

EDUCATIONAL FACILITIES UTILISATION, THE INFLUENCE OF SPORTS AND RECREATIONAL FACILITIES ON BUSINESS EDUCATION STUDENTS' ACADEMIC PERFORMANCE IN AL-HIKMAH UNIVERSITY, ILORIN, KWARA STATE

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Abstract

Educational facilities are indispensable resources in effective student learning. Inefficient use of these resources can lead to decreased motivation and lower academic performance. This study investigated the relationship between the utilisation of educational facilities and Business Education students' academic performance at Al-Hikmah University, Ilorin. A correlational descriptive survey research design was employed, involving a total population of 126 students, which was considered manageable for the study. Data were collected through a standardised 14-item questionnaire completed by respondents. The instrument was validated by three experts from the Department of Business and Entrepreneurship Education, Faculty of Education, Al-Hikmah University, Ilorin. To ensure reliability, the study used Cronbach's Alpha, yielding a reliability coefficient of 0.78. Data analysis used mean ratings to address the research questions and standard deviations to assess response variability. The null hypotheses were tested using Pearson Product-Moment Correlation (PPMC) at a 0.05 significance level. Findings revealed a strong correlation between the utilisation of educational facilities (sport and recreation facilities) and business education students' academic performance. Based on the findings, it was recommended that school administrators promptly upgrade classroom facilities to meet modern educational requirements and enhance students' academic success.

Keywords: Education, Business Education, Educational Facilities, Academic Performance

Introduction

Education serves as a means of transmitting societal culture, shaping the present, and influencing future generations. It plays a crucial role in societal development and progress (McCowan, 2019). National advancement is primarily driven by experts in various fields, made possible through a well-structured educational system. According to Ogbodo (2021), the fundamental goal of education is to bring about meaningful and lasting changes in learners by fostering the development of essential skills, positive habits, attitudes, values, competencies, both cognitive and physical, and critical, creative, and reflective thinking. To achieve these objectives, educational facilities must be used effectively and efficiently.

Educational facilities encompass school sites, buildings, equipment, and other material resources essential for effective teaching and learning (Osaigbovo & Osaigbovo, 2021). Ogbodo (2021) equates educational facilities with school facilities, including structures such as classrooms, assembly halls, libraries, laboratories, workshops, and necessary school supplies. Additionally, educational facilities can also refer to the locations where school programs and activities take place or the environment in which the curriculum is implemented. According to Obi and Ezegbe (2022), these facilities provide

the spaces where students engage with and understand the curriculum. In addition, Khan and Iqbal (2024) opine that adequate and quality educational facilities are essential for quality education and for achieving the intended goals and objectives of education. The absence of these facilities makes teaching unproductive, and the required learning will not be achieved. However, in Nigerian tertiary institutions, particularly in Kwara State, the lack of timely and proper utilisation of educational facilities has been a significant barrier to students' academic performance.

The academic performance of Business Education students is crucial in education. According to Botha (2020), academic performance is more dependent on its processes and is assessed based on outcomes rather than initial student intake. Cheng (2023) asserts that high academic performance occurs when nearly all students acquire fundamental skills and exhibit desirable behaviours in the classroom. Similarly, Todd and Mason (2019) perceive academic performance as the extent to which students have enhanced their learning, as measured by assessment results. Poor academic performance among Business Education students is often attributed to ineffective utilisation of educational facilities, including sports and recreational facilities.

Coakley (2023) defines sport as an organised competitive activity that involves the use of complex physical skills and significant physical effort. Participation in sports is driven by both intrinsic satisfaction and external rewards. Laker (2020) notes that tertiary institutions provide various sports facilities, including basketball, football, hockey, table tennis, and handball, which contribute to students' overall academic performance. Similarly, Afolabi (2022) affirms that quality of teaching and learning activities is directly linked to the availability and proper utilisation of sport facilities, ultimately contributing to improved students' academic performance. Also, Ezegbe (2022) opines that when school facilities, particularly sports facilities, are put in place and used, better performance is expected from tertiary institution students in both the affective and psychomotor domains of learning. Furthermore, Ogbodo (2021) found that school facilities and their components, including sports facilities, were significantly related to students' performance in higher education. Hence, there is a need for tertiary institutions especially universities, and Al-Hikmah University in particular lay more emphasis on these facilities in order to improve the academic performance of students.

Recreational facilities encompass educational resources and supplementary amenities, such as construction tools, equipment, and other teaching-learning aids, that support students' learning during their free time (Ezeanichinedu, 2019). The author further emphasises that these facilities play a crucial role in the teaching and learning process, which results in enhancing students' academic performance. Examples of recreational facilities include the abacus, computers, mathematical pyramids, Ayo, Whot, Ludo, shopping corners, novels, and dramatisation activities (Ezeanichinedu, 2019). In addition, Max (2021) asserts that the effective use of educational facilities, particularly recreational facilities at a tertiary institution, encourages learners to engage their senses, making learning easier and thereby positively contributing to their academic performance. Similarly, Ojiri (2022) avers that recreational facilities, as one of the components of educational facilities, are those facilities that enable a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided, thereby contributing to a high level of students' academic performance. Therefore, it becomes imperative that recreational facilities are not only provided but also effectively utilised to enhance students' academic performance at the tertiary institution level.

The significance of utilisation of educational facilities, sports, and recreational facilities for students' academic performance cannot be overstated. Fagbemi (2023) confirms that a lack of essential hand tools and materials, along with the inefficient use of workshop facilities, are key factors contributing

to the poor academic performance of Business Education students. Based on the researcher's observation of educational facilities, such as recreational and sports facilities, they are duly available at Al-Hikmah University, but the facilities are not effectively utilised by students, particularly business education students. The fact remains that when educational facilities are available but not effectively utilised, students' learning experiences suffer, leading to decreased interest and lower academic performance. In light of these concerns, this study aims to investigate the utilisation of educational facilities and the influence of sport and recreational facilities on the academic performance of business education students at Al-Hikmah University, Ilorin, Kwara State.

Purpose of the Study

The primary purpose of this study is to investigate the relationship between Educational Facilities Utilisation, the Influence of Sports and Recreational Facilities on Business Education Students' Academic Performance in Al-Hikmah University, Ilorin, Kwara State. Specifically, the study sought to:

1. Ascertain the level of sport facilities utilisation in teaching and learning of Business Education in Al-Hikmah University, Ilorin, Kwara State.
2. Determine the level of recreational facilities utilisation in teaching and learning of Business Education in Al-Hikmah University, Ilorin, Kwara State
3. Identify the level of business education students' academic performance in Al-Hikmah University, Ilorin, Kwara State.
4. Examine the relationship between sports facilities utilisation and Business Education students' academic performance in Al-Hikmah University, Ilorin, Kwara State.
5. Determine the relationship between recreational facilities utilisation and Business Education students' academic performance in Al-Hikmah University, Ilorin, Kwara State.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of sport facilities utilisation in teaching and learning of business education in Al-Hikmah University, Ilorin, Kwara State?.
2. What is the level of recreational facilities utilisation in teaching and learning of business education in Al-Hikmah University, Ilorin, Kwara State?.
3. What is the level of business education students' academic performance in Al-Hikmah University, Ilorin, Kwara State?.

Research Hypotheses

The null hypotheses formulated were tested at the 0.05 alpha level.

Ho₁: There is no significant relationship between sport facilities utilisation and business education students' academic performance in Al-Hikmah University, Ilorin, Kwara State

Ho₂: There is no significant relationship between recreational facilities utilisation and business education students' academic performance in Al-Hikmah University, Ilorin, Kwara State

Methodology

This study employed a descriptive survey design of a correlational type. This study was conducted in Kwara State. The target population consisted of 126 regular undergraduate Business Education students of Al-Hikmah University, Ilorin, across various levels. Since the population was manageable, the census sampling technique was used, meaning the entire population was included in the study. To collect data, the researcher developed a self-designed instrument titled "Utilisation of Educational Facilities and Academic Performance Questionnaire" (EFUQ) and "Academic

Performance Proforma" (APP). The questionnaire contained 14 items measured on a four-point rating scale of Very High Level (VHL), High Level (HL), Low Level (LL), and Very Low Level (VLL) with numerical values of 4, 3, 2, and 1, respectively. The instrument was divided into two parts: A and B.

Part A of the instrument gathered respondents' personal information. At the same time, Part B was divided into two sections: Section 1 contained seven items that elicited information about sport facilities and answered Research Question 1, and Section 3 contained seven items about recreational facilities and answered Research Question 2. Three specialists from the Department of Business and Entrepreneurship Education, Faculty of Education, Kwara State University, Malete, face and content-validated the instrument. Adjustments were made based on their feedback. To ensure reliability, Cronbach's Alpha was used, yielding a reliability coefficient of 0.78, indicating that the instrument was reliable. All 126 copies of the questionnaire were directly distributed, fully retrieved, and used for analysis. The mean rating and standard deviation were used to answer the study questions, and Pearson Product-Moment Correlation (PPM) was used to test the hypotheses.

In answering the research questions, any mean found between 2.50 and 4.00 was interpreted as High Level (HL), while a mean below 2.50 was interpreted as Low Level (LL). The standard deviation was also used to indicate how spread out or close respondents' opinions are around the mean. Where the Standard Deviation was high, the individual responses varied widely; where the Standard Deviation was low, the respondents were considered close in their opinions.

Results

Research Question One: What is the level of sport facilities utilisation in teaching and learning of Business Education in Al-Hikmah University, Ilorin, Kwara State?

Table 1: Mean ratings of respondents on the level of sport facilities utilisation in teaching and learning of business education in Al-Hikmah University, Ilorin, Kwara State (N=126)

S/N	Sport Facilities	Mean	SD	Remarks
1	Incorporating long jump activities to enhance academic performance	2.53	0.66	HL
2	Effective use of a standard football field for sports and learning	3.12	0.12	HL
3	Leveraging volleyball for academic and physical development	2.81	0.13	HL
4	Maximising the use of a basketball court for student engagement	3.23	0.66	HL
5	Utilisation of a badminton court for skill and academic growth	2.89	1.28	HL
6	Enhancing learning through table tennis participation	3.00	0.31	HL
7	Optimising handball activities for academic and physical improvement	2.75	0.55	HL
Weighted Average		2.90	0.49	HL

Source: field survey(2025)

Table 1, items 1-7 had mean scores above the 2.50 cut-off, indicating High Level. Thus, there is a high level of sports facilities in the teaching and learning of business education. The fact that the

respondents' standard deviations are low and close to one another indicates that the utilisation of sport facilities by the respondents is closely connected.

Research Question Two: What is the level of recreational facilities utilisation in teaching and learning of business education in Al-Hikmah University, Ilorin, Kwara State?

Table 2: Mean ratings of respondents on the level of recreational facilities utilisation in teaching and learning of business education in Al-Hikmah University, Ilorin, Kwara State (N=126)

S/N	Recreational Facilities	Mean	SD	Remarks
1.	Gardens as relaxation spaces for students during leisure time	3.17	0.96	HL
2	Provision of television sets in the student standard room	3.24	0.13	HL
3	Incorporating national costumes for cultural day celebrations	2.56	0.16	HL
4	Effective use of playground facilities for student recreation	3.32	0.33	HL
5	Maximising art gallery facilities for educational and creative exploration	2.66	0.45	HL
6	Utilisation of drama costumes for theatrical performances	3.05	0.27	HL
7	Using parks as relaxation areas for students	3.00	0.85	HL
Weighted Average		3.00	0.46	HL

Source: field survey(2025)

From Table 2, items 1-7 had mean scores above the 2.50 cut-off, indicating High Level. Thus, there is a high level of utilisation of recreational facilities in the teaching and learning of business education. The fact that the respondents' standard deviations are low and near one another indicates a close relationship.

Testing of Hypotheses

H₀₁: There is no significant relationship between sport facilities utilisation and business education students' academic performance in Al-Hikmah University, Ilorin, Kwara State.

Table 3: Pearson Correlation of Sport Facilities Utilisation and Business Education Students' Academic Performance

Variables	N	Mean	SD	R	P-Value	Remark
Sport Facilities	126	62.22	3.28	0.253	0.000	Sig
Academic Performance	126	61.30	7.34			

P<0.05 Source: Field Survey, 2024.

The Pearson correlation coefficient (r) in Table 5, with a response value of 0.253 and $p < 0.05$, indicates a statistically significant relationship. Since the p-value is below 0.05, the null hypothesis is rejected. This confirms a significant correlation between utilisation of sports facilities and Business Education students' academic performance in Al-Hikmah University, Ilorin, Kwara State.

Consequently, this suggests that sports facilities have a meaningful impact on the academic performance of Business Education students at the university.

H₀₂: There is no significant relationship between recreational facilities utilisation and business education students' academic performance in Al-Hikmah University, Ilorin, Kwara State.

Table 4: Pearson Correlation of Utilisation of Recreational Facilities and Business Education Students' Academic Performance

Variables	N	Mean	SD	R	P-Value	Remark
Recreational Facilities	126	53.12	2.28	0.421	0.000	Sig
Academic Performance.	126	76.41	4.34			

P<0.05

Source: Field Survey, 2024.

The Pearson correlation coefficient (r) in Table 4, with a value of 0.421 and $p < 0.05$, indicates a statistically significant relationship. Since the p-value is below 0.05, the null hypothesis is rejected. This confirms a significant correlation between utilisation of recreational facilities and Business Education students' academic performance at Al-Hikmah University, Ilorin, Kwara State. Thus, it suggests that utilisation of recreational facilities plays a crucial role in influencing the academic performance of Business Education students at Al-Hikmah University, Ilorin.

Discussion of Findings

The findings from the research questions and hypotheses tested in Tables 1 and 3, with a mean score of 2.90 and a p-value <0.05 , indicate a strong correlation between sport facilities utilisation and Business Education students' academic performance at Al-Hikmah University, Ilorin. Interestingly, these results corroborate the findings of Ogbodo (2021), who found that school facilities and their components, including sport facilities, were significantly related to students' performance in higher education. However, this study shows that sports facilities significantly contribute to the academic performance of Business Education students.

The findings from the research questions and hypotheses tested in Tables 2 and 6 reveal a strong correlation between the utilisation of recreational facilities and Business Education students' academic performance at Al-Hikmah University, Ilorin (mean = 3.00, $p < 0.05$), indicating a significant relationship. This result aligns with previous research by Ezeanichinedu (2019), which highlighted that efficient utilisation of recreational facilities positively influences students' academic performance and significantly enhances the teaching and learning process in schools. In addition, the findings are in agreement with Max (2021), who asserts that the effective utilisation of educational facilities, particularly recreational facilities at tertiary institutions, enables learners to engage their senses more fully, thereby making learning easier and positively contributing to their academic performance. Therefore, the study confirms that the use of recreational facilities has a meaningful impact on the academic success of Business Education students.

Conclusion

The findings of Research question 1 and hypothesis 2 on the relationship between sport facilities and academic performance concluded that there is a strong, significant relationship. In addition, the findings of Research question 3 and hypothesis 4 concluded that the relationship between recreational facilities and academic performance is based on the data collected, analysed, and interpreted, leading to the conclusion.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. School administrators should make sure students make full use of basketball, football, hockey, table tennis, and handball in order to enhance effective academic performance.
2. Business Education students should actively utilise available recreational facilities in their teaching strategies to enhance both instructional quality and students' academic progress
3. Respective bodies should ensure that school facilities are in good condition to serve the purpose for which they are made available

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