

INFLUENCE OF RESOURCES UTILIZATION OF PHYSICAL EDUCATION FACILITIES ON THE ACHIEVEMENT OF JUNIOR SECONDARY SCHOOL STUDENTS IN BASIC EDUCATION PROGRAMME IN NORTH-WEST ZONE, NIGERIA

¹John SUNDAY, ²E. J Chom, ³M.U Sani, ⁴Mubarak Umar & ⁵Adamu Godwin

^{1&5}Kaduna state College of Education Gidan Waya

^{2,3&4}Department of Human Kinetics Ahmadu Bello University Zaria.

mubfta@gmail.com

07066660066

Abstract

The study assessed the influence of resources utilization on the teaching of physical education on the achievement of junior secondary school students in the basic education programme in North-west zone, Nigeria. To achieve this purpose, five (5) research questions and five (5) hypotheses were raised for this study. A survey descriptive research design was used. The population was six thousand four hundred and fifty-six (6,456). A total of three hundred and sixty-five (365) samples were used for the study. The instrument for data collection was a researcher's self-developed questionnaire titled 'Resources Utilization of Physical Education Facilities on Achievement Questionnaire (RUPEFAQ)'. Pilot study was conducted to test the reliability of the instrument and Cronbach's Alpha was used to compute the reliability index of the instrument where 0.87 was obtained. Descriptive statistics of frequencies and percentages were used for the analysis of the demographic characteristics of the respondents, mean (\bar{x}) and standard deviation (SD) were used to answer the research question, while Chi-Square was used to test the hypothesis at 0.05 level of significance. The findings indicated that the utilisation of facilities significantly affects the effective use of physical education instructional materials, thereby influencing the academic achievement of junior secondary school students in the basic education programme within Nigeria's North -west zone, with chi-square value of facilities ($\chi^2 = 169.19$). It was concluded that the effective utilisation of facilities significantly enhances the academic performance of junior secondary school students in the basic education programme in Nigeria's north-west zone. Based on the findings, it was recommended that school administrators should prioritise the investment in physical education facilities to foster optimal learning environment that promotes and enhance students' practical learning experiences, skill acquisition, and overall educational outcomes.

Keywords: Resource utilization, Physical Education Facilities, Basic Education Programme.

Introduction

Teaching is seen as the activity of educating or instructing learners on specific skills and knowledge in a particular discipline (Hargreaves, 2014). According to Trivia (2015), teaching is the art as well as the science of instruction and pedagogy activity. There is a need to provide the background for such pedagogy activity in teaching (with availability of adequate teaching resources). With reference to this study, teaching means the act of giving guidance to learners to help them acquire knowledge and skills in physical education and sports. Effective teaching is the instructional technique, which make the teaching appealing to the learners, thereby enhancing easier acquisition of knowledge and skills in Physical Education.

Resources according to Hornby (2014) are what can be used to help achieve an aim such as equipment and facilities that provide information for the teachers and students. Nikky (2010) referred to teaching resources as the different equipment available in the classroom, adding that the process of teaching-learning depends upon the different types of equipment available in the teaching environment or classroom. Teaching resources are therefore all the facilities, equipment and supplies utilized by the teacher in teaching the subject. Teaching resources refers to materials used for teaching and learning purpose which include facilities and equipment that can be used effectively for classroom communication. In the teaching-learning process, teachers aim is to maximize learning with these resources. The availability and proper utilization of resources improve the effectiveness of the teaching and learning process that enhances the academic performance of students (Dhakal, 2018).

Utilization of teaching resources in class is to assist the teacher with the presentation and transmission of educational content and the achievement of educational objectives, whilst aiding the students in acquiring knowledge and profiling different abilities and values. For examples as common goals: student motivation, developing creativity, evoking prior knowledge, encouraging the process of understanding, decoding, organising and synthesising the educational content, logical thinking and reasoning, communication and interaction, and contributing to the development of different skills and the acquisition of values in students, as well as the retention of desirable knowledge, skills and attitudes (Tsigas, 2015). Schools that do not have adequate facilities such as workshops, laboratories, classrooms, teaching-learning materials are unlikely to post good results.

According to Varela (2016), Physical Education is an academic discipline that helps students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes towards physical activity so that they can adopt healthy and physically active lifestyles. The availability of physical education resources such as instructional facilities, equipment, and supplies as well as adequate personnel motivates the learners, increases the teacher's efficiency, utilization and promotes the productivity of the teacher. Utilization of resources in teaching brings about fruitful learning since it stimulates student's senses and motivates them. To transit from the 9 years education programme to the 3 years senior secondary school, involves taking the basic education certificate programme (BECP) which replaces Junior school certificate examination (JSCE) in the third year of the junior secondary school. BECP is conducted by each state of the federation, including federal capital territory, Abuja through their respective ministries of education for public and private secondary schools. The National Examination Council (NECO) conduct the BECP for all the federal government colleges (unity schools) and any other interested secondary schools. A candidate is expected to sit for a minimum of ten subjects and a maximum of 14 subjects (Ugwu, 2014).

Statement of the Problem

The effective teaching of physical education relies heavily on the availability and proper utilization of both human and material resources, including qualified teachers, instructional aids, modern facilities, and equipment. In many schools within the North-west zone, these

resources are either inadequate, poorly maintained, or underutilized, limiting students' opportunities for active participation and skill acquisition. Audio-visual and visual teaching aids, for example, play a pivotal role in enhancing understanding and reinforcing practical skills, the researchers observed that the limited use of these facilities seems to constrain students' learning experiences and hinders their performance in the BECP assessments. Mubarak (2025) assert that many schools in Nigeria, particularly in rural areas, lack proper playgrounds, gymnasiums, and instructional materials, making it difficult to conduct effective PE sessions. These are part of the factors that necessitate the conduct of this study.

Objective of the Study

The purpose of this study was:

1. to assess the influence of resources utilization of physical education facilities on the achievement of junior secondary school students in basic education programme in north-west zone, Nigeria.

Research Question

Based on the purpose of the study, the following research question was posed to guide this study:

1. What is the influence of resources utilization of physical education facilities on the achievement of junior secondary school students' in basic education programme in north-west zone, Nigeria?

Hypothesis

Based on the research questions, the following hypothesis was formulated:

1. There is no significant influence of resources utilization of physical education facilities the achievement of junior secondary school students in basic education programme in north-west zone, Nigeria.

Methodology

Survey research design was used for this study. According to Nwana (2014), survey research design focused on the people and their beliefs, opinions, perception and behaviours. Sunusi (2016) stated that survey research design is a kind of survey design in which a person is able to find out the feelings of others about something. He added that survey research design is a systematic description of event in a very factual and accurate manner. This design is suitable for this study since it attempts to find out the opinion on the influence of resources utilization in the teaching of physical education on the achievement of junior secondary school students in north-west zone, Nigeria. The population of the study is composed of junior secondary school students offering physical education in BECE programmes in northwest zone, Nigeria with a population of six thousand four hundred and fifty-six (6,456)(Universal Basic Education Commission, 2021). The sample size of 365 students of junior secondary schools in north-west zone of Nigeria offering basic education certificate programme in physical education was used for this study. The sample size was guided by Research Advisor (2006), which opined that for a population of six thousand four hundred and fifty-six (6,456), that three hundred and sixty-five (365) is an adequate sample. Based on the confidence level of 95% with a marginal error of 0.05. The instrument for data collection was self-developed questionnaire, titled 'Resources

Utilization of Physical Education Facilities on Achievement Questionnaire (RUPEFAQ)’. This self-developed questionnaire consists of two (2) sections A and B. Section A consists of demographic characteristics of the respondents. Section B consists of information on utilization of physical education facilities on achievement in basic education programme. The questionnaire was prepared on four (4) points Likert scale of Strongly Agreed (SA) 4 points, agreed (A) 3 points, disagreed (D) 2 points and Strongly Disagreed (SD) 1 point. For the analysis of the research questions, the criterion or acceptance mean of 2.5 was used in taking decisions.

In order to establish the face and content validity of the instrument, the instrument developed was given to jurors in the department of human kinetics and health education, Ahmadu Bello University Zaria for vetting. To further validate the instrument and establish its face and content validity, a pilot study was conducted Cronbach’s Alpha index of 0.87 was obtained. This reliability coefficient rendered the instrument reliable for the study. The copies of the questionnaire were distributed to the respondents with the help of five (5) research assistants who were instructed accordingly. The data collected was analysed using the Statistical Package for Social Sciences (SPSS) version 23. The data collected was analysed using the following statistical tools. Descriptive statistics of frequencies and percentages were used to analyse the demographic characteristics of the respondents, Mean (\bar{x}) and standard deviation was used to answer the research questions. Chi-Square was used to test the null hypotheses at 0.05 level of significance.

Results

Hypothesis one: There is no significant influence of resources utilization of physical education facilities the achievement of junior secondary school students in basic education programme in north-west zone, Nigeria.

Table 1: Chi-square (χ^2) Analysis on the Influence of Resources Utilization of Physical Education Facilities.

Variable	N	df	Cal. χ^2 value	p-value	Decision
Physical Education Facilities	363	27	147.32	0.000	Ho ₁ Rejected

X² Crit =40.113, (df = 27) P < 0.05

Results in table 1 above show that there was a significant Influence of the resources utilization of physical education equipment on the achievement of junior secondary school students in basic education programme in the north-west zone, Nigeria. The reason is that the P-value of 0.000 is less than 0.05 alpha level of significance, while the chi-square (χ^2) Cal. value of 147.32 is greater than the chi-square critical value of 40.113 (X^2 Cal (147.32) > X² Crit (40.113), P < 0.05) at df 27. Therefore, the null hypothesis which states that “there is no significant influence of the resources utilization of physical education equipment on the achievement of junior secondary school students in basic education programme in north-west

zone, Nigeria” is hereby rejected. The result implies that there was a significant influence of the resources utilization of physical education equipment on the achievement of junior secondary school students in basic education certificate programme in the north-west zone, Nigeria.

Discussion of Findings

The findings of this study indicate that the availability and effective utilization of physical education facilities significantly influence the academic performance of junior secondary school students in the basic education certificate programme within the north-west zone of Nigeria. Adequate and functional facilities provide teachers with the necessary resources to implement lessons effectively, thereby enhancing the quality of instruction. This, in turn, fosters greater student engagement, motivation, and participation, which are critical factors in promoting learning outcomes in practical subjects such as physical education (Abdullahi, 2020 & Musa, 2019). Moreover, the study highlights a clear positive relationship between the presence of well-maintained facilities and student achievement, emphasizing the role of infrastructural support in the educational process. Physical education, unlike purely theoretical subjects, demands specific equipment, designated spaces, and safety considerations, all of which directly affect the learning experience and skill acquisition of students. When schools are equipped with adequate resources, students are better able to practice and refine their skills, which translates into improved performance during assessments like the basic education certificate programme (Okoro 2021; Bello 2018). The results of this research reinforce the broader argument that investment in school facilities is not merely an administrative requirement but a pedagogical necessity. The effective use of physical education infrastructure enhances teaching strategies, encourages active participation, and supports holistic student development. Consequently, educational policymakers and school administrators are urged to prioritize the provision and maintenance of physical education facilities to ensure equitable learning opportunities and improved academic outcomes for students across the north-west zone (Ibrahim 2022; Usman 2017).

Conclusion

The study concluded that resources utilization of physical education teaching resources plays a crucial role in enhancing the academic performance of junior secondary school students in the basic education programme across the north-west zone, Nigeria.

Recommendation

Based on the findings of this study, the researcher put forward the following recommendation:

1. School administrators should ensure that physical education facilities and equipment are not only adequately provided but also effectively utilized by PE teachers.

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