

Assessment of the availability of Facilities and Equipment Influencing the Implementation of Secondary School Physical Education Curriculum in Nigeria

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Abstract

Curriculum implementation in Secondary Schools in Nigeria focuses on the success of that process of putting curriculum in action for achieving the set goals. The purpose of this study was to assess the availability of facilities and equipment influencing secondary schools physical education curriculum in Nigeria. Survey research design (Ex- post facto) was used for this study. To achieve this, purposive sampling technique was used to select the samples from the Six {6} Geo-political zones and the respondents consisted of heads of Physical Education Teachers in the Public and Private Secondary Schools. The population of the study was all secondary schools comprising fifty four thousand Five hundred and twenty- one (54,521) students with sample size of Six hundred and fifty-six (656). The data collected were statistically analysed by using inferential statistics of One Sample t- test to test the hypothesis. The results of the findings showed that Physical Education facilities and equipment influence the implementation of secondary schools Physical Education curriculum in Nigeria with t- Cal of 3.170 and P val of 0.031. The researcher recommended that Federal Ministry of Education in conjunction with the States Ministry of Education should provide physical education facilities and equipment for the implementation of Physical Education curriculum in Secondary Schools in Nigeria.

Key words: B.Ed. Accounting; CIPP Model; Programme evaluation

Introduction

Curriculum implementation in Secondary Schools in Nigeria focuses on the success of that process of putting curriculum in action for achieving the set goals. This Education is such a powerful instrument for progress and effective development of nations of the world. Nigeria having realized the global trend, developed a curriculum that is expected to facilitate full educational achievements of her set goals. The right to education requires that children of school going age be given such opportunities needed to acquire basic knowledge, skills, and those values to develop appropriate attitudes that will help them live a fulfilling and productive life (Adeshina, 2015). The National Policy on Education (2013) stated that the broad aims and objectives of secondary education include, preparation of youths for useful living within the society and preparing them for higher education amongst others. In order to achieve this, school curriculum ought to be effectively implemented to ensure a positive future for Nigerian youth who are future leaders. Youths ought to be well-equipped with basic skills to drive the national economy (Oliva, 2014). Curriculum is a vehicle through which education can be attained. Education is therefore seen as a tool for the empowerment of the youth in Nigeria (Offorma, 2015).

The National Policy on Education (2013), emphasized equal access to educational opportunities for all citizens of Nigeria be it Primary, Secondary and Tertiary levels and those inside and outside the formal school system. Consequently, the quality of instruction at all levels is oriented towards inculcating and promoting physical, emotional, and psychological development of all children as well as the acquisition of competencies necessary for self-reliance. Though, the policy appears to be well-stated, its implementation seems to be the problem (Oyeyemi, 2015). It was further observed that Nigeria is blessed with good educational policies but inconsistency in policy implementation is affecting the sector.

Physical Education develops series of activities that is done from early age to adulthood to become a whole man which aims at instilling integrated development of mental, cognitive strength, straightens individual's behavior, control emotional and psychological

expressions. Thus, achievements of Physical Education as a subject in schools are predicated on favourable environment and adequate facilities and equipment (Mamsar, 2016). Coker (2017) asserted that Physical Education curriculum implementation is dependent on physical facilities and equipment devices. Gregor and Janko (2012), stated that implementation of Physical Education curriculum depends on the following factors: availability of facilities and equipment.

In an up-date on the status of physical education curriculum in schools, a technical report for World Health Organisation (2007) stated that resources like financial considerations have had a number of impacts on physical education curriculum across the globe. The report further stated that failure to refurbish/ reconstruct/ replace/ maintain outdated or provide new facilities and equipment; has had negative impacts on the state of physical education curriculum.

Broad problem of nation building generally involve differences of religion, ethnic groups, language, customs, economic and political interests which become obstacles to national integration and national development. Physical Education curriculum, with its broad relevance to education, social welfare, culture, politics and health, if adequately planned, may serve the purpose of nation building and foster national integration. (Sie, 2008). Increasingly, on the relevance of Physical Education Curriculum to nation building, many nations are pointing to physical education as media most suited for use as a strategy to lift a nation from its backwardness, because physical education and sport not only give pleasure but affects other aspects of life.

Based on the foregoing, it is imperative to assess the availability of facilities and equipment influencing the implementation of secondary schools' Physical Education curriculum in Nigeria.

Statement of the Problem

Curriculum in Nigerian schools is determined by the very structure and nature of the schools much of which revolves around daily or established routine. It seems that some hindrances' affecting curriculum implementation may include inadequate qualified teachers, inability to meaningfully interpret performance of objectives, inadequate provision of infrastructure, skipping of unfamiliar content areas by teachers, inability to organize activities for students, skipping activities where materials are not readily available. Others are lack of communication skills, rushing the students to finish the scheme of work

for lack of time, large class size and so on (Coker,2017). For educational goal to be attained and learners to achieve, facilities and equipment play vital role in implementation. Mamser (2016) opined that achievement of Physical Education as a subject in school is predicated on favorable environment and adequate availability of facilities and equipment. Coker (2017) equally observed that Physical education implementation is hinged on physical facilities and equipment.

The researcher's observation and personal interaction with some teachers in Kaduna and Zaria revealed that Physical Education is no longer getting prompt attention by Federal, state ministries of education, and Principals of various Secondary Schools despite the measures taken by setting up of National Education Research Council (NERDC), charged with the responsibility of not only monitoring curriculum implementation process but also see to efforts aimed at effectively implementing content of the curriculum particularly at the Secondary Education level. In the research findings by Coulter and Woods (2016), it was noticed that few sporting equipment purchased in most schools in Nigeria are kept as decorative objects.

It is not clear why most Secondary Schools (Public and Private) in Nigeria do not have the availability of facilities and equipment for the implementation of Physical Education curriculum and while other Secondary Schools in Nigeria possess the available facilities and equipment to implement their Physical Education curriculum. Thus, therefore the researcher tends to find out the gap.

It is against this backdrop that the researcher assessed the availability of facilities and equipment influencing the implementation of Secondary School Physical Education Curriculum in Nigeria.

Purpose of the Study

The objective of this study was to assess the availability of facilities and equipment influencing the implementation of Secondary School Physical Education Curriculum in Nigeria.

Research Hypothesis

For this study, the following null hypothesis was formulated;

1. Availability of facilities and equipment does not significantly influence implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Methodology

Survey research design (Ex- post facto) was used for this study. The research population for this study consists of all the Physical and Health Education Teachers in Secondary schools in the six (6) Geo-Political zones in Nigeria.. The population of all secondary schools, Public and Private in the zone in Nigeria is 54,521. The sample size for this study was 656. According to Research Advisor (2006) for a population of 54,521, a sample size of 656 at 99% degree of accuracy is said to be adequate. To achieve this sample size from the population of the study, a multi-stage sampling procedure was employed. This type of sampling technique requires the use of more than one technique in sampling. Stratified sampling technique was used to study the schools as they spread across the Geo-Political Zones in Nigeria. The zones are North East, North West, North Central, South East, South West and South South. Simple random sampling technique was used to select a state from each of the six Geo-political zones. Cluster sampling technique was used to put the schools into ownership of Public and Private. The researcher grouped the schools into either Public or Private. Furthermore, simple random sampling technique was used to select the number of schools (Public/Private) that formed the sample size for the study because of the fact that many secondary schools (Public/Private) in Nigeria do not implement the curriculum as required. In selecting six hundred and fifty-six (656) teachers, simple random sampling technique was used. In doing this, the “lucky dip” otherwise known as the “blind ballot” technique of random sampling was used in the selection of teachers. To achieve the purpose of this study, a research instrument tagged “Assessment of facilities and equipment Influencing Implementation of Secondary Schools Physical Education Curriculum in Nigeria” (AFEIIPCENQ) questionnaire contained thirty-six (36) items was developed. The respondents were required to respond to all the statements using Five (5) point likert type scale of Strongly Agree (SA) = 5points, Agree (A) = 4points, Undecided (U) = 3points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1. The drafted instrument was submitted to experts for face and content validity. Their suggestions and input were considered, corrected and approved for the study. In order to establish the reliability of the instrument already validated, a pilot study was conducted by using Heads of Physical Education subject teachers in fifty (50) secondary schools in the North west geo-political zone of Katsina State

and South west of Oyo State that was not part of the main study were used. The data obtained from the pilot study were statistically analyzed for the purpose of reliability. In doing this both the Cronbach alpha reliability coefficient and Spearman-Brown Split half reliability coefficient were applied. This reliability coefficient was considered adequate for the internal consistencies of the instrument. The result of Spearman-Brown Split Half, Gutman Split Half and Cronbach alpha reliability are 0.807, 0.771 and .779 respectively. This therefore confirmed the instrument used for this study were highly reliable. Inferential Statistics of One Sample t- test was used for testing of hypothesis and the decision to reject or accept the hypothesis at 0.05 alpha level of significance.

Results

Six hundred and fifty-six (656) copies of the questionnaire were administered and Six hundred and fifty-one (651) were retrieved and used for the analysis. The Statistical Package of the Social Sciences (SPSS) Version 22 was used to analyze the data obtained from the respondents. To test the formulated hypothesis for this study, an inferential one Sample t-test statistics was used. The hypothesis was tested at 0.05 alpha level of significance.

Hypothesis: Physical Education facilities and equipment does not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Table 1: One sample t-test analysis of Physical Education facilities and equipment on the implementation of Secondary Schools Physical Education Curriculum in Nigeria

Variables	Mean	Std. Deviation	t- value	df	P-value
Aggregate mean	4.0588	.5439	3.170	650	0.031
Constant mean	3.5	0.00			

$t(650) = 1.645$, P value < 0.05

From the result of analysis presented, it showed that the probability value is less than 0.05 level of significance. The t-value 3.170 is greater than the t-critical of 1.645 at the degree of freedom 650, using two tailed significant level. The null hypothesis which states that "Physical Education facilities and equipment does not significantly

influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria” is therefore rejected.

Discussions

The null Hypothesis stated that Availability of Physical Education Facilities and Equipment does not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria. One sample t-test was used to test the hypothesis. The result of the test revealed that $t = 3.170$ at 0.05 level of significance is greater than the t-critical of 1.645 at the degree of freedom 650. The null hypothesis was therefore rejected that availability of Physical Education Facilities and Equipment significantly influence implementation of Secondary Schools Physical Education Curriculum in Nigeria. This finding is consistent with Green and Hardman (2015) that sporting facilities and its maintenance by the school management makes the quality of lesson to be provided in schools high. Hardman and Marshall, (2013) went further that lack of facilities for teaching physical education is recognized internationally as a constraint in implementing the curriculum. The believe is affecting nationally the impact of implementation. In most of Nigeria secondary schools that are established in rural areas lack facilities, no availability of sport field, because they are sited in and around hills, river banks, where teachers alternate days in school due to distance, makes it impossible to have full implementation of curriculum. Where facilities like gymnastics sport hall, field of play are non-existence in schools, it equally makes it impossible to conduct any practical class that may be part of content to learn. Green and Hardman (2015), viewed that all over Africa, Eastern and Central Europe, quantities and qualities of equipment in schools were said to be inadequate which negates quality of teaching – learning and in essence affects implementation of the curriculum. Daughtrey and Woods (2017) opined that before any meaningful achievement can take place in physical education with respect to skills and knowledge, equipment and facilities to enhance full participation. In schools where fees are paid by students, it is noted that sport fee forms part of what makes the school fees. Where the fee is made free by some states government, provision of necessary items are expected to be provided to enhance full teaching and learning in all subjects as approved by government. In a situation where a Physical Education teacher lacks some items or uses few to teach many students tend to make the teacher

lazy, ignore practical lesson and skip some topics to be taught in the curriculum. Thus makes the curriculum to be partially or not fully implemented. To buttress this point, that teaching and learning cannot take place in a vacuum rather than in an environment where facilities and equipment has direct and indirect impact on activities as sporting facilities in a school constitute the component of these direct and indirect activities in a learning environment.

Conclusion and recommendations

Availability of Physical Education facilities and equipment influence implementation of Secondary Schools Physical Education Curriculum in Nigeria. It can equally be concluded that the necessary physical education facilities and equipment in schools are utterly wanting. This situation needs to be addressed if successful training of Physical Education teachers in Physical Education Curriculum has to be done in our Secondary Schools. Recommendations made include:

- 1) There Is therefore the need for all established secondary schools to have Physical Education facilities and equipment for use in classroom lessons and well in order to implement Secondary Schools Physical Education Curriculum.
- 2) The Federal Ministry of Education in conjunction with the States Ministry of Education should establish clear policy on physical education equipment and facilities in Secondary Schools in Nigeria.
- 3) The Federal Ministry of Education in conjunction with the States Ministry of Education should provide physical education facilities and equipment for the implementation of Physical Education curriculum in Secondary Schools in Nigeria.

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