



## THE IMPACT OF FACILITIES AND EQUIPMENT ON THE ACHIEVEMENT OF COACHES IN NIGERIAN UNIVERSITIES

Ali, I. D.

Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria.

Corresponding Author's Email: [alidanlami511@gmail.com](mailto:alidanlami511@gmail.com)

---

### ABSTRACT

This study was to find out the impact of facilities and equipment on the achievement of Coaches in Nigerian Universities. The population of this study consists of coaches, administrators and athletes from the first generation universities. A questionnaire was prepared which were validated by four experts from the Departments of Public Administration and Physical and Health Education of Ahmadu Bello University, Zaria. The sample was drawn from the 52 members of Nigerian Universities Games Association (NUGA). The statistical techniques used for this study was; frequency and percentages to determine the demographic characteristics of respondents while multiple correlation was used to determine the interrelationship between the variables, and Pearson Product Moment Correlation was used to correlate the various variables for the study. The findings of the study revealed; that there was no significant relationship between facilities and equipment on the achievement of coaches in Nigerian Universities. The study recommended that University management should set aside one evening as free lecture day to enable students have opportunity to train and recreate as declared by National Universities Commission, Adequate facilities and equipment should be provided to enhance the performance of coaches and athletes in Nigerian Universities.

---

**Keywords:** Achievement, administrative support, coaches, equipment, facilities, impact.

### INTRODUCTION

Facilities are permanent and non-moveable materials used in sports which may either be real or improvised for either competition or recreational purposes (Ituah, 2002). In many of the universities, there is the need of standard sports facilities. The importance of sports facilities and equipment in sports development has long been recognized. Igbanugo (2006) opined that we cannot demand excellence from our athletes if we have not provided them with adequate facilities and equipment, it is important that proper and adequate facilities be provided to prevent injuries and enhance sports performance (Igbanugo, 2006). Facilities are of great concern to sports administrators when compared with types of educational programmes. Physical education and sports require facilities than most of them (Akintunde, 2001).

According to Abayomi (2002), provision of facilities is one of the essential ingredients in the development of sports in Nigerian Universities. He said facilities and equipment are related, that if facilities are available and well maintained, there is every possibility of having a good programme. The place of facilities in the organization and administration of sports in our universities cannot be brushed aside or totally neglected. It is important to note that provision of facilities is one of the essential ingredients in sports to the successful organization and administration of sports. Akinsanmi (2009) viewed facilities and equipment as parts of the determinants of physical education curriculum in which a standardized curriculum

cannot be formulated without them. Oyeniyi (2002) asserted that facilities and the place of facilities in the organization and administration of sports in the universities cannot be brushed aside or totally neglected. It is important to note that provision of facilities is one of the essential ingredients in sports which is important to the successful organization and administration of sports. Oyeniyi (2002) explained that facilities and equipment is the power house of sports; hence they are indispensable to competitive and recreational sports. Also, Etim (2006) noted that, provision of good and well-equipped facilities are among other factors that are necessary for effective administration of sports in our universities. It is pertinent to note that organized sports programme due to its nature need adequate and standard facilities. This is highly essential because facilities are the cornerstones on which the success of such programmes rest (Adesanya, 2002). By providing these facilities according to Adesanya (2002) students are encouraged to participate in sporting programmes and therefore discourage them from engaging in anti-social behaviour like cultism, hooliganism, unnecessary disruption of academic programmes and others to list a few. He further opined that it is evident that one of the vital roles of universities in promoting sports and fitness programmes is through provision of adequate standard facilities. He stressed further that Nigerian Universities need to perform this role effectively.

Ekpenyong (2006) opined that lack of sporting structures and equipment have contributed to the exodus of our youths to

Europe and the United States where one can train at any time of the day. Udoh (2006) lamented that most sports facilities in Nigerian Universities are far from quality facilities. He contended that except for the Universities of Benin and Lagos, no Nigerian Universities can boast of a tartan track. Most tracks where available are cinder and grass tracks. It was only in the year 2001 that Ahmadu Bello University; Zaria got a tartan track courtesy of NUGA Games she hosted in April. Equally, University of Porthacourt got a tartan track courtesy of the NUGA she hosted in 2004.

In a comparative study of three universities in the United States of American by Cales (2006), facilities were found to be adequate for developmental efforts of the management. The Miami University which had an enrolment of 15,000 students had indoor facilities consisting of two small to medium size swimming pools, two gymnasias with a total of 8 basketball courts, one gymnasium room, two weight rooms, 14 rackets ball courts, two squash courts, one tennis court and one multi-purpose room. The outdoor facilities at Miami University include 41 tennis courts a jogging path and a field provided for softball and twenty football fields.

The Indiana University had enrolment of 23,000 students and the facilities available indoors included a 3 courts gymnasium, a gymnasium of dancing, gymnastics and martial arts, 250 metres swimming pools, a diving pool with platform and two racquet courts. The outdoor facilities consisted of 28 acres site for softball, soccer and 9 lanes 400 metres all-weather tracks (Cales, 2006).

The Purdue University categorized as large had as many as 35,000 students' enrolment. Most of the indoor facilities included twenty-one racquet ball/handball courts, twelve basketball courts two weight rooms, three tennis courts, one table tennis room, and gymnastic area and a running track.

Located outdoors at Purdue University were 4 volleyball courts, 6 football fields, 3 soccer pitches, one Olympic size swimming pool and a diving well (Cales 2006).

In other countries of the world, most stadia are located in university campuses. Except for the universities of Benin, Ife, Zaria and Lagos, Nigerian Universities have structure resembling more of playing grounds than stadia. Oshevire (1996) averred that to aspire to leadership position in world sports, a nation must first and foremost have adequate facilities.

#### METHODOLOGY

Ex-Post Facto research design was used for this study. The population of this study consists of coaches, administrators and athletes from the first generation universities. In order to achieve the purpose of this study, stratified sampling technique was used to draw the sample for this study from the 56 member universities of the Nigerian Universities Games Association (NUGA). The Nigerian Universities Games Association has already stratified these Universities into 8 zones. The instrument for this study was a structured questionnaire that was broken down into six (6) sections. Section A: contains personal information on the respondents. Section B; contains statements on sports facilities and equipment, academic programmes, welfare of coaches, welfare of athletes, funding and admission policy. Section C: contains statements on the achievement of coach/coaches. Data generated was analysed using Pearson Product moment correlation coefficient to correlate the various variables at alpha level used 0.05.

**Ho:** There is no significant relationship between facilities and equipment on the achievement of coaches in Nigerian Universities. To test this hypothesis, the data collected were analysed using the correlation co-efficient.

#### RESULTS AND DISCUSSION

**Table 1: Correlation co-efficient between facilities and equipment on the achievement of coaches in Nigerian Universities.**

Variables	Mean	SD	DF	R	P
Facilities and Equipment	3.2410	0.9092	377	0.1062	0.039
Achievement	3.0417	1.1274			

P < 0.05 NS= not significant

Examination of table 1 above shows the obtained correlation co-efficient between facilities and equipment and achievement of coaches in Nigeria Universities. Further observation of the table shows no significant relationship between facilities and equipment and achievement of coaches in Nigerian Universities. The critical value of  $r(377) = 0.195$  in the table is higher than computed value ( $r = 0.1062$ ) at an alpha level of 0.05. Consequently, the null hypothesis is thus retained.

#### DISCUSSION OF FINDINGS

This study revealed that facilities and equipment have no significant relationship with achievement of coaches in Nigerian Universities. This finding can be explained by the fact that many coaches in Nigerian Universities scout for highly talented athletes for admission into the Universities and consequently represent such University in NUGA. Since NUGA has become

the only yardstick for measuring performance standard of University coaches against the number of athletes the coach can raise in a given period, then coaches and Universities will continue to take advantage of the situation hence neglecting its statutory role of providing facilities and equipment for our youths. Igbanugo (2006) supported this finding that we cannot demand excellence from our athletes if we have not provided them with external prerequisites meaning that standard facilities be provided to prevent injuries and enhance performance. Udoh (2006) concurred that most sports facilities in Nigerian Universities are substandard and inadequate. He reported that except for Universities of Benin and Lagos, no Nigerian Universities can boast of a tartan track. Most tracks where available are either cinder or grass tracks. Ekpeyong (2006) in support of the finding reported that lack of sporting facilities and equipment have contributed to the exodus of our youths to Europe and United States where one can train at any time of the day.

Ogundare (2005) in her comparison of sporting facilities in various Universities reported that facilities are vital instruments of good sports performance. The study tried to compare NUGA records for various events in track and field. From her result, it was discovered that about 53% of the existing records for the men's events were created over a decade ago (over 47% were actually established more than one and half decades ago), while only three of the remaining nine events were established locally within the country (others were established in major competitions abroad) and interestingly those three were recorded at University of Benin (1995) and Lagos (2000) where the track facilities were of good standard.

However, Akinsanmi (2009) reported that the place of facilities in the organization and administration of sports cannot be kept aside or totally neglected. It is important to note that provision of facilities is one essential ingredient in sports and therefore is a sine-qua-non to the successful organization and administration of sports. Abubakar (2001) supporting Bucher (1985) reported that facilities and equipment are related, if facilities are available, adequate, and well maintained, there are every possibility of having a good programme. They further stated that facilities and equipment are fundamental factors and present a sensitive area in physical education and sports programme. This finding also signifies that when athletes are highly motivated and are in their peak performance level, they may not require elaborate facilities to perform. The results of this study in this regard is line with earlier observations of Venkateswarlu (2003) who supported that, motivation of individual athletes, the socioeconomic and political support received from the University authority could also help sustain the zeal of the athletes. Oyeniyi (2002) reported that facilities and equipment is the power house of sport, hence they are indispensable to competitive and recreational sports. While Etim (2006) also agreed that provision of good and well-equipped facilities are among other essential factors that are necessary for effective administration of sports.

## CONCLUSION

Based on the finding, the study revealed that facilities and equipment have no significant relationship with achievement of coaches in Nigerian Universities. However, the role of facilities and equipment in sports performance cannot be overemphasized. It was therefore appropriate to conclude that university authorities should ensure that sufficient funds are injected into provision of adequate facilities and equipment to enhance the performance of coaches and athletes in Nigerian Universities.

## RECOMMENDATIONS

1. Adequate facilities and equipment should be provided to enhance the performance of coaches and athletes in Nigerian Universities.
2. There should be periodic upgrade of equipment and facilities in our universities to meet the minimum standard for effective sporting programmes.

## REFERENCES

- Abubakar, A.(2001). Facility Planning and Management. An Overview. Manual of Academy of Sports Administrators. Vol.1.(1).
- Abayomi, B.O. (2002) "Provision and Management of Sports Facilities. Implications to University Sports Administration in Nigeria" NUGA Forum 2002. University of Ibadan.
- Adesanya,O.A.(2002) "Effective Sports Facility Management as a Function of Higher Institution in Nigeria. Seminar Paper at NUGA Forum 90' Calabar
- Akinsanmi, T (2009). Developing Facilities and Equipment for Physical Education in Primary Schools Lagos. Journal of Physical, Health , Education and RecreationVol.2
- Akintunde, P.G.(2001) Administration and Organisation of Physical and Health Education, Sports and Recreation. Vol.1 Yew Books. Ibadan
- Cales, E (2006). Comparism of Some Factor Contributing To Professional Development at Four Very Different Universities. "National Inter-mural Recreation Sports Association Conference.
- Ekpeyong, T.E. (2006)."The Failure of Universities in Effective Organisation and Performance in ompetitive Sports." In C.O Udoh, J. A Ajala, A.S. Sohi, (Eds.) Organasition of Sports in Nigerian Universities: *Proceedings of Guinness NUGA 86 Sports Clinic.*
- Etim, P.P.(2006). The Administration of Athletics in Institution of Learning. In C.O Udoh, J. A Ajala, A.S. Sohi, (Eds.)

- Organisation of Sports in Nigerian Universities: NUGA 86 Proceedings. Ibadan: Clavenanum Press.
- Igbanugo, V.C.(2006). "Effective Organisation of Sports Relationship to Performance". In C.O. Udoh, J.A. Ajala, A.S. Sohi (Eds). Organisation of Sports in Nigerian Universities: Proceedings of Guinness NUGA 86 Sports Clinic.
- Ituah, M.C. (2002). Provision of Improvisation of Sports Equipment and Facilities During a Distressed Economy. Journal of Nigeria Academy of Sports Administration. 1 (2)
- Ogundare, O.A.(2005). Sports Participation Patterns among University of Ibadan Students, JONIS.
- Oshevire, Abel. (1996). Decades of Nigerian Sports. Lagos.
- Oyeniya, P.O.(2002). Administrative Indices as Correlates of Sports Participation by the Disabled in South Western Nigeria. Doctoral Thesis, University of Ibadan
- Udoh, C.O. (2006) "Sports Facilities Development, Maintenance, Quality and Adequacy In Nigerian Universities". In C.O. Udoh, J.A. Ajala, A.S. Sohi (Ed.) organization of sports in Nigerian Universities". Proceedings of Guinness NUGA 8 Sports Clinic.
- Venkateswarlu, K. (2003). Sports and Leadership. Lecture Series for PhD Students. Department of Physical and Health Education, Ahmadu Bello University, Zaria.