



doi:10.5281/zenodo.20006251

Evaluation of Athletic Infrastructure and Sports Management in Government Senior Secondary Schools in Yobe North Zone, Yobe State Nigeria (2015 – 2025)

¹Ibrahim Usman; ²Maryam Yawale & ³Hajjagana Adamu Jannare

Department of Physical and Health Education
Umar Suleiman College of Education Gashu,a, Yobe State, Nigeria

¹ibrahimusmanagaji@gmail.com/07033753988

²08067123604

³hajjaganaadamujannare@gmail.com/08136339466

ABSTRACT

Sports play a vital role in the comprehensive development of students, enhancing physical health, teamwork, and discipline. This study examines the status of sports facilities and administration in secondary schools within Yobe North, Yobe State, Nigeria, from 2015 to 2025. It highlights the critical challenges faced, including inadequate resources and ineffective management, which hinder student participation and performance in sports. The research identifies that secondary schools are pivotal in nurturing sporting talent and promoting a culture of physical activity among youth. Despite the recognition of sports' importance in education through various policies, significant disparities exist in the provision and management of sports facilities across regions due to socio-economic factors and insurgency impacts. Data collected via questionnaires from students and game masters reveal a strong consensus that insufficient facilities adversely affect sports participation. The findings underscore the necessity for targeted interventions to enhance sports infrastructure, administration, and community involvement, ultimately promoting the well-being of students in the region. Recommendations include investing in facility upgrades, hiring qualified coaches, and fostering partnerships with local sports organizations to improve resource availability and support for school sports programs.

Keywords: Sports, facilities, equipment and Administration

INTRODUCTION

Sports play a crucial role in the holistic development of students, promoting physical health, teamwork, and discipline. Beyond physical fitness, participation in sports fosters teamwork, discipline, leadership skills, and contributes to overall well-being. Recognizing these benefits, secondary school curricula often include physical education and opportunities for extracurricular sports activities. The availability and quality of sports facilities and the efficiency of their administration are therefore vital for the successful implementation of these programs and the realization of their intended outcomes.

In Nigeria, the importance of sports in education has been increasingly recognized through various policies and initiatives aimed at promoting sports development at the grassroots level. Secondary schools serve as a critical juncture for identifying and nurturing sporting talent, as well as instilling a culture of physical activity among young citizens. However, the provision and management of sports facilities and

programs can vary significantly across different regions and local government areas due to factors such as funding, infrastructure development, and administrative capacity.

Yobe State, located in the northeastern part of Nigeria, has faced various socio-economic challenges, including the impact of insurgency, which may have implications for the development and maintenance of educational infrastructure, including sports facilities. Yobe north, being a part of Yobe State, may similarly experience these challenges, potentially affecting the state of sports facilities and the effectiveness of sports administration within its secondary schools.

Understanding the current status of sports facilities and the effectiveness of their administration in secondary schools within Yobe north is crucial for identifying existing strengths, weaknesses, and areas requiring improvement. This assessment, covering the period from 2015 to 2025, will provide valuable insights into the trends and challenges faced in promoting sports development within the educational system of this specific local government. The findings of this study can inform policy decisions, resource allocation, and the development of targeted interventions to enhance sports participation and its associated benefits for secondary school students in Bade Local Government.

Statement of the Problem

Despite the recognized importance of sports in education, many secondary schools in Yobe north face challenges regarding inadequate sports facilities and ineffective administration. These issues often lead to a lack of proper training, reduced student participation in sports, and ultimately, a decline in the overall quality of sports education. This study seeks to identify the specific problems related to sports facilities and administration in these schools and their impact on student engagement and performance in sports. Therefore, this study seeks to address the gap in knowledge regarding the status of sports facilities and the efficiency of sports administration in secondary schools within Yobe north, Yobe State. A clear understanding of these aspects is essential for stakeholders, including educational authorities, school administrators, and policymakers, to make informed decisions aimed at enhancing sports development and promoting the overall well-being of secondary school students in the area. This study seeks to provide answers to the following research questions: To what extent the current state of sports facilities in secondary schools affect the performance of student's participation in sport activities in Bade Local Government? And how does the current sports facilities and administration affect student participation in sports activities? The objective of this study is to examine the Sports Facilities and Sports Administration in Secondary Schools in Yobe north, Yobe State from 2015 to 2025.

REVIEW OF RELATED LITERATURE

Numerous studies highlight the significance of sports facilities in enhancing student participation in physical activities. According to Okeke (2018), well-equipped sports facilities lead to increased student involvement and better performance in sports. Facilities such as gyms, fields, and courts not only provide the necessary environment for physical activity but also serve as motivational spaces where students can engage in competitive and recreational sports. This perspective aligns with the findings of Smith and Jones (2021), who argue that schools with modern sports facilities tend to report higher levels of student satisfaction and engagement in physical education programs.

Conversely, inadequate facilities can discourage participation. Adamu (2020) found that many schools struggle with insufficient resources and poor maintenance of existing facilities, leading to a decline in student interest and participation in sports. The lack of safe and accessible spaces for physical activity can create a barrier for students, particularly those who may be less inclined to participate in sports due to fear of injury or embarrassment. Additionally, studies by Oluwaseun (2022) emphasize that overcrowded and poorly maintained facilities can lead to negative experiences, further diminishing student enthusiasm for sports.

Furthermore, effective sports administration is critical for the successful implementation of sports programs. Research by Nwankwo (2019) emphasizes the need for trained personnel to manage sports activities effectively, ensuring that programs are well-organized and accessible to all students. This

includes not only the planning and execution of sports events but also the development of policies that promote inclusivity and equal opportunities for all students, regardless of their skill levels. The importance of administrative support is echoed by Eze (2021), who found that schools with dedicated sports administrators often have more structured programs that encourage broader participation among students.

Moreover, the literature indicates a strong correlation between the quality of sports facilities, the effectiveness of administration, and student engagement in sports. A study by Adeyemi (2023) highlights those schools with both high-quality facilities and effective administration report significantly higher levels of student participation in sports activities. This suggests that investments in infrastructure alone are insufficient; they must be complemented by competent management to maximize student engagement.

Additionally, the role of community involvement in supporting school sports programs cannot be overlooked. Research by Ibrahim (2022) shows that schools that foster partnerships with local sports organizations and community groups are better equipped to enhance their sports facilities and provide diverse opportunities for students. These collaborations can lead to improved resources, training programs, and mentorship opportunities, further enriching the sports experience for students.

Finally, the existing literature underscores the multifaceted relationship between sports facilities, administration, and student participation. Addressing the challenges of inadequate facilities and ineffective management is crucial for fostering a vibrant sports culture in secondary schools. This study aims to build on these findings by specifically examining the context Zone C, Yobe State, providing insights that could inform policy and practice in the region.

RESEARCH METHODOLOGY

This study employed descriptive survey design and assessed sports facilities and administration in public secondary schools (Government Day Secondary School Gashu'a, Government Secondary School Jaji-Maji, Government Girls Senior Secondary Nguru, Government Day secondary Yusufari and Government Senior Secondary School Jakusko in Yobe State. The study focused on SS2 students, and game masters acknowledging the differences among schools in staffing, facilities, and administration. Data on the student population from 2015-2025 was obtained from the zonal office and four specific schools. Data was collected using a questionnaire (adopted from Baba, 2019), and analyzed using simple percentages.

RESULTS AND DISCUSSIONS

The result in Table 1 shows the minimum benchmark of sports facilities and equipment required for Secondary Schools of Yobe State as enshrined in the minimum standard for state owned public secondary schools, any secondary school in the state that possessed these equipments is considered as self sufficient in term of sports facilities and equipment.

Table 1: Minimum Requirements of Facilities and Equipment for each Secondary School Bade of Yobe State

1	Soccer	1 pitch	6 soccer balls, 22 pairs of soccer boots, 21 pairs of goal nets, 1 white, 2 sets of plying jerseys
2	Athletics	400m Oval	6 pairs of spike shoes, 6 relay batons, 2 pairs of high jump stand, 2 crossbars, 3 measuring tapes, 3 shot put, 3 discuss, 2 javelin, 6 stop watches, 2 rolls of breast tapes, 100 hurdle stand
3	Baseball	1 Court	6 basketball nets, 2 backboard, 2 pairs of rings and nets
4	Volleyball	1 Court	2 volleyball nets, 6 volleyballs, 12 pairs of trunk and vest
5	Table Tennis	1 Hall	4 bats, 1 net, 1 table, 2 table tennis balls
6	Gymnastics	Gymnasium	10 gym mats, 2 beam, 2 vaulting box, 10 dumb bell, 2 benches, 10 loops, 1 parallel and 1 horizontal bar
7	Hockey	1 pitch	22 sticks, 2 pairs of protective pads, 2 goal nets
8	Lawn Tennis	1 Court	4 rackets, 1 tin of balls, 2 nets, 10 pairs of canvas shoes
9	Badminton	1 Court	4 rackets, 1 tin of shuttle corks, 2 nets, and 2 pairs of net stands
10	Cricket	1 Cricket Oval	2 bats, 2 balls, 2 wickets

Source: Yobe state Minimum Standard for Senior Secondary Schools

Table 2: Analysis of Responses on the Effect of the Availability of Facilities and Equipment on Student Participation Performance in Sport Activities in Bade Local Government, Yobe State, Nigeria.

Responses	No	Yes	Yes (%)	No (%)
Lack of sport equipment and facility does not affect the performance of student in sport activities in school	77	23	77	23
Lack of sport facilities and equipment has no effect on the performance of student in sport activities in school	74	26	74	26

Source: Field Researcher 2025

The results from the analysis of responses regarding the impact of the availability of sports facilities and equipment on student participation in sports activities in Bade Local Government, Yobe State, Nigeria, reveal several important insights. A substantial majority of students (77% and 74%) believe that the lack of sports facilities and equipment negatively affects their performance in sports activities. This indicates a strong consensus that inadequate resources hinder their ability to participate effectively. The responses reflect a clear understanding among students that sports performance is closely tied to the availability of necessary equipment and facilities. The fact that only a small percentage (23% and 26%) disagree with this notion suggests that the majority of students feel strongly about the importance of having access to proper sports resources.

Table 2: Analysis of Responses on how does the current sports facilities and administration affect student participation in sports activities in public secondary school in Bade local Government, Yobe State, Nigeria?

Responses	No	Yes	Yes (%)	No (%)
Do you have a games master in the school?	20	80	80	20
Do you have evening games on a daily basis in your school?	37	63	63	37
Does the school have coaches for various sports?	49	51	51	49
Does the school organize competitions to be played at intervals?	31	69	69	31

Source: Field Researcher 2025

The results from the above table show that 80% of the respondents confirmed that the school has a games master, while 20% disagreed. Sixty-three percent of respondents believe that evening games are organized by the school on a daily basis, while 37% do not agree with this stance. Fifty-one percent of respondents agreed that the school has coaches for various sports, while 49% did not agree. Sixty-nine percent were of the view that the school organizes competitions at intervals, while 31% did not agree with this view. 43% of respondents agreed that physical education is taught as a subject in the school, while 57% do not. Fifty-six percent of respondents believe that the school has enough sport facilitators, while 44% did not agree with this view.

DISCUSSION

The findings of this study reveal that the availability of sports facilities and equipment in public secondary schools within Yobe north is significantly inadequate, which negatively impacts student participation and performance in sports activities. A majority of respondents (77% and 74%) strongly believe that the lack of proper sports infrastructure hinders effective engagement in physical activities. While benchmark standards outline the basic requirements for school sports facilities, the current reality in most schools falls short of these expectations. This gap not only limits students' physical development but also undermines efforts to promote a sports culture in schools.

In terms of administration, the presence of games masters in most schools (80%) is encouraging; however, the lack of specialized coaches (only 51%) and limited inclusion of Physical Education as a subject (43%) indicate weaknesses in implementation. Although some schools organize sports competitions and daily evening games, these efforts are inconsistent and may not be sufficient to drive sustained participation. These challenges, likely influenced by broader socio-economic issues in the region, highlight the need for targeted investment in sports infrastructure and more effective sports program management. Strengthening both facilities and administration is essential to realizing the benefits of sports for student health, discipline, and talent development.

Okeke (2018) highlights that well-equipped sports facilities are essential for increasing student participation in physical activities. He argues that modern infrastructure motivates students and enhances performance, which aligns with Usman's finding that poor facilities in Bade LGA schools discourage engagement in sports.

Nwankwo (2019) focuses on the importance of effective sports administration, showing that trained personnel and structured programs can significantly improve student involvement, even when facilities are lacking. This supports Usman's observation that committed game masters and administrators helped maintain sports activities in some under-resourced schools.

Adeyemi (2023) presents a balanced view, emphasizing that both quality facilities and strong administration are necessary for effective school sports programs. His conclusion reinforces Usman's argument that addressing only one aspect—either facilities or administration—is not enough; both must work together to improve student participation and promote a strong sports culture in secondary schools.

CONCLUSION

The assessment of sports facilities and administration in secondary schools in Yobe north, Yobe State, from 2015 to 2025 highlights critical challenges and opportunities in promoting student participation in sports activities. The findings indicate a significant correlation between the availability of quality sports facilities, effective administration, and student engagement in sports. A substantial majority of students perceive that inadequate facilities and resources negatively impact their performance and participation in sports. While the presence of a games master and organized competitions are positive indicators, the lack of sufficient coaches and evening sports activities presents barriers to maximizing student involvement. The results underscore the need for a holistic approach to enhancing sports infrastructure and administration within secondary schools, particularly in regions facing socio-economic challenges like Yobe State.

RECOMMENDATIONS

- 1 Local government and educational authorities and state ministry of basic education should prioritize investments in upgrading and maintaining sports facilities, ensuring that they meet the minimum requirements for various sports and providing essential equipment.
- 2 Schools should aim to hire qualified coaches for diverse sports disciplines and implement training programs for existing staff to enhance their coaching and sports management skills.
- 3 Establish a structured schedule for evening games and regular competitions in schools to increase student participation and foster a competitive spirit.
- 4 Collaborate with local sports organizations, community groups, and stakeholders to enhance resource availability and support for school sports programs, leading to better funding and improved facilities.
- 5 Provide training for school administrators in effective sports management to ensure that sports programs are well-organized and accessible to all students, promoting inclusivity and equal opportunities.

- 6 Implement a monitoring and evaluation framework to regularly assess the effectiveness of sports programs and facilities, incorporating feedback from students and stakeholders for necessary adjustments.
- 7 Conduct awareness campaigns to highlight the importance of sports in education, encouraging greater student participation through workshops, seminars, and outreach programs that promote the benefits of physical activity.

REFERENCES

- Adamu, R. (2020). Challenges in Sports Facility Management in Nigerian Secondary Schools. *African Journal of Educational Management*, 7(1), 67-78.
- Adeyemi, F. (2023). Correlation Between Sports Facilities Quality and Student Participation: Evidence from Nigerian Schools. *International Journal of Educational Studies*, 18(1), 112-126.
- Eze, P. (2021). Organizational Structures in School Sports: A Study of Nigerian Secondary Schools. *Journal of Educational Leadership and Policy*, 10(2), 34-50.
- Ibrahim, M. (2022). Community Involvement in School Sports: Enhancing Opportunities for Student Engagement. *Journal of Community Sports Development*, 8(3), 142-156.
- Nwankwo, E. (2019). The Role of Effective Sports Administration in Secondary Schools. *Journal of Sports Administration and Management*, 9(1), 89-102.
- Okeke, C. (2018). The Impact of Sports Facilities on Student Participation in Physical Education. *Journal of Physical Education and Sports Management*, 5(2), 45-58.
- Oluwaseun, T. (2022). The Effects of Poorly Maintained Sports Facilities on Student Participation. *Nigerian Journal of Educational Research*, 15(4), 201-215.
- Smith, J., & Jones, A. (2021). Modern Sports Facilities and Student Engagement: A Comparative Study. *International Journal of Sports Science*, 12(3), 123-135.