

STAKEHOLDERS PERCEPTIONS ON THE PROVISION AND MAINTENANCE OF
SPORTS AND RECREATIONAL PLANTS IN SECONDARY SCHOOLS IN
KADUNA METROPOLIS

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Abstract

This study assessed the provision and maintenance of school plant in secondary schools in Kaduna metropolis. The study set to find out the provision of sports and recreational facilities in Schools in Kaduna Metropolis and investigate the maintenance of sports and recreational facilities in Secondary Schools in Kaduna Metropolis, two research questions and two null hypotheses were formulated to guide the study. The descriptive design was employed in the study that covers all Secondary Schools in Kaduna Metropolis. Ten Secondary schools were randomly selected, while the respondents include 200 teachers, 10 principals and 20 staff of the Kaduna North Zonal Office of the Ministry of Education. Their responses were gathered using the questionnaire for the perception of stakeholders on the provision and maintenance of school plants (QSPMSP). To give the general description of data, frequency tables and simple percentages were used. The testing of the hypotheses was done using the analysis of variance (ANOVA) test. The results showed that school plants were inadequately provided and where they were provided, they were not maintained. Some of the recommendations are that School administrators and government urgently need to upgrade school plants to meet up with modern demands of secondary school education. Digital facilities should be provided in schools and regular school inspection and good maintenance programmes are recommended to protect the existing school plant.

Keywords: *sports and recreational facilities, Maintenance*

Introduction

Sports and recreation are an essential component of secondary education. It is essential for helping students maintain proper physical and mental well-being. As the popular saying goes all work and no play makes jack a dull boy. Sports 'is also a career path some students can decide to follow after secondary education. Sports activities play an important and crucial role in the development of balance personality of the child. Sporting activities have been known to be an integral component of the educational programmes of the most, if not all nations of the world. In Plato's Republic, physical education was included as an integral component of the educational system. It is therefore the function of the school to socialize the individuals (Fraile-Martinez & García-Montero, 2025). Recreational activities are important for both teachers and students. Alemu (2019) posits that quality sports and recreational programs are needed to increase physical competence, health-related fitness, self-responsibility and enjoyment or relaxation. Undie (2007) also added that recreational activities act as an outlet for releasing tension, and anxiety and facilitates emotional stability and resilience.

Furthermore, Kobola (2020) posit that, sports and recreational activities can be a force in helping students and staff socialize with each other and provides opportunities to learn positive people skills. That is why it is imperative to provide students with facilities for this purpose. Iqbal (2012) stated that the games are designed and planned for both instruction and enjoyment. Children, youth and adults who play, may develop skills that would be beneficial for personal and societal advancement. Many great athletes who have won laurels at international events for Nigeria honed their skills in secondary schools 'sports facilities. Most of the games can be played in the gymnasium or on the school grounds by the available equipment's and facilities. Indoor games for recreation are monopoly, scrabble, billiard, chess, table tennis, draught, badminton, luddo. These games can be played in a big common room and each game has a need of various equipment.

To buttress this point Joseph Etso in an interview with the Guardian (2012) urged all school owners and would be school owners to consider provision of sports facilities as top priority in their structural plans. He said, I believe that if children are exposed to good facilities, they will do better both on the field and in the classroom. He further described secondary schools as laboratories where sports talents are discovered, nurtured and groomed to represent the country. The Federal Ministry of Education (2013) recommends that:

- i. Every school shall have playground and a large room for indoor activities such as Ludo, Draft, Scrabble and Chess for recreational purposes;
- ii. Playground in the school shall be clean and safe to avoid accidents, injuries and bites from reptiles; and
- iii. The facilities must be adequate and properly located within the school i.e adequate space of not less than 2.5m away from fences, buildings, walls, walkways, tree branches and other obstruction among others.

Apostolakis and Jaffry (2005) opines that, the provision of adequate facilities, supplies and equipment are as important as providing adequate incentive for the students and staff, but the maintenance of such adequate facilities, are also essential. According to Bokore and Basha (2022) traditionally, at the secondary school's level, facilities, supplies and equipment management are usually the responsibilities of those persons who are in-charge of physical education and sports programmes. Orunaboka and Nwachukwu (2012) opined that facilities for which they are responsible include outdoor facilities such as playgrounds, pools, skate parks, courts and fields and indoor facilities such as locker and shower rooms, natatorium, racket, sport courts, weight and exercise rooms, arenas, climbing walls, and gymnasiums, their supplies and equipment. Boye (2023) asserted that, Recreational facilities, supplies and equipment management includes not only the effective scheduling, operation, and maintenance of such facilities, supplies and equipment but also, at times, planning new structures to keep pace with the demand for participation in physical education, recreation and sports programmes of the school.

Maintenance is a holistic process of keeping a facility or equipment in prime condition and as close to its original state as possible (Mobley, 2011). For school plants to remain effective for the purposes which they are provided for proper maintenance is required. This involves proper utilization, operation and custodial services performed on school building, equipment, furniture etc. In Kaduna State, public secondary schools are managed by Federal or state governments. There are also a good number of privately owned and managed secondary schools in major cities in the state. Standards in all schools, by whosoever owned, are the exclusive responsibility of the federal government under the Nigerian constitution (Nwankwo, 2022).

The general picture presented by the conditions of school plants in Kaduna State is lack of adequate provision and maintenance. It has been speculated that procedures adopted in providing them have not been made explicit in literature, neither is there active participation of teachers, school heads and community citizens in planning and managing school plants. The general trend seems to be that the educational architect in a state or federal ministry of education produces prototype plans of school buildings, which are used for setting up the same type of buildings on different sites in different localities. Once the building project has been completed, inspected and taken over by the ministry of education, everything about its maintenance is usually forgotten (Ogunode & Musa, 2020). Private schools are allegedly said to have better management practices.

Every year the state government makes announcements on the provision of physical infrastructure such as school buildings and classrooms, yet many stakeholders have decried the insufficiency in quantity and quality of physical infrastructure in many secondary schools in Kaduna metropolis. A survey by Abdullahi (2022) of secondary schools in Kaduna state revealed that 2% have partial roofs, 15% have their walls falling, 65% need doors to be repaired, and 25% have no windows in place. Commenting on why high academic attainment is not in vogue in Nigeria,

Other infrastructural facilities such as water closets, ventilation, security and safety systems etc are also said to be lacking in most cases or insufficient and in poor states where they are available at all. The school facilities are grossly inadequate to match the student's population and the available facilities were poorly maintained. The availability of infrastructural facilities is important in improving teachers 'morale and students 'welfare. Poor maintenance culture is a general characteristic of the Nigerian society. In educational institutions, it is evident in the conditions of school plant in most secondary schools. It is a common sight in Kaduna state to see classrooms with cracked walls, leaking roofs, falling ceiling, broken windows, unpainted walls, broken chairs, smashed tables, cracked floors etc. some even require urgent repairs to forestall their total collapse. It is also a norm for classes not related to sciences to be held in the science lab. In addition, it has been observed that school heads do not make effective use of teaching aids, scientific equipment, I.C.T materials and learning spaces. It is in the light of the above problems that this study seeks to assess the provision and maintenance of school plants in secondary schools in Kaduna Metropolis.

Objectives of the Study

This study is set to achieve the following objectives:

1. Find out the provision of sports and recreational facilities in Schools in Kaduna Metropolis; and
2. Find out the maintenance of sports and recreational facilities in Secondary Schools in Kaduna Metropolis.

Research Questions

The following research questions were generated:

1. What is the perception of stakeholders on the provision of sports and recreational facilities in Secondary Schools in Kaduna Metropolis? And

2. What is the perception of stakeholders on the maintenance of sports and recreational facilities in Secondary Schools in Kaduna Metropolis?

Research Hypotheses

The following hypotheses were formulated to guide the study:

HO₁. There is no significant difference in the perceptions of stakeholders on the provision of sports/recreation facilities in Secondary Schools in Kaduna Metropolis.

HO₂. There is no significant difference in the perceptions of stakeholders on the maintenance of sports/recreation facilities in Secondary Schools in Kaduna Metropolis.

Conceptual Overview

Concepts of sports and Recreation

Recreation is not an easily defined term, because it is a matter of personal interest, therefore it has been given different meaning by different scholar's. According to Clawson and Knetsch (2000) Recreation is basically a renewal or preparation for routine or necessary work or means of escape from it. The main purpose of recreation is to revitalize people so that they may efficiently return to activities which are economically and/or intellectually gainful. The distinguishing characteristic of recreation is not the activity itself but the attitude with which it is undertaken. This approach shows how recreation contrasts with work, which is done mainly for the purpose of existence and subsistence. Butter (1999) defined recreation as any activity which is not consciously performed for the sake of any reward beyond itself, which is usually engaged in during leisure, which powers, and in which he engages because of inner desire and not because of outer compulsion.

The activity becomes recreation for the individual because it elicits for him a pleasurable and satisfies response. Seeley (1999) attempted a summary of this view he defined recreation as any form of experience or activity in which an individual engages from choice because of the personal enjoyment and satisfaction which he receives. These two concepts identified the personal nature of recreation and indicate why recreation activities are as diversified as the interests of man. In Burton (1999) opinion recreation is not activity which man engages in during his free time which does not include work, nor does it include certain personal and social obligations that all people have such as sleeping and washing. After stating what recreation is not he went on to define recreation as participation in any pursuits other than those associated with work and necessary tasks of a personal and social nature which a person undertakes freely for purposes of relaxation, or entertainment or for his own personal or social development.

This approach also identifies the diversified and personal nature of recreation which makes it worthwhile to first define what recreation is not before stating what it is. According to Ratcliffe (2000) recreation in any social accepted sense involves constructive activities for the individual and the community. The concept emphasized the productive aspect of recreation, since it revitalizes people so that they may efficiently return to activities which are not recreational but economically or intellectually gainful to the individuals and the community. Burton (1999) attempted to distinguish recreation and leisure on the basis of functions in his opinion

recreation encompasses the functions of relaxation and entertainment, while leisure is concerned with personal and social development. In this approach the difference between leisure and recreation is not clear cut, because many pursuits can be undertaken for two or more of these purposes at the same time. To most people recreation is activity or in activity of special kinds, while leisure is term of a special kind. Recreation is leisure activity, but not all leisure is devoted to recreation. A leisure activity becomes recreational, the motive is enjoyment and personal satisfaction and the performance of the activity has its own appeal.

The concept of school plant maintenance

Maintenance is a word that occurs frequently especially in discourse that has to do with equipment and infrastructure. Rodger (2012) posits that maintenance refers to the process of conserving a situation or condition of machines and equipment to increase their efficiency and performance. Osibo (2019) writing on facilities management opines that maintenance is concerned with ensuring safe conditions for facility users. The actions include the combination of all technical and corresponding administrative, managerial and supervisory action. This fully puts in perspective the whole gamut of maintenance. Bilal (2024) adds that it involves fixing any sort of mechanical, plumbing or electrical device should it become out of order or broken. It can be extended to stationery such as books, files, pencils, pencils etc. maintenance is essential for keeping equipment, buildings and other infrastructure in good conditions.

Methodology

Research design adopted for the study is a descriptive design with a population of 1427 teachers, 37 principals in and 20 Ministry of education. The sample size is 200 teachers, 10 principals and 20 Ministry of education. The instrument that was used for the collection of data is questionnaire, Questionnaire for the Perception of Stakeholders on the Provision and Maintenance of School Plants in Secondary Schools in Kaduna State (QPSPMSP) to gather primary data on the opinion of stakeholders on various aspects of Sports and recreational provision and maintenance. The instruments were asserted by expert in test and measurement as well as educational administration and planning. To determine the reliability of the instrument, a pilot study was conducted in two schools (GGSS Dogon Bauchi (senior) and GGSS Dogon Bauchi (Junior). The split half method of reliability was also employed in determining the internal consistency of the items in the Likert structure of the questionnaire designed on assessing the perception of stakeholders on the provision and maintenance of school plants. In doing this, the items in the questionnaire were split into two using even and odd numbers.

The Scores were obtained and Cronbach's alpha was employed in analyzing the data collected. It gave a co-efficient alpha of 0.8276. The researcher accepted these values as an indication that the items were internally consistent and the instrument therein reliable. Frequency count and simple percentage was used to analyze the biographical data of the response while mean and standard deviation was used to answer research questions, Analysis of variance (ANOVA) was used to test the two null hypotheses at 0.05 level of Significant.

Research Question One: What is the perception of stakeholders on the provision of Sport and Recreational facilities in secondary schools in Kaduna Metropolis?

Table 1: Opinions of Stakeholders on provision of Sport and Recreational in Secondary Schools in Kaduna metropolis

S/N	Items	A	U	D	X	SD
1	Football pitches are provided in secondary schools in Kaduna metropolis.	58	35	137	2.7	1.2
2	Volley ball courts are provided in secondary schools in Kaduna metropolis.	88	25	116	2.6	1.0
3	Basketball courts are provided in secondary schools in Kaduna metropolis.	88	17	124	2.7	1.4
4	Table Tennis boards are provided in secondary schools in Kaduna metropolis.	111	16	100	2.6	1.3
5	Internet facilities are provided in secondary schools in Kaduna metropolis.	25	43	156	2.6	1.0
6	Lawn Tennis courts are provided in secondary schools in Kaduna metropolis	38	40	146	2.4	0.9
7	Swimming pools are provided in secondary schools in Kaduna metropolis.	21	21	181	2.0	1.0
8	Athletics facilities are provided in secondary schools in Kaduna metropolis.	74	26	123	2.6	1.2

The above table reveals the opinion of stakeholders on the provision of sports/recreational facilities in secondary schools in Kaduna Metropolis. The responses shows that sports/recreational are provided, as details to this response showed that majority of the respondents agree with this item.

Research Question 2: What is the perception of stakeholders on the maintenance of Sport and Recreational facilities in secondary schools in Kaduna Metropolis?

Table 2: Opinions of Stakeholders on maintenance of Sport and Recreational in Secondary Schools in Kaduna metropolis

S/N	Items	A	U	D	X	SD
1	Football pitches are maintained in secondary schools in Kaduna metropolis.	50	35	142	2.4	0.7
2	Volley ball courts are maintained in secondary schools in Kaduna metropolis.	77	29	123	2.6	1.4
3	Basketball courts are maintained in secondary schools in Kaduna metropolis.	84	21	121	2.8	1.4
4	Table Tennis boards are maintained in secondary schools in Kaduna metropolis.	77	27	123	2.5	1.3

5	Internet facilities are maintained in secondary schools in Kaduna metropolis.	42	31	156	2.8	0.9
6	Lawn Tennis courts are maintained in secondary schools in Kaduna metropolis.	22	38	164	2.2	0.8
7	Swimming pools are maintained in secondary schools in Kaduna metropolis.	27	23	170	2.1	1.0
8	Athletics facilities are maintained in secondary schools in Kaduna metropolis.	54	32	137	2.5	1.2

The above table reveals the opinion of stakeholders on the maintenance of sports/recreational facilities in secondary schools in Kaduna Metropolis. This result shows that sports/recreational facilities are not maintained, as details to this response showed that majority of the respondents disagreed with this item.

HO₁: There is no significant difference in the perception of stakeholders on the provision of sports/recreational facilities in secondary schools in Kaduna metropolis.

Table 3: Analysis of variance of no significant difference in the perception of stakeholders on the provision of sports/recreational facilities in secondary schools in Kaduna metropolis.

Variable	Sum of squares	Df	Mean square	F	Prob	Critical value
Between groups	312.350	2	156.75			
				.496	.610	3.44
Within groups	71457.980	227	314.793			
Total	71770.330	229				

The table 3 above shows the calculated f-ratio (.496) at 227 df 2 and level of 0.05. The f-cal value (.496) is less than critical value (3.44) and observed at level of significance P (.610) is greater than 0.05. This means that there is no significant difference in the perception of stakeholders on the provision of welfare facilities in secondary schools in Kaduna metropolis. Therefore, the null hypothesis is retained.

HO₂: There is no significant difference in the perception of stakeholders on the maintenance of sports/recreational facilities in secondary schools in Kaduna metropolis.

Table 2: Analysis of variance of no significant difference in the perception of stakeholders on the maintenance of sports/recreational facilities in secondary schools in Kaduna metropolis

Variable	Sum of squares	df	Mean square	F	Prob	Critical value
Between groups	156.750	2	78.375			
				.248	.305	3.44
Within groups	35728.990	227	17864.49			
Total	35885.74	229				

The table 4 above shows the calculated f-ratio (.248) at 227 df 2 and level of 0.05. The f-cal value (.248) is less than critical value (3.44) and observed at level of significance P (.305) is greater than 0.05. This means that there is no significant difference in the perception of stakeholders on the provision of welfare facilities in secondary schools in Kaduna metropolis. Therefore, the null hypothesis is retained.

Summary of Findings

The following are the major findings of the study:

1. The study shows that sports and recreation facilities are provided in secondary schools in Kaduna metropolis.
2. The study shows that sports and recreation facilities are not maintained in secondary schools in Kaduna metropolis.

Discussion of the Findings

This study was aimed at assessing the perception of stakeholders on the provision and maintenance of school plants in Secondary Schools in Kaduna Metropolis. Its objectives were to assess the following: the provision and maintenance recreational and sports facilities in Schools in Kaduna Metropolis. The hypotheses formulated were tested using one way analysis of variance (ANOVA), however to give general description of the respondents on the issues raised, frequencies and simple percentage were. The following are discussions arising from the major findings of the study. Objective 1 assessed the perceptions of stakeholders on the provision and maintenance of provision of sports and recreational facilities. The results show that there is no significant difference in the opinions of the respondents on this question.

In the hypothesis related to this, the respondents agreed that sports and recreational facilities are provided in secondary schools in Kaduna metropolis. Kang et al. (2024) posits that quality sports and recreational programs are needed to increase physical competence, health-related fitness, self-responsibility and enjoyment or relaxation. Undie also added that recreational activities act as an outlet for releasing tension, and anxiety and facilitates emotional stability and resilience. In furtherance of this Owusu Adjei (2022) posit that, sports and recreational activities can be a force in helping students and staff socialize with each other and provides opportunities to learn positive people skills. That is why it is imperative to provide staff and students with facilities for this purpose. Major stakeholders in the form of Principals, teachers and staff of the ministry of education were all unanimous in their opinion that school plants are provided but not maintained in secondary schools in Kaduna metropolis. This situation has led

to continued lowering of the standard of education, poor academic achievement and even dropping out of school.

Recommendations

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

1. Sports and recreational facilities can be maintained in collaboration with the community where the school is located.
2. Educational administrators should seek new and innovative ways of funding school plant provision and maintenance. They should consider grants and subventions from International and local donor groups.

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