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# SCHOOL SPORT FACILITIES AND CLASSROOM BLOCKS PROVISIONS AS PREDICTORS OF STUDENTS' DISCIPLINARY ATTITUDE IN PUBLIC SECONDARY SCHOOLS IN AKWA IBOM NORTH-EAST SENATORIAL DISTRICT

**Dr. Sunday Aligwe Nwanga**
sundaynwanga@uniuyo.edu.ng
08067610300
Department of Curriculum Studies, Educational Management and Planning
University of Uyo, Uyo; Akwa Ibom State, Nigeria

**Ikue Jamuwa Oduntan Akin**
Doctorben4live@yahoo.com
08038378558
Department of Curriculum Studies, Educational Management and Planning
University of Uyo, Uyo; Akwa Ibom State, Nigeria

**Dr. Mandu Umoren Sunday**
manduuoren@uniuyo.edu.ng
08026949894
Department of Curriculum Studies, Educational Management and Planning
University of Uyo, Uyo; Akwa Ibom State, Nigeria

## ABSTRACT

*The study was on School Sport facilities and Classroom blocks provisions as predictors* of*students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district. The research questions raised were two with their corresponding hypotheses. Correlational research design was adopted for this study. The population of the study comprised of all the 32969 senior secondary two students in the 89 public schools in Akwa Ibom Northeast Senatorial District. A sample of 860 senior secondary two (SS2) students was used for the study. The sample was derived using multi-stage random sampling procedure consisting of clustered, proportionate and simple random sampling techniques. School Facilities and Disciplinary Attitude Scale (SF-DAS) was used for data collection. This instrument was validated by three lecturers. The reliability of the instrument was determined using Cronbach Alpha statistics and the reliability coefficient of 0.88 was obtained. Data collected for the study were subjected to analysis using simple linear regression coefficient (R) and F-value of the research questions raised and the hypotheses respectively. The findings revealed that School sport facilities and classroom blocks significantly predict students' disciplinary attitude. Recommendations were made among others that Akwa Ibom State Government should provide school with adequate and functional sport facilities so as to help enhance students' disciplinary attitudes.*

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**Keywords:** *School facilities, school sport facilities, classroom blocks and disciplinary attitude*

## Introduction

Students' disciplinary attitude refers to the mindset and behaviors that students' exhibit in relation to rules, regulations, and authority within an educational setting. It encompasses their respect for and adherence to school policies, their willingness to follow instructions from teachers and administrators, their approach to time management and responsibilities, and their overall conduct in maintaining a positive and orderly learning environment.It is concerned with an individual way of thinking and behaving and this has serious implications for learners, the teachers, the immediate social group with which individual learning relates and the school system as a whole (Yara, 2019). Therefore, the discipline and attitude are two inseparable words that denote having forbearing intention that actively engage individual's consciousness within the formatted regulations of the school.

For instance, many studies reported that one in every 10 students in public secondary schools in Nigeria must have been a victim of bullying (Alex-Hart, Okagua and Opara, 2014; Salawu, 2020, Adekeyeetal, 2022). Others indisciplinary attitude also commonly reported are insubordination, class disruption, disrespect to constituted authority, fighting and cultism related activities (Lukmanetal. 2020). More worrisome is the fact that secondary schools' system in recent times tend to become veritable centres for gang formation; initiation into cultism; and centres for human rights violations (raping; victimization among others). All these inimical variables without exaggeration could be responsible for poor students' academic outcome, and rising level of education wastages (in terms of students' repetition and dropout) in public secondary schools.

This insurgency in students' indisciplinary attitude in schools had been blamed on diverse variables. Many scholars in their diverse opinions highlighted possible factors that prone students to social vices and indisciplinary acts to include parental socioeconomic factors, leadership variables, teachers' classroom management strategies, and students' factors (Alex-Hart etal., 2014, Adekeyeetal., 2022). Although no consensus has been reached as to what actually constitute prominent factors that promote students' indisciplinary attitude in schools, it is the researcher's believe that vulnerability of students to indiscipinary attitude could stemmed from lack of adequate and active engagement of students in the school programmes, and lack of creating functional activities that can actively engage their minds physically, socially, and psychologically.

It is essential to states that school primarily should serve as culture room that valuables students' attitude is built. For this character building to be in accordance with designed expectations, instruments of values must be provided to tune the students' interest, concentration, attention, attendance, and retention in line with the values of the schools. When the schools effectively fine-tune the students in this direction, it could easily engage them in profitable learning and in turn diverts their attention from indisciplianry attitude. Some of these instruments are collectively known as school facilities.

School facilities are the most essential education factors aside the school personnel that are argued to promote effectiveness in school administration; teaching and learning. Olugbenga (2019) considers it as all the physical structures in the school that aid effective teaching and learning. The authors maintained that they play a vital role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the students of the school. Some of these variables that plays significant function in educational development of learners are school sport facilities and classroom blocks. Whether the availability of these variables can optimally curtail students' indisciplinary attitude in secondary schools is a source of contemplation for the study.

Sport facilities form part of prerequisite for having an average school standard (federal republic of Nigeria, 2016). The availability of sport facilities which students used in exercising and engaging in physical activities is argued to enhance their team-spirit, and sense of participation (Effiong, 2022). It is important to note that every sport requires the involvement of teammates, and is governed by rules and discipline; and as well, serve as a competition that needs creative attention to win. Arising from this position, the avenue for working in team for winning a sport competition without segregation has the tendency to ultimately severe gangsterism among students. Also, adherence to rules and discipline as enshrined in every sport activity may build in students, generic loyalty to constituted authority vis-à-vis instill in them favourable disciplinary attitude. However, in schools where these sports facilities are lacking, students' idle minds may venture into engagements which constitute social vices and are inimical to their disciplinary attitudinal development. Another effective and most necessary school facilities is classroom blocks.

Provision of adequate classroom blocks is equally thought of as vital school facility that can enhance or undermines the disciplinary attitude of students in secondary schools. It is believed that schools with many classroom blocks that can properly cater for it students' population within a standard national policy on education stipulation of 40 students per class most likely may have been able to reduce students' indisciplinary attitude to a barest minimum. This is premised on the fact that larger class size has the tendency to deprive students' of require concentration and comfortability (Effiong, 2022). Unfortunately, this discomfort in classroom due to large class size may force students to adjust to negative attitude in order to create niche of 'assumed' comfort for self, friends, and the gang. The course of creating this niche may build up in students, the psyche of bullying others; using violence to create space; and other social anomalies.

Empirically, Koko and Okpara (2022*)* examined the impact of sporting and recreational facilities on Academic Performance ofstudents in Universities in Rivers State. Two research questions were posed and corresponding twohypotheses were formulated and tested at 0.05 level of significance. The study adopted the descriptive research design. The population of the study was 103,981 respondents (Lecturers = 5198; Students = 98783). The

sample size for the study was 797 (Lecturers = 398; Students = 399) respondents that was obtained through multistage sampling techniques. The instrument for data collection was a selfconstructed questionnaire tagged "Impact of Sporting and Recreational Facilities on Students' Academic Performance Questionnaire (ISRFSAPQ) which was used to obtain data for the study. The instrument is a modified 4-point rating scale consisting of response options of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The responses are weighed as 4, 3, 2 and 1 respectively. The instrument was subjected to face and content validity. The reliability of the instrumentwas determined through the test-retest method for a measure of stability of the instrument. A reliability coefficient of 0.86 was obtained through Pearson Product Moment Correlation (PPMC). Research questions were answered and analysed using mean and standard deviation while hypotheses were statistically analysed using z-test. The study found that recreational and sporting facilities promotes the mental fitness of students and improve academic performance in universities in Rivers State to a Very High Extent (VHE) and a High Extent (HE).

Osaduwa (2018)examined students' social classroom learning environment and attitude as correlates of achievement in mathematics. Six research questions and six hypotheses guided the study. The ex-post facto research design was adopted. The population of the study comprised 16,473 SS2 students in public secondary schools in the nine Local Government Areas of Delta North Senatorial District of Delta State. The sample comprised 1,647 SS 2 students drawn from five schools each from the nine Local Government Areas of the Delta North Senatorial District. The instruments used for data collection are Students' Social Classroom Learning Environment Questionnaire (SSCLEQ), Students' Attitude towards Mathematics Scale (SAMS) and students' previous scores in Mathematics. The data obtained were analysed using Pearson's coefficient of determination and Pearson's correlation coefficient, as well as a Two-Way Analysis of Variance (ANOVA). The findings of the study revealed that there was a significant relationship between students' social classroom learning environment and students' achievement in mathematics; that there was a significant relationship between students' attitude towards mathematics and their achievement in mathematics. The study, however, found no significant interaction effect between social classroom learning environment and gender on students' achievement in mathematics. Although this study provides the present study the blueprint on the effect of sport facilities and classroom blockson students' academic performance and attitude to learning, it did not specifically determine the how sport facilities and classroom blocks predict students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district as provided in the present study.

## Statement of the Problem

Every school system ought to have been a centre that every period revolving around the students are participating, interesting, and engaging within a specified and established discipline. Unfortunately, a

walk to some public secondary schools in Akwa Ibom State most especially the northeast senatorial district shows students loitering within school compound and even outside the school premises aimlessly. Also worrisome is the fact that in most cases, students are found in classrooms gossiping, throwing tantrum, making noise, stealing, fighting, bullying and vandalizing classmates' property as well as that of the school. In other cases, some students instead of concentrating on self-learning during lesson free hour, are often involved in planning for revenge during break period. These and many more challenges of indiscipline often culminated in large scale violence; cult-related engagement; interschool rioting and destruction of school properties.

However, many studies attributed these students' social menace to poor or ineffective school leadership factors, teachers' classroom management strategies; teachers' lackadaisical attitude to teaching; ineffective interpersonal relationship with students; and poor students' variables (poor self-concept, self-esteem, self-confidence, self-acceptance, and self-appreciation) emanating from ineffective home front (poor parent social support, and low socioeconomic implications). To this effect, diverse recommendations have been suggested and adopted by the school managers but the issue of students' indisciplinary attitude is still on the rise. It could be that these facilities (sporting facilities, and spacious classroom blocks) are not readily available for students, resulting to their unruly behavior. It is on the basis of this that this study becomes imperative.

## Purpose of the Study

The main purpose of the study was to examine the extent to which school facilities provision predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district. Other specific purposes of the study were to:

1. Examine the extent to which provision of school sport facilities predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district.
2. Examine the extent to which classroom blocks predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district.

## Research Questions

The following research questions were raised to guide the study:

1. What is the extent to which provision of school sport facilities predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district?
2. To what extent does provision of classroom blocks predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district?

## Research Hypotheses

The null hypotheses formulated for the study were tested at .05 level of significance thus:

1. The extent to which provision of school sport facilities predicts students' disciplinary attitude in

public secondary schools in Akwa Ibom Northeast senatorial district is not significant.

2. The extent to which provision of classroom blocks predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district is not significant.

## Research Method

Correlational research design was adopted to examine the variability of the variables as raised in the research purposes. This design emphasizes on testing for the relationship between the dependent variable and the independent variable. The population of the study comprised of all the 32969 senior secondary two students in the 89 public schools in Akwa Ibom Northeast Senatorial District. (Statistics Division of the State Secondary Education Board, Uyo, 2023).A sample of 860 senior secondary two (SS2) students was used for the study. The sample was derived using multi-stage random sampling procedure consisting of clustered, proportionate and simple random sampling techniques. This multistage approach was used to segment the study area into smaller unit with expectation of giving equal chances of representation and participation in the study.

The researcher designed instrument entitled School Facilities and Disciplinary Attitude Scale (SF-DAS) for the study. The research instrument: SF-DAS was used to elicit information from the respondents on the availability, adequacy and effectiveness of independent sub-variables (school sport facilities and classroom blocks) and disciplinary attitude of the students. SF-DAS was sectioned into two: A and B. Section A elicited personal information from the respondents such as names of the school and gender. The Section B was clustered into two sub-sections each representing the independent sub-variable. Meanwhile, each of these clusters had five items structured on four modified rating scale of very high extent (VHE), high extent (HE), low extent (LE), and very low extent (VLE) statements. These statements were presented on positive perspective, hence the coding was VHE representing 4, HE, 3, LE, 2 and VLE is 1. The instrument (SF-DAS) was taken to three lecturers (one from Measurement and Evaluation, Guidance and Counseling and the other from Curriculum Studies/Management and Planning) in Faculty of Education, University of Uyo for validation. The SF-DAS was subjected to face validation. The face validation of the instrument was done with strict adherence to the research questions raised so as to ensure that the test items reflected all details on the questions blue print. The lecturers scrutinized the SF-DAS items for suitability and clarity; add any other items(s) which were relevant but not included in the instrument; and remove irrelevant or ambiguous statements in order to improve the strength and the structure of the items. Their comments and corrections on the items' clarity, appropriateness of language, ability to elicit accurate information and suitability in line with the specific objectives were integrated for final version of the instrument.

The reliability coefficient of SF-DAS was determined using the scores of the 30 respondents (students) from non-participating schools obtained after the trial

testing. These respondents were part of the study's population that were not selected for the main study. The data collected from the trial testing was used to ascertain the internal consistency of the instrument using inter-item approach. The reliability of the instrument was estimated from the data collected using Cronbach alpha statistical tool (r). The reliability coefficient of 0.88 was obtained and was used to assess the strength of consistency of the instrument in eliciting information for the study at any given time.A letter of researcher's introduction was given by the researcher's HOD to the principals of the participating schools intimating them of the researcher's research engagement and requesting for the release of essential but required information mainly for the purpose of the research and development.

After the permission had been granted by the principals, the researcher gathered data from students in the sampled schools through the administration of SF-DAS. This was done after the researcher briefed them on the essentialities of the study in the enhancement of public secondary schools' disciplinary status. At the end of the data collection stage, instruments valid return rate was 100 percent, thus approving the validity of the data collected in answering research questions raise and testing corresponding hypotheses formulated. Simple linear regression coefficient (R) was used to answer research questions and the F-value of the simple linear regression statistic for testing null hypotheses formulated for the study.

## Presentation of Results

**Research Question 1:** To what extent does provision of sport facilities predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district?

**Table 1:** Simple Linear Regression Analysis of provision of sport facilitieson students' disciplinary attitude

| Variables | R | $R^2$ | Extent of Prediction | Adjusted $R^2$ | Remarks |
|---|---|---|---|---|---|
| Provision of sport facilities<br><br>Students' disciplinary attitude | 0.920 | 0.846 | 84.6% | 0.846 | Very High Extent of Prediction |

Source: Researcher's survey (2023)

In Table 1, the results reveal that R-value is 0 .920 and $R^2$ is 0.846. The R-value of 0.920 indicates positive and very high extent of prediction, while $R^2$ value of 0.846 which is the coefficient of determination show the extent of prediction of provision of school laboratory predicts students' disciplinary attitude. In addition, 84.6% variance in students' disciplinary attitude is predicted by provision of sport facilities. This means that provision of sport facilities very highly predicts students' disciplinary attitude.

**Research Question 2:** To what extent does provision of classroom blocks predicts

students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district?

**Table 2:** Simple Linear Regression Analysis of provision of sport facilitieson students' disciplinary attitude

| Variables | R | $R^2$ | Extent of Prediction | Adjusted $R^2$ | Remarks |
|---|---|---|---|---|---|
| Provision of classroom blocks<br>Students' disciplinary attitude | 0.505 | 0.255 | 25.5% | 0.254 | Moderate Extent of Prediction |

Source: Researcher's survey (2023)

In Table 2, the results reveal that R-value is 0 .505 and $R^2$ is 0.255. The R-value of 0.505 indicates positive and moderate extent of prediction, while $R^2$ value of 0.255 which is the coefficient of determination show the extent of prediction of provision of classroom blocks predicts students' disciplinary attitude. In addition, 25.5% variance in students' disciplinary attitude is predicted by provision of classroom blocks. This means that provision of classroom blocks very highly predicts students' disciplinary attitude.

**Hypothesis 1:** The extent to which provision of sport facilities predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district is not significant.

**Table 3:** Simple Linear Regression Analysis of Prediction of provision of sport facilities on Student' disciplinary attitude

| Variables | Sources of Variation | Sum of Square | Df | MS | F-cal | F-crit | Decision at p<.05 |
|---|---|---|---|---|---|---|---|
| Provision of sport facilities | Regression | 756.716894 | 1 | 756.716894 | 4715.633* | 3.86 | Reject $H_0$3 |
| Student' disciplinary attitude | Residual | 137.683106 | 858 | 0.160470 | | | |

*= Significant at .05 alpha level. Source: Researcher's survey (2023)

The results of Table 3 show that the calculated F- value of 4715.633 is greater than the critical F- value of 3.86 at .05 level of significance, with 1 and 858 degree of freedom. With this result, the null hypothesis that "The extent to which provision of sport facilities predicts students' disciplinary attitude in public

secondary schools in Akwa Ibom Northeast senatorial district is not significant" was rejected. This means that provision of sport facilities significantly predict students' disciplinary attitude.

**Hypothesis 4:** The extent to which provision of classroom blocks predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district is not significant.

**Table 4:** Simple Linear Regression Analysis of Prediction of provision of classroom blocks on Student' disciplinary attitude

| Variables | Sources of Variation | Sum of Square | Df | MS | F-cal | F-crit | Decision at p<.05 |
|---|---|---|---|---|---|---|---|
| Provision of classroom blocks | Regression | 227.656451 | 1 | 227.656451 | 292.960* | 3.86 | Reject $H_0$4 |
| Student' disciplinary attitude | Residual | 666.743549 | 858 | 0.777 | | | |

*= Significant at .05 alpha level. Source: Researcher's survey (2023)

The results of Table 4 show that the calculated F- value of 292.960 is greater than the critical F- value of 3.86 at .05 level of significance, with 1 and 858 degree of freedom. With this result, the null hypothesis that "The extent to which provision of classroom blocks predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district is not significant" was rejected. This means that provision of classroom blocks significantly predict students' disciplinary attitude.

## Discussion of the Findings

The findings based on Hypothesis one which stated that, The extent to which provision of sport facilities predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district is not significant revealed that there is a very high extent of prediction between provision of school sport facilities and students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district. Provision of sport facilities accounts for 84.60% of the variation in students' disciplinary attitude.

The result also shows that provision of sport facilities significantly predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district. This finding indicates that students' disciplinary attitude would increase to a very high extent as school management effectively make sport facilities to be available in schools. The provision of sport facilities is one of the important factors that can influence students' disciplinary attitude in secondary schools. Physical activity and sports can have a positive impact on students' mental and emotional health. Providing students with access to

sports facilities and encouraging them to participate in sports can help them develop a sense of discipline, teamwork, and self-control, which can translate into better disciplinary attitudes.

The findings of this study agree with the findings of Koko and Okpara (2022) which revealed that recreational and sporting facilities promotes the mental fitness of students and improve academic performance in universities in Rivers State to a Very High Extent (VHE) and a High Extent (HE).

The findings based on Hypothesis four which stated that, The extent to which provision of classroom block predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district is not significant revealed that there is a moderate extent of prediction between provision of school classroom blocks and students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district. Provision of classroom blocks accounts for 25.5% of the variation in students' disciplinary attitude. The result also shows that provision of classroom blocks significantly predicts students' disciplinary attitude in public secondary schools in Akwa Ibom Northeast senatorial district. This finding indicates that students' disciplinary attitude would increase to a moderate extent as school management effectively make classroom blocks to be available in schools. The provision of classroom blocks is one of the important factors that can influence students' disciplinary attitude in secondary schools. A well-designed classroom can provide a conducive learning environment for students. Providing classrooms with comfortable seating, good lighting, and other essential amenities can create a positive learning environment, which can positively impact students' disciplinary attitude. The findings of this study agree with the findings of Osaduwa (2018) which revealed that there was a significant relationship between students' social classroom learning environment and students' attitude towards mathematics.

## Conclusion

Based on the findings, it was concluded that provision of school facilities such as sport facilities and classroom blocks has the potency to greatly manage insecurity and indiscipline among the students in schools.

## Recommendations

In light of the conclusion drawn from the findings of the study, the following were recommended:

1. Akwa Ibom State Government should provide school with adequate and functional sport facilities so as to help enhance students' disciplinary attitudes.
2. Akwa Ibom State Government should provide school with adequate and functional classroom blocks as well as create a platform to adequately engaged students in learning competitions.

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