

Facilities/Equipment As Panacea To Physical Education Instructional Programmes To Secondary Schools Education In Benin City, Edo State, Nigeria.

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ABSTRACT

This study examine the facilities/equipment as a panacea to physical education instructional programe in secondary schools in Benin City, Edo State, Nigeria. The study examined how facilities/equipment would be a panacea to physical education instructional programme in secondary school in Benin City, Edo State. The descriptive survey design was adopted for the study and the main research instrument used was a modified closed- ended Likert type questionnaire which was validated. The reliability of the instrument was employed using crombach alpha to determine the internal consistency of the questionnaire and 0.78% was obtained. The Data was analyzed using a combination of frequency count and simple percentages methods to describe and analyzed the data collected. The finding was that, public and approve private secondary schools in Benin City do not possess the requisite facilities/ equipment, therefore the hypothesis which says that public and private secondary schools in Benin City do not possess the requisite facilities/equipment was accepted. Based on the finding it was recommended among others that, communities, parents teacher Association and lover of sports can help to provide physical education facilities and equipment for effective teaching of physical education in both theoretical and practical. Also provision of sports equipment should be enhanced through planned annual target, while also private interested individual should be solicited and encouraged by the government.

Key words: facility/Equipment, physical Education instructional program

INTRODUCTION

The importance of facilities in the teaching of Physical Education cannot be over emphasized, Okoro (1997) stresses that; the facilities in schools available for conduction of the Physical Education programme determine the type of programme that can be offered. To overcome these difficulties requires the most accepted careful planning and skillful teaching procedure.

Well- organized and imaginative use of the space and facilities however limited can lead to realization of the desired objectives. Bucher (1986), stressed that playing fields and playing ground should have good tuf and be clear of rocks, hole and uneven surface. The provision of shower rooms and locker rooms facilities are also essentials for an adequate physical education programme. Many physical education activities in secondary schools take place on out door facilities. The major error in the past, regarding out door facilities was the failure to provide sufficient space unfortunately, this mistake cannot be rectified when the area surrounding the schools is building up. To tackle such errors (Awoma 2005) suggested that,

schools planners are today giving much more consideration to the total area available when new schools are being contemplated. Sufficient out door playing ground is needed to accommodate many classes for both boys and girls.

The question of showering and dressing is pertinent in the secondary schools because activities engaged in at this level requires considerable running, jumping throwing and other vigorous movements. Participation frequently results in perspiration. In the interest of comfort and good health practices, provision should be made for special clothing and showering. All schools should make special provision for places to dress in comfortable uniforms and for showering. Such facilities should be readily accessible to activity areas. The study of Klafs and Ambein (1973) reviewed by Okoro (1997), further went to examine a high school athlete participating in a full season of practice and games had 20% chances of being injured during the season and an 8% chance of incurring a serious injury.

Bucher (1985), suggested that shower rooms to be provided in secondary schools should be the gang types showers for boys and a combination of gang and cubicle type showers for girls.

Equipment: The important of equipment in the teaching of Physical Education cannot be over emphasized. Omo Osagie (1997) opined that, the equipment of schools available for conduction of the Physical Education programme determines to a considerable extent the type of programme that can be offered. It is clear that, different types of activities required different equipment. To plan, administer and execute a programme of Physical Education needs individual's requirement.

Well organized and imaginative use of the spaces and equipment, however limited, can lead to a realization of the desire objectives (Boye, 2010). Naturally the amount of equipment needed should be varied according to the number of students for taking part in the activities e.g one ball can be approved for each four to six students for effective performance, while safety equipment should be made available for those who must wear glasses, safe markers, for sectioning play areas, safe bases for those games and protective equipment such as body protectors, masks and gloves for catchers in soft ball games.

Writing on the equipment of Physical Education in secondary schools, Okoro (1997) quoting Vanier and Gallahue (1993) recommended equipment, apparatus and numbers required to be used for implementation of physical education and sports programme for a school goes as follows:

Equipment/Supplies for Games/Sports Recommendation**Miscellaneous by Vannier as Gallahue (1973)**

Balls- rubber 5.8	30
Bases (indoor and outdoor)	4sets
Bowling sets	3
Archery	
Target 48 buttss	4
Target faces 48	24
Bows (various length and pull	24
Arrows (various lengths	27
Badminton	
Rackets	25
Shuttle cocks	10 dozens
Basketball	
Balls (officials)	12
Deck tennis rings	12
Football	
Balls (junior)	3
Balls (officials)	10
Belts for flag football	24
Volleyball	
Balls	12
Table tennis	
Paddle	24
Balls	6dozens
Hockey	
Sticks (various length and weight	36
Balls	24sets
Goalies pads	2
Tennis	
Rackets (officials)	24
Rackets (shortie)	10
Balls	6dozen
Apparatus and equipment Recommendation	
Indoor and outdoor	No
All purpose portable standards (Badminton, Aerial Tennis, Deck, Tennis, volleyball and all nets games	
	4sets
Archery stands (portable)	4
Butting	2
Basketball goals (portable	2sets
Crossballs	4
Field marker	1
Football goals	1set
Gymnastics apparatus	
Balance beam regular)	1
Balance bean (low)	2
Horizontal bars (multiple sizes)	2
Mats (5&7)	30

Mini tramp	1
Parallel bars (regular)	1
Parallel bars (uneven)	1
Hockey goals (portable)	1set
Hurdles (rocker type)	16
Hurdles (rocker type)	16
Nets (badminton, deck terms, puddle tennis)	8
Nets (tennis)	2

Morakinyo (2000) stated that, with all the listed Physical Education equipment, proper care and inspection of these apparatus and equipment are essential for safety. So proper instruction are necessary for the students, while planned and organized periods need to be worked out so that each group will have an opportunity to use them with a minimum of conflict or hard feelings. Therefore the main purpose of this research is to investigate if facilities/equipment possess the requisite for the instructional physical education programme in public and private secondary schools in Benin City and to determine whether facilities/equipment do not possess the requisite facilities/equipment in public and private secondary schools in Benin City.

Research Question

- i. Do public and private secondary school posses requisite facilities for the instructional Physical Education programme in public and private secondary schools in Benin City?
- ii. Do public and private secondary schools possess the requisite equipment for the instructional Physical Education programme?

HYPOTHESIS

- I. Public and Private secondary school in Benin City do not possess the requisite facilities for the instructional Physical Education programmes
- II. Public and private secondary schools in Benin City do not possess the requisite equipment for the instructional physical education programme.

METHODOLOGY

Population:

The population of this study is one hundred and fifty nine (159) Physical Education teachers in four and twenty nine (429) public and approved private secondary schools in Benin City.

Sample:

A sample size of one hundred (100) Physical Education teachers representing 62.9% were used for the study.

Instrumentation:

The instrument for data collection was a self developed modified Likert type questionnaire named Facilities/Equipment a panacea to physical education instructional programme (F.P.P.E.L.P) which sought information on a panacea to Physical Education instructional programme in secondary schools in Benin City. The scoring mode of the questionnaire required the Physical Education teachers to respond to questions demanding "Yes or No" while other items adopted the scoring mode of the questionnaire is a closed ended questionnaire on a five point modified Likert scale type in positive form score thus: Most important 5 points, very important 4 points, important", 3 points fairly important" 2points and least important", 1 point and the adopted questionnaire was given to experts in the area of study through

supervisor for content validity. Their comments, criticisms and suggestions are incorporated in the final copy of the questionnaire that was approved by the supervisor before administering it to the respondents.

The questionnaire items were drawn from the variable contained in the research hypothesis, one hundred (100) copies of the questionnaire forms were produced and administered to the participant used for the study. The research instrument was administered and collected personally by the researcher. The whole one hundred (100) were retrieved from the respondents making 100% return rate and those returned ones were used for the analysis of the data for the study.

DATA ANALYSIS

The data were analyzed using descriptive statistics of frequency counts and simple percentage for the research questions. The level of responses were based on the norms from 0-49% for disagreement and 50% or above for agreement. This helped to answer the hypotheses about the Physical Education in structural programme in public and private secondary schools in Benin City.

RESULTS

Hypothesis One

Public and private secondary schools in Benin City do not possess the requisite facilities

TABLE 1: Distribution of responses on possession of requisite facilities for instructional Physical Education.

Level of response	Frequency	Percentage
Yes	42	42
No	58	58
Total	100	100

The data in the table above reveal that 42 of the teachers sampled in both public and private schools indicated show that their school possesses the requisite facilities needed for instructional Physical Education programme. This represents 42 percent of those sampled. On the other hand, 58 of the teachers sampled from both schools representing 58 percent were of the opinion that their schools do not possess the requisite facilities for instructional Physical Education programme. Therefore the hypothesis that public and private secondary schools in Benin City do not possess the requisite facilities was therefore accepted.

Hypothesis Two

Public and private secondary schools in Benin City do not possess requisite equipment.

Table : 2: Distribution of responses on possession of requisite equipment.

Level of responses	Frequency	Percentage
Yes	35	35
No	65	65
Total	100	100

From the results presented in table 2 above it could be seen that 35 out of the 100 teachers sampled for the study from both public and private secondary schools stated that their schools possess the basic requisites equipment for instructional Physical Education programme. This represents 35 percent of those used for the study. 65 others representing 65 percent indicated that their schools do not possess the requisite equipments for the instructional

Physical Education programme. It was this concluded that majority of the school do not possess the requisite equipment for instructional Physical Education programme. Therefore the hypothesis that public and private secondary schools in Benin City do not possess the requisite equipment for instructional Physical Education programme was accepted.

DISCUSSION

This study has revealed that a lot need to be done on the provision of facilities/equipment in the teaching of Physical Education instructional programme in Benin City, Edo State, Nigeria. The finding agrees with that of Awosika (1995) who found that the teaching of Physical Education instructional programme is faced with many problems, such as inadequate period of teaching, method of teaching and lack of adequate facilities/equipment and textbooks. As a coronary of the above, it was also discovered that the basic requisite facilities needed for the effective implementation of the programme are inadequate. Most of the schools it was reported do not possess the requisite basic facilities needed for instructional physical education. This problem was form to be peculiar to both public and private secondary schools in the area.

Besides, the required equipment needed for the effective teaching of Physical Education programme are also not sufficient enough. It was also discovered that most of the schools do not have these equipment.

This situation is probably responsible for the inadequate or improper implementation of the instructional Physical Education programmes in the schools in the area. Even with the availability of the required trained personnel, the needed equipment and facilities will have to be provided to ensure success in the implementation of the programme. This problem is also common to both the public and private secondary schools in the area.

CONCLUSION

Based on the findings of the study the following conclusion are hereby made
The standard of Physical Education facilities and equipment in public and private secondary schools in Benin City are inadequate.

RECOMMENDATION

In the light of the findings of this study, the following recommendations for the improvement of the status of physical education in public and private secondary schools in Benin City are hereby made.

Community, parents teachers association and lover of sports can help to provide physical education facilities and equipment for effective teaching of physical education in both theoretical and practical.

School heads with conjunction of old students association of schools can solicit support from various organization who are lover of sports for assistance in provision of facilities/equipment for effective teaching in both theoretical and practical. Provision of sports facilities/equipment should be enhanced through planned annual target, while also private individual should be solicited and encouraged.

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