONS, AND  
RECOMMENDATIONS5.1 Summary

In recent years, physical education has been made compulsory in both Secondary Schools and Teacher Training Colleges. However, this provision for Physical Education has not been reflected in the facilities, funds, personnel, equipment, and the physical education. The investigator felt that it was necessary to determine the state of the art in terms of facilities, equipment, personnel and the programmes available for physical education in schools and colleges in Borno State. The study was therefore conducted to find out the facilities and equipment available for teaching Physical Education in schools and colleges in the State.

To achieve this purpose twenty schools and colleges from a total of ninety-six schools and colleges were used in the study. A questionnaire was then prepared, containing statements relating to qualifications, experience and age of the respondents who were the principals of the post primary institutions. Some items in the questionnaire also asked for information

about the existing facilities and equipment in the selected schools. The researcher personally distributed the questionnaire to the principals of the selected schools and colleges.

The information collected on facilities and equipment was compared statistically with the facilities and equipment required for these schools and colleges on the basis of the students strength. The result thus obtained were statistically analysed and interpreted to achieve the purpose of this study.

## 5.2 Conclusion

In the light of the limitations of the study the following conclusions are drawn from the results presented in the previous chapter.

- (a) Out of a total 30 physical education teachers only (7, = 23.3%) had professional qualifications
- (b) 45% of the respondents had 11 and above years of physical education teaching experience; 30% 5-10 years; 20% 2-5 years; and 5% under 2 years.
- (c) Differences between observed and expected facilities of different sports were all found to be statistically significant at .01 level.

- (d) Differences between expected and observed equipment for different sports were also significant at .01 level.
- (e) An average of 5 hours per week were allocated on the time table for teaching Physical Education whereas 4.5 hours per week were used for evening games.
- (f) 60% of the schools organised their intra murals annually 20% occasionally; 10% terminally and 10% never organised.
- (g) 55% of the schools organised extra-mural competitions for soccer terminally; 30% annually; and 15% never organised. 60% of the schools organised extra-mural athletics annually; 15% terminally; 10% occasionally; and 15% never organised. In Handball, 45% of the schools organised extra-murals annually; 30% terminally; 15% occasionally; and 10% never organised. In Volleyball, 40% organised extra-murals annually; 35% terminally; 15% occasionally and 10% never organised. In Table Tennis 40% organised annually; 30% terminally; 10% occasionally; and 20% never organised.



During the course of the investigation and the interviews conducted with games masters/mistresses, principals, teachers, together with the physical inspection of some games' stores, the following were found to be the problems militating against the development of sports generally:

1. Today, the prices of sports equipment are very exorbitant and good quality materials are hard to come by. Despite the efforts of the Ministry of Education to provide facilities within the limits of the funds available, the sports facilities in relation to the population of each school are grossly inadequate.
2. Qualified Physical Education Teachers are not available in many schools; and where available they are not being adequately utilized.
3. In some schools physical education is not on the time table.
4. In spite of the importance of the subject there is lack of adequate supervision of physical education programmes because of non-availability of qualified teachers.

5. Some principals and masters incharge of time table do not cooperate with Physical Education teachers to allocate adequate time for physical education and games.
6. Only very few students can participate in sports and games at a time because the facilities are grossly inadequate.
7. The interview conducted by the investigator with some principals of the selected schools revealed that some problems hamper the organisation and administration of physical and health education in various schools. It is difficult for sports equipment and materials to be purchased and paid for through treasury vouchers, hence local contractors do not like to make the supply.
8. Non-availability of adequate foreign exchange militates against the importation of sports goods. In some instances the sports materials imported are not only inferior but are tagged with exhorbitant prices which make them to be out of reach of many schools and colleges.
9. Lack of adequate facilities has discouraged the sports growth of some talented boys and girls. On the other hand, some boys spend their leisure

time in roaming about or keeping bad company, when they should be engaged in sports.

### 5.3 Recommendations

On the basis of the findings of this study, the following recommendations are made to improve the quality of teaching Physical Education in schools and colleges in Borno State.

1. Top priority is needed for the supply of adequate equipment, utilizing local materials where applicable, to alleviate the present deplorable situation.
2. The importance of engaging students in sports activities and other desirable pursuits in free time not be over emphasized. In schools today, intra-mural sporting activities for boys and girls are very much an integral part of the total school curriculum. Adequate time should be set aside and various facilities should be provided to enable students participate effectively.

Suggesting ways to curb the causes of the post primary students religious uprising through out Borno State, Waziri (1984) directed that students should be fully engaged and kept busy in schools. He observed that empty hands and minds are devil's working tools.

He emphasized that principals should organize sports activities to keep students' free time occupied.

3. Graduate and National Certificate of Education (NCE) teachers with speciality in physical education, should be employed in sufficient number throughout the state. The training of Physical Education teachers should receive more attention and priority, especially now that the Government is planning to open new Advanced Teachers' Colleges in Borno State.
4. Special incentives should be given, in the form of allowances, vehicle loan and promotion, to teachers who teach games in order to keep their interest on the job.
5. In-service programmes should be arranged for teachers involved in games' organization wherever refresher courses on physical education are organised and professional conferences like that of Nigeria Association of Physical Education and Recreation (N.A.P.H.E.R.) are held, Physical Education teachers should be encouraged to attend to gain first hand knowledge and experience on the job.

6. Graded Physical Education syllabus should be made available in schools to guide the teachers.
7. Special recognition by the Ministry of Education should be given to the principal of the school that excels in sports competitions.
8. Storage facilities are needed for sports and Physical Education equipment - which should be on inventory with proper accountability of their utility.
9. The services of the Vocational Training Centre Comprehensive Secondary School students should be used in the construction of sports fields and pitches in order to reduce the costs.
10. AS a matter of urgent need, the Federal Government should invite foreign investors in a joint partnership to establish factories where sports equipment can be manufactured cheaply. On the other hand, before the factories are established, the Federal Government may tackle the importation of sports equipment which can be centrally distributed to various state governments, just like the science equipment for the New National Policy on Education is being handled.

11. It is very necessary for the Ministry of Education, particularly the school sports division, to pay regular visits to teachers of Physical Education to evaluate their work to determine their problems and suggest solutions.
12. In view of the economic hardship and the cost of providing adequate facilities the investigator is of the opinion that the responsibility of providing adequate facilities should not be left entirely in the hands of government. The masses and the general public should be mobilized through television and radio broadcasts to give voluntary donations. For examples, individuals, groups of people, industrial concerns, taxable adults, students and Parent Teachers Associations may be approached for such donations.
13. The Federal and State Governments may induce or encourage big industrial concerns or business men by giving some tax relief concessions to whoever makes significant contributions to the development of sports. Donations may be given in cash or kind (i.e sports equipment, cement, building materials, vehicles, land, offer of employment to players, sponsoring important competitions, offering of scholarships to players who have brought glory and sports honour to the nation.

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APPENDIX 1SPORTS FACILITIES IN SELECTED POST PRIMARY  
INSTITUTIONS IN BORNO STATE QUESTIONNAIRE

The aim of this project is to carry out a study to find out the quantitative and qualitative status of Physical Education facilities in selected Post Primary Schools in Borno State. To find out whether the available Physical Education facilities are being adequately used to positively influence the organization of intra-mural and extra-mural sporting activities. To provide recommendations for improving both provision and utilization of sports facilities for schools in Borno State.

The questionnaire <sup>is</sup> are divided into six parts, namely: General Information, Personal Data Sports participated in at school, facilities and equipment available, degree of participation, suggestions and comments to improve the standard.

From the list provided below, please give the answers honestly and accurately as required. You may NOT write your name.

General Information

- (a) Name of School/College \_\_\_\_\_
- (b) Number of students in the school: Male \_\_\_\_\_ Female \_\_\_\_\_

Personal Data: Please use a tick (✓)

(a) Sex of respondent:

(i) Male \_\_\_\_\_ (ii) Female \_\_\_\_\_

(b) Age range: Please use a tick (✓)

(i) 20-30 years \_\_\_\_\_ (ii) 31-40 years \_\_\_\_\_

(iii) 41-50 years \_\_\_\_\_ (iv) 51 years and above \_\_\_\_\_

(c) Marital status:

(i) Single \_\_\_\_\_ (ii) Married \_\_\_\_\_

(d) Professional qualification

Which of these qualifications is your highest qualification as of now? Please tick (✓) the appropriate ones and give your subjects specialisation:

(i) University degree \_\_\_\_\_  
Subject specialisation \_\_\_\_\_

(ii) Nigeria Certificate of Education (N.C.E.) \_\_\_\_\_  
Subject specialisation \_\_\_\_\_

(iii) Diploma Certificate (O.N.D.; D.P.E.) \_\_\_\_\_  
Subject specialisation \_\_\_\_\_

(iv) Grade I Teachers' Certificate \_\_\_\_\_  
Subject specialisation \_\_\_\_\_

(v) Grade II Teachers' Certificate \_\_\_\_\_  
Subject specialisation \_\_\_\_\_

(vi) Others (Name them) \_\_\_\_\_  
Subject specialisation \_\_\_\_\_

(e) Teaching Experience: Please tick (✓)

(i) Under two years \_\_\_\_\_

(ii) Two to five years \_\_\_\_\_

(iii) Five to ten years \_\_\_\_\_

(iv) Eleven years and above \_\_\_\_\_

Sports Participated in at school

Which of the sports listed below do students participate in at your school? Please tick (✓).

- |                      |                                                        |
|----------------------|--------------------------------------------------------|
| (a) Soccer _____     | (f) Lawn Tennis _____                                  |
| (b) Athletics _____  | (g) Gymnastics _____                                   |
| (c) Basketball _____ | (h) Table Tennis _____                                 |
| (d) Volleyball _____ | (i) Badminton _____                                    |
| (e) Handball _____   | (j) Swimming _____                                     |
| (k) Boxing _____     | (l) Squash Racket _____                                |
| (m) Judo _____       | (n) Other sports not listed above<br>(Name them) _____ |

Facilities and Equipment Available

Please indicate in terms of quantity the number of facilities/equipment available in your school:

- (a) Soccer
- |                                  |                            |
|----------------------------------|----------------------------|
| (i) Soccer fields _____          | (iii) Goal post nets _____ |
| (ii) Balls (Soccer) _____        | (iv) Pairs of boots _____  |
| (v) Sets of singlets/pants _____ |                            |
- (b) Athletics
- |                                          |             |
|------------------------------------------|-------------|
| (i) (a) 400 meter track (standard) _____ |             |
| (b) Sub-standard track _____             |             |
| (ii) Spikes/jumping shoes _____          | pairs.      |
| (iii) Jumping stands cross bars _____    |             |
| (iv) Javelin: men _____                  | women _____ |
| (v) Discus men _____                     | women _____ |
| (vi) Shot men _____                      | women _____ |

- (vii) Relay Batons \_\_\_\_\_
  - (viii) Stop watches \_\_\_\_\_
  - (ix) Measuring Tapes \_\_\_\_\_
  - (x) Hurdles stands and weights \_\_\_\_\_
  - (xi) Athletics Vests and Pants \_\_\_\_\_
  - (xii) Athletics Coach/es \_\_\_\_\_
- (c) Basketball
- (i) Courts: Concrete \_\_\_\_\_ Laterite \_\_\_\_\_
  - (ii) Balls \_\_\_\_\_
  - (iii) Sets of Singlets, pants/bibs \_\_\_\_\_
- (d) Volleyball
- (i) Courts: Concrete \_\_\_\_\_ Laterite \_\_\_\_\_
  - (ii) Nets \_\_\_\_\_
  - (iii) Balls \_\_\_\_\_
  - (iv) Sets of Singlets and Pants \_\_\_\_\_
  - (v) Pairs of Canvas Shoes \_\_\_\_\_
- (e) Hockey
- (i) Fields \_\_\_\_\_
  - (ii) Sticks Standard \_\_\_\_\_ Local \_\_\_\_\_
  - (iii) Balls \_\_\_\_\_
  - (iv) Pairs of Canvas \_\_\_\_\_
  - (v) Pairs of Socks and Shin pads \_\_\_\_\_
  - (vi) Sets of jerseys and pants \_\_\_\_\_
  - (vii) Hockey Nets \_\_\_\_\_
  - (viii) Pairs of Goal Keepers' Protectors \_\_\_\_\_

(f) Lawn Tennis

- (i) Courts: Concrete \_\_\_\_\_ Laterite \_\_\_\_\_
- (ii) Balls \_\_\_\_\_
- (iii) Rackets \_\_\_\_\_
- (iv) Pairs of Canvas Shoes \_\_\_\_\_
- (v) Sets of white singlets/shorts \_\_\_\_\_
- (vi) Lawn Tennis Nets \_\_\_\_\_

(g) Handball

- (i) Courts: Concrete \_\_\_\_\_ Laterite \_\_\_\_\_
- (ii) Balls \_\_\_\_\_
- (iii) Goal Posts Nets \_\_\_\_\_
- (iv) Pairs of Canvas Shoes \_\_\_\_\_
- (v) Sets of Singlets and Shorts \_\_\_\_\_
- (vi) Pairs of Knee Caps and Anklets \_\_\_\_\_

(h) Table Tennis

- (i) Tables \_\_\_\_\_
- (ii) Nets \_\_\_\_\_
- (iii) Bats \_\_\_\_\_
- (iv) Balls \_\_\_\_\_
- (v) Pairs of Canvas Shoes \_\_\_\_\_
- (vi) Sets of Singlets and Pants \_\_\_\_\_
- (vii) Towels \_\_\_\_\_

(i) Badminton

- (i) Courts: Concrete \_\_\_\_\_ (in-door) \_\_\_\_\_ Laterite \_\_\_\_\_
- (ii) Nets \_\_\_\_\_

- (iii) Rackets \_\_\_\_\_
- (iv) Shuttle cocks \_\_\_\_\_
- (v) Pairs of Canvas Shoes \_\_\_\_\_
- (vi) Singlets and Pants \_\_\_\_\_ sets
- (vii) Towels \_\_\_\_\_
- (j) Gymnasium
- (i) Agility mats and Mattresses \_\_\_\_\_
- (ii) Vaulting Boxes \_\_\_\_\_
- (iii) Horizontal Bars/Ladders \_\_\_\_\_
- (iv) Bean Bags \_\_\_\_\_
- (v) Hoops \_\_\_\_\_
- (vi) Balancing Beams/Benches \_\_\_\_\_
- (vii) Chinning Bars \_\_\_\_\_
- (viii) Trampoline \_\_\_\_\_
- (ix) Skipping Ropes \_\_\_\_\_
- (x) Small Balls \_\_\_\_\_
- (k) Others
- (i) Swimming Pools \_\_\_\_\_
- (ii) Tennis Courts/Rings \_\_\_\_\_
- (iii) How many trained Physical Education Teachers are in the school? \_\_\_\_\_
- (iv) Has the school a van, bus, or lorry for transporting teams for sporting activities?  
 Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, how many \_\_\_\_\_
- (v) Do students have individual Physical Education Dress? Yes \_\_\_\_\_ No \_\_\_\_\_



- (vi) Are there charts, text books and relevant pictures on games and Physical Education in the school to assist staff and students? Yes \_\_\_\_\_ No \_\_\_\_\_
- (vii) In your own opinion, are the available facilities in your school adequate? Yes \_\_\_\_\_ No \_\_\_\_\_ Non-existent \_\_\_\_\_ If not adequate, why? \_\_\_\_\_

Degree of Participation

- (a) How many periods of Physical Education Lesson per week are on the Time Table? (Please indicate the classes)
- (i) One \_\_\_\_\_ (ii) Two \_\_\_\_\_ (iii) Three \_\_\_\_\_
- (iv) Four \_\_\_\_\_ (v) None \_\_\_\_\_
- (b) How many periods of evening games do you have per week?
- (i) One \_\_\_\_\_ (ii) Two \_\_\_\_\_ (iii) Three \_\_\_\_\_
- (iv) Four \_\_\_\_\_ (v) None \_\_\_\_\_
- If none, why? \_\_\_\_\_
- (c) How many time a year do you organise intra-mural sporting activities?
- (i) Terminally \_\_\_\_\_ (ii) Annually \_\_\_\_\_
- (iii) Occasionally \_\_\_\_\_ (iv) None \_\_\_\_\_
- If none, why? \_\_\_\_\_
- (d) State what sports you organise competitions in and the number of times in a year (Please use a tick (✓)).
- (i) Soccer: Terminally \_\_\_\_\_ Annually \_\_\_\_\_
- Occasionally \_\_\_\_\_ None \_\_\_\_\_
- (ii) Athletics Terminally \_\_\_\_\_ Annually \_\_\_\_\_
- Occasionally \_\_\_\_\_ None \_\_\_\_\_

- (iii) Handball Termially \_\_\_\_\_ Annually \_\_\_\_\_  
Occasionally \_\_\_\_\_ None \_\_\_\_\_
- (iv) Volleyball Termially \_\_\_\_\_ Annually \_\_\_\_\_  
Occasionally \_\_\_\_\_ None \_\_\_\_\_
- (v) Table Tennis Termially \_\_\_\_\_ Annually \_\_\_\_\_  
Occasionally \_\_\_\_\_ None \_\_\_\_\_

(e) How would you rate such competitions?

- (i) Very successful \_\_\_\_\_
- (ii) Successful \_\_\_\_\_
- (iii) Poor \_\_\_\_\_
- (iv) Not successful \_\_\_\_\_
- If not successful, why? \_\_\_\_\_
- \_\_\_\_\_

(f) Please tick (✓) the correct column for the number of times your school engages in extra curriculum activities in 1983/84 academic year.

- (i) Soccer: Once \_\_\_\_\_ Twice \_\_\_\_\_ Thrice \_\_\_\_\_  
Not at all \_\_\_\_\_
- (ii) Volleyball Once \_\_\_\_\_ Twice \_\_\_\_\_ Thrice \_\_\_\_\_  
Not at all \_\_\_\_\_
- (iii) Table Tennis Once \_\_\_\_\_ Twice \_\_\_\_\_ Thrice \_\_\_\_\_  
Not at all \_\_\_\_\_
- (iv) Athletics Once \_\_\_\_\_ Twice \_\_\_\_\_ Thrice \_\_\_\_\_  
Not at all \_\_\_\_\_

(g) For the following games, please state the number of matches played, won, drew, lost for the 1983/84 academic year:

- (i) Soccer: 1. Played \_\_\_\_\_ Matches  
2. Won \_\_\_\_\_ "

3. Drew \_\_\_\_\_ Matches

4. Lost \_\_\_\_\_ "

(ii) Volleyball:

1. Played \_\_\_\_\_ "

2. Won \_\_\_\_\_ "

3. Drew \_\_\_\_\_ "

4. Lost \_\_\_\_\_ "

(iii) Table Tennis:

1. Played \_\_\_\_\_ Matches

2. Won \_\_\_\_\_ "

3. Drew \_\_\_\_\_ "

4. Lost \_\_\_\_\_ "

(iv) Athletics

1. Competed with \_\_\_\_\_ other schools.

2. Placed \_\_\_\_\_ position in the competition  
(i.e. 1st, 2nd, 3rd, last).

(h) Have you ever attended any course, training, conference or workshop in Physical Education? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, when? \_\_\_\_\_ Did you gain any practical values from the training/course attended? \_\_\_\_\_

(i) 1. Does your school enjoy the services of Sports Coaches from the State Sports Council? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, in what games? \_\_\_\_\_

2. How would you rate such assistance with reference to the competitions after the Coaching services?

- (i) Very successful \_\_\_\_\_
- (ii) Successful \_\_\_\_\_
- (iii) Poor \_\_\_\_\_
- (iv) Not successful \_\_\_\_\_

If not successful, why? \_\_\_\_\_  
\_\_\_\_\_

What suggestions/comments would you like to give in order to improve the standard of the sports facilities in your school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_