

PERCEPTIONS OF SCHOOL ADMINISTRATORS ON THE IMPACT OF  
RECREATIONAL FACILITIES ON SERVICE DELIVERY OF PHYSICAL  
EDUCATION TEACHERS IN SECONDARY SCHOOLS IN CALABAR  
EDUCATION ZONE, CROSS RIVERS STATE, NIGERIA

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### Abstract

*The purpose of the study was to ascertain the perceptions of school administrators on the impact of recreational facilities on service delivery of physical education teachers in secondary schools in Calabar education zone, Cross River State. Two research questions were raised and two hypotheses formulated to guide the study. Survey research design was adopted for the study. The population of the study comprised all 46 principals in the public secondary schools and 72 private secondary schools in Calabar education zone. This gave a total of 118 subjects. The 118 principals were purposively selected as sample of the study. The instrument used for the data collection was a researcher constructed questionnaire titled: "recreational facilities and service delivery of physical education teachers questionnaire" (RFSDPETQ). The instrument was validated by two experts in educational measurement and evaluation, faculty of educational foundation, university of Calabar. The reliability of the instrument was established using Cronbach alpha analysis. The reliability coefficient value yielded 0.86 which was considered adequate for the study. The data collected was analyzed using mean ratings and t-test statistics for the research question and hypothesis respectively. Results from the analysis revealed that there is no significant difference between the perception of public and private school administrators on the impact of recreational facilities on the service delivery of physical education teachers. Results also revealed that there is no significant difference between the perception of public and private secondary school administrators on the hindrances to physical education teachers' utilization of sports facilities for instructional delivery. Based on these results, it was recommended among others that Government and private school owners should endeavor to provide all the needed recreational facilities in public and private schools to enable physical education teachers perform their jobs effectively and professionally.*

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### Introduction

Engaging in recreational activities such as sports or games has been known for centuries as one of the ways of maintaining the physical well-being of man as well as for fun and pleasure. In the school system, recreation has also been incorporated into school activities because of its various advantages to both

learners and teachers. This incorporation brought about the introduction of physical and health education as a subject in Nigerian schools.

As a vital human activity, the Federal Republic of Nigeria (2009) made it clear that sports should be part of the school curriculum from nursery school to university. According

to the policy document, sports are an integral part of formal education and are essential for the development of an individual. The policy stipulates that:

- i) In order to have an all-round development of the youth, sports shall be offered as compulsory subjects at the nursery, primary, and secondary school levels, and the formal education system
- ii) All primary and secondary schools shall have playgrounds for sports as a condition for approval for their establishment.
- iii) No pupils or students (including those in tertiary institutions) shall suffer any penalty or discrimination for participating in sports.
- iv) All schools shall establish a structured sporting programme which covers every student except those exempted on medical grounds.

However, to meet these goals, schools must acquire the necessary facilities to teach and learn different types of outdoor and indoor sports. In addition to the availability of these facilities is also the employment of qualified physical and health education teachers. Teachers are the sole of any educational programme (Nnaji et al, 2023). The success and effectiveness of school curricula strictly rest on the service delivery of professional teachers (Nnaji,2015).

Service delivery of teachers is the ability of teachers to successfully render those essential activities and services that are required in the achievement of educational goals and objectives. These essential services rendered at the different levels of the school system take the form of academic advising, guidance and counselling services, safety services, social support services, instructional delivery, student record management and student evaluation. According to Akuegwu and Nwi-ue (2016), academic advising has to do with giving timely and gentle instructions or exhortations to students on how to improve their academic pursuits. In carrying out these services, teachers admonish and answer

students' questions concerning specific academic concerns such as registration processes, study habits, discipline, teamwork, time management, and any other issues that concern curricular and extracurricular activities. Through academic advising, students with physical and learning disabilities are informed of the support available to them. The teachers may recommend that such students seek counselling for stress, addictions or trauma that may be affecting their academic work. They also encourage students to enrich their academic experience by becoming involved in social, academic, political, ethnic/cultural, sports and/or recreational students' organizations and activities. Guidance and counselling involve measures undertaken to guide and make useful suggestions to students on the need to opt for academic programmes based on their abilities and aptitudes. Teachers carry out this service by engaging concerned students in private discussions and trying to help them understand how an academic programme can prepare them for a career and what career options are available. They also counsel students on stress management, addictions or trauma that may affect their academic work. Safety services involve supplying useful information, professional help and assistance (and creating a danger-free environment) for students to prevent them from exposure to harm and injury. Instructional delivery on the other hand involves giving organized class presentations to students, motivating students, generating learning enthusiasm in the students and effectively communicating concepts to the understanding of the students. To properly deliver this service, the teacher must plan, develop, organize and prepare lessons before venturing into the classroom. Students' evaluation refers to activities and processes undertaken by teachers to assess the understanding, psychological and intellectual development of students after every academic activity or session. This is achieved through the development and use of tests, quizzes, sports competitions, assignments, examinations and

other practical projects. Students' record management is all activities and processes undertaken by teachers in the preparation, documentation or preservation of information about students and students' activities.

A school's reputation can be defined by the student's level of satisfaction with the services the school provides them. If the quality of teaching is good and the commitment of teachers to the delivery of other services is high, the institution's standard is bound to rise. Parents' choice of schools for their wards can also be influenced by their perception of the effectiveness of school service delivery. The production of skilful and academically sound individuals who can cater for themselves and easily make the right choices are the worthwhile aspirations of reputable educational institutions which can only be achieved through effective service delivery by the teachers.

However, in recent times, there has been growing criticism of Nigeria's public secondary education system and its service delivery. Abene (2015) made it known that stakeholders in education have expressed gross dissatisfaction with the student's total loss of interest in sporting activities. Udogo (2011) observed that the rate of youth crime and indiscipline such as drug abuse, stealing and excessive night clubbing is on the rise. students' poor academic achievement is also escalating. Some schools have also recorded poor performances in various inter-school sports competitions. To ensure quality education delivery, the government has recently embarked on far-reaching education reforms. These reforms include recruiting qualified teachers, sponsoring various capacity-building programmes for teachers and non-teaching staff of primary and secondary schools, and commissioning new schools in various local government areas across the state. Although the government has taken these giant steps, it is regrettable that these aforementioned problems persist.

Commenting on the falling standard of education in Nigeria, Michael (2016) emphasized that the success of educational institutions, just like every other formal organization, is a function of organizational processes, skills, knowledge, motivation of personnel and the quality and quantity of the generality of facilities made available to the system as inputs. Therefore, this implies that service delivery of physical education teachers in secondary schools could be reasonably influenced by the nature and availability of recreational facilities.

Recreational facilities are all required for use in various indoor and outdoor sports or games such as football, volleyball, basketball, lawn tennis, swimming, high and long jump, shot-put, discuss, javelin and track events. These facilities include grounds, courts, fields, balls, nets, javelins, rackets, hockey sticks, bats, gymnastic grounds and other related facilities. Edogo (2014) noted that the availability of recreational facilities is one of the considerations of parents before they put their wards in schools. According to him, extracurricular activities occupy a very important place in the instructional programme of schools at any level of education. Balogun (2006) stated that it is impossible to achieve satisfactory results from students in sports competitions, academic performance and other social activities in schools where sports facilities and equipment are inadequate, sub-standard or lacking. Salihu (2005) found that the lack of recreational facilities in secondary schools is one of the common constraints to the teaching and development of physical education in schools. Teachers are usually restrained and limited in their service delivery by a lack of facilities and an unconducive learning environment (Emezife, 2021). Rimanna (2022) found that public and private school principals in Lagos State agreed that both public and private schools face the challenges of inadequate school facilities. Bembe (2010) stated that recreational facilities are essential aids to effective teaching and

learning Of physical and health education and should not only be available but be of good quality. Asbam (2022) asserted that physical education teachers who work in schools with adequate sports facilities would be more effective in explaining concepts, demonstrating concepts and arousing the zeal for sporting activities in the students.

Physical education is a practical subject that has to be demonstrated and simulated for students to understand how to perform certain games and sports. However, Amaku (2007) discovered that the lack of recreational facilities and students' loss of interest in various sporting activities are the major challenge that physical education teachers encounter in teaching physical education in Kwara State public secondary schools. Duda (2019) lamented that most students only prefer to be football spectators on television rather than participating in other sports activities in schools. Amirize (2000) pointed out that physical education teachers help students develop a variety of skills and competences through sports and other physical activities carried out during physical education classes and other extracurricular activities. Among these are the opportunity to develop agility, motor skills, teamwork, relationship skills, knowledge and confidence to engage in various school and community activities. It also creates the opportunity for cognitive, social and emotional development through and during movement activities. Asbam (2022) asserted that physical education teachers who work in schools with adequate sports facilities would be more effective in explaining concepts, demonstrating concepts and arousing the zeal for sporting activities in the students. Wahhid (2006) advocated that outdoor physical education facilities such as playing fields, courts and playing grounds should have good turf and be clear of rocks, holes and uneven surfaces because a dirty, dusty surface, for example, can aggravate such conditions as emphysema, bronchitis and allergies. For indoor physical education

facilities, such as the gymnasium and badminton courts, adequate space should be provided, and mats used as protective measures on walls and other areas where participants may be injured. Udom (2000) suggested that schools should provide the appropriate environment for students to participate in various types of games in the school. According to him, this will instil discipline and allow students to control and check their emotions. Students and pupils will also learn to respect, persevere and release physical energy through active participation in sports. Continuous participation in sports would also lead to excellent performance in external competitions.

The benefits of sports and games to human well-being has made it imperative for special attention to be given to the status of sports, sports facilities and teachers of sports education in educational institutions. Understanding the impact of sports facilities on physical education teachers will therefore chart the way for the promotion of sports in educational institutions.

### **Statement of the Problem**

Physical and health education is a subject that is designed to improve students' physical fitness, motor skills, and teamwork skills. Physical education teachers are expected to inculcate technical skills, knowledge, and rules for sports and the zealousness of Sports in schools. However, it seems students are losing interest in sporting activities. Students of some secondary schools in the Calabar education zone have performed poorly in physical and health education as a subject. Some students are also not performing satisfactorily in other subjects because of poor mental sharpness and physical fitness, which calls into question the service delivery of physical education teachers. In some schools, students are rarely taken to sports grounds for practical physical exercises and demonstrations by their teachers. Some schools have also performed poorly in internal and inter-school sports competitions. This situation has raised much worry in the minds of education stakeholders regarding whether there



are adequate sports facilities for the effective teaching and learning of physical education in schools. In light of this, this study is poised to ascertain the impact of recreational facilities on the service delivery of physical education teachers as perceived by school administrators.

### **Purpose of the study**

The main purpose of the study is to ascertain school administrators' perceptions on the impact of recreational facilities on service delivery of physical education teachers in secondary schools in Calabar education zone, Cross Rivers State, Nigeria. Specifically, the study sought to find out the :

1. perception of public and private school administrators on the impact of recreational facilities on service delivery of physical education teachers in secondary schools in
2. perception of public and private school administrators on the hindrances to physical education teachers' utilization of sports facilities for instructional service delivery in secondary schools?

### **Research questions**

The following research questions guided the study:

1. What is the perception of public and private school administrators on the impact of recreational facilities on service delivery of physical education teachers in secondary schools?
2. What is public and private school administrators' perception of the hindrances to physical education teachers' utilization of sports facilities for instructional service delivery in secondary schools?

### **Statement of hypotheses**

The following hypotheses were formulated to guide the study.

1. There is no significant difference between public and private school administrators' perceptions of the impact of recreational facilities on

service delivery of physical education teachers in secondary schools.

2. There is no significant difference between public and private secondary school administrators' perceptions of the hindrances to physical education teachers' utilization of sports facilities for instructional delivery.

### **Methodology**

The study adopted a survey research design. The population of the study comprised all 46 principals in the public secondary schools and 72 private secondary schools in the Calabar education Zone. This gave a total of 118 subjects. The 118 principals were purposively selected as sample of the study. The instrument used for the data collection was a researchers constructed questionnaire titled: "level of availability of Recreational Facilities and service delivery of Physical Education Teachers Questionnaire" (LARFSDPETQ). The instrument was divided into two sections; A and B. Section A contains 11 items that elicited perception of principals on the effects of level of availability of recreational facilities on service delivery of physical education teachers and 8 items on the perception of principals on the hindrances to physical education teachers' utilization of recreational facilities for service delivery. Section B was a modified 4 point Likert type built on a scale of strongly Agree (SA) – 4 points, Agree (A) – 3 points, Disagree (D) – 2 and strongly Disagree (SD) – 1 point. Two experts in educational measurement and evaluation validated the instrument, the faculty of the Educational Foundation, and the University of Calabar. The reliability of the instrument was established using Cronbach Alpha Analysis. The reliability coefficient value yielded 0.83 which was considered adequate for the study. A total of 118 copies of the questionnaire were distributed personally by the researchers to the respondents. The researchers chose one week for this distribution so as to have ample time to cover all the schools used for the study. The researchers retrieved the questions immediately

they were completed. All 118 questionnaire distributed were returned. The data collected was analyzed using mean ratings and t-test statistics for the research question and hypothesis respectively. The decision rule for the mean was set at 2.50. Therefore, any mean score equal to or higher than 2.50 represents positive response while any mean score lower than 2.50 response negative response.

## Results and findings

Research question one:

What is the perception of public and private school administrators on the impact of recreational facilities on service delivery of physical education teachers in secondary schools ?

**Table 1:** Mean ratings on the perception of public and private school administrators on the impact of recreational facilities on service delivery of physical education teachers in secondary schools.

S/N	Item	X	SD	Decision	X	SD	Decision
1	Aids teachers in the explanation of physical education concepts to students.	3.65	0.61	Agreed	3.82	0.55	Agreed
2	Aids teachers in the explanation of different types of sports equipment and their uses to students	3.76	0.43	Agreed	3.60	0.34	Agreed
3	Aids teachers in guiding of students on the best safety measures in the sports fields or pitches.	3.86	0.45	Agreed	3.55	0.36	Agreed
4	Aids teachers in the explanation of characteristics of different types of games or sports	3.89	0.36	Agreed	3.67	0.35	Agreed
5	Aids teachers in the demonstration to students how games or sports arena should look like	3.73	0.41	Agreed	3.68	0.58	Agreed
6	Equips teachers with the tools for bringing abstract physical and health education concepts to reality	3.82	0.64	Agreed	3.77	0.41	Agreed
7	Equips teachers with the tools for inculcating in the students the skills of various games and sports	3.77	0.42	Agreed	3.61	0.44	Agreed
8	Aids teachers in the teaching of teamwork skills to students	3.22	0.36	Agreed	3.70	0.31	Agreed
9	Aids teachers in teaching of time management skills to students	3.01	0.44	Agreed	3.14	0.33	Agreed
10	Aids teachers in teaching students the principles of self-control	3.13	0.61	Agreed	3.64	0.42	Agreed
11.	Aids teachers in the explanation of the rules of different types of games or sports	3.88	0.50	Agreed	3.98	0.51	Agreed
12.	Serves as sources of motivation to physical education teachers	3.58	0.33	Agreed	3.58	0.37	Agreed

Table 1 revealed that the 12 items obtained high mean scores for public and private school administrators which are all above the decision rule. This implies that both public and private

secondary school administrators agreed that the impact of recreational facilities on physical education teachers are that they; aid teachers in the explanation of physical education concepts to students, aids teachers in the explanation of

different types of sports equipment and their uses to students, aid teachers in guiding of students on the best safety measures in the sports fields or pitches., aid teachers in the explanation of characteristics of different types of games or sports, aid teachers in the demonstration to students how games or arena should look like, equip teachers with the tools for bringing abstract physical and health education concepts to reality, equip teachers with the tools for inculcating in the students the skills of various games and sports, aid teachers in the teaching of teamwork skills, aid teachers in teaching of time management skills to

students, aid teachers in teaching students the principles of self-control, aid teachers in the explanation of the rules of different types of games or sports, and serve as a source of motivation to physical education teachers.

**Research question 2**

What are public and private school administrators' perceptions of the hindrances to physical education teachers' utilization of sports facilities for instructional service delivery in secondary schools?

**Table 2:** Mean ratings on the perception of public and private school administrators on the effects of the availability of recreational facilities on service delivery of physical education teachers in secondary schools.

S/N	Item	Public school administrators			Private school administrators		
		X	SD	Decision	X	SD	Decision
13	Unavailability of sports grounds	3.42	0.42	Agreed	3.34	0.36	Agreed
14	Inadequacy of sports equipment	3.55	0.33	Agreed	3.39	0.32	Agreed
15	Outdated sports equipment	3.44	0.39	Agreed	3.44	0.42	Agreed
16	Students lack of interest in sports	3.22	0.35	Agreed	3.38	0.34	Agreed
17	Faulty sports equipment	3.66	0.46	Agreed	3.43	0.38	Agreed
18	Unconducive sports grounds	3.53	0.38	Agreed	3.54	0.61	Agreed
19	Poor remuneration of physical education teachers	2.20	0.31	Disagreed	2.21	0.38	Disagreed
20	Insecurity in schools	3.45	0.38	Agree	3.67	0.57	Agree

Table 2 revealed that items 12,13,14,15, 16,17 and 19 obtained high mean scores above the decision rule of 2.50 for public and private school administrators. This implies that both public and private school administrators agreed that unavailability of sports grounds, inadequacy of sports equipment, outdated sports equipment, students' lack of interest in sports, faulty sports equipment and, unconducive sports arena and insecurity in

**Hypothesis 1:**

There is no significant difference between public and private school

schools are hindrances to physical education teachers' utilization of sports facilities for instructional delivery in secondary schools. However, a low mean score below the decision rule was obtained for item 18, which implies that public and private school administrators disagreed that poor remuneration of teachers hinders physical education teachers' utilization of sports facilities for instructional delivery in secondary schools.

administrators' perceptions of the impact of recreational facilities on the service delivery of physical education teachers in secondary schools.

**Table 3:** *t-test analysis of the perception of public and private secondary school administrators on the effects of the availability of sports facilities on the service delivery of physical education teachers.*

Respondents	N	X	Sd	Df	t-cal	t-critical	Prob.	Decision
Public school administrators	46	3.36	0.39					
				116	1.45	2.05	0.5	H <sub>0</sub> Accepted
Private schools' administrators	72	3.47	0.48					

The analysis in Table 1 above shows that the calculated t-value of 1.45 is less than the t-critical value of 2.05. The null hypothesis is therefore accepted. This means that there is no significant difference between the perception of public and private secondary school administrators on the effects of availability of sports facilities on the service delivery of education teachers.

### Hypothesis 2

There is no significant difference between public and private secondary school administrators' perception of the hindrances to physical education teachers' utilization of sports facilities for instructional delivery.

**Table 4:** *t-test analysis of public and private secondary school administrators' perception of the hindrances to physical education teachers' utilization of laboratory resources for service delivery.*

Respondents	N	X	Sd	Df	t-cal	t-critical	Prob.	Decision
Public school administrators	46	3.16	0.41					
				116	1.22	2.05	0.5	H <sub>0</sub> Accepted
Private schools administrators	72	3.27	0.37					

Table 4 shows that t-calculated of 1.22 is less than t-critical of 2.05. The null hypothesis is therefore accepted. This means that there is no significant difference between public and private secondary school administrators' perception of the hindrances to physical education teachers' utilization of sports facilities for instructional service delivery.

### Discussion of findings

The results of the research in table 1 revealed that both public and private school principals agreed that the impact of recreational facilities on physical education teachers are that they : aid teachers in the explanation of physical education concepts to students, aid teachers in the explanation of different types of sports equipment and their uses to students, aid teachers in guiding of students on the best safety measures in the sports fields or pitches., aid teachers in the explanation of characteristics of different types of games or sports, aid teachers in demonstrating to

students how games or sports arena should look like, equip teachers with the tools for bringing abstract physical and health education concepts to reality, equip teachers with the tools for inculcating in the students the skills of various games and sports, aid teachers in the teaching of teamwork skills, aid teachers in teaching of time management skills to students, aid teachers in teaching students the principles of self-control, aid teachers in the explanation of the rules of different types of games or sports, and serve as a source of motivation to physical education teachers. This result was confirmed in table 1 by the high mean scores obtained by items 1,2,3,4,5,6,7,8,9,10,11 and 12. This result is in agreement with Bembe (2010) who stated that recreational facilities are essential aids to effective teaching and learning Of physical and health education and should not only be available but be of good quality. Availability of recreational facilities in secondary schools is very vital because of the various roles they play in



helping physical and health education teachers achieve their service delivery objectives.

This result also agrees with Amirize (2000) who highlighted the effects of availability of recreational facilities by pointing out that physical education teachers help students develop a variety of skills and competences through sports and other physical activities carried out during physical education classes and other extra-curriculum activities. Among these are the opportunity to develop agility, motor skills, teamwork, relationship skills, knowledge and confidence to engage in a broad range of activities at school and in the community. It also creates the opportunity for cognitive, social and emotional development through and during movement activities. This shows the indispensability of recreational facilities for physical education teachers in rendering their services to students. This results also corroborates Asbam (2022) who asserted that physical education teachers who work in schools with adequate sports facilities would be more effective in explaining concepts, demonstrating concepts and arousing the zeal for sporting activities in the students. Availability of recreational facilities is sure to yield positive effects by serving as a morale booster and motivating factor for physical education teachers job commitment.

Results of research question 2 in table 2 revealed that public and private secondary school administrators agree that unavailability of sports grounds, inadequacy of sports equipment, outdated sports equipment, students lack of interest in sports, faulty sports equipment and unconducive sports arena and insecurity in schools are hindrances to physical education teachers' utilization of sports facilities for instructional delivery in secondary schools. This finding aligns with Emezife (2021) who submitted that teachers are usually restrained and limited in their service delivery by lack of facilities and unconducive learning environment. This implies that physical education teachers who are committed to their jobs may be restrained from giving their best to the students because of total lack of recreational facilities, inadequacy of

recreational facilities, outdated sports facilities and faulty sports equipment. Balogun (2006) stated that it is impossible to achieve satisfactory results from students in sports competitions, academic performance and other social activities in schools where sports facilities and equipment are inadequate, sub-standard or lacking. This finding is also in consonance with Salihu (2005) who found that lack of recreational facilities in secondary schools is one of the common constraints to the teaching and development of physical education in schools. Also in tandem with this finding is Amaku (2007) who revealed that lack of recreational facilities and students' loss of interest in various sporting activities as the major challenge that physical education teachers encounter in the teaching of physical education. This is evident that physical education teachers may find it extremely challenging to train students on certain skills, games or sports activities without the necessary equipment and facilities to carry out such activities and where students do not show interest in sports. The result of table 2 also revealed that school administrators disagreed that poor remuneration is a hindrance to the utilization of recreational facilities by physical education teachers for instructional service delivery. This finding is in consonance with Nweke (2022) who noted that lack of teacher effectiveness in schools is not hinged on remuneration but primarily because of lack of teaching facilities and general inadequacy of school infrastructure. This is an indication that a poorly remunerated physical education teacher who is provided with the necessary facilities would perform his/her job effectively.

Findings from table 3 and 4 revealed that the two hypothesis were accepted. This indicates that there is no significant difference in the mean ratings of responses from public and private school administrators on the impact of recreational facilities on service delivery of physical education teachers and the hindrances to utilization of recreational facilities by physical education teachers. This finding was supported by Rimanna (2022) whose finding indicated that public and private school principals in Lagos

State both agreed that both public and private schools are facing the challenges of inadequate school facilities. The reason for the similar outcome of the two hypothesis could be because principals are the ones who carry out internal supervision in schools and are therefore better positioned to understand the effects that availability of recreational facilities could have on service delivery of teachers. They also understand the possible factors that can hinder physical education teachers from utilizing recreational facilities for instructional service delivery.

### Conclusion

Based on the findings of this study, it is concluded that:

1. The provision of adequate recreational facilities in secondary schools will have positive impact on service delivery of physical education teachers
2. Unavailability of these facilities will pose a serious hindrance to effective instructional service delivery of physical education teachers even when their remuneration is satisfactory.

### Recommendations

Based on the findings of the study the following recommendations were made.

1. Government and private school owners should endeavor to provide all the needed recreational facilities in public and private schools to enable physical education teachers perform their jobs effectively and professionally.
2. Adequate funds should be made available to both public and private secondary schools principals as impress to replace outdated or worn out recreational facilities in their schools.

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