



Influence of Facilities and Equipment on Female Teachers' Management of Competitive Sports in Secondary Schools in Taita Taveta County

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Abstract: The purpose of this study was to establish influence of facilities and equipment on female teachers' management of competitive sports in secondary schools in Taita Taveta County. Through a cross sectional analytical research design, the study targeting female secondary school teachers in Taita Taveta County hypothesized that adequacy of sports facilities and equipment did not significantly influence female teachers' participation in competitive sports management in Secondary Schools within Taita Taveta County. A researcher designed questionnaire was developed to capture respondents from a sample of 90 respondents from a target population of 175 female teachers. Descriptive statistics and chi square test of independence were used for data analysis through statistical package for social sciences, version 20. Ethical and logistical reviews were considered as per the Kenyan National Council for Science, Technology and Innovation. Findings showed that teachers who participate in sports management consider sports equipment and facilities as important (26.7%) and very important (24.4%), unlike 7.7 % and 15.6% respectively for those who do not participate in sports management. The chi square value of ($\chi^2=1.00$; $df=4$; $p<0.262$) was not significant, thus rejecting the null hypothesis. The study concluded that availability of sports facilities and equipment is a key factor in determining involvement in management of sports in secondary schools among female teachers. It was recommended that school management need to avail adequate facilities and equipment to attract more female teachers in the management of sports in secondary schools.

Keywords: Sports Facilities and Equipment, Competitive Sports, Management.

1. INTRODUCTION

Sport is among the most popular activities of humanity across the modern world (Mwisukha & Rintaugu, 2013; Wamaitha, 2015). Its popularity stems from its benefits, not only at the individual level but also at national or societal level (Mwisukha & Rintaugu, 2013). However, despite its popularity, sport has traditionally been considered a man's domain where men owned, organized, coached, competed and watched sports largely in exclusion of women (Bogopa, 2008). Moreover, sport as a microcosm of the larger society (Wolfe, Weick, Usher, Terborg, Poppo, Murrell and Jourdan, 2005) is arguably a dynamic social space where dominant ideologies are advanced as well as challenged and contested (Messner, 2002).

In the school context, sport has been credited with inculcating values of sportsmanship and fair play, while increasing educational aspiration and developing a sense of community, group cohesion and connectedness (Rees & Miracle, 2000 & Kamau, 2015). Schools are also well placed to promote health and physical activity behaviours because of the time spent in this environment and the elements of the school curriculum that are adaptable to include such content (Jenkinson, & Benson, 2010).

Unfortunately, women's contribution to management has remained unaccounted in Kenya leading to under representation in leadership, and particularly in sport management and administration positions (M'mbaha, 2012). This could be attributed to the fact that sport, is regarded as domain for performing

masculinity as opposed to femininity and irrational qualities that are culturally associated with women (McKay, Messner & Sabo, 2000). Additionally, the institution of sport and its sub-cultures described as a male domain, has received considerable attention in the academic literature (Scruton & Watson, 2000). Parpart (2008) for instance, observes that dominant patriarchal ideologies locate women's role in the domestic sphere, while much of the organized sport has been perceived as preserve for men (Mwisukha, 2005).

Previous researches at school level precisely postulate that many female teachers may simply be unwilling to participate due to sports participation hazards like; fear of injury resulting from training, burnout, (Hargreaves, 2001; Kontos, 2004). However, the researchers did not address the aspect of female teachers' management of competitive sports in secondary schools. The female teachers are appointed in other positions apart from teaching such as class teachers, guidance and counselling teachers, head of subjects and head of departments. Therefore, they are likely to encounter various setbacks of personal nature, including their individual involvement in academic-oriented activities, time constraints, class attendance, physical and emotional fatigue, syllabus delivery demands and other institutional policies (Ndambiri, 2014). To ensure full participation co-curricular activities in most secondary schools in Kenya, a specific time is set aside for games and sports in the evening after classes. It is during this time that students and teachers interact in the fields of play for various sports.

Further the boys and girls at this level earn equal opportunities to effectively engage in sports as both participants and competitors. Teachers in essence play leadership roles in ensuring that all the programmes run smoothly, while the school offers structural support and enabling environment for participation. Consequently, it is expected that the interest created in the formative stage is sustained to their adulthood. Unfortunately this is not the ideal situation as recent researches postulated that there is underrepresentation of females in not only leadership positions, but also in sporting domain as well as all occupational areas (M'mbaha, 2012; Mwisukha & Rintaugu, 2013; Mugoh, 2015; Njororai, 2015; Wamaitha, 2015; Massengale, 2009).

However, despite these researches on women leadership in sport organizations and schools, there is minimum information on the female teachers' participation in the management of competitive sports in secondary schools. Based on the foregoing, the study sought to establish whether facilities and equipment influence female teachers' in the management of competitive sports in secondary schools in Taita Taveta County. The study hypothesized that adequacy of sports facilities and equipment did not significantly influence female teachers' participation in competitive sports management in Secondary Schools within Taita Taveta County.

2. LITERATURE REVIEW

Sport facilities are structures built for sporting activities such as athletic tracks, stadia, soccer pitches, basketball courts, lawn tennis courts, among others (Ogundairo, 2010). Sport equipment on the other hand refers to those disposable items used in sports such as horizontal bars, balls, weight lifts, basketball posts, among others (Ogundairo, 2010). Adequate equipment and facilities in any institution play a significant role in sports development. It is difficult to separate the standard of sports from the standard of facilities and equipment available for the training of athletes (Ekpe, 2001). Facilities and equipments are indispensable to competitive and recreational sport and important in the promotion of sporting activities because they are the powerhouse of sports. (Oyeniya, 2002; Rintaugu, Masiga, Kamande, Were, Litaba & Kinoti, 2012).

Provision of appropriate and adequate sports facilities has considerable influence on participation in sport in any establishment. Equipment, on the other hand, serves as an engine of progress that stimulates effective participation in sporting activities. Omolawon, (2000) opined that availability of adequate facilities is vital to the conduct of intramural sports and other sports programmes. The availability of facilities and equipment in a school determines the type of sport programmes that can be offered. Inadequate equipment is one of the serious challenges affecting participation of sports at all levels of education at secondary school level as lack of supplies and equipment hinder the implementation of sporting programmes (Okuneye, 2001). Kabunge (2012) affirms that sports practice with new, modern facilities and equipment, and playing against some top competitors in their sports of interest offers the challenge that helps in developing an appropriate self identity. Therefore, for longevity of the facilities and equipment, one of the most important areas of administrative

concern of sport administration in the school involves prudent management of facilities and equipment in sports programmes.

Availability of sporting facilities is important in the promotion of sports in workplace because participation among staff motivates them to stay at work in order to participate in sports activities after work, (Kamatu, 2015). Lack of appropriate facilities and equipment is a major negative factor in sports training for the sports teachers. Another burden is added when some of the available facilities are not located within the school premises, thus requiring movement to a different venue which takes some time to access (Kabunge, 2012). Therefore, competitive sports programmes can optimally function only when they are complemented with effective equipment.

Lack of adequate facilities and equipment has drawn sports practitioners to think outside the box. Studies have suggested that if appropriate qualities of equipment is not available, teachers can be creative enough to improvise activities using similarly shaped or sized pieces of equipment (Mowling, Brook, Eiler & Rudsil, 2004) or, alternately, collaborate with neighbouring schools to exchange equipment and spaces. This seldom offer a solution to inadequate facilities and equipment although temporary.

Norman, Nutter, Ryan, Sallis, Calfas, and Patrick (2006) used Geographic Information System (GIS) to determine the proximity of the recreational parks and sports facilities and found that they had a positive influence on sport participation by adolescents. Xhakaza (2005) revealed that a total of 157 (59.7%) girls disagreed with the fact that there are inadequate sporting facilities. Most girls agreed that there were adequate sporting facilities - implying that facilities were not an issue of concern for them.

In Kenya, Kamau (2015) showed that National and County schools had more facilities and equipment in comparison to the newly developed schools, most of which are day schools. Almost all participants in M'mbaha's (2012) study mentioned the availability and access to facilities and equipment, as well as the encouragement from teachers helped them excel in sport.

The study by Mungai, Sang and Wamutitu, (2014) examined facilities and equipment in Nyandarua County, Kenya. It was established that 72.1% felt soccer status was adequate, 83.3% regarded the state of the rugby pitches to be of low or inadequate; 93.8% thought that basketball courts were either none existent or inadequate; 55.9% thought volleyball courts were moderately adequate, 57.9% felt that handball courts were moderately adequate; 44.5% felt netball courts were moderately adequate and 50% felt the state of athletics tracks was adequate.

Kabunge, (2012) whose study was based in Mombasa county of Kenya showed that all the respondents reported that schools had no gymnasium or swimming facilities implying that availability of Physical Education facilities and equipment affected the implementation of the curriculum. Availability of facilities therefore plays a significant role in the sports teachers' selection decision about what to do on the pitch or sport arena. These studies relate to the current study which aimed to establish whether female teachers' participation in the management of competitive sports in secondary schools in Taita Taveta County is influenced by availability of facility and equipment.

3. METHODOLOGY

The study on Influence of facilities and equipment on female teachers' management of competitive sports in secondary schools in Taita Taveta County applied a cross sectional analytical research design. The study hypothesized that the adequacy of sports facilities and equipment did not significantly influence female teachers' participation in competitive sports management in Secondary Schools within Taita Taveta County. The study targeted 90 female teachers sampled through stratified random sampling in Taita Taveta County, Kenya. A researcher designed questionnaire validated through expert judgement with a reliability coefficient index of 0.732 was applied to the respondents. The respondents were to indicate whether they participate in sports management or not and indicate the emphasis they lay on significance of facilities and equipment in the management of sports in secondary schools from very important to very unimportant. Ethical and logistical considerations were observed during the study as per the Kenyan National Commission for Science, Technology and Innovation requirements. Data collected was coded and analyzed using statistical package for social sciences (SPSS) version 20.0. Descriptive statistics were used to analyze demographic data and

variables concerning participation of female teachers in the management of sports programmes in secondary schools, in Taita-Taveta County. Chi- square test was used to establish significance between participants and non participants in sports management among female teachers.

4. FINDINGS

Findings of the study showed that a total of 90 participants were involved in the study, of which 30 indicated that they do not involve in sports management , while 60 accepted that they are involved in sports management. A bigger percentage of the respondents (40% ; 36) reported that facilities and equipment are very important in the management of sports in secondary schools, against 6.7% (6) who reported that these are not very important. The Chi-square value ($x^2=1.00$; $df=4$; $p<0.262$) showed no significant difference on influence of facilities and equipment between the two groups. Therefore, the null hypothesis that the adequacy of sports facilities and equipment did not significantly influence female teachers' participation in competitive sports management in Secondary Schools within Taita Taveta County was rejected. Table 1 shows details of these analyses.

Table1. Facility Influence on Female Teachers Sports Programmes Participation

S/N	Facility and Equipment Availability	Number and Percentage of Participation in Sports		
		No	Yes	Total
1				
2	Very unimportant	4 (4.4%)	2 (2.2%)	6 (6.7%)
3	Unimportant	1 (1.1%)	2 (2.2%)	3 (3.3%)
4	Neutral	4 (4.4%)	10 (11.1%)	14 (15.6%)
5	Important	7 (7.7%)	24 (26.7%)	31 (34.4%)
6	Very important	14 (15.6%)	22 (24.4%)	36 (40%)
	Total	30 (33.3%)	60 (66.6%)	90 (100%)

Chi-square $x^2=1.00$; $df=4$; $p<0.262$ (Not Significant)

5. DISCUSSION

In relation to the opinion of the respondents on the availability of facilities and equipment in schools, a majority of respondents, 36 (40%) rated this as a very important factor. This was followed closely by 31 (34.4%) respondents who rated facility availability as an important factor influencing their participation. A minority, 3(3.3%) had an opinion that the facility and equipment availability is an unimportant factor to sports participation while 14(15.6%) had a neutral opinion and 6(6.7%) rated facility availability as a very unimportant factor influencing their participation in sports programmes. To assess the influence of facility and equipment availability on the female teachers' participation in the management of competitive sports programmes, the chi-square test results implied that the calculated chi-square value was greater than the table value. Therefore the null hypothesis which stated that, the adequacy of sports facilities and equipment did not significantly influence the female teachers' participation in competitive sports management in Secondary Schools within Taita Taveta County was rejected. This implied that availability of facilities and equipment have an impact on female teachers management of sports in schools.

The finding by the present study is in agreement with Mwhaki (2007) who reported that availability of sports facilities and equipment has a great impact on students' participation in sports activities. Furthermore, Kabunge (2012) established that there is significant deviation in the level of maintenance of facilities and equipment to affect sports programme implementation in secondary schools. Also, the finding is consistent with Oyeniyi (2002) who posited that facilities and equipment are a powerhouse of sports, thus they are indispensable in competitive sports, while Omolawon (2000) opined that availability of adequate facilities is of vital importance in the conduct of sports programme. It is evident that a range of constraints to sport participation exist including time and money as well as availability of facilities or indeed appropriate sport opportunities (Jowett & Felton, 2013).

In all schools under study by Kabunge (2012), 100% of the respondents reported that schools had no gymnasium or swimming facilities. This implied that availability of sports facilities and equipment affected the implementation of Physical Education curriculum. This study contradicts Muthoni (2015) who postulated that female teachers were able to negotiate through the constraints of availability and access to facilities, thus this was not an important factor of their participation. The

same was found by Xhakaza (2005) while studying girls' response on availability of sports facilities and equipment. Thus, the concept of facilities and equipment and involvement in sports may vary depending on whether the respondent is a manager as established by the present study, or an athlete/student as shown by the study by Muthoni (2015) and Xhakaza (2005). Regardless of the findings, the issue of sports facilities and equipment is salient not only in school sports, but even in competitive sports especially in developing nations where adequate funding for sports is lacking.

6. CONCLUSION AND RECOMMENDATION

The study on influence of facilities and equipment on female teachers' management of competitive sports in secondary schools in Taita Taveta County has established that sports facilities and equipment play a significant role in determining whether female teachers will be involved in sports management. The inadequacy of the facilities and equipment may have made it challenging for the teachers to manage students since they are expected to avail the necessary equipment and playing space. Thus, teachers would avoid being involved in sports management since they will be unable to satisfy the students' needs. School managers need to avail adequate equipment and facilities to schools to attract more teachers to be involved in the management of sports. This need to be factored in the school budget since sports is considered as a co-curricular activity and need to be adequately funded like any other learning activity.

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Citation: Mugala Hannington Bulinda, et.al. "Influence of Facilities and Equipment on Female Teachers' Management of Competitive Sports in Secondary Schools in Taita Taveta County". *International Journal of Sports and Physical Education (IJSPE)*, vol 4, no.4, 2018, pp. 37-42. doi: <http://dx.doi.org/10.20431/2454-6380.0404006>.

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