

Influence of Sports Facilities and Equipment on Sports Participation among Secondary School Students in Ekiti State, Nigeria

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Abstract

The study investigated influence of sports facilities and equipment on sports participation among secondary schools students in Ijero-Ekiti local government area of Ekiti State, Nigeria. The design for the study was descriptive survey type of research. The target population for the study comprised of all public secondary schools students in Ijero Local Government Area of Ekiti State, Nigeria. Simple random sampling technique was used to select fifty (50) students from each of the five (5) selected secondary schools from Ijero Local Government Area of the State. A total of two hundred and fifty (250) students were used as samples for the study, these comprise of one hundred and eighty five (185) male and sixty five (65) female. Four null hypotheses were tested at 0.05 level of significance. The research instrument used for this study was a well-structured closed ended questionnaire designed by the researcher. The instrument was subjected to validity and reliability mechanism. The reliability co-efficient obtained was 0.89. The questionnaires were administered to the students with the help of two (2) trained research assistants and was collected back immediately. The data collected were subjected to Chi-square (X^2) statistical analysis. The findings of the study reveals that sports participation will influence the educational aspiration of secondary school students in Ijero Local Government Area of Ekiti State, Nigeria. Based on the findings, conclusion and the appropriate recommendations were made.

Key Words: sports, facilities, equipment, participation, secondary school students.

Introduction

Many children in secondary schools are actively involved in different sporting events. However, active participation in schools sport has declined in the past few years despite the keen interest shown by student to actively engage in sports (Toriola, Moselakgomo, Shaw, Goon, & Amusa 2011). From a practical stand point, the absence of physical education in public schools further limit children's opportunities to participate in sports and physical activity, in response to the pressing need promote sport and physical activity in African schools as a strategy priority, the master of sports and recreation, Fikile Mbalula launched the South Africans schools sports programme in 2012. This initiative is aimed at inculcating physically active lifestyle among the youth and promoting sustainable sport development in the country.

Research has shown that children's sport participation promotes healthy physical and social development (Toriola, et al, 2011). Ewing & Seefeldt (2002) also suggested that children participation peaks between the ages of 10 and 13 years, and then consistently decline till the ages of 18 when a relatively small percentage of youth remain involved in organised sports. For instance, Gould & Petlichkoff (2013) reported dropout rates for an average of 35% in any given years for children who participate in sports.

Children participate in youth sports for a variety of reasons and have multiple reasons for involvement (Gould & Petlichkoff, 2013). However, if the motives to stop participating are greater than those for continuing participation, then a child will most likely not begin or will discontinue his or her sports involvement (Wann, 2006). Many young athletes at secondary schools stop participating in sports because of the factors such as failure to gain self-esteem and self-confidence, burnout, not getting an opportunity to play, poor organization and management skills at schools, inadequate sport facilities, conflict between sports and school work (Gould & Petlichkoff, 2013).

Coaches who are hostile, aggressive, and abusive can only contribute to young athletes' decision to discontinue participation in sports. Black & Weiss (2000) stated that children also drop out of athletics because of poor coaching. Smith, Smoll & Curtis (2016) suggested that young athletes respond quite favourably to positive behaviours such as verbal reinforcement and instructions. Smith, Smoll & Curtis (2014) reported that coaches who gave technical instruction were rated more positively than those who use general communication and encouragement. Leunes & Nation (2003) noted that many well-indebted coaches want to offer their players a positive experience but, because of their poor interpersonal or coaching skills, they are ineffective as coaches.

An affiliation motive is a major motive that children have for sports participation. These children enjoy sports because of the opportunities it provides with friends and makes new friends. Peer relations are linked to a child's sense of acceptance, self-esteem and motivation (Weinberg & Gould, 2007).

Sports can be a considerable cause of damage to nature and the environment. Damage can occur directly as a result of the pursuit of sports activities or poor sports equipments and operation of the requisite infrastructure (United States Sports Academy, 2017). Recent findings have revealed that what seems prevalent by way of school sports equipments is grossly inadequate and at other times, substandard. Aluko (2010) stated that sports equipments are often times poorly provided in the schools. While the safety of the few available is poorly maintained, the safety of the users is rightly neglected.

Schools, according to the researchers, have been noted as a place where learning and extra-curricular activities take place in most secondary schools, it is observed that extra-curricular activities which are related to sports are not usually taken place. As a result of this, no room for skills development of students on sports participation. Therefore, the researcher is of the opinion that sports facilities and equipment on sports participation in secondary school in Ijero-Ekiti local government is responsible for skill development of students on sports.

However, the researcher observed facilities that most of the schools use for their extra-curricular sporting activities are not properly structured and managed. Hereby resulting in a unidirectional problem, even the equipments that are provided by the school are not of standard, resulting in unsafety.

This study therefore intends to investigate the impact of sports facilities and equipment on sports participation among secondary schools students in Ijero-Ekiti local government area of Ekiti State, Nigeria.

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. Sports facilities will not significantly motivate students to participate in sports activities among students of secondary schools in Ijero-Ekiti local government area of Ekiti State.

2. Sports equipment will not significantly motivate students performance in sports competition among students of secondary schools in Ijero-Ekiti local government area of Ekiti State.
3. Availability of sports facilities will not significantly enhance skills development among students of secondary schools in Ijero-Ekiti local government area of Ekiti State.
4. Sports equipment will not significantly enhance skills development among students of secondary schools in Ijero-Ekiti local government area of Ekiti State.

Literature Review

Concept of sports and sports facilities/Equipment

Sport is an outdoor or indoor game, competition, or activity needing physical effort and skill and usually carried on according to rules. Sports can also be defined as a physical activity governed by rules and played by individuals seeking to outperform opponents. Sports is perceived as organized spontaneous exercises or games or as a competitive or non-competitive process through which an individual obtains physical skills, mental relaxation and bodily fitness. Sports gives people enjoyment, happiness, friendship, satisfaction, health, fitness, popularity, recognition, the feeling of victory and success, but on the other hand, it may be boring, cause sadness, sorrow, disappointment, fatigue, exhaustion, injuries, illness, and in some cases even death.

Ademola (2014) defined sports as any competitive activity that uses physical and intellectual capacity done by an individual or between individuals in order to significantly contribute to their physical, intellectual, social, emotional and financial well being. United Nations Educational, Scientific and Cultural Organization (U.N.E.S.C.O., (2005) defined sports as any physical activity which has the character of play and which involves a struggle with oneself or with others, or a confrontation with natural elements in a sports. Oxford English Dictionary defined sports as competition for a prize discipline effort for self improvement. Larry (2006) stated that sport is self evident until one is asked to define it. Sports therefore, is often the antithesis of recreation and diversion in that it may constitute the main area of stress and tension in a person's life. Sports can be both an amateur or professional enterprise. It can be carried out in a person's leisure time or it can be a means of employment it goes without saying that sports stresses competition through physical exertion, indeed, the outcome of these exertions is recorded, hence giving sports a well tabulated history. Rewards in sports can be in form of prizes, trophies or monetary gain. Larry (2006) opined that sports provides little opportunity for fantasy or make believe and that it constitutes competition, not only between individuals and local terms but also between countries and continents.

Ademola (2015) defined sports as a game or contest involving individuals and group of individual skills or physical powers on which money or reward is at stake and is also done for personal and natural love. He also opined that sport is important to the societies as well as students and to physical educators. It is a medium that permeates every aspect of life. Sports if well structured provide a social environment whereby societal attitudes are shaped into a positive manner through social stimulus situation (Ademola, 2015). It was observed that sports is a veritable tool for enhancing social interaction and integration particular among the youths competing for laurels in various events.

Facilities are very essential in enhancing sporting activities among secondary school students. Owoye & Yara (2011) asserted that facilities constitute a strategic factor in organizational functioning. This is so because they determine to a very large extent the

smooth functioning of any social organization or system including health programme. Its availability, adequacy and relevance influence efficiency and high productivity. The sports facilities are designed to promote physical well-being, foster the spirit of sportsmanship and provide the students with facilities for recreations and sports. A court or playing field is designed for a specific sport such as volleyball, basketball, cricket, football, tennis, badminton and the like. Sports facilities and equipment are laboratories for Physical Education (P.E) where games are performed or played and consequently facilities and equipment are important for achievement of goals of Physical Education and sports (Rintaugu & Nteere, 2011).

Equipment is an imperative importance in the prediction of students' participation in sports. The relevance of adequate supply and maintenance of equipment to the smooth operations of sports is very crucial to the success of school sports (Ojeme, 2013).

Having the right quality and quantity sports facilities and equipments is an integral parts of sports development. To a large extent, this is partly what makes the difference between the sports culture of developed and developing nations. In the developed world, sports facilities and equipment of the appropriate standard are available of promote the athletes performance (Ojeme, 2013). Awoma, Okakah & Arainwu (2015) opined that most developing countries wish to arrive at the level of developed countries over night. While developed countries are putting so much into providing excellent facilities, equipment and conducive environment for athletes, developing countries seems to lag behind in the provision of these amenities and expect their players or athletes to excel in the international arena.

Ekpe (2011) opined that, it is difficult to separate the standard of sports in a particular country from the standard of facilities available for the training of athletes. In Nigeria, it is easy to see that the level of facilities available in the state and in the country cannot cope with the number of athletes in the state and the country in general. Its therefore not surprising that immediately a Nigerian goes abroad their performance improve tremendously.

Adamu (2002) stated that facilities and adequate provision of equipment have been identified as the major problems facing the Nigeria athletes because they performed better with facilities abroad with those at home. Awoma (2005) opined that, provision of adequate facilities and equipment is as important as providing adequate incentive for the athletes. Good sports programme can only functions at full effectiveness when they are supported with sufficient equipment in good conditions. The scarcity sporting facilities and equipment and supplies constitute a big cog in the wheel of successful administration of sports in Edo State and Nigeria at large. It is noted that most our athletes lack exposure to modern sophisticated infrastructures and facilities for training. Adisa (2004) opined that sports men and women generally exhibit high sports achievement and encouragement due to the presence of adequate facilities and equipment. Dankadai (2011) stated that many of our play grounds have disappeared and most schools have no sporting facilities and equipment as was the case before. Over the years, sports grounds were converted into residential purposes and the few ones that still exists especially in educational institutions are not properly maintained.

Students' participation in sports

Students' participation in sports competition can neither be ignored nor-over-emphasized. In recent years, students have been demanding greater involvement and participation sports and in most cases this increased involvement has been satisfactory to both students and sports managers/directors (Orlick, 1991). Sports have grown globally in proportion to the extent that sports activities are deliberately encouraged within nations.

Adolescents develop maturely in strength, co-ordination and co-operation when they participate frequently in sports. Participation in sports and physical activity at all ages increase resistance to such diseases as heart disease, cancer, diabetes, osteoporosis, arthritis,

obesity and mental health disorders. An increased investment in sports means an increase in health quality and a decrease in health care costs. It is expedient to say that sports worldwide is now a cohesive force for building friendship among nations, building bridges of peaceful co-existence and a strong political and economic weapon for development (Vicade, 2015). Chambas (2006) asserted that any institution that treats sports development with levity is doing so at its peril.

Sports have the potential to provide a cutting edge for an enclave for dropouts. Universities and Secondary School should therefore be the vanguard of moulding sportsmen and women who can stand on their own intellectually in all spheres of life through proper sports administration. Consequently the sociologist of sports who works within a Marxist Lenninst ideology perceived sports as a means to an end. Larry (2006) affirmed that the physical qualities of man were in the past, and of this day, one of the fundamental conditions of material production. The starting point is the fact that physical culture and sports are a social process, which in a purposeful and systematic way makes their contribution to turn man into a creative producer of material and spiritual values.

Relevance of availability of sports facilities/Equipment to student sports motivation

Motivation is an internal energy force that determines all aspects of our behavior. It also impacts on how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill potential which can be influenced by sports facilities, management, budgeting etc. Motivation may mean different things to different people depending on the field of application. Velez (2007) thinks of motivation as a push or inspiration given to a person so that he or she can bring out his or her best. It is that type of behavior needed that enables one to achieve anything desired in life, without which a person would give up so easily with the first sign of adversity. Snowman, Mcown & Biehler (2008) stated that motivation is a complex construct easier to define than to understand. Motivation cannot be observed directly but rather deduced from the observable behavior such as gestures, task presentation and goal-directed activities (Bennel, 2004).

Playing sports is a part of healthy and happy life of every human being of today. This state of body can be compensated by playing sports, and the need for that is growing together with the progression and improvement of machines. But, playing sports is not obligatory, so the motivation has the leading role for that. The research has showed that motivation through sports facilities significantly contributes to student's achievement in sports and their sports involvement (Good & Brophy, 2000). Motivation in sports has its own specificity. So, at the very beginning sports equipments has some motivational advantage. One of the special advantages of sports equipments is that it activates both sides of students' cortex. In student sport practice are involved motivational factors that encourage or discourage. Once it is determined the reason, those involved have no difficulty in improving the level of participation in sport activities (Khan, Shah & Khan, 2011). On the other hand, exercise is also mediated by environmental and social factors, but it is believed that psychological factors are preponderant in maintaining this behavior (Legnani et al., 2011). Before exposed is consistent with students to the practice of sports, where is observed a great importance for this population group the motivations of intrinsic character as pleasure, health and evasion factors that are associated with this dimension, because through them development and personal enrichment as well as the inherent rewards to the activity as fun is intended to (Gallegos & Piéron, 2009).

Varela (2011) on sport motivation of students of some affirmed that the main motivation informed by students to conduct the practice of sports activities, were benefit to their health and improve their figure. The increased interest in school sports is welcome, but

the trend data hints that current interventions to promote and motivate students participation in sport are inadequate which is caused by lack and inadequate sports equipments (Cortés, Correa-Díaz, Benjumea-Arias, Valencia-Ariasa & Bran-Piedrahita, 2016). However, Fasan (2004) opined that one of the important phenomena which cut across all human endeavors is sport and that knowledge of sports has contributed immensely to the art and science of discoveries. Odejide (2009) also pointed out that participation in sports if necessary facilities are provided may encourage the development of favourable personality traits that may enhance popularity of an individual in the society. Whether we want to continue in sport or not depends upon the strength of the drive within us. This drive or desire we call motivation.

More so, we all vary in our drive to succeed in sport or life in general; that is we all have different levels of motivation (Adeyeye, Vipene & Asak, 2013). Motivation is a dynamic and multifaceted phenomenon that can be manipulated, to some degree at least, in the pursuit of superior sporting performance. Motivation is the foundation for all athletic effort and accomplishment. Without the desire and determination to improve in sports performances which may come as result of exposure to good sports facilities, all of the others; mental factors, confidence, intensity, focus, and emotions, are meaningless (Adeyeye, Vipene & Asak, 2013). To become the best athlete one can be, one must be motivated through sports facilities to do what it takes to maximize the ability and achieve his or her goals.

Sports competition is a means of bringing people of different culture and creeds together, it serves as avenue where people of different genders, ages and religious background and political afflictions meet without any rancour. It is a social agent where people of different ages and political backgrounds meet as either producers or consumers (players and spectators). Justifying the importance of sports, Gbadamosi (2000) claimed that sports are one of the unifying instruments that unite human beings irrespective of race, gender, class and others. Onifade (2001) noted that sport has become an inexorable part of modern society with its influence being felt in all facets of national life, and has also become a symbol of national unity which governments utilize to legitimize themselves.

Sports has the capacity to develop the physical, intellectual, social and moral dimensions of life for all the continents citizens and it has overtime been a conduit for communication between nations and people and an instrument that brings down barriers and safe guards peace (Momoh, 2017). Momoh (2017) further stated that beyond its physical and health dimensions, sports contribute to comprehensive and harmonious development and fulfillment of the human being. In competition high standard and safety, and improved performance, sports manager should encourage facilities in all parts of the tertiary institution as one of the major priorities in the promotion of sports management; sports manager should ensure that athletes are exposed to the modern and standard facilities and appropriate training and competition kits.

Sports in Nigeria have become important endeavours so much that its management and development has become the responsibilities of the three tiers of government (Federal, State and Local Governments). Private sector involvement is being wooed and encouraged by the Federal Government (Federal Republic of Nigeria, 2009). According to the Federal Republic of Nigeria's Sports Policy (2009), it is the responsibility of the Local Government Councils to manage the grassroots sports, which cover primary and secondary schools and community sports as well as recreation. The Local Government provides facilities, equipment and programmes for the encouragement of sports. It establishes Local Government Sports Committees, Sports Associations, Sports Clubs and coordinates sport activities at the grassroots level.

Relevance of availability of sports facilities / Equipment to student skills development

Jeroh (2005) posited that sportsmen and women must have a conducive environment in which to train and compete; conducive in terms of adequate and well prepared, well kept sports facilities, supplies, good coaching and medical care. Without these essentials, the enthusiasm, dedication and the will to win characteristic of the seasoned athletes will not be there. Adequate provision of facilities will not only ensure happy environment but also minimize hazards to health and safety (Ojeme, 1999). Chukwu (2001) opined that adequate physical infrastructures are necessary for effective sports performance and encouragement. Physical stimuli such as the sports arena or the facilities themselves can influence the sport performance (Chukwu, 2001).

Sport is a general name that is used when one is referring to activities requiring competition between two or more people (Mangan, 2011). It is one of the major components of Human Kinetics (Physical Education) with athletics, gymnastics, dance, swimming, wrestling, cycling and games. Richard (2000) stated that to equip a player with cheap, poor, filthy equipment is no different from selling a gun without telling the buyer how to use it.

Alagbu (2010) emphasized that when one observes very closely the type of training given to our children at secondary school level, one would discover that they pass through school without availing themselves of the most important aspect of the educational process, which is offered through sports. Hence majority of them lack the social, emotional, physical and sports skills, to enable them manage their leisure times. Ominu (2011) stressed the point that there is no gain saying the fact that sports equipment can enhance the socialization of the Nigerian youths through comradeship and group interaction, cooperation, healthy competitions and rivalry, service to others etc. Mgbor & Ogbonna (2010) they said that sporting activities and equipment provide individuals or persons regardless of age, gender, race, cultural background or ability, avenue to acquire sports skills, mental development and social attitudes and orientations needed to attain optimal potentials in life. They went further to say that through adequate sports equipments, students sports skills increases by building harmonious relationships among themselves which translates to permanent friendships.

Adequately administered sports activities and equipment in schools will help schools tackle factors like poor skills acquisition and in the end make the school impact the desired change expected in the learners, including the set goals of such institutions (Aluede, Adeleke, Omoike & Afen-Akpaída, 2008). Each stage of sports equipment embodies unique characteristics relative to an athlete's level of performance of a skill or activity. All of which, are affected by a range of environmental constraints that can include factors such as: level of instruction, quality and frequency of feedback, opportunity to make decisions, type and frequency of practice, exposure to other sports, organismic factors and socio-economic/cultural limitations (Fairbrother, 2010).

Sports skills are acquired in a very progressive sequence. Not every child will acquire every skill equally or at the same rate, but most secondary school students acquire them in the same order (American Academy of Pediatrics, 2017). Once children are a few years old, however, hints of sports skill development start to take shape, and the preparation process for sports readiness begins. To be acquired successfully, sports skills involve a complex interaction between movement, sight, and thought. None of these by themselves are completely helpful without the others (Stricker, 2015).

Methodology

The research design adopted in the study was survey design of the descriptive type.

The area of the study was Ijero-Ekiti local Government Area of Ekiti state which is one of the sixteen (16) Local Government Area of Ekiti State, Nigeria.

The sample size of two hundred and fifty (250) respondents was used for the study.

Simple random sampling technique was used to select fifty (50) students from each of the five (5) selected secondary schools from Ijero Local Government Area of the State. A total of two hundred and fifty (250) students were used as samples for the study, these comprise of one hundred and eighty five (185) male and sixty five (65) female.

The instrument used for this study was a structured questionnaire adapted by the researcher. It was adapted and modified from Ojeme (2000), the questionnaire is made up of two section, A and B. Section A was used to elicit information on the bio-data of the respondents which include; name of school, gender, age, religion and class. Section B was used to elicit information on the research variables. The questionnaire contained thirty five (35) items and it is of Yes or No format.

The instrument was subjected to validity and reliability mechanism. The reliability of the instrument was carried out using split half method of reliability was used. The instrument was administered to twenty (20) respondents from one of the school that will not be selected for the study. After collecting the instrument, it was divided into two (2) half to form X and Y sets of data. The set of data gathered was analyzed using Pearson’s Product Moment Correlation (PPMC). The coefficient obtained was subjected to further analysis using Spearman Brown’s formular and the coefficient obtained was used to determine the reliability of the instrument. The coefficient obtained was 0.89.

The data analysis was done by using descriptive statistical tools of frequency counts, and chi-square (x^2) statistical analysis to test the hypotheses at 0.05 alpha level of significance.

Results and Discussion

Hypothesis 1

Sports facilities will not significantly motivate student to participate in sports activities among students of secondary school in Ijero-Ekiti local government area of Ekiti State.

Table 1: Chi-square analysis on sports facilities and motivation of students to participate in sport activities

S/N	Item	Yes	No	Total	df	x^2 -cal	x^2 -crit	Remark
1.	Do you regularly participate in sports activities in your school?	183	67	250	1	26.34	3.84	S*
2.	Does the sports complex in your school gear your interest to participate in sports?	177	73	250				
3.	Does the availability of sports facilities in your school encourage you to take part in sports?	190	60	250				
4.	Do you use sub-standard sports facilities in your school for sports participation?	160	90	250				
5.	Do you take part in sports because of availability of sports facilities in your school?	157	93	250				

S* = Significant

Table 1 revealed that calculated (x^2) value was 26.34 and the critical (x^2) value was 3.84. Since calculated (x^2) value was higher than critical (x^2) value at 0.05 level of significance and degree of freedom (df) 1, the null hypothesis (Ho) was rejected, therefore the

result was significant. Also, sports facilities will significantly motivate student to participate in sports activities.

Hypothesis 2

Sports equipment will not significantly motivate student performance in sports competition among student of secondary schools in Ijero-Ekiti local government area of Ekiti State.

Table 2: Chi-square analysis of sport equipment and students performance in sports competition

S/N	Item	Yes	No	Total	df	(χ^2) cal	(χ^2) crit	Remark
1.	Do you regularly take part in sporting activities because of availability of jersey?	178	72	250	1	67.52	3.84	S*
2.	Do you make use of foot wear provided by your school each time you take part in sports activities?	167	83	250				
3.	Are you always permitted to use the sporting equipment owned by the school?	159	91	250				
4.	Does your school provide balls to use for each game?	160	90	250				
5.	Does your school go to other school to take part in sporting competition?	210	40	250				

Table 2 revealed that calculated (χ^2) value was 67.52 and the critical (χ^2) value was 3.84. Since calculated (χ^2) value was higher than critical (χ^2) value of 0.05 level of significance and degree of freedom (df) 1, the null hypothesis (H_0) was rejected, therefore the result was significant. Also sports equipment will significantly enhance students' performance in sports competition.

Hypothesis 3

Sports facilities will not significantly enhance skills development among student of secondary school in Ijero-Ekiti local government area of Ekiti State.

Table 3: Chi-square analysis of sports facilities and skills development

S/N	Item	Yes	No	Total	df	χ^2 cal	χ^2 -crit	Result
1.	Do you regularly take part in inter-house sports activities in your school?	89	161	250	1	2.98	3.84	N.S
2.	Are you always permitted to use the sporting facilities owned by the school?	125	125	250				
3.	Does your school have facilities used for each game?	112	138	250				
4.	Does your game master instruct you on the use of sports facilities?	91	159	250				
5.	Do you make use of facilities provided by school each time you	72	178	250				

take part in sport activities?								
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N. S = Significant

Table 3 revealed that calculated (x^2) value was 2.98 and the critical (x^2) value was 3.84. Since calculated (x^2) value was lower than critical (x^2) value at 0.05 level of significance and degree of freedom (df) 1, the hypothesis was not rejected, therefore that result was not significant. So sports facilities will not significantly enhance skills development among student of secondary schools in Ijero Local government area of Ekiti State.

Hypothesis 4

Sports equipment will not significantly enhance skills development among student of secondary school in Ijero-Ekiti local government area of Ekiti state.

Table 4: Chi-square analysis sports equipment and skills development

S/N	Item	Yes	No	Total	df	x^2 cal	x^2 crit	Remark
1.	Are you opportune to engage regularly in personal practice to improve on your skills development in sports?	98	152	250	1	2.65	3.84	N.S
2.	Are you able to improve on your sports skills when you use good sports equipment?	111	138	250				
3.	Does your teacher enlighten you on the essence of sports skills development with sports equipment?	150	100	250				
4.	Is your game master readily available to supervise your personal practice in other to enhance skills development with sports equipment?	102	148	250				
5.	Are you always permitted to use the school sports equipment for your skills development?	76	174	250				

N. S = Significant

Table 4 revealed that calculated (x^2) value was 2.65 and the critical (x^2) value was 3.84. Since calculated (x^2) value was lower than critical (x^2) value at 0.05 level of significance and degree of freedom (df) 1, the hypothesis was not rejected, therefore the result was not significant. Also sports equipment will not significantly enhance skills development.

Discussion of results

The purpose of the study was to assess the perceived influence of sports facilities and equipment on sports participation among students of secondary schools in Ijero-Ekiti local government area of Ekiti State.

The analysis of hypothesis 1, (table 1) implied that sports facilities will significantly motivate students to participate in sports activities among students of secondary schools in Ijero-Ekiti local government area of Ekiti state. Velez, (2007) supported that results of the studies have shown that motivation is a push or inspiration given to a person so that he or she can bring our his or her best. Also Mconwn & Biehler (2008) revealed that motivation is a complex construct (sports facilities) that easier to understand that observable behavior such as gesture, task presentation and goal directed activities. Bennel (2004) has showed that

motivation through sports facilities significantly contributes to students' achievement in sports and their sports improve in sports performance which may come as result of exposure to good sports facilities, all of the others; mental factor, confidence, intensity, focus and emotion are meaningless. The researcher is also of the opinion that to become the best athlete or a good player, one must be motivated through sports facilities to do what it takes to maximize the ability and achieve his or her goals.

The result obtained in hypothesis 2 (table 2) has shown that availability of sports equipment will significantly enhance students performance in sports competition among students of secondary schools. Gbadamosi (2000) supported that sports are one of the unifying instruments that unite human beings irrespective of race, gender, class and others. Onifade (2001) opined that sports has below an inexorable part of modern society with its influence bring felt in all facets of national life, and has become a symbol of national unity which government utilize legitimize themselves. Momoh (2017) stated that beyond its physical and health dimension, sports equipment contribute to comprehensive and harmonious spots performance development and fulfillment of the human being and students in competition. Nigerian sports policy (2009) it is the responsibility of the local government councils to manage the grassroots sports which cover primary and secondary schools and community sports as well as recreation. The local government provides equipment for any programme for the encouragement of sports. The researcher is of the opinion that sports administrators should encourage students in sports participation through production of sports equipment in to all secondary schools as one of the major priorities in the promotion of sports management.

The result obtained in hypothesis 3 (table 3) has shown that availability of sports facilities will not significantly enhance students performance in sports competition among students of secondary schools. Chuckwu, (2001) supported the results of previous studies that adequate physical infrastructure are necessary for effective sports performance and encouragement. Physical stimuli such as the sports arena or the facilities in themselves may not influence the sports performance of students in competition. Ikhioya (2009) availability of standard sports facilities main tenancy of facility repairs, availability of standard sports arena for competition is paramount toward promotion of sports but may not enhance development of sports performance. The researcher is of the opinion that for successful execution of sports programme and enhancing sports performance, there must be availability of qualitative and quantitative facilities.

The result obtained in hypothesis 4 (table 4) implies that availability of sports equipment will not significantly enhance skills development among students of secondary schools. Alagbu (2010) emphasized that training given to our children at secondary school level, one would discover that they pass through without availing themselves of the most important aspect of the educational process which is offered through sports. The researcher is of the opinion that hints of sports skills development start to take shape, and the preparation process for sports readiness.

Conclusions

In accordance with the findings of the study, the following conclusions were drawn. Availability of sport facilities will significantly motivate student to participate in sports activities among student of secondary school in Ijero-Ekiti local government area of Ekiti State.

The findings also revealed that sports equipment will significantly enhance students performance in sports competition among students of secondary school in Ijero-Ekiti local government area of Ekiti state.

The findings also revealed that availability of sports facilities will not significantly enhance students performance in sports competition among students of secondary schools in Ijero-Ekiti local government area of Ekiti State. This could be due to the fact that students are not familiar with using school sports facilities that provide by school in order to enhance better performance.

The findings further revealed that sports equipment will not significantly enhance skills development among students of secondary schools in Ijero-Ekiti local government area of Ekiti State. This could be due to the fact that student are not familiar with using school sports equipment that provide by school in order to enhance skills.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Federal government and ministry of sports should introduce educative programme on sports and made provisions for facilities and equipment for sports activities.
2. The local government councils should take it as their responsibilities to manage the grassroots sports activities and cater for what is needed during sports participation of students.
3. The sports administrators should encourage students in sports participation through production of standard sports facilities and equipment.
4. The coaches should play important roles in monitoring the students before, during and after sports participation in other to enhance better performance.
5. Coaches should not give up on encouraging the sports activities of their students to achieve good performance in sports participation

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