



Assessment of Students' Satisfaction with Sports and Recreational Services in Southwestern Nigeria Federal Universities

Comfort A. Okotoni¹, Ayotunde S. Akinwale^{1*}, S. 'Tayo Subair¹

¹ Obafemi Awolowo University, Ile-Ife, Nigeria



DOI: <https://doi.org/10.46245/ijorer.v5i5.654>

Sections Info

Article history:

Submitted: June 26, 2024

Final Revised: August 6, 2024

Accepted: September 1, 2024

Published: September 30, 2024

Keywords:

Recreation;

Services;

Sports;

Students' satisfaction.



ABSTRACT

Objectives: This study assessed the level of adequacy of sports and recreational services in federal universities in Southwestern Nigeria. It also determined the level of students' satisfaction with sports and recreational services in the study area. The study equally examined the influence of sports and recreational services on students' satisfaction in the study area. **Method:** This study employed descriptive survey research design using quantitative approach. The population for the study comprised 193, 526 students from the seven federal universities in Southwestern Nigeria. The sample for the study was 1,144 students from three selected universities in the region. One instrument was used for the study, namely; Students' Satisfaction with Sports and Recreational Services Questionnaire (SSRSQ). Data were analysed using percentages and weighted average. **Results:** The results revealed that sports and recreational services in the study area were moderately available with weighted average of (2.6). The result also showed that students were moderately satisfied with sports and recreational services with average mean of 52%. It was further revealed that sports and recreational service ($\beta=0.168$; $p<0.05$) had significant influence on students' satisfaction in the study area. **Novelty:** This research presents novelty research that combines the variables of sports and recreational services and students' satisfaction. The research is intriguing due to variation in emphasis, research participants, results of the study and the implication for students' personnel administration in tertiary institutions.

INTRODUCTION

Sports and recreational facilities are essential facilities or services that universities provide for students to enhance and promote their physical, social, and mental well-being. The provision of excellent and standard sports and recreational facilities in the university will help it fulfill its mission of training total students who will be academically sound, physically fit, socially upright, and emotionally balanced. Given the rigorous academic activities in the university, students need an arena where they can go to ease the tension and stress they face daily. Sports and recreational facilities provide an avenue for students to be engaged in other extracurricular activities outside academic activities for their physical, mental, social, and emotional development (Bekomson et al., 2020; Berger et al., 2021; Finnerty et al., 2021; La Charite et al., 2023). These aspects of students' lives contribute significantly to their success in academic activities.

Sports and recreational facilities are any form of facility that provides opportunities for people to engage in at least one physical activity. Recreation is engaging in activities for one's own physical and mental well-being to revitalize the body and mind. Moreover, recreation refers to activities people partake in during their leisure time to satisfy a need or

desire for personal fulfillment (Heidari et al., 2021; Hillman et al., 2021; Mansfield et al., 2020; Wu et al., 2021). Sports and recreational facilities as social spaces because they create opportunities for students, academic and non-academic staff, and community members to engage with one another and socialize. Sports are highly structured activities and events that call for not just physical strength but also physical talent and strategy.

The university's sports and recreational facilities allow students to relax after hours of academic activities. The sports complex where these facilities are situated allows students to engage in individual or group sporting activities. Some sports available to students include football, basketball, tennis, judo, running, walking, gymnastics, cycling, swimming, and other official and unofficial sporting activities. Popular leisure activities among students are strolling, soccer, basketball, athletics, tennis, exercise, dancing, swimming, aerobics, gymnastics, martial arts, and running.

LITERATURE REVIEW

Sports and recreational activities have tremendous benefits on students' total development. Studies have shown that students' involvement in sporting and other recreational activities has a positive impact on student's academic performance, health, physical fitness, and social and emotional development. Physical activity protects students against unhealthy weight gain, helps students to cope with and manage academic stress and university life's pressures, as well as preventing future chronic disease (Caso et al., 2020; Herbert et al., 2020; Limone & Toto, 2022; Thomas & Warren-Findlow, 2020).

Students in any type of educational setting can benefit from recreational activities in many ways, such as increased physical fitness, better health, and an enhanced quality of life. In addition, sports and leisure activities help to maintain mental health and well-being, facilitate the development of social skills, provide opportunities for meaningful social connections with others, provide stress relief, encourage leadership and followership, and support the growth of positive self-esteem, self-acceptance, confidence, learning, tolerance, hope, and optimism. Students' ability to manage their free time is essential to preserving their physical and emotional well-being (Berasategi Sancho et al., 2021; Chen et al., 2022; Hawkins et al., 2023; Puhakka, 2021). Furthermore, involvement in extracurricular activities is necessary for a happy time at university since students who do not participate risk failing in their academics. Children who participate in rigorous extracurricular activities during the school day are likely to enhance their ability to focus, remember, comprehend, and prioritize academic tasks (Hyndman & Wyver, 2021; Bakri et al., 2023).

Similarly, Subair and Adeniyi (2021) observed that physical activities during sports and recreation promote interpersonal relations between and among students and staff, boost students' confidence and self-awareness, and reduce stress, anxiety, and sadness, which in turn could enhance students' concentration, assimilation rate as well as improvement in the overall academic performance of the students. All these virtues are learned by adhering to rules and regulations guiding individual and team sporting activities. The virtues acquired through sporting activities in the university can contribute significantly to a peaceful university community and a violence-free society. Students who engage in group or team sports would have better collaboration and communication skills and respect for other people's opinions. Also, skills and values acquired through sporting activities and

competition can help students pursue their dreams and achieve them despite all hindrances and challenges.

Consequently, Omar et al. (2020) found in their studies that adequate sporting facilities are essential for the wholesome and worthwhile development of the total person of students. Sports and recreational activities can only be done using relevant facilities (Blocken et al., 2020; Choi & Park, 2021; Difiori et al., 2021; Pedersen et al., 2021). They argued that offering a range of recreational amenities can assist students in achieving a healthy equilibrium by fostering social interaction among facility users. This, in turn, can enhance their emotional and psychological well-being and bolster their self-esteem. Additionally, such provisions can promote productive thinking and overall wellness in their educational institutions. Sports and recreational activities also enhance social interaction and bond among students, improve self-awareness, raise students' confidence and concentration in academics, reduce sadness and anxiety, improve self-esteem, and boost students' overall quality of life. Moronkeji et al. (2022) submitted that adequate sports and recreational facilities present numerous benefits. These include increasing interest in sports and recreation, making training enjoyable and straightforward, motivating students, and improving skill efficiency and process comprehension.

Sports and recreation also have enormous benefits for students even after their stay at the university. Experience has shown that students who get involved in sports and recreational activities during their course of study at all levels of education are usually preferred by employers of labor than students who did not participate in sports while in school. This is because various skills students possess during their engagement in various sporting activities make them stand out among their colleagues. Despite the tremendous benefits of students' participation in sports and recreational activities, it has been observed that many students in tertiary institutions across the world show apathy to participation in sports and recreational activities due to various challenges militating against their full involvement in various schools. Some of the challenges limiting students' participation in sports and recreational activities include time factors, inadequate sporting facilities, academic workload, religious stigma, cultural background, financial difficulties, state of health, ignorance, and attitudes of school management towards sports, among others. According to the findings of Soyer et al. (2019) and Shaibu et al. (2019), students' limited involvement in leisure activities was a result of their busy schedules and lack of free time. They were unable to fully participate in recreational pursuits due to their academic commitments and other responsibilities, leading to restricted engagement in leisure activities. According to Dongwook and Seunghyun (2024), some students may have limited participation in leisure activities due to poor time management skills and a lack of information about recreational options available to them. This can hinder their ability to engage in enjoyable pursuits outside their academic responsibilities. Financial challenges and lack of separate time for sports and recreational activities determine the level of students' involvement in sports and recreational activities. According to Thomas et al. (2019) and Aksu et al. (2023), schools' inadequate sports and recreational facilities contributed to the low participation of students in sports and recreational activities. Poor maintenance culture of sporting facilities is one of the factors inhibiting students' involvement in sporting activities in Nigeria.

Statement of the Problem

For universities to prepare students who will be able to face the challenges of the labor market in various fields of study, providing excellent and sufficient sports and recreational facilities for students is essential. In Nigeria, it has been observed that most students in the university do not show interest in sports and recreational activities because of insufficient sports and recreational facilities on various campuses. Few of the available facilities are mainly in a state of disrepair. This made it difficult for students to engage in their choice of sporting activities. Observations have shown that several significant barriers impede students' participation in sports and recreational activities in Nigerian universities, such as inherent reluctance, academic commitments, insufficient motivation, financial limitations, and health issues.

Additionally, inadequate recreational facilities, absence of such facilities, distance to available facilities, and inadequate sports coaches or trainers were identified as contributing factors. These challenges could have resulted in poor students' interest in sporting activities, utilization of sporting facilities, and low levels of satisfaction with sports and recreational services in universities in Nigeria. Against this background, this study aimed to empirically investigate students' satisfaction with sports and recreational services in federal universities in Southwestern Nigeria.

Research Objectives

1. The study assessed the level of availability of sports and recreational services in federal universities in Southwestern Nigeria,
2. It determined the level of students' satisfaction with sports and recreational services in the study area,
3. It determined the influence of sports and recreational services on students' satisfaction in federal universities in Southwestern Nigeria.

Research Questions

Two research questions were generated from the objectives of the study:

1. What is the availability of sports and recreational services in federal universities in Southwestern Nigeria?
2. What is students' satisfaction with sports and recreational services in the study area?

Hypothesis

Sports and recreational services do not significantly influence students' satisfaction in federal universities in Southwestern Nigeria.

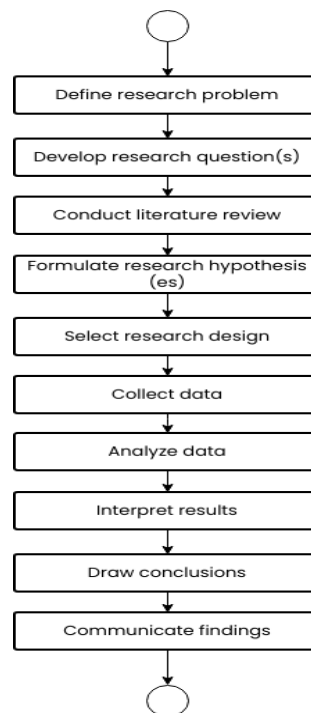


Figure 1. Flowchart of research procedure (Mulyana et al., 2024).

RESEARCH METHOD

This study employed a descriptive survey research design using a quantitative approach. The population for the study comprised 193,526 students of the seven federal universities in Southwestern Nigeria. These universities are Obafemi Awolowo University Ile Ife, Osun State, University of Ibadan, Ibadan, Oyo State, University of Lagos, Akoka, Lagos State, Federal University of Agriculture, Abeokuta, Ogun State, Federal University of Technology, Akure, Ondo State, Federal University Oye-Ekiti, Ekiti State and Federal University of Health Sciences, Ila- Orangun, Osun State.

Table 1. Distribution of universities by students' population.

| Universities | Total Number of Students |
|--|--------------------------|
| Obafemi Awolowo University Ile Ife, Ile-Ife | 35,000 |
| University of Ibadan, Ibadan, Oyo State | 42,000 |
| Federal University of Agriculture, Abeokuta, Ogun State | 20,000 |
| University of Lagos, Lagos | 55,000 |
| Federal University of Technology, Akure, Ondo State | 15,000 |
| Federal University Oye-Ekiti, Ekiti State. | 26,000 |
| Federal University of Health Sciences, Ila-Orangun, Osun State | 526 |
| Total | 193,526 |

Source: Institutions' Admission Offices, 2024

The sample for this study was 1,144 students. A multistage sampling procedure was used to select the samples. In the first stage, Obafemi Awolowo University (OAU), the University of Ibadan (UI), and the University of Lagos (UNILAG) were selected using a purposive sampling technique. The justification for selecting the three universities was that they may require more recreational services for sporting activities due to high enrolment.

In addition, a proportionate sampling technique was used to select 381, 381, and 382 students from OAU, UI, and UNILAG, respectively, using Research Advisors (2006) at a 0.05 significance level. The students were selected using an accidental sampling technique. One instrument was used for the study: Students' Satisfaction with Sports and Recreational Services Questionnaire (SSRSQ). Data were analyzed using percentages and mean scores. To answer research question one, the interpretation of the mean scores was based on the benchmark of 2.50, and the basis for arriving at 2.50 was adding $4+3+2+1 = 10/4 = 2.50$. Any average scores of 2.50 and above were considered unavailable, while an average score below 2.50 was considered unavailable in the study. The acronyms on the Table were interpreted as follows: Strongly Agree (SA), Agree (A), Disagree, Strongly Disagree (SD), and Average Score (AS). To answer research question two, items were elicited on students' satisfaction with sports and recreational services in federal universities in Southwestern Nigeria. The interpretation was based on percentage scores, and the decision was based on average mean scores. The acronyms on the Table were interpreted as follows: Strongly Agree (SA), Agree (A), Disagree, Strongly Disagree (SD). To ascertain the level of student satisfaction with sports and recreational services, Strongly Agree (SA) was regarded as "high" (70.00%-100.00%), Agree was regarded as "moderate" (50.00%-69.00%), while Disagree and Strongly Disagree were collapse as "low" (1.00%-49.00%).

RESULTS AND DISCUSSION

Results

Table 2. Students' responses to the availability of sports and recreational services in Federal Universities in Southwestern Nigeria.

| Sports and recreation | | SA (%) | A (%) | D (%) | SD (%) | WA |
|-----------------------|--|---------------|---------------|---------------|---------------|------|
| 1 | There are sufficient sporting facilities for all students on my campus | 210 (19) | 450 (40.6) | 277 (25) | 171 (15.4) | 2.57 |
| 2 | Everyone is free to participate in sporting activities on my campus | 410 (37) | 565 (51) | 31 (2.8) | 102 (9.2) | 3.35 |
| 3 | There are adequate sports instructors on my campus | 164 (14.8) | 276 (24.9) | 479 (43.2) | 189 (17.1) | 2.01 |
| 4 | Swimming pools are in good condition. In my university | 339 (36) | 409 (40) | 300 (33) | 60 (17) | 3.0 |
| 5 | Gymnasiums are in good condition in my university | 210 (19) | 300 (31) | 366 (33) | 189 (17) | 2.5 |
| 6 | Football pitches are in good condition at my institution | 339 (36) | 404 (40) | 300 (33) | 60 (17) | 3.1 |
| 7 | Handball pitches are in good condition in my institution | 210 (19) | 250 (31) | 366 (33) | 282 (25.5) | 2.3 |
| 8 | volleyball pitches are in good condition in my institution | 140 (12.6) | 343 (31) | 436 (39.4) | 189 (17) | 2.4 |
| 9 | Basketball courts are in good condition in my institution | 210 (12.6) | 343 (31) | 366 (39.4) | 189 (17) | 2.4 |
| 10 | There is regular sensitization for students on the importance of regular exercise at my university | 140 (12.6) | 343 (31) | 436 (39.4) | 189 (17) | 2.4 |

| | Sports and recreation | SA (%) | A (%) | D (%) | SD (%) | WA |
|----|--|-------------------|------------------|------------------|-------------------|------------|
| 11 | There is no gender bias in access to sporting facilities at my university | 164 (14.8) | 507 (45.8) | 314 (28.3) | 123 (11.1) | 2.84 |
| 12 | My university creates a timetable for sporting activities at least once a week | 161 (14.5) | 301 (27.2) | 424 (38.1) | 222 (20.2) | 2.42 |
| 13 | My university has plans to develop the sporting talents of its students. | 248 (22.4) | 236 (21.4) | 324 (29.1) | 300 (27.1) | 2.27 |
| 14 | My university encourages students to take part in NUGA | 479 (43.2) | 465 (42) | 62 (5.6) | 102 (9.2) | 3.33 |
| 15 | There are frequent inter-faculty/departmental sporting competitions on my campus | 74 (6.7) | 600 (54.2) | 137 (12.3) | 297 (26.8) | 2.84 |
| | Weighted Average | | | | | 2.6 |

Source: Authors' fieldwork, 2024

Table 2 depicts the availability of sports and recreational services in federal universities in Southwestern Nigeria. The Table establishes that the level of availability of sports and recreational services in the study area was moderate. According to the Table, there were sufficient sporting facilities for all students; all students were free to participate in sporting activities; the swimming pool and gymnasiums were all in good condition. Similarly, there was no gender bias in access to sporting facilities, university management encouraged students to take part in the Nigerian University Games, and there were frequent inter-faculty/departmental sporting competitions on various campuses. Conversely, the Table indicated that there needed to be more sports instructors, and arenas for handball, volleyball, and basketball were not in good condition. In addition, there needs to be more regular sensitization for students on the importance of regular exercise, and university management has no plans for developing the sporting talents of the students. The weighted average of (2.6) buttressed the results.

Table 3. Students' responses to their level of satisfaction with sports and recreational services in Federal Universities in Southwestern Nigeria

| | Students' level of satisfaction with welfare services | SA (%) | A (%) | D (%) | SD (%) |
|---|---|-------------------|------------------|------------------|-------------------|
| 1 | I am satisfied with the availability and adequacy of sporting facilities in my institution | 83 (7.5) | 539 (48.6) | 471 (42.5) | 15 (1.4) |
| 2 | I am satisfied with the attitudes of sports instructors and other staff in the sports unit at my school | 250 (22.6) | 746 (67.3) | 100 (9) | 12 (1.1) |
| 3 | I am satisfied with the conditions of the sports arena in my institution | 147 (13.3) | 651 (58.7) | 300 (27.1) | 10 (0.9) |
| 4 | I am satisfied with the procedures for students to access sporting facilities in my institution | 340 (30.7) | 563 (50.8) | 200 (18) | 5 (0.5) |
| 5 | I am satisfied with the number of sports instructors for various games in my school | 36 (3.3) | 364 (32.9) | 407 (36.7) | 300 (27.1) |
| 6 | I am satisfied with the adequacy of the television room in my hostel | 410 (37) | 565 (51) | 31 (2.8) | 102 (9.2) |
| 7 | I am satisfied with the subscription package of television in my hostel | 229 (20.7) | 681 (61.5) | 129 (11.6) | 69 (6.2) |

| | Students' level of satisfaction with welfare services | SA (%) | A (%) | D (%) | SD (%) |
|----|--|---------------|---------------|---------------|---------------|
| 8 | I am satisfied with the level of freedom given to male and female students to participate in sporting activities in my school | 164 (14.8) | 507 (45.8) | 314 (28.3) | 123 (11.1) |
| 9 | I am satisfied with the level of sensitization of students on the importance of involvement in sporting activities in my institution | 73 (6.6) | 165 (14.9) | 621 (56.1) | 248 (22.4) |
| 10 | I am satisfied with the attitudes of lecturers and school management toward the development of students' sporting talent in my institution | 33 (3) | 414 (37.4) | 409 (37) | 250 (22.6) |
| | Average Mean | 19.1% | 52% | 25.8% | 3.1% |

Source: Authors' fieldwork, 2024

Table 3 shows student satisfaction with sports and recreational services in federal universities in Southwestern Nigeria. According to the Table, students' level of satisfaction was generally moderate. It was shown from the Table that students' satisfaction with the availability and adequacy of sporting facilities, attitudes of sports instructors and other staff in the sports unit, conditions of the sports arena, procedures for students to access sporting facilities, adequacy of television room in the hostels, subscription package of television in the hostels, level of freedom given to male and female students to participate in sporting activities was moderate. However, the Table showed that students' satisfaction with the number of sports instructors for various games, the level of sensitization to students on the importance of involvement in sporting activities, and the attitudes of lecturers and school management towards developing students' sporting talents were low.

Hypothesis

H₀₁: There is no significant influence of sports and recreational activities on students' satisfaction in federal universities in Southwestern Nigeria.

Table 4. Model summary.

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|--------------|----------|-----------------|--------------------------|-----------------------------------|
| 1 | 0.92 | 0.86 | 0.76 | 12.09 |

The R-squared value (R^2) is 0.860, meaning that approximately 86% of the student satisfaction variation can be explained by the model's predictor variable, sports and recreation services.

Table 5. Summary of analysis of variance (ANOVA).

| | Model | Sum of Squares | Df | Mean Square | F | Sig. |
|---|--------------|-----------------------|-----------|--------------------|----------|------------------|
| 1 | Regression | 30051.09 | 7 | 4293.01 | 29.35 | .00 ^b |
| | Residual | 146817.90 | 1004 | 146.23 | | |
| | Total | 176868.99 | 1011 | | | |

Table 5 shows that the regression model is statistically significant. The F-statistic of 29.35 with a p-value of .00 suggests that the predictor variable significantly affects students' satisfaction.

Table 6. The results of regression analysis: Model summary.

| Model | Variable | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|----------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | | | |
| 1 | (Constant) | 20.89 | 3.09 | | 15.05 | 0.00 |
| | Sports and recreational services | 2.11 | 0.41 | 0.16 | 5.16 | 0.00 |

Constant (Intercept)

The constant term is 20.89. This represents the predicted students' satisfaction when the predictor variable is zero. However, since the predictor variable is unlikely to be zero in this context, this value might not have a practical interpretation.

Sports and recreation

The coefficient is 2.11, with a p-value of .00. A one-unit increase in sports and recreation is associated with an increase of 2.119 units in students' satisfaction. The Beta value (0.168) indicates a positive influence. Based on this analysis, sports, and recreational services significantly influence students' satisfaction; hence, the null hypothesis was rejected.

Discussion

The results of findings on the availability of sports and recreational services in federal universities in Southwestern Nigeria revealed that sports and recreational services were moderately available. This is because some sports and recreational services were adequately available, while students raised concerns about the state and availability of some. The result of this study is in line with the findings of Ajibola and Aladesokun (2015), who found that sports and recreational facilities in public universities in Southwestern Nigeria were inadequate and that few facilities were available and needed to be in better condition. Oseghale (2021) opined that the general condition of various sporting facilities in public universities in Nigeria needed to be better. Only a few facilities were in good condition, and those in good condition were newly constructed. This is similar to the findings of Moronkeji et al. (2022), who observed that students' participation in recreational activities was low due to people with low incomes or the absence of sporting facilities in public universities in Southwestern Nigeria.

The data analysis on student satisfaction with sports and recreational services in federal universities in Southwestern Nigeria showed that the level of student satisfaction with sports and recreational services was generally moderate. The level of availabilities and adequacy of sports and recreational facilities, sports instructors, and the attitudes of sports instructors, lecturers, school management, and other staff in the sports unit of the schools accounted for the moderate level of student satisfaction in the study areas. Sports facilities and equipment, scheduling of sports for students, and funding are the significant factors responsible for low participation in intra and extramural sports programmed by undergraduates of universities in Nigeria. Students' satisfaction with students' sports and recreational activities was low in Nigerian universities. Similarly, Oseghale and Ikpo (2018) submitted that the provision of sports facilities in universities in Southwestern Nigeria was inadequate, resulting in a moderate to low level of student satisfaction.

The results on the influence of sports and recreational services on students' satisfaction revealed that sports and recreational services significantly influenced students' satisfaction with their institutions. Universiti Pendidikan Sultan Idris that university sporting facilities or service quality have a significant relationship with students' satisfaction in the study area. Rahman et al. (2020) revealed that recreation and sports facilities substantially impact students' satisfaction in public universities in Bangladesh. Hence, the involvement in sports has significant effects on students' life satisfaction of Nigerian university students.

CONCLUSION

Fundamental Findings: The study found that sports and recreational services were moderately available in federal universities in Southwestern Nigeria. It was also found that students were moderately satisfied with sports and recreational services in the study area. Overall, sports and recreational services influenced students' satisfaction significantly. **Implication:** The study found that the adequacy of sports and recreational services determines students' satisfaction in the study area. **Limitation:** The study sample was limited to the students in the study area. The views of Student Affairs Officers coordinating the services were not examined. **Future Research:** Students' satisfaction with sports and recreational services in federal and state-owned tertiary institutions will be examined. The study will adopt both qualitative and qualitative approaches.

REFERENCES

- Ajibola, G. S. & Aladesokun, T. A. (2015). Factors influencing the utilisation of fitness and recreation centre by students in the university of lagos. *Journal of Research and Contemporary Issues in Human Kinetics and Health Education*, 2(1), 142-147.
- Aksu, H. S., Kaya, A., Bayrak, A., Tükel, Y., et al. (2023). Investigation of the relationship between recreational sport well-being and leisure satisfaction of university community Members. *Turkish Journal of Sport and Exercise*, 25(3), 399-413. <https://doi.org/10.15314/tsed.1340119>
- Bakri, N. H. S., Ahmad, M. F., Safwan, N. S. Z., Dahlan, N. D., Mohd, A. N. E. & Ahmad K. M. H. (2023). Examining the relationship of customer satisfaction and brand loyalty in sports products among university students. *Information Management and Business Review*, 15(2), 29-34. [https://doi.org/10.22610/imbr.v15i2\(I\).3437](https://doi.org/10.22610/imbr.v15i2(I).3437)
- Bekomson, A. N., Amalu, M. N., Mgbani, A. N., & B. Abang, K. (2020). Interest in extra curricular activities and self efficacy of senior secondary school students in cross river state, nigeria. *International Education Studies*, 13(8), 79-86. <https://doi.org/10.5539/ies.v13n8p79>
- Berasategi Sancho, N., Idoiaga Mondragon, N., Dosil Santamaria, M., & Eiguren Munitis, A. (2021). The Well-being of children in lock-down: Physical, emotional, social and academic impact. *Children and Youth Services Review*, 127, 1-7. <https://doi.org/10.1016/j.childyouth.2021.106085>
- Berger, C., Brotfeld, C., & Espelage, D. L. (2021). Extracurricular activities and peer relational victimization: Role of gender and school social norms. *Journal of School Violence*, 20(4), 611-626. <https://doi.org/10.1080/15388220.2022.2026226>
- Blocken, B., van Druenen, T., van Hooff, T., Verstappen, P. A., Marchal, T., & Marr, L. C. (2020). Can indoor sports centers be allowed to re-open during the COVID-19 pandemic based on a certificate of equivalence? *Building and Environment*, 180, 1-11. <https://doi.org/https://doi.org/10.1016/j.buildenv.2020.107022>
- Caso, D., Miriam, C., Rosa, F., & Mark, C. (2020). Unhealthy eating and academic stress: The moderating effect of eating style and BMI. *Health Psychology Open*, 7(2), 1-23. <https://doi.org/10.1177/2055102920975274>

- Chen, S. T., Hyun, J., Graefe, A. R., Mowen, A. J., Almeida, D. M., & Sliwinski, M. J. (2022). The influence of leisure engagement on daily emotional well-being. *Leisure Sciences*, 44(7), 995–1012. <https://doi.org/10.1080/01490400.2020.1757537>
- Choi, H., & Park, C. (2021). Relationship between participant's selection attributes, satisfaction, and continued participation according to SAFETY awareness of water leisure sports. *J-Institute*, 6(2), 1–8. <https://doi.org/10.22471/crisis.2021.6.2.01>
- Difiori, J. P., Green, G., Meeuwisse, W., Putukian, M., Solomon, G. S., & Sills, A. (2021). Return to sport for north american professional sport leagues in the context of COVID-19. *British Journal of Sports Medicine*, 55(8), 417–421. <https://doi.org/10.1136/bjsports-2020-103227>
- Dongwook, C., & Seunghyun, J. (2024). Effects of sports tourism on leisure satisfaction in college students. *Educational Administration: Theory and Practice*, 30(5), 13778–13786. <https://doi.org/10.53555/kuey.v30i5.6038>
- Finnerty, R., Marshall, S. A., Imbault, C., & Trainor, L. J. (2021). Extra-curricular activities and well-being: Results from a survey of undergraduate university students during COVID-19 lockdown restrictions. *Frontiers in Psychology*, 12, 1–14. <https://doi.org/10.3389/fpsyg.2021.647402>
- Hawkins, G. T., Chung, C. S., Hertz, M. F., & Antolin, N. (2023). The school environment and physical and social-emotional well-being: implications for students and school employees. *Journal of School Health*, 93(9), 799–812. <https://doi.org/10.1111/josh.13375>
- Heidari, K., Heydarinejad, S., Saffari, M., & Khatibi, A. (2021). Investigating the leisure behavior of Iranians: The structural model of serious leisure, recreation specialization and place attachment. *Journal of Policy Research in Tourism, Leisure and Events*, 13(1), 77–93. <https://doi.org/10.1080/19407963.2019.1694030>
- Herbert, C., Meixner, F., Wiebking, C., & Gilg, V. (2020). Regular physical activity, short-term exercise, mental health, and well-being among university students: The results of an online and a laboratory study. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00509>
- Hillman, P., Lamont, M., Scherrer, P., & Kennelly, M. (2021). Reframing mass participation events as active leisure: Implications for tourism and leisure research. *Tourism Management Perspectives*, 39, 1–20. <https://doi.org/10.1016/j.tmp.2021.100865>
- Hyndman, B. P. & Wyver, S. (2021). *Outdoor recreation within the school setting: A physiological and psychological exploration*. IntechOpen. <http://dx.doi.org/10.5772/intechopen.91900>
- La Charite, J., Macinko, J., Hedrick, R., Santoro, M., & Dudovitz, R. (2023). Extracurricular activities, child and caregiver mental health, and parental aggravation—A national cross-sectional study. *Academic Pediatrics*, 23(7), 1394–1402. <https://doi.org/10.1016/j.acap.2023.01.001>
- Limone, P., & Toto, G. A. (2022). Factors that predispose undergraduates to mental issues: A cumulative literature review for future research perspectives. *Frontiers in Public Health*, 10, 1–11. <https://doi.org/10.3389/fpubh.2022.831349>
- Mansfield, L., Daykin, N., & Kay, T. (2020). Leisure and wellbeing. *Leisure Studies*, 39(1), 1–10. <https://doi.org/10.1080/02614367.2020.1713195>
- Moronkeji, B., Ayeni, D., & Emmanuel, A. (2022). Participation and hindrances to students' recreation at selected universities in Ondo State, Nigeria. *Journal of Social and Development Sciences*, 13(1), 1–14. [https://doi.org/10.22610/jsds.v13i1\(S\).3285](https://doi.org/10.22610/jsds.v13i1(S).3285)
- Mulyana, O. P., Izzati, U. A., & Jannah, M. (2024). The role of tenure on the relationship between job autonomy and job involvement among senior high school teachers in private schools. *IJORER: International Journal of Recent Educational Research*, 5(1), 1–11. <https://doi.org/10.46245/ijorer.v5i1.475>

- Omar, M. S., Aziz, S. F. A., & Salleh, N. M. (2020). Factors affecting job satisfaction among academic employees in polytechnic. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 5(11), 209-216. <https://doi.org/10.47405/mjssh.v5i11.540>
- Oseghale, G. (2021). Sports facilities condition assessment in selected Universities in south western nigeria. *Journal of Sports and Physical Education*, 2(8), 1-7. <http://10.9790/6737-08020107>
- Oseghale, G. E & Ikpo, I. J. (2018). Perception of stakeholders on sports facilities provision and maintenance in selected universities in south west Nigeria. *British Journal of Marketing Studies*, 6(2), 20-28. <http://10.19044/esj.2018.v14n18p264>
- Pedersen, M. R., Hansen, A. F., & Elmose-Østerlund, K. (2021). Motives and barriers related to physical activity and sport across social backgrounds: Implications for health promotion. *International Journal of Environmental Research and Public Health*, 18(11), 11-25. <https://doi.org/10.3390/ijerph18115810>
- Puhakka, R. (2021). University students' participation in outdoor recreation and the perceived well-being effects of nature. *Journal of Outdoor Recreation and Tourism*, 36, 1-12. <https://doi.org/10.1016/j.jort.2021.100425>
- Rahman, S. M. M., Mia, M. S., Ahmed, F., Thongrak, S. & Kiatpathomcha, S. (2020). Assessing students' satisfaction in public universities in Bangladesh. *Journal of Asian Finance, Economics and Business*, 7(8), 323-332. <http://10.13106/jafeb.2020.vol7.no8.323>
- Shaibu, L., Edegbo C., & Ishaka, M. L., (2019). Problems and strategies for the management of school facilities for effective instructional delivery in federal and state colleges of education in north central states of nigeria. *Ewemen Journal of Education Research & Review*, 11(2), 11-19.
- Soyer, F., Tolukan, E. & Dugenci, A. (2019). Investigation of the relationship between leisure satisfaction and smartphone addiction of university students. *Asian Journal of Education and Training*, 4(3), 218-226. <https://doi.org/10.46328/ijtes.v4i3.108>
- Subair, S. T. & Adeniyi, A. S. (2021). Assessment of availability, accessibility and adequacy of hostel facilities in Nigerian Universities. *International Journal of Humanities Social Sciences and Education*, 8(7), 17-25. <https://doi.org/10.20431/2349-0381.0807001>
- Thomas, A. M., Beaudry, K. M., Gammage, K. L., Klentrou, P. & Josse, A. (2019). Physical activity, sports participation, and perceived barriers to engagement in first-year canadian university students. *Phys Act Health*, 16(6), 437-446. <https://doi.org/10.1123/jpah.2018-0198>
- Thomas, E. V., & Warren-Findlow, J. (2020). Body image, self-esteem, and behavioral risk for chronic disease among college students: Additional evidence for integrated prevention. *Journal of American College Health*, 68(6), 658-665. <https://doi.org/10.1080/07448481.2019.1590370>
- Wu, Y., Sun, J., Fan, F., Wang, X., & Peng, Y. (2021). The influence of motivation, attitudes and obstacles for middle school students' participation in leisure activities on their leisure satisfaction in southwest china. *Frontiers in Psychology*, 12, 1-13. <https://doi.org/10.3389/fpsyg.2021.758858>

Comfort A. Okotoni

Department of Educational Management,
Obafemi Awolowo University, Ile-Ife, Nigeria
Email: tayokotoni@yahoo.com

***Ayotunde Akinwale (Corresponding Author)**

Department of Educational Management,
Obafemi Awolowo University, Ile-Ife, Nigeria
Email: ayotunde.akinwale@yahoo.com

S. 'Tayo Subair

Department of Educational Management,
Obafemi Awolowo University, Ile-Ife, Nigeria

Email: tayosubair@yahoo.com / sosubair@oauife.edu.ng
