



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 5.38
IJPESH 2019; 6(6): 21-23
© 2019 IJPESH
www.kheljournal.com
Received: 19-09-2019
Accepted: 21-10-2019

Aliyu Mohammed
Ph.D. Department of Physical
and Health Education,
Federal College of Education,
Kontagora, Nigeria

Utilisation of adequacy theory in the provision and management of facilities in sports and physical education

Aliyu Mohammed

Abstract

The paper focused on the utilisation of adequacy theory in the provision and management of facilities in sports and physical education. The theory is essentially pragmatic and visionary in scope, rooted in a well laid plan framework. It has a wide degree of flexibility referred to as “rule of thumb.” The theory uses systematic process and scientific formula to calculate the number of anticipated teaching – learning space desirable relative to land space, participants’ environment rate project, curriculum content, ability level of the athletes and learners. The theory supports the philosophy of multiple uses, promotion of schematic scheduling, establishment needs and the actualisation of the master plan features. Thus, the theory should be put to trial as a take – off in Nigeria.

Keywords: Adequacy theory, provision, management, facilities, sports, physical education

Introduction

Physical education is a profession that is developing in scope with respect to mass participation, facilities build – up, recreation – leisure time pursuits etc. To meet these growing demands, systematic and scientific devices are being used to meet these objective – “rule of thumb” – formula otherwise known as adequacy theory.

Penman (2006) ^[7] indicated that adequacy theory helps to meet optimum space utilisation through specifications, philosophy and needs of the establishments. Ezersky and Theibert (2010) ^[2] reported that the current trend in facilities provision and management require the application and use of formulae to achieve the objectives of physical education and sports.

Udoh (2000) ^[8] reporting on sports facilities in Nigerian universities revealed that the existing facilities for competitive sports and recreational purposes are low and substandard in most universities in the country. Okosu (2004) ^[6] in a comparative study of sports facilities utilization in selected tertiary institution, maintained that sports required a variety of facilities both indoor and outdoor, he further revealed that the relative needs of the athletes should be recognised in the planning of facilities and scheduling for their use.

Consequent upon the fore – going the cardinal objective of adequacy theory centres majorly on visionary plan, provision and management. This innovation in facilities build – up will enhance greater efficiencies economy of time, space and skill output for all beneficiaries of sports and physical education.

Criteria for Adequacy Theory

The utilisation of adequacy theory should be based on set goal and objective of an establishment thus, the following criteria are relevant in actualising the theory.

Central to adequacy theory is the master plan of a typical institution or sports complex. The master plan forms the nucleus of guideline to be followed in building up facilities. The content of the master plan is usually fully actualised after a lengthy period of time. Thus, masterplan is a parent to adequacy theory which has vision as its focus (Ezersky and Theibert, 2010) ^[2].

Similarly, economic factor is probably the most outstanding variable in establishing and managing facilities. Igbangbo (1992), reported that finance is the bedrock of any organisation, its availability has a lot of impact to assist administrators and managers to

Corresponding Author:
Aliyu Mohammed
Ph.D. Department of Physical
and Health Education,
Federal College of Education,
Kontagora, Nigeria

perform best in the provision of facilities. It was further emphasised that funding is a very important aspect of sports and insufficient funding hinders facilities and equipment provision.

Without prejudice to the above, the philosophy and the policy establishing an organisation is an important criterion. This criterion spells out the aspiration, aims, beliefs, wisdom, values etc. of adequacy theory. As a matter of fact, it must contribute to individual organisational and societal needs. Any reason for not fulfilling this theory makes it incomprehensible, vague and meaningless (Ezersky and Theibert, 2010) [2].

Furthermore, adequacy theory evaluates what the future will look like with respect to demographic growth of an institution and the community. Questions relating to population shift, e.g. from a low density to an high one or, will the community become a commercial or industrialised centre all of a sudden? Should be addressed. Awosika (1999) opined that sports administrators do not adequately project to the future and thus create problem for expansibility and flexibility. He concludes

$$\text{Number of teaching station} = \frac{\text{No. of students}}{\text{Avg. No. of students per class}} \times \frac{\text{No. of periods class meet}}{\text{Total No. of class periods per week}}$$

Consequent upon the above, if a school projects her enrolment at 900 students and has six class periods a day with an average class size 30 students and physical education subject is required daily. The computation will give this result.

$$\text{Number of teaching station} = \frac{900}{30} \times \frac{6}{30} = \frac{5,400}{690} = 6$$

By the above calculation, six teaching – learning stations shall be needed to meet an ideal class interaction. The station should be varied in scope to meet various physical education and sports aims. The areas should include football field, tennis, basketball, handball, volleyball courts, gymnasium etc. Aside, these facilities should be capable of multiple use, for emphasis, this theory is not an utopian concept but rather pragmatic, aimed at meeting utility functions of sports and physical education programmes.

Benefits of Adequacy Theory

The theory helps sports administrators, physical education directors to carry out their programmes logically and sequentially i.e. which programme comes first and which one follows based on facilities on ground and other anticipated to be added programmes should not be patterned to overstretch facilities (Nelson and Bronson, 1965) [5].

In addition, the theory aids the optimum uses of facilities and personnel. Essentially, personnel should be recruited based on work to be done relative to facilities available. Butler (2006) [1], corroborated that the correct application of the theory will enhance existing personnel and facilities to be satisfactorily and optimally used.

The theory equally helps to control school enrolment rate and volume of number of activities to be performed daily, weekly, annually and so on. Thus, facilities on ground should match enrolment projection for present and the future.

The theory is equally beneficial to evaluate progress or failure inherent in facilities provision and management. Fawcett (2006) [3] explained that evaluation should consider whether facilities are contributing to progress or knowledge in sports and physical education. Facilities should be objectively and

that this creates a handicapping situation in Nigeria sports institutions (Ezersky and Theibert, 2010) [2].

Penman (2006) [7], posited that consistency is a hallmark of excellency in any establishment. Adequacy theory helps in analysing landscapes and utility installation in both service and academic cores. In all respects hit and miss or/and make – shift in facilities should be avoided. At this point, the issue of consistency should be seen as necessary and pursued logically to the end, so that the credibility of facilities' management will not be in question.

Application of Adequacy Theory

Adequacy theory is essentially pragmatic, utilitarian and periscopic in nature. The theory hands on the “rule of thumb” which has a propensity for flexibility and expansivity.

The theory serves as a determinant to the number of teaching – learning status needful based on formula. Penman (2006) [7] showed the formula for the computation of adequacy theory as follows:

subjectively assessed accordingly. For functional appraisal, all the staff should make an input that is performance centred. Evaluation should be formative i.e. at the commencement of facilities build – up, on – going that is while in use and re – tested to assess whether they are cooperating well and summative in nature i.e. when eventually completed.

Implication of Adequacy Theory for Administrators and Physical Education

It must be accepted that provision of facilities is important but equally important is good management approach in enhancing effective and coordinating of sports activities and physical education. The theory as it were, has implications for administrators and physical educators.

As a follow – up, the theory helps sport administrators to setup a comprehensive framework for an orderly and progression of programmes and events based on which activity in sports and physical education come first and last. Also in focus include which facility can accommodate various games and still possess economic benefit relative to time and distance. In essence, it offers a guide to the administration so that they are able to achieve educational and sports goals.

It further assists to establish a norm of providing and managing facilities in schools, recreation centres and sports councils for the benefits of those who share in the aspiration of sports and physical education. The norm as an important factor should be made a policy issue in educational and sports sectors.

Similarly, the theory has implication for the management to implement programmes of activities as schedule based on individual, group, instructional and social needs so as to prevent conflict in scheduling.

Furthermore, the theory has implication in closely and constantly evaluating facilities. Evaluation should cover the curriculum, personnel programmes, progress and failure experienced should be recorded. Evaluation phase considers factors relating to enforcement of rules and regulations, time allotment etc. The evaluation should not be neglected at any phase of administration for any reason whatsoever.

Conclusion

In conclusion, the demand required in sports facilities' provision and management require great efforts to meet because of huge financial involvement, technology input, social awareness, advocates of leisure – time pursuits etc. in Nigeria.

Recommendations

The following recommendations are hereby made

- A. There should be re – ordering of priority in sports policy so that facilities needed to execute and accomplish sports aspiration are made available.
- B. Competent personnel in sports and allied discipline should be allowed to use their initiatives to generate new ideas in engineering, medicine, administration to ensure continuity in the management of facilities in sports.
- C. That adequacy theory should be subject to rigorous evaluation to see to its workability in all ramifications.

References

1. Butler GD. Playgrounds: Their Administration and Operation. New York: Ronald Press Co. 2006, 169-179.
2. Ezersky EM, Theibert RP. Facilities in Sports and Physical Education. St Louis: C.V. Mosby Co. 2010; 7(27, 28):100-109.
3. Fawcett CW. School Personnel Administration. New York: Macmillan Inc., 2006, 58-59.
4. Ighanugo VC. Financing University Sports. Journal of Nigeria Academic of Sports Administration. 2002; 2(3):27-32.
5. Nelson NP, Bronson AO. Problems in Physical Education. Prentice Hall Inc., USA. 1965, 81-101.
6. Okosu J. A Comparative Study of Sports Facilities Utilisation in Selected Tertiary Institutions in Bendel State. M.Ed Thesis University of Ibadan, 2004.
7. Penman KA. Planning Physical Education and Athletics Facilities in School. New York: John Wiley and Sons. 2006, 71-72.
8. Udoh CO. Sports Facilities: Development, Maintenance, Quality and Adequacy in Nigerian Universities. Ibadan: Proceedings of Guinness NUGA 1986 Sports Clinic, 2000.