

## **Levels of Facility Availability and Suitability for Teaching and Research in the Undergraduate Physical Education Programme of University Of Nigeria Nsukka**

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**Abstract:** *This study determined the facilities benchmark for preparing students on the undergraduate physical education degree programme of the University of Nigeria, Nsukka (UNN). Through a pilot study, Determination of the facilities benchmark was conducted with information elicited from the staff in charge of implementing the programme, and those derived from the relevant aspects of the 1989 National Universities Commission (NUC) Approved Minimum Academic Standard. Graduates of the programme in their various employments in the world of work provided the information required by the facility availability and suitability questionnaire (ASFQ). Findings indicated that facilities for preparing students on the undergraduate physical education programme were available from low-very high quantity (40-80%); facilities that were rated highly available were just averagely suitable. Recommendations made require that the University of Nigeria, Nsukka management procure, and install facilities that are adequate, current and suitable to facilitate teaching, learning, training, research, fitness, and the acquisition of very highly competitive skills in physical education, sports and recreation.*

**Keywords:** *facilities, availability and suitability.*

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### **I. Introduction**

The cardinal objectives guiding the undergraduate Physical Education programme of the University of Nigeria Nsukka (UNN) are:

- i. to provide students the opportunity to acquire the necessary skills and competencies for successful teaching, and organization of Physical Education in the primary, secondary and tertiary institutions;
- ii. prepare students for effective organization and administration of sports in institutions, sports councils, and sports institutes;
- iii. equip students with knowledge and skills of coaching sports;
- iv. produce high level manpower to serve in rehabilitation institutions as physical and occupational therapists; and
- v. equip students with the appropriate skills and competences for individual survival, and contribution to national goals and aspirations through Physical Educations and recreation.

UNN Calendar (2014).

In order to pursue and actualize these objectives, the undergraduate Physical Education at the University of Nigeria, Nsukka rely on relevant inputs for its function and effectiveness. Physical education programme, as a matter of fact involve physical activities, and it solidly rest on facilities that are appropriate and effective.

Ascertaining the quality and quantity of the inputs of the undergraduate Physical Education and other contemporary programmes in Nigeria Universities constitute one of the responsibilities of the National Universities Commission (NUC). This however, does not preclude independent evaluation exercise that informed this particular study.

As prelude to the study, a pilot study was conducted to establish the benchmark facility minimum standard for details and categories of facilities required for teaching researcher and training the students on the undergraduate Physical Education programme of UNN. With the age of the University of Nigeria, Nsukka and the Physical Education that grew out of the Health and Physical Education, and the years of experience (over 40 years) for some of the lecturers, the researcher assumed that the undergraduate physical education programme of the University of Nigeria, Nsukka should have its own standards. With this belief in mind therefore, the researcher conducted a pilot study to obtain the minimum standards for the undergraduate Physical Education programme of the UNN.

The pilot study conducted made use of questionnaire to elicit information from the highly experienced academic staff of the Health and Physical Education Department of the University of Nigeria Nsukka on the standard of the undergraduate Physical Education programme they had helped to develop many years ago. The questionnaire solicited information on facilities required in terms of:

- a. general instructional facilities,
- b. specific field facilities, and
- c. specific facilities and consumables

Two research questions that guided the study are:

1. What facilities are available for preparing students on the undergraduate Physical Education programme of university of Nigeria Nsukka?
2. How suitable are available facilities for preparing students on the undergraduate Physical Education programme of university of Nigeria Nsukka?

## II. Methodology

A 78 item input questionnaire with categories of options on availability and suitability of facility was developed. The questionnaire was validated by seven (7) experts, four from department of Physical and Health Education, Ahmadu Bello University, Zaria, Nigeria, while the other three were from Faculty of Education, UNN. Cronbach alpha was used to determine the reliability coefficient of the Suitability of Facility Questionnaire that was coefficient estimate of .94.

Copies of the Availability and Suitability of Facility Questionnaire (ASFQ) were mailed to the graduates of the undergraduate Physical Education programme through their home addresses obtained from their records in the office of the registrar of the University. Also, with the help of six research assistants, one for each of the six south east states, contacts were made with a 84 of the employed graduates where they were working other than the home addresses. One hundred and thirty nine copies of the questionnaire were administered, 99 were retrieved. Further, 87 copies of the retrieved questionnaire were considered valid for analyses.

The data were analyzed with the help of the computer. Data analyzed involving percentages and means ( $\bar{x}$ ) were used to answer research questions 1 & 2.

The following rules were applied with reference to percentages and the means score. For the percentage scores considered for research question 1:

<b>% Score</b>	<b>Remark</b>
70 and above	Very Highly Available
60-69	Highly Available
50-59	Averagely Available
40-49	Slightly Available
Below 40	Low Availability

The following is applicable to the mean ( $\bar{x}$ ) considered for research question 2.

$\bar{x}$	<b>Remark</b>
3.50-4.00	Highly Suitable
2.50-3.49	Averagely Suitable
1.50-2.49	Slightly Suitable
0-1.49	Not Suitable

## III. Results

The results from the analyses of data were presented as follows:

### Research question 1

What facilities (programme inputs) are available for the preparation of undergraduate students of physical education programme of the University of Nigeria Nsukka?

### Research question 2

How suitable are the facilities (programme inputs) that are available for the preparation of undergraduate students of Physical Education programme of the University of Nigeria, Nsukka?

The data for answering research questions 1 and 2 are presented in Table 1

**Table 1: Percentage and Mean Ratings of Responses of Graduates on Availability and Suitability of Facilities (N = 87)**

S/No	Item	Min. Req.	Availability of facility		Suitability of facility	Remarks
			f	%	$\bar{X}$	
1	Fields and courts	22	71	81.61	3.39	Very Available but averagely Suitable
2	Gymnastic facilities	50	40	45.98	2.63	Slightly Available but Averagely Suitable
3	Athletics (Track & field) facilities	99	66	75.86	3.13	Very Available but Averagely Suitable
4	Table Tennis facilities	32	64	73.56	3.18	Very Available but Averagely Suitable
5	Tennis (excluding balls)	7	71	81.61	3.25	Very Available but Averagely Suitable
6	Badminton facilities	32	68	78.16	3.18	Very Available but Averagely Suitable
7	Handball facilities	10	72	82.76	3.31	Very Available but Averagely Suitable
8	Soccer facilities	6	79	90.80	3.27	Very Available but Averagely Suitable
9	Hockey facilities	30	73	83.91	3.18	Very Available but Averagely Suitable
10	Volley ball facilities	10	75	86.21	3.25	Very Available but Averagely Suitable
11	Basket ball facilities	6	68	78.16	3.32	Very Available but Averagely Suitable
12	Exercise laboratory facilities	20	40	45.98	2.90	Slightly Available but Averagely Suitable
13	Cricket facilities	9	66	75.86	3.31	Very Available but Averagely Suitable
14	Illustration facilities	11	54	62.07	3.14	Averagely Available but Averagely Suitable
15	Classrooms, laboratory and storage rooms	12	57	65.52	2.52	Averagely Available but Averagely Suitable

Min Req. is same as minimum number of facilities required; f is same as frequency;

\* Mean ( $\bar{X}$ ) is ratings of graduates on suitability of facilities.

Data in Table 1 revealed that the percentage responses of graduates of undergraduate Physical Education Programme on availability of facilities ranged from 45.98 – 90.80%. This indicated that the availability of the facilities for the preparation of students on the undergraduate programme of the University of Nigeria, Nsukka ranged from low to very high. The availability of exercise laboratory facilities (45.98) was low, illustration facilities (62.07) average, while those of volley ball facilities (86.21) and soccer facilities (90.80) were high.

The mean ratings of the responses of the graduates of undergraduate Physical Education Programme on suitability of facilities ranged from 2.52 – 3.39. This indicates that the facilities for undergraduate Physical Education Programme of the University of Nigeria, Nsukka were averagely suitable. Therefore, most of the facilities that scored highly on availability are averagely suitable. For example, soccer field, classrooms and storage facilities, tennis, hockey and Basketball facilities are highly available, but averagely suitable. Also, the facilities that are low in availability, such as exercise laboratory and illustration were averagely suitable.

#### IV. Discussion

The facilities for operating the undergraduate Physical Education Programme of the University of Nigeria were available in high to average quantity. For example, facilities for soccer and volley ball were highly available, while in the category of averagely available were classrooms, laboratory, storage rooms and illustration facilities. Other facilities that included gymnastics and exercise laboratory facilities were in the category of low availability. This finding is in consonance with the opinion of the academic staff of the undergraduates Physical Education programme of the University of Nigeria that stated that facilities must be available in sport such as soccer, handball, basketball, and so on, for the development of competence of students in Physical Education activities. This opinion of the academic staff expressed in findings of the pilot study buttressed the position of the researcher. In the view of the researcher, the competence acquired by the graduates of the Physical Education in administration of sport and coaching of sport could have been associated in part with the availability of the facilities in the department, holding constant the efforts of the academic staff. It was found out from the study that facilities in exercise physiology laboratory and gymnastics were low in

availability. This view is not supported by the expert opinion of the academic staff of the department as reported in the pilot study that indicated that facilities must be available in exercise laboratory and gymnastics for acquisition of high level competence in these areas. Therefore, any competence achieved by the graduates in these areas must have relied mainly on the initiatives of the academic staff to make students learn.

Findings on suitability of facilities for operating the undergraduate Physical Education programme of the University of Nigeria indicated that all facilities that were scored highly to slightly available were only averagely suitable. The findings of this study on suitability of facilities agrees with Akinmoyewa (1994), Nwafor (1994) and Ezema (1998) that suggested that appropriateness, functionality and serviceability are hallmarks of suitability of instructional facilities. Akinmoyewa (1994) specifically noted that the rate and quality of learning possible are related to the state or the appropriateness of the learning facilities. The impact or effect that averagely suitable facilities may effect in the learning of Physical Education activities in which emphasis is placed on excellence and high performance may be corresponding to average learning and average performance in skills. Similarly, research activities of the academic staff on the programme have suffer in the circumstance that the staff have had to work with slightly or averagely suitable facilities in the Physical Education laboratory. Therefore, average suitability of facilities could be said to guarantee average competence of graduates except where academic staff exert extra creativity and initiative.

The findings of the study have some implications to the stakeholders in the undergraduate Physical Education programme of the University of Nigeria. It was found out that the facilities for running the undergraduate Physical Education programme of the University of Nigeria were averagely available. These facilities were also averagely suitable. Effective running of any skills intensive programme requires that facilities should be highly available, relevant, and suitable for teaching and learning of the skills. Physical Education is a facility consuming programme and it does not lend itself to managing unsuitable facilities. It also has a limit of tolerance of improvised facilities where they are not available because dexterity in physical activities such as sport and recreation requires precision, recency and compliance with technology. If facilities are not made available and suitable, training in sport up to a competitive level of high level of record of achievement and satisfaction in recreation will be impaired. Many youths who are interested and have taken sport as means of livelihood, and those who will also want to derive satisfaction in recreation may not be able to achieve their objectives.

## **V. Conclusion And Recommendations**

The findings of the study include the following:

1. Facilities for running the undergraduate Physical Education programme of the University of Nigeria were available from low – very high quantity (40 – 80%) in fourteen areas that include: illustration, classrooms, laboratories, fields and courts, tennis, handball, hockey, volley ball and soccer; availability of the following facilities were in low quantity (40 – 49%), they were in exercise laboratory and gymnastics,
2. Facilities that were rated highly available were just averagely suitable. An example of such facilities is field for soccer that was scored highly available, but rated only as averagely suitable; facilities that were averagely available were also indicated as averagely suitable. Examples include: classrooms, laboratories and storage rooms,

Based on the findings and conclusion of the study, the researcher recommends that the stakeholders of the undergraduate Physical Education programme of UNN should lay emphasis on the procurement of facilities that are adequate, current and suitable to facilitate qualitative teaching, learning, training and acquisition of very highly competitive skills in Physical Education, sport, and recreation. The actualization of these recommendations could be supported by administrative and planning policy that makes provision for undergraduate Physical Education programme of UNN one of the institution's priorities.

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