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**APPRAISAL OF PHYSICAL EDUCATION TEACHING  
FACILITIES AND EQUIPMENT IN PRIVATE PRIMARY AND  
SECONDARY SCHOOLS IN LAGOS STATE**

**BY**

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**Background**

Physical education in our schools needs to be given serious attention. This is essential when one thinks about the importance and effectiveness of the subject in relation to the lives of the students, school system, community and the society. According to Adedeji [1994], the subject physical education from time immemorial has been accepted as an integral part of education and aims to develop a whole man. It is widely accepted that the subject contributes to the wholesome development of individuals, and this has led to its inclusion in most curricula at various levels of education [Adegbamigbe, 2002].

Physical education, according to Zamani [2002] is one of the vital aspects of general education. In its teaching and learning process, individuals are viewed as a “whole” – a combination of the physical, intellectual, emotional, social and spiritual aspects of man. Physical education develops the child totally through carefully and appropriately selected physical activities; these activities served as media through which learning takes place.

However, the availability of sports facilities and equipment is a major fundamental consideration in enriching the teaching of physical education in schools. There is no doubt that the provision of these resources constitutes an important factor in arousing interests in teaching and learning process.

Teaching facilities in physical education increase the rate of learning, save the teacher’s time and efforts, increase learner’s interest and facilitates retention of what is learnt; they simplify and give vividness to explanations, therefore rendering the teaching more exact and thorough (Nkpo, 1999; Himikaiye, 2002).

Reported have pointed out that physical education is largely not taught in schools [Nwaboku, 1990, and Okuneye 1997] and one of the major factors accountable for this lack of adequate facilities and equipment [Nwaboku, 1990; Onifade 1992; Okuneye, 2002, Himikaiyc, 2002 and Obaniishe, 2002].

Several calls have been made on various governments to provide adequate funding for provision of optimal teaching and learning facilities and equipment [Odedeyi & Onifade 1999; Aruwa, 2002 Himikaiye, 2002]. Most of the calls have always been directed towards the government,

probably because it is obvious that greater percentage of the public school that are directly under the care of the governments are properly catered for in terms of facilities and equipment. The private schools are often ignored.

It is pertinent that the issues of standards cannot [and should not] be compromise on educational system. Therefore, the minimum standard expected of the government owned schools should also be expected of privately-owned schools.

This study is therefore concerned with the appraisal of the level of physical education teaching facilities and equipment in private primary and secondary schools in Lagos State.

### **Methodology**

Sixty private primary and secondary schools were selected from six Local Government Areas in Lagos State at an average of ten schools per local government area, and 30 schools each for primary and secondary schools.

For the purpose of data collection, a physical education teaching equipment and facilities' appraisal form [PETEFAT] was constructed by the researchers. The form contains the names of the facilities and equipment needed for teaching physical education in the schools. Facilities were delimited to fields, courts and balls for indoor games, while equipment which was categorized based on track and field events, major games and gymnastics are moveable gadgets and materials [ Omidiran and Idou, 1999].

On the columns of the PETEFAT, standard [S] stands for facility or equipment available which is of standard according to the rules and regulation guiding the sport or game in question 'and sufficient for teaching. Sub-standard [SS] means the facility or equipment below standard, but of good quality, sufficient and appropriate for teaching. Improvised [I] means the facility or equipment that is locally made do not conform to rules and regulation of the supports or games, but can be used for the purpose of teaching Not available [NA] connotes that the facilities or equipment is not available at all in the schools.

The instrument [PETEFAT] was served to five colleagues for the purpose of validation and their corrections were considered for the final draft.

The researchers with eight research assistants who were trained on the utilization of PETEFAT for data collection visited the schools to seek information on the facilities and equipment available.

The data collected were coded and statistically analyzed using frequency distribution table, simple percentages and chi-square analysis Inferences were made at 0.05 level of significance.

## Results

**Table 1**

**Percentage and chi square analysis of data on facilities**

Variable		S	Ss	I	Na	X <sup>2</sup> -cal	X <sup>2</sup> -cri	Df	X	Conclusion
Facilities	Fo	0.29	1.14	4.71	53.86					
	%	0.5	1.9	7.9	89.97	134.97	7.82	3	0.05	S
	Fe	15	15	15	15					
	%	25	25	25	25					

The result of analysis presented in Table I shows that of the total 60 schools, 0.29 [0.5%] and 1.14 [1.9%] have standard and substandard physical education teaching facilities respectively while 4.71 [7.9%] were improvised. These facilities and 53.86 [89.8%] have no facilities.

Chi square analysis shows that the calculated value of 134.97 was greater than 7.82 critical value at 0.05 level of significance. This result was significant; meaning that physical education facilities were significantly unavailable in the private schools.

**Table 2**

**Percentage and chi square analyses of data on track and field equipment**

Variable		S	Ss	I	Na	X <sup>2</sup> -cal	X <sup>2</sup> -cri	Df	X	Conclusion
Track and field equipment	Fo	0.280	1.20	2.20	53.80					
	%	4.7	2.0	3.7	89.6	133.90	7.82	3	0.5	S
	Fe	15	15	15	15					
	%	25	25	25	25					

The analysis in Table 2 shows that 2.80 [4.75] and 1.20 [2%] of the total 60 schools have standard and substandard track and field events teaching equipment respectively while 2.20 [3%] improvised these equipment and 53.80 [89.6%] have non.

Further analysis shows that calculated chi square value of 133.90 was greater than 82 critical value at 0.05 level of significant. This result indicated that track and field events' teaching equipment were significantly unavailable in the private schools.

**Table 3****Percentage and chi square analyses of data on major games' equipment**

Variable		S	Ss	I	Na	X <sup>2</sup> -cal	X <sup>2</sup> -cri	df	X	Conclusion
Major games equipment	Fo	3.63	7.88	2.38	46.1					
	%	6.1	13.1	4.0	78.8	87.10	7.82	3	0.5	S
	Fe	15	15	15	15					
	%	25	25	25	25					

The analysis presented in Table 3 shows that. 3.63 [6.1%] and 7.88 [13.1%] of the total 60 private schools have standard and substandard major games' teaching equipment respectively. 2.38 [4%] improvised the equipment, while 46.1 [78.8%] have no equipment for these games.

Chi square analysis shows that the calculated value of 78.10 was greater than 7.82 critical value at 0.05 level of significance. This result indicated that equipment for teaching major games were significantly unavailable in the private schools.

**Table 3****Percentage and chi square analyses of data on gymnastic equipment**

Variable		S	Ss	I	Na	X <sup>2</sup> -cal	X <sup>2</sup> -cri	df	X	Conclusion
Gymnastic equipment	Fo	1.17	2.83	7.83	48.17					
	%	4.7	2.0	3.7	89.6	133.90	7.82	3	0.05	S
	Fe	15	15	15	15					
	%	25	25	25	25					

The analysis in Table 4 shows that 1.17 (4.7%) and 2.83 (2%) of the total 60 schools rd and sub-standard gymnastics teaching equipment respectively, while 7.83 (3.7%) improvised these equipment and 48; 17 (89.6%) have none.

Further analysis shows that the calculated chi square value of 133.90 was greater than 7.82 critical value at 0.05 level of significance. This result indicated that gymnastics teaching equipment were significantly unavailable in the private schools.

## **Conclusion and Recommendations**

Based on the finding of this study, it is concluded that most of the private primary and secondary schools in Lagos State are not committed to giving adequate physical education to the students. This conclusion is reached based on the fact that the s d equipment needed for teaching the subject are not provided in the school.

The researchers therefore recommend as follows.

Professionals in physical education should always be included in panels that screen private schools for government approval. These experts should ensure that all facilities and equipment needed for teaching physical education are not just available in the schools, but meet the requirement for minimum standard.

Government should make a policy that will insist on private schools meeting up with the minimum standards for physical education teaching facilities and equipment before the take off of such schools.

Ministries of Education and Educational Boards should ensure that private schools are visited by their inspectors regularly to ensure that conformity to standards of facilities and equipment for teaching physical education as well as their adequacy.

Further studies should investigate sufficiency of physical education teachers in Nigerian private schools.

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## APPENDIX

Physical Education Teaching Equipment and Facilities Appraisal.

Form (PETEFAP)

KEYS: NAME OF SCHOOL: -----

S = Standard

SS = Substandard

I = Improvised

NA Not Available.

<b>A</b>	<b>FACILITIES</b>	<b>S</b>	<b>SS</b>	<b>I</b>	<b>NA</b>
	Running Track				
	Soccer Field				
	Indoor floor				
	Volleyball Court				
	Handball. Court				
	Tennis Court				
<b>B</b>	<b>EQUIPMENT</b>				
<b>I</b>	<b>TRACK AND FIELD</b>				
	<b>FACILITIES</b>	<b>S</b>	<b>SS</b>	<b>I</b>	<b>NA</b>
	Starting Blocks				
	Shot Put				
	Javelin				
	High Jump/Pole Vault stands				
	Take-off Boards				
	Hurdles stands				
	Relay Battons				
	Discuss				
	Cross bar				
	Landing Foam				
<b>II</b>	<b>GAMES</b>				
	Football				
	Basketball				
	Volleyball				
	Handball				
	Hockey ball & Stick				
	Tennis ball & Racket				
	Table tennis board, ball and bat				
	Badminton racket & Shuffle cork				
<b>III</b>	<b>GYMNASTIC</b>				
	Mats				
	Beam Bags				
	Bar/Beams/Ladders				
	Skittles				
	Ropes				
	Vaulting box				



