

**FACTORS RESPONSIBLE FOR LOW ENROLLMENT OF PHYSICAL  
EDUCATION IN SENIOR SECONDARY SCHOOL CERTIFICATE  
EXAMINATION**

**BY**

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BENIN CITY.**

**DECEMBER, 2014.**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF HEALTH  
ENVIRONMENTAL EDUCATION AND HUMAN KINETICS.  
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY.**

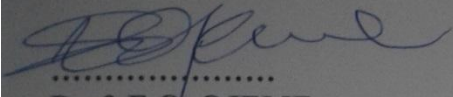
**IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE  
AWARD OF B.Sc (Ed) IN HUMAN KINETICS**

**DECEMBER, 2014.**



**CERTIFICATION**

We the undersigned certify that this project was carried out by ATOSU EMMANUEL in the department of Health, Environmental Education and Human Kinetics, Faculty of Education, University of Benin, Benin City.



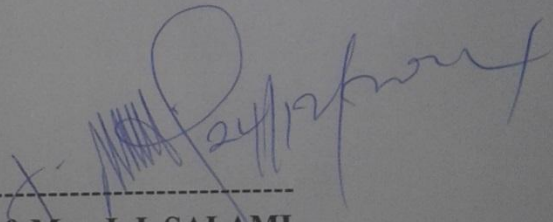
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Date 22/12/14



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Date -----

## **DEDICATION**

This project is dedicated to God Almighty whose grace and kindness was sufficient for me throughout my stay in school, and to Big Mum and Mum, who gave everything they had to ensure I see through my studies and to my mentor, OXYDIM.

## ACKNOWLEDGEMENT

I wish to express my deepest and profound appreciation to the all loving and sustaining God whose kindness, grace and mercy is unequalled in every respect in all phases of my life.

I want to also acknowledge the distinguish scholarship and dynamism of my project supervisor **Prof. E.O. OJEME** whose exploit and achievement in HEK Department is awful and motivating. Thank you sir for your constant attention and correction.

In the same vein, I wish to also use this opportunity to appreciate my family who were everything to me during the course of my study, Big Mum, my Mum and Dad, Sunny Atosu, my aunties and uncles, my siblings and host of others whose counseling and moral support helped me a great deal.

It is an honour to acknowledge the uncommon motherly love and encouragement of Dr. Mrs. EfeAigbovo whose consistent concern about my academic well-being spurred me on in slippery times.

It is proper to also appreciate the grooming whip and academic steering of my lecturers: I want to specially regard the HOD of the Department, Prof S.O. Aibueku, Mr. S.O. Ogbouma, Dr. E.O.Agbonlahor, Mr. O. Unity, Dr. U.

Igbudu, Prof. Mgbor, Mr. E. O. Enoma and host of others I was unable to personally encounter. I want to say you all outstanding in your methods of driving home knowledge and that the effect you had on us will be cherished and treasured for years to come.

Lastly, I must not fail to acknowledge the fellowship of my coursemate, OsejiFransisca, Anaseize Alex, Atheika Samuel, AchaScholar, Erega M.J. Eghosa Kelly, Kayode Joshua, OkaforArinze, and others whom I respect and cherish. Also, is the trueness and moral support of friends I am honored to have met and known, the Ojo Taiye, Ojo Kehinde, Audu Clement, Arowolo Sam, Quentin Saiki, Eghomare Theodora, Coach Lucky, Amos Paul, AbiolaOjo, Oturkurin Bash, Oshomah Bonaventure, Dania Susan, OturkurinSimme, OkaforLaureta, Aibangbee Festus, Jay Jay, Nwonkolo Festus, Adeniyi Michael and others who hold on to me despite my inadequacy. May the angels of light guide you all on your lofty quest.

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## **ABSTRACT**

This research project was carried out in order to know the factors responsible for low enrolment of physical education in senior secondary school certificate examination in Oredo Local Government Area. In an attempt to undertake this study, a statement of problem was drawn from which the research questions were formulated. The population of the study is made of male and female senior secondary school students in Oredo Local Government Area. A sample of one hundred and fifty (150) students was randomly selected from seven (7) of the schools which is made up of male and female students. The instrument used in this study was the questionnaire which comprises of two sections, A and B.

The data collected from the respondents outside the sample population was analyzed and a reliability coefficient of 0.89 was gotten from the analysis. From the analysis of the data collected from the sample respondents in respect to the research question, it was found that there exist some factors causing the decline of enrolment of physical education in senior secondary school certificate examination. It was revealed from the findings that students' reluctance to offer physical education is high among other factors. Some suggestions were made in this study to enhance students enrolment in senior secondary school.

# CHAPTER ONE

## INTRODUCTION

### **Background to the study**

The role of education in this modern world cannot be overemphasized. It is universally acclaimed the greatest asset of the world, since it is perceived as the panacea to all pathologist of mankind.

Physical education as a science subject, an important part of education is as old as education itself, sharing all the values of education alongside other solemn particular values peculiar to Physical Education (Fafunwa, 1974). The National Policy on Education document adopted by the Nigerian Federal Government emphasized Physical Education as a core subject at all levels of the education system (Federal Republic of Nigeria, 1977, 1981). In the light of this adoption, Physical Education is not only a developmental and fulfilling self expression image of the society but also an examinable subject at the Senior Secondary School Certificate Level (Ajiduah, 1988).

In a developing country like Nigeria, an understanding of the need for physical education is a compass by which we can collectively navigate our national destiny. Students need the juice of life which physical education offers as

expressed in the curriculum content of the subject in the primary, secondary and tertiary institutions. The steel hands of the subject are thereby charged to deliver the original idea of physical education in an interesting, fun-like packaged form so as to enable the students internalize its energy for life style expression. Students therefore need an enabling environment that will motivate them to imbibe this force of self expressional consciousness that will transform their lives and society.

Regulating the factors that stands to rebound the reflective power of physical education as a subject content offered at different levels of the school system is a concern of Physical Education professional(Hardman and Marshall, 2000). Education is an unavoidable critical part of modern culture because it is considered as an essential tool of helping the younger generation to understand the world in which they live. Physical Education as a science oriented field therefore enable the learners to access the knowledge of the world in an applicable as well as interpretable manner as experienced in movement performance.

The advent of policy statement which places emphasis on Physical Education at all levels of the education system crown physical education as a subject area with a firm foot in sports. This dissociates the long standing practice and notion

that physical education is purely recreational activities carried out in the evening or after school hours programme. The shift in emphasis from recreational Physical Education programme practiced in the evening to an instructional program worthy of class room instructional school discipline definitely places demand of more responsibilities on both the school authorities and the physical educators. This creates the necessity for better and improved instruction as both classroom activity and practice on the field is necessary for an educational administration of Physical Education in school institutions. Apart from organizing evening games and athletics, the physical educator now teach physical education under formal instructional settings like class room, gymnasium and play grounds. The shift from recreation to instruction put pressure on school administrators and physical educators to provide necessary and up to date facilities and equipment for physical activities. Youths are constantly seeking self expression since they possess high quality of energy, passion and enthusiasm. The physical education curriculum therefore mandate the different levels of the education system to provide the favorable environment and motivation for the youths to channel their personified forces through sports, the finished products of physical education. This present the youths with the

opportunity to harness their latent energy and express it in skills in their chosen sports.

The schools as grass root institutions where talented and skillful young ones are discovered provide a medium for youths to find fulfillment and actualization in sports. They can join the ranks of internationally acclaimed stars who are products of physical education, individuals like Kanu, Jay Jay Okocha, Samson Siasia , Stephen Keshi, Chioma Ajunwa, Blessing Okagbare, Olusoji Fasuba, Florence Omagbemi and host of others.

Even though the importance of Physical Education cannot be over emphasized, yet it appears that this not reciprocated in the level of enrolment of Physical Education in Senior Secondary School Certificate Examination like WAEC and NECO, This raises issues that question the effectiveness of the teaching and learning of Physical Education, consequently the component of total Physical Education cannot be realized.

## **Statement of the problem**

The issue of low enrolment of Physical Education in Senior Secondary School Examination like WAEC and NECO calls urgent response since it pertains the effectiveness of Physical Education in an educational domain. Research literature on the effective administration of Physical Education shows that there is shape decline in quality of Physical Education in Secondary Schools in Edo State. The state of Physical Education in Secondary Schools in Edo State is such that teachers of other subject areas are drafted and entrusted the task of teaching Physical. The exercise leads to ineffective administration of Physical Education at the Secondary level of education since the teacher cannot translate the knowledge of the subject into meaningful active experience in an holistic interpretation of Physical Education curriculum components without adequate training in the subject field. Another problem associated with Physical Education in this region is the problem of facilities and equipment availability of which the Ministry of Education fail to implement the policy that standard facilities and equipment for Physical Education is required for Secondary School registration, subject to the inspectorate unit of the ministry.

In the wake of the aforementioned problems and host of others facing Physical Education in Senior Secondary Schools in Oredo Local Government Area in Benin City, Edo State, it is therefore pertinent to embark on finding possible solutions to this problems facing Physical Education enrolment.

### **Research Questions**

As a way of findingsolutions to the problems identified above, the following research questions was drafted to investigate and arrest the factors responsible for low enrolment encountered by Physical Education in the Senior Secondary School Certificate Examination.

1. What is the level of enrolment for Physical Education in Senior Secondary School Certificate Examination?
2. What is the perception of students towards the enrolment of Physical Education in Senior Secondary School Certification Examination?

3. Is the level of enrolment of Physical Education influenced by quality of personnel?
4. Is the level of enrolment of Physical Education influenced by curriculum time allocation?
5. Is the level of Physical Education influenced by inspection of facilities and equipment available Physical Education in schools?
6. Is the level of enrolment of Physical Education influenced by attitude of school principal towards Physical Education in schools?
7. Is the level of enrolment of Physical Education influenced by the level of funding of Physical Education programme?

### **Purpose of the study**

The purpose of the study is to assess and investigate the factors responsible for low enrolment of Physical Education in Senior Secondary School Certificate Examination and generally seeks to investigate:

- The level of enrolment for Physical Education in Senior Secondary School Certificate Examination.

- The influence of curriculum time allocation on low enrollment of Physical Education if there are adequate numbers of qualified Physical Educators to teach Physical Education.
- The influence of students perception toward the enrolment of Physical Education .
- The influence of inspection of facilities and equipment available for Physical Education in schools on low enrolment of physical education
- The influence of attitude of school principals on low enrolment of physical education
- The influence of level of funding on low enrolment of physical education

### **Significance of the study**

This study provides a knowledge base for educating the senior secondary school students on the need to enroll physical education in senior secondary school certificate examination. It serve as a guide to curriculum planners in an attempt to solve the problem of offering physical education

in senior secondary classes and low enrolment of physical education in senior secondary school certificate examination.

It also shows the place of qualified and trained physical educator in the effective administration of physical education curriculum at the senior secondary level. This can also help to improve sports development in the grassroots institution through encouragement of mass participation in sports in the physical education programme.

### **Scope of the study**

This study is limited in scope to senior secondary school students in Benin City, Edo state. The factors responsible for low enrolment of Physical Education in Senior Secondary School will be examined.

The researcher will endeavor to examine that impact of factors responsible for low enrolment in Senior Secondary School Certificate Examination.

## **Limitation**

The study's use of structured questionnaire for data collection poses a limitation of the generalization of findings based on the study because of the possibility of the respondents being influenced by preferences, prejudices and misconception of the purpose of the instrument. Also, respondents are not giving the opportunity to express their opinion beyond the scope of the research instrument.

## **Definition of Terms**

**Factor:** These are external and internal conditions responsible for the state and order of things.

**Education:** The whole process of transforming character, trait, culture, moral, concept, belief, value, custom, truth that are adapted to the younger ones for their survival and the continuity of the society.

**Physical Education:** an integral part of general education which aim at developing an individual physically, psychologically, socially, physiologically and spiritually to ensure a continuous meaningful existence through coordination of movement patterns.

**Curriculum:** The formal designs, plans or experiences usually structured for teaching and learning in a particular environment to bring out the best in the students.

**Intramural:** Those sports and Physical Education activities that takes place within the walls of the school such as interclass competition.

**Extramural:** Refers to those competitive and sports programmes held outside the walls of the school such as inter-schools sports competition.

**Grassroots Sports:** This is referred to as sports development activities that takes place in the primary and secondary schools as well as local communities.

## **CHAPTER TWO**

### **THE REVIEW OF RELATED LITERATURE**

The review of related literature is carried out under the following headings.

- The concept of physical education as a formal school subject
- History of physical education in Nigerian secondary schools
- The benefits and values of physical education
- The perception of physical education as an academic subject area
- Assessment and evaluation of physical education as a subject area
- Availability of equipment and facilities for physical education
- Availability of trained physical educator

#### **The Concept of Physical Education**

Education is accepted as a major instrument of national development. This is a critical factor in rationalizing its relevance to the society, hence it is commonly acknowledge that a nation cannot rise above the quality of its education system. It become crucial therefore, that any subject in the school curriculum justifies its inclusion on the basis of its role in meeting the developmental needs of the society. On this note, the meaning of physical education is explained. Physical education deals with the study of man and his movement behavior. According to Morford (1972), physical education is an intellectual discipline which seek to abreast practitioners in practical and theoretical knowledge area of human movement. It has been demonstrated by authorities such as (Cheffers and Evanl, 1979; Ojeme, 1984; 1990) that in all it ramification, physical activity in form of movement is of central concern to physical education. Exploring the meaning of physical education further, Gentile (1972) opined that man is neurologically wired for movement. Therefore, if movement is central to physical education experiences and a typical characteristic of human being then, the quest to understand man and the nature of his movement activities provides the challenges around which the meaning of physical education is constructed (Ojeme,2010). It is worthy of note that physical education is organized into curriculum of movement experiences.What then is curriculum, a school

curriculum is the means of achieving society's developmental goals through the educational system (Ojeme,2010). The school curriculum is represented as all school-based experiences which makes positive contributions towards the actualization of educational goals for the benefits of the individual and society. This concept of curriculum acknowledge the fact that diversified functional, knowledge-based learning experiences can best fulfill the goal of education. The secondary school physical education curriculum can thus be defined as the designed of an educational system to achieve educational and developmental goals through the medium of human movement in its psychomotor and theoretical perspectives (Ojeme 1984, 1987, and 1988) according to Sideentop (1979), Wilgoose (1979), Ojeme (1988) and Ajisafe (2002) the three principle dimensions of physical education are:

1. The instructional curriculum
2. Intramural curriculum
3. The extramural curriculum

It is through these dimensional components of the secondary school physical education curriculum that it contributes to the development of students and achieve curriculum goals.

## 1.The Instructional Physical Education Curriculum

This component is the formal and structured curriculum of physical education through which teaching and learning process takes place. Through the instructional curriculum an opportunity is provided for the learners to illicit educational out comes in all its ramification, it is programmed to enable learners develop the fundamental skills of human involvements as well as acquire the capacity to creatively participate in purposeful sports experiences. It also enables the learner to acquire basic knowledge and principle of human movement and cultivation of positive attitudes towards sports participation. Haven concluded the prescribed content area of learning, examinations are conducted to ascertain student's level of competence in the theory and practice of human movements. According to Taylor and Richardson (1979) and Ojeme(1987), the scope of instructional physical education must be learned against the basics factors of curriculum development. Which include: needs and interest of learner, societal development challenges, level of learning and nature of the subject among others. The curriculum of physical education must be holistic in its representation of the subject matter but moderated by the teacher at any level of instruction. Consequently, it is to expected that physical

education curriculum content should be made of selections from all of the following areas, in order of simple to complex of the educational system.

- a. The forms of human movement which include fundamental
- b. Biophysical studies of human movement
- c. Psychological studies of human movement
- d. Sociological studies of human movement
- e. Philosophical studies of human movement
- f. historical studies
- g. application or social services of human movement

It should be clearly noted that the content of instructional physical education revolves around movement activities as showed above. The instructional curriculum enable individual gain knowledge of principles of sports, develop skills of sports, develop positive attitude towards purposeful and meaningful sports participation as well as assimilates its applications to life in society. It is the fundamental position held by authorities in Physical Education that sport is central to the study of Physical Education and it remains the only subject in the school curriculum with this focus and hence, it is the case that a more

purposeful and quality Physical Education knowledge and practice that we have through the education system, the more sports is likely to develop.

## 2. The Intramural Physical Education Curriculum

The intramural Physical Education curriculum in Secondary School is the medium for exposing students to free play in the diversified area of Physical activities, sports and games. It is a field or gym based program methat endeavor to satisfy the yeaning of students to participate in sports. It is a carryover from the instructional programme and stretches across the entire school calendar year, featuring different activities.

In the view of experts (Siedentop, 1979, Wilgoose, 1979, Ojeme, 2005; 2008 Aluko, 2010), a properly organized intramural school sports programme entrenches a vibrant sports culture of mass participation sportsmanship, skills development, enhanced physical fitness, attributes and sports participation capacity. It is a base for the identification and incubation of sports talents and driver of mass sport participation capacity. It is a base for the identification and incubation of sports talents and driver of mass sports participation doctrine within the school community.

## 3. The Extramural Physical Education Curriculum

At the apex of Physical Education curriculum is the extramural or interscholastic or collegiate sports programme. This is a competitive programmes for the very talented and endowed students to develop their athletics prowess in all the major sports. This is medium for coaching, training and competition at all levels of education. An effectively conducted extramural sports programme will at the Secondary School level throw up the much needed pool of sports talents for the nation. The inflow of gifted athletes from this pool to the collegiate sports of higher education enables the actualization of higher performing athletes for Nigeria.

The fore going tripod of the school Physical Education curriculum gives us the total picture of what operates in the Secondary School situation.

#### Sports and Games as an Enshrine Center of Physical Education

The world of Sports and games is a global institution driving change and development in the modern world by serving as the developmental force responsible for the economy of many nations. The history of sports and games is buried in antiquity, the classic era of the Greeks and Romans who dominate the ancient civilization. For the Greeks sports and games is an avenue to build one's body through training, quickening the actions of the body with those of

the mind. It is their believe that a man's body was a means to honor and his mirror of beauty, to be neither hidden nor flaunted but carried with confidence and pride. Accounted in Tortar Books Inc. (1985) is the historian Herodetus revelation about the Greeks who when Xerxes, the King of Persia was readying for war against them in 480BC, he found his enemy engaged in the game at Olympia. A companion, on learning that the Greeks competes for nothing more than an Olive branch, asked is king: "what kind of men are these that you have brought us to fight against-men who compete with one another for no material reward, but only for honor?".

The Greeks, sports and games are both ethical adventure and athletic experience through which they sought survival in fitness and prowess. "The Greeks" summed up the classical historian Norman Gardliner, "were a nation of athletes".

The modem Olympic games which prefigure the ancient competitive sports and games of the Greeks is the highest order all sports and games in its expression and representation of symbol. Character and values as of old. The first modern Olympic game was held in Athens, Greece in 1896 at the instigation of the French nobleman, PierreCoubertin who was a firm believer in the Parallel

development of mind and body. Coubertin attempt to define a universal concept which looked upon international sports as an agent for better understanding among peoples of the world. He called this idealistic philosophy Olympism. Ajisafe (2009) voicing Lekarska (1988) uphold that Coubertin in his discourse proclaimed that “Olympism encompasses the principle of harmony, the cultivation of mind, moral conscience, body beauty, equilibrium of values, forces and facilities, ability to assimilate all civilizations and to be decisive factor of progress within and those of today: a complete and continual adaptation to industrial, scientific, technical and social revolution. Olympism is spirit of sport chivalry, fairplay, beauty, harmony, moral conscience and grace”.

The Olympic use of Symbols such as the five rings (covalent bonding of the people of the five continents); the Olympic motto (Citius, Altius, Fortius) (for swift, Higher, Stronger); the Olympic character (the practice of sport is a human right); Olympic anthem (peaceful internationalism); the Olympic emblem and the Olympic flame (the power of the spirit of Olympism and sport to purge the heart of men of hatred). All these reveal on-line of truth; sport is supreme and it grip on the world is limitless.

Civilization we know begins with time, consequently, organized sports and games in Nigeria are the heritage of pre-colonial times (Fafunwa, 1974). Omolewa (1996) acknowledged that jumping, wrestling, climbing, dancing and swimming were all forms of traditional sports in colonial Nigeria and were parts of the inhabitants life styles.

According to Fafunwa (1974), two of the seven cardinal goals of traditional African and Nigerian education were related to Physical Education. These goals were developing children' latent Physical skills and building character among youth- both of which remain primary objectives of physical education and sports programmes in Nigeria today.

According to Jean Jacque Rousseau in the literature of education, the education of the youth is a powerful instrument of reform, and in his prescription of an idea education is "to learn to think we must exercise our limbs, our senses and our body organs which are the tools of our intellect. He chanted that the secret of education he believed is to make the exercise of the body and of the mind always serve as recreation for each other.

Sports is an integral part of physical education which involves training of the mind and body through physical activities. Ojeme (2008) pursuing further the

meaning of sports define sporting characteristic term as a social institution which provides the opportunities for playful, organized, competitive, rule governed, knowledge driven, purposeful physical activities in defined environments. Participation in sports serves as a medium for developing desirable attitudes and behaviour essential for ones wellbeing and for improving performance among others.

Sports should be food for all. In order to ensure sports for all; “the sports for all movement” was adopted in the mid 1970s in Europe. According to Fu (1998), the concept of sports for all was adopted as a long term objective by the Council of Europe and was aimed at encouraging the population at large to become active in sports.

Sports and games was the sole representation of physical education in the colonial times leading to the subject being regarded as a nonacademic but extracurricular activity that should take place after the normal academic task of the day (Mgbor, 2006). It is therefore deducible that the sports and games culture of the Nigerian Secondary Schools takes after the British sports and games culture. Although, sports and games activities legitimately remain an integral part of physical activities in the modern physical education curriculum,

it could not be synonymous with the subject as a whole (Ojeme, 2010). Modern Physical education has since transformed into a formal subject area distinct from the connotative playful and recreational meaning represented by form in colonial Nigerian education system. In the new physical education sports and games perse, are encountered during the intramural and extramural sport programmes but rolled into the instructional programme as units in the study of its epistemology, where understanding of the rational for participation become an integral component of instruction. Sport is the main form of movement and in the words of Arnold Peter (1979), the world of movement for a moving being is a promise towards self-actualization, hence by expanding his conscious horizon he come to an understanding of his existential circumstances. To deny this world of bodily action and meaning because of prejudice or neglect is to deny man the capacity of becoming morefully human. I am inclined to believe wrote neurologist Ernst Jokh “that in all technological societies, sports represents the strongest remaining link between man and nature”. Sports alter the balance of the body and mind to provide the thrills of an indescribable feeling of rightness and effortlessness.

Therefore, a properly planned and implemented curriculum of physical education will inevitably connect and impact on sports development.



## **The Historical Background of Physical Education In Nigerian Secondary Schools**

Ojeme(2010) citing Fafunwa(1974) and Onifade(2001) reveal that physical education as a subject in the school curriculum taken a cursory look at the history of Nigerian education had been disdainfully marginalized and treated as a mere recreational activity, unworthy of rigorous academic study and intellectual engagement of students. It is an established truth in the literature of life that when the history of a thing is not known abuse is inevitable. On this ground it will be existentially importantly to chart the course of history of physical education in Nigeria secondary schools. To this effect the history of physical education in Nigerian Secondary Schools can be pin down in the compendium of physical education history in Ajisafe(1991) Bucher (1978); Kane, (1977) and Ojeme (1984) as follows;

The history of physical education in Nigeria is associated with the development of secondary school or formal education in Nigeria. Hence, the story of physical education can be traced to the 1840s which marked the commencement of formal education in Nigeria. At this very beginning, physical education was not

taken as an instructional subject because it was not recognized by the colonial education policy. It is worthy of note that at this time only the subject area of physical education was used purely for recreational purpose and interscholastic sports. Consequently, it was organized in the school system as intramural and extramural activities for the students. During the colonial education period, secondary school education policy was grammar school oriented and the school emphasized academic and book learning, since physical education then was merely an aggregate of physical activity at that level of education, it seems as quite unsuitable for instructional purposes. This observed pattern of physical education in Nigerian secondary schools was similar to the secondary school physical education in British secondary schools at that time. British physical education in the period of colonialism in Nigeria was in the form of sports and games. Since the entire education system was a replica of the British education system, it was not surprising the secondary school physical education was an intramural and extra-curricular activity. Popular activities included soccer, hockey, cricket, track and field, tennis and gymnastics. Facilities and equipment was in short supply and there was little or no trained teachers in the schools only game masters appointed from the teaching staff to take charge of the games.

From the time of political independence in Nigeria, the physical education status has changed. This change in status of physical education from the formal game setting was brought about by the reform of Nigeria education. The reform of Nigeria education has modified the physical education philosophy, aims and curriculum. Consequently, physical education has attained an educational status and hence has change from its formal colonial name of physical training to physical education. The new policy of education recognized physical education as an instructional subject at all levels of Nigerian education including secondary schools. Today, physical education as a subject in the school curriculum is now a pivotal part of Nigerian education, although it still suffers from the previous stigma of being perceived as non-academic subject.

Physical education as an academic school subject in the new National Policy on Education enjoy a significant placement in the Nigerian education. It is now an instructional subject in the school system and has ascended from being purely intramural activity into the status of being first, an instructional subject and second, an intramural and extramural activity. This new development was brought about by the Nigerian Education Policy of 1977 and its revised edition of 1981 which recognize physical education as a subject in Nigerian schools. At

the junior secondary school level Physical education is mandated as core subject while at the senior secondary school level, it is optional subject.

Ojeme(2008) shows that physical education haven attained subject status is mandated by the curriculum implication to reflect the following characteristics:

1. Physical education is essentially an instrument or vehicle for attaining the goals of education in Nigeria.
2. As an educational subject formally taught in the school system, it must be guided by a well-planned curriculum.
3. The teaching of the subject must be conducted by professionally trained and knowledgeable teachers.
4. The instructional component of physical education should be distinct from the intramural and extramural experiences.
5. The provision of instruction should cover all aspects of the subjects including the activities of human movement and its knowledge base.
6. The physical education teacher is no more merely a game master but also a teacher.

7. The objectives of teachers must be balanced and must aim at all round development of the learner in the spirit of Nigerian education.
8. There must be functional approach to physical education to ensure its relevance as mandated by national policy on education to ensure its relevance as mandated by national policy on education.
9. Learning outcomes in physical education should be properly assessed and documented as required by the national policy on education.
10. Adequate facilities and equipment are mandatory for physical education in secondary school.
11. The curriculum of physical education should undergo periodic reviews to ensure its continued suitability as an instrument of education.
12. Teachers of physical education should be continuously retrained to ensure their competence and resourcefulness in conducting the new subject in the new subject in the curriculum.

### **The Benefits and Values of Physical Education**

There exist public ignorance of the benefits and values of physical education through programmed and organized physical activity in modern time which prove too costly going by the feedback situation around the world. The four walls of the world is constantly threatened by extinction by the ravages of time and diseases(WHO,2005).

The benefits and values of physical education in physical activity includes; improvement of human movement performance, holistic fitness, rehabilitation of health conditions.

1.Physical activity improves human movement performance:The life span of man in his world is solely defined by movement, for it is only through movement he is able to express his will and unfold the purpose of his existence. According to Arnold Peter (1979), the world of movement for a moving being is a promise towards self-actualization, hence by expanding his conscious horizon he come to an understanding of his existential circumstances. To deny this world of bodily action and meaning because of prejudice or neglect is to deny man the capacity of becoming more fully human. It therefore lies within the sublime domain of physical education to acquire knowledge that will help enhance human movement experience.

Man over the years have been known as human machine, hence there is need to develop human with advantage over the manufactured machine. Whereas the manufactured machine wear out with use, the human machine improve with use (within it limits). This therefore lay the foundation for effective performance through use of the body. According to Torstar Books Inc. (1985), man has a fluid body and a restless mind. Movement and contemplation, seemingly so different are but two sides of one coin. Motion fulfills ambition and expresses emotion and ideas science have helped in the understanding of movement to explain how and why things move. Human motion is controlled by a triangular system constructed by nature, skeletal, muscular and nervous system. Research has shown that man like machines can only move forward by pushing themselves backward against their surroundings, and the force available for moving forward equals the force it exert backward. Bone (Skeletal) act as levers, moving from side to side and up and down while muscles operate the lever, formed of boned. Each of more than six hundred muscles is shot through with nerves linking muscles to the brain and special cord with signals directing the ebb and flow of muscular energy. Like any source of power, the work of muscles may be impaired or enhanced. By mastering muscles' mysteries,

scientists raise promise of progress in treating diseases that hampered movement.

Human movement and its experiences is expressed in physical activity through which man actualize and survive himself. It is the opinion of many researchers that effective movement performance correlate with physical fitness, hence performance – related component of physical activity through which man actualize and survive himself. It is the opinion of many researchers that effective movement performance correct with physical fitness, hence performance – related component of physical, speed, agility, power, balance, and coordination is said have great impact on human movement performance. It is on this note that Helmut Digel (1995) opined that sports can be an instrument of individual and social education and sports has become a symbol of wealth in modern time and has become a means of social mobility for the students. The knowledge of physical activities that will help improve human movement performance is of great importance so as to be able to meet up with the movement demand of daily tasks. Muscles has been establish as the precursor of movement and medical reality prescribe programmed exercise to be of positive gain to muscular fitness and hence, help attain the desired movement goals.

Ojeme(2010) recognize physical activity and sports as the most wholesome and consummated expression of human movement. This therefore implies that an effective and efficient human movement result in improved sports performance which in turn is determined by training and practice. training in this context refers to activity that improves performance through a measurable organic change in body that bring improvement in coordination, endurance, stamina, strength, and flexibility. By contrast, improvements in coordination, agility, balance, and accuracy come about through practice. practice refers to activity that improves performance through changes in the nervous system. Power and speed are adaptations of both training and practice (Crossfit, 2002). Occasionally, individuals find themselves in situations that requires strenuous and prolong movement under stressful environmental condition. To this effect Adegboye and Pekun (2010) opined that participating in human movement experiences can prepare one to cope adequately with all types of emergencies in life.

2.Physical activity result in holistic fitness: As quoted by SwaniVivekanda, a great Saint of India: “you will be nearer to heaven through and physical activities”. This shows how mystical physical activity is in it ability to benefit those who frequent it tradition.

According to Marcline and Uzoniche (2010), physical activity is any bodily movement produce by skeletal muscles that result in energy expenditure above basal level. Effective physical activity has been defined in terms of regularity and intensity of exercise recommended per week for at least 30 minutes per session. Physical activity and exercise is closely use to mean the same thing in fitness fact.

Exercise according to Agwubike (2005) is defined as the change from a state of rest to that of activity. He further explained that the primary event in exercise is contraction of skeletal muscles to effect movement. Robergs and Keteyian (2003) also defined exercise as activities that are performed for the purpose of improving, maintaining or expressing a particular type of physical fitness. In sport context, exercise is the performance, conditioning or training undertaken in respect to a particular athletic or sporting purpose. Exercise may also be directed towards improving a person's general health, physical fitness or as physical therapy, to augment an existing treatment, to remedy or ameliorate the effects of diseases or illness upon the body. Exercise and sports exert applicative dominance over a wide range of domain such as holistic fitness in terms of health fitness and level of performance in any sport.

Fitness is a term used to describe the complete state of well-being of an individual. It is an all-embracing term which span beyond the areas of physical fitness to encompass such areas as emotions psychological fitness, physiological fitness, mental fitness and social fitness (Nwino&Nji, 2005, Chico, 2006). According to Agwubike (2006) physical fitness has been defined as the individual's ability to endure exertion and stressful physical activity beyond that required by his/her normal day to day occupation. It has also been defined as the ability to function effectively throughout the day, perform other activities and still have enough energy left over to handle any extra stresses or emergencies which may arise (Prentice, 1997, Sumerville, 2006). The components of Physical fitness as identified in literature by prentice (1997), Agwubike (2005) and Sumerville (2006) include the following:

- I. Cardiovascular/respiratory fitness: The ability of circulatory system (hearts lung and blood vessels) to supply oxygen to working muscles during exercise.
- II. Body composition: The ability to move the joints or any group of joints through an entire range of motion.
- III. Flexibility: the ability to move the joints or any group of joints through an entire normal range of motion.

- IV. Muscular strength: the amount of force that can be produce by a single contraction of a muscle.
- V. Muscular endurance: the ability of a muscle group to continue muscle movements over a length of time.
- VI. Speed: The ability to move quickly form one point to another
- VII. Agility: the ability of the body change direction quickly.
- VIII. Balance: the ability to maintain an upright posture while stationary or moving.
- IX. Coordination: integration with hand or foot movements with the input of the senses.
- X. Reaction time: amount of time it takes to get moving.
- XI. Power: The ability to do work at an explosive pace.

According to Crossfit (2002) there are ten recognized general physical skills. They are cardiovascular/respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, and accuracy.

A person is as fit as you are competent in each of the ten skills.

A regimen develops fitness to the extent that it improves each of these ten skills.

Crossfit (2002) put forward three metabolic pathway that provides the energy

for all human action. These metabolic engines are as the phosphagen pathway, the glycolytic pathway and the oxidative pathway. The first, phosphagen dominates the highest powered activities, those that last less than about 10 seconds. The second pathway, the glycolytic, dominates moderate powered activities, those that last up to several minutes. The third pathway, the oxidative, dominates low-powered activities, those that last in excess of several minutes. Current research has shown that balancing the effects of these three pathways largely determines the how and why of the metabolic conditioning or cardio. Of the three metabolic pathways, the first two, the phosphagen and the glycolytic are “anaerobic” and the third, the oxidative is “aerobic”. We needn’t belabor the biochemical significance of aerobic and anaerobic systems; suffice it to say that the nature and interaction of anaerobic exercise and aerobic exercise is vital to understanding conditioning. Efforts at moderate to high power and lasting less than several minutes are aerobic. As an example the sprints at 100m, 200m, 400, and 800m, basketball, football, gymnastics, boxing, soccer, swimming events under 400meters, volley ball, wrestling and weightlifting are all sports that requires the vast majority of training time spent in anaerobic activity while long distances and ultra- endurance, cross country, skiing, the mile, and 1500+ meter swimming are all sports that requires aerobic training. Crossfit (2002) in it

literature shows that total fitness in fitness competency and training consist in molding men and women that are equal parts gymnast, Olympic weight lifter and multi-modal novice 800-meter track athlete, gymnast and weightlifter. Worthy of note are some fundamental principles that are germane to the concepts of exercise and physical activity and hence physical fitness (Siedentop, 1994, Prentice, 1997; Bogle, 1998; Crossfit, 2002; Corbin, Welk, Corbin & Welk, 2004, Agwubike, 2005, Fitness Fact, 2006). These principles are adaptation, progressive overload, specificity, frequency, intensity, duration, rest and recuperation.

**Adaptation:** This depends on challenging the physical capability beyond a minimum threshold level. Conditioning and hence physical gain will only occur with regular exercise and appropriate type and amount of activity in exercise of his threshold level. Regular overloading can lead to increase function as the cardio-respiratory systems gradually adapt to the stresses. Thus, what may be hard for an individual at one point will eventually become easier for that person to accomplish (Crossfit, 2002 and Fitness Fact, 2006).

**Progressive Overloading:** The progression rate at the beginning of an exercise need to be gradual to best ensure fitness benefits. Fitness should improve only

when the appropriate amount of overload is progressively increased. When exercise stops the physical gains can regress to pre-training level (regression). Progressive overloading can be in terms of longer durations of training, increased intensity levels, greater amounts of resistance, increased frequency of training, or a combination of one or more of these variables such increases must be gradual since doing too much too quickly over extended time period reduces physiological gain and can lead to injury or state of overtraining (Fitness Facts, 2006, Gregory & Sikes, 2007).

**Specificity:** Specificity means activities need to be selected that target specific fitness components of physiological outcomes are to occur. This principle holds that persons wishing to improve their performance in an activity like weight training for example must train and develop muscular fitness (strength and muscular endurance), while some desiring greater aerobic endurance should train the cardio respiratory system for cardio respiratory endurance (Weston, 2005, Dale & Ryan, 2007). This means that a well-planned exercise program from specific needs must include exercises that are specific to each physical fitness component and body parts.

Frequency:Frequency represents the number of trainings per week, and it is expressed in terms of times per day, per week, whether the programme involve cardio-respiratory resistance or flexibility training (Fitness Facts, 2006).

Intensity:Intensity is a term used to describe the amount of energy needed to perform a particular exercise or activity (Prentice, 1997). It also describe how hard one exercises (Fitness Facts, 2006).

Duration:Fitness Facts (2006) described duration as a total time an exercise session or activity should be conducted. While duration is usually expressed in terms of minutes for cardio-respiratory training, resistance training, it refers to either the time for a single contraction, as in 5 second isometric contraction or total time of the programme itself, as in a 6 week weight training (Siedentop, 1996; Fitness Facts, 2006).

Rest and Recuperation:in the context of fitness training, the principle of rest and recuperation are of great importance. Since each activity or exercise session provides a specific stress to the body's system, the body then requires to recover and recuperate between such session (Dale & Ryan, 2007). This is necessary for the body to adapt to the stress of exercise and eventually improve on the fitness and conditioning level. In the opinion of Graham (2000) this

principle is especially important with respect to resistance training due to physiological stress the muscles experience. According to him, muscles recover and grow stronger during the rest and recuperation periods and not in the course of exercising. This is why one should not train the same group of muscle two days in a row during a resistance or weight training programme as such practice will often lead to a state of overtraining and eventual injury (Graham, 2000; Fitness Fact, 2006, Dale & Ryan, 2007). Increasing the length of strenuous activity followed by rest and recuperation periods would help the performer to improve endurance and power levels.

Mental fitness involves having the curiosity and strong desire to learn. It involves valuing many experiences and staying stimulated with new ideas. In addition to the above, Life Cycle (2005) observed that mental fitness involves the use of available resources to expand one's knowledge and skill for the betterment of the society. It is a purified state of mental alertness involving a sense of concentration and focus towards learning experiences in all its ramifications.

Emotional/psychological fitness means striving to meet emotional needs constructively. It involves maintaining good mental health, a positive attitude,

high self-esteem and strong self-image. It is the ability to respond resiliently to emotional needs and the flow of life's events. It involves dealing with a variety of situations realistically and learning more about one's self. It borders on the management and control of stress anxiety and depression. A growing body of research over the last 10 years substantiates that physical activity and exercise improve psychological well-being (Dubbert, 2002).

Explaining the concept of social fitness, Chico (2006) opined that it involves having positive interactions and enjoying being with others. It is having comfort and ease during work and leisure situations and communicating feeling to others. Physical activity and sports has the ability to reduce violence and promote social interaction and integration. It involves developing and building close relationship and intimacy, practicing empathy and effective listening, caring for others and allowing others to care for you. Life Cycle (2005) forwarded that social fitness requires the ability to relate in a healthy, productive way to other people including family, friends and work relationships.

3. Rehabilitation of health condition: Health education is a systematic process of persuading people to adopt behaviours that are beneficial to their health and reject those that are detrimental using health promotion parameters

(Owie, 2003). Health education and fitness without exercise and physical activities is worthless. Doing regular physical activity can make you feel good about yourself and it can have a number of benefits for your health. These benefits apply to people of all ages, races and both sexes.

WHO (1947) defines health as a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. The quality of life is therefore at the root of health and this quality is determined by how one feels physically, socially, mentally, emotionally and spiritually at any given point which lies with the sanctuary of physical activity through physical education. According to Crossfit (2002), we have observed that nearly every measurable value of health can be placed on a continuum that ranges from sickness to wellness to fitness. To further this, the report of the US President Commission on health of the Nation (1983) supports the point of view that there are gradations of health and that everyone not affected by diseases or disability is not equally healthy. The report went on to state that health is not a condition but an adjustment. It is not a state but a process. It is through this process that human beings adjust to their environment. Thus, the status of health that one enjoys at a given time is determined by multifaceted factors in which physical activity plays a vital role. There is general consensus within the public health community

and among scientists that the amount of activity should be increased to improve national health. Welk and Blair (2001) explained that exercise and physical fitness are directly related but they actually represent different things. Physical activity is behavioural, while health fitness is a trait or characteristic. Here, the authority represents physical activity as exercise and physical fitness as health fitness. The effect of physical activity on incidence of diseases has been established by (Siscovick, Lavporte, Hewman, 1982), and it appears that effects are produced through both direct and indirect mechanisms respectively. For example, physical activity may directly help prevent hypertension by lowering elevated plasma catecholamine levels and may indirectly affect hypertension risk by producing weight loss. According to Steven, PEN, (1985), the full impact of physical activity on health and disease can be appreciated only when the direct and indirect effects are considered and possible causal mechanisms are described.

Consequently, Crossfit (2002) proposed blood pressure, body fat, bone density, triglycerides, good and bad cholesterol, flexibility, muscle mass and other agents that must be controlled. For example a blood pressure of 160/95 is pathologically high, 120/70 is normal or healthy, and 105/55 is consistent with an athlete's blood pressure, a body fat of 40% is pathological, 20% is normal or

healthy and 10% is fit. We observe ordering for bone density, triglycerides, muscles mass flexibility, HDL, resting heart, and dozens of other are common measures of health.

Amusa (1980) confirmed in his research that participation in exercises is vital for health fitness due to the retardation of the onset of health issues. Showing the need for physical activity and engagement, Vansluije et al (2004) shows that physical activity can prevent the onset of many chronic diseases such as cardiovascular disease, ischemic, stroke, obesity and same form of cancer. The surgeon General's report on physical activity and health concluded that moderate physical activity can reduce substantially the risk of developing diseases such as diabetes, colon cancer, and high blood pressure (NCCDHP,1996).

Regular physical activity has been shown to reduce morbidity and mortality from many chronic diseases. According to Butley, Davies and Lewis (1998), millions of Americans suffer from chronic illness that can be prevented improved through regular physical activity.

In the quest to seek out the cause of diseases and the low state of health in modern days, Onifade (2001) was convinced that many Nigerians today are

living sedentary life lacking physical and vigorous activities which is as a result of the advent effect of technology. The 2008 physical activity guidelines for Americans explain that regular physical activity improves health. It encourage people to be as active as possible. In line with this Steve, PED, David, et al and Powel (1985) Research literatures over the years have been able to show the relationship between physical activity and overall health of individuals. The effect of physical activity on conditions that affect health such as stress, anxiety, depression and physiological mechanisms like cardiovascular diseases and function, diabetes/insulin sensitivity, heart related diseases, arthritis/osteoporosis and body composition are looked into.

a. Physical activity reduces stress: A growing body of knowledge over the last 10 years substantiates that physical activity and exercise also improve psychological wellbeing (Dubbert,2002). It is important to note that much of the research presented here is correlational, which means that Scientists studied the association that exist between exercise and mental health variables and not the causal relationships. Research investigations carried out by Edlin, Golanty and Brown(2002) shows that taking part in exercises such as swimming, jogging and walking helps to cancel the negative emotional stress that accumulated. Published investigations concluded that individuals with

improved levels of fitness are capable of managing stress more effectively than those who are less fit (Hessman, Kolvula and Untela, 2000). Data collected from research suggest an inverse relationship: higher physical activity is associated with lower level of stress. It appears that the method of exercise that most benefits stress reduction is cardiovascular exercise. The research indicates that moderate-intensity aerobic exercise performed 3 times a week (sessions lasting over 20 minutes) for up to 12-weeks has the most influence on stress management. Studies describe the role of exercise in managing stress as preventive intervention as opposed to a correlative intervention.

Although the specific mechanisms explaining the improved stress levels from aerobic exercise are unclear at this time, possible theories include, the involvement of psychological, biochemical and psychosocial factors (Collaghan, 2004).

b. Physical activity reduces anxiety: According to the AdvanceLearners Dictionary, anxiety is “distress or uneasiness of mind caused by fear of danger or misfortune”. The result of over 30 published papers substantiates a link between acute and chronic exercise and the reduction of anxiety (Scully et al; 1998). Most of the research on exercise and anxiety involves aerobic training

regimen. Oladele (2010) reported that exercise is significantly related to reduction of all anxiety, emotional stress and meta-analysis showed that the effects of exercise on anxiety reduction are shown when: the exercise is aerobic e.g. running swimming, cycling as opposed to non-aerobic training programme. The few studies involving resistance training and flexibility have also shown a slight decrease in anxiety, but additional research is needed in this area. However, the data does indicate that aerobic exercise is more beneficial for the reduction of anxiety.

In reference to the actual aerobic exercise prescription, there appears to be much debate about whether low-intensity, moderate-intensity or high-intensity is most beneficial. For participant adherence, exercise intensity should be set at an adjustable level agreed on by the individual in consultation with the PFT or fitness instructor. It appears that even short burst of 5 minutes of cardiovascular exercise stimulate anti-anxiety effects. The research also indicates that individual who train for periods of 10-15 weeks receive the greatest beneficial effects.

c. Physical activity reduces depression: the anti-depressant action is one of the most commonly accepted psychological benefits of exercise. Fox (1999) shows

that individual with clinical depression tend to be less active than healthy active adults and have a reduced capacity for physical exertion. Since people suffering from depression are not predisposed to participating in exercise, it is challenging for fitness professional to introduce Physical activity to this population. However, patients diagnose with depression have credited exercise as being a most important element in comprehensive treatment programs for depression (Dunn et al, 2002). Delay (2010) found out that exercise had positive effects on Schizophrenia and generally reduce depression, increase well-being and improved aerobic fitness. Cardiovascular and resistance exercise seems to be equally effective in producing anti depressive effects (Bross et al, 2002). Therefore, the inclusion of resistance exercise, circuit training, calisthenics and different modes of aerobic exercise in treatment program should be encouraged. It also appears that both acute and chronic exercise training programs have a positive effect on people with clinical depression. (Dunn et al;2002)

According to Crossfit (2002) depression is clearly mitigated by proper diet and exercise, i.e, genuine fitness. Research does imply though, that the greatest anti depressive effects seems to occur after 17 weeks of exercise, although observable effect begins after 4 weeks (Scutty et al; 1998) in addition, the effect

of exercise on depression seem equivalent in both genders and are inhibited by age or health status. Although, no research guideline exist for an actual exercise prescription, the supports following ACBM'S updated exercise for healthy adults. Scientific researcher in recent years have confirmed that regular physical activity can help to produce endorphins in the brain, which can promote feeling of well-being and help reduce symptoms of anxiety and depression.

d. physical activity reduces cardiovascular diseases: cardiovascular diseases (CVDS),including coronary health disease (CHD) and stroke, remain the leading cause of death, disability, and health care expenditure in the united states (NHCHS,1994; Gillum, 1994; AVSM, 2006) medical records shows that in 1992, more than 860,000 deaths in the united states were attributed to heart disease and stroke (DHHS,1994) high blood pressure, a major risk factor for CVD affects 50 million American ( National institutes of health (NIH, 1993), including 2.8 million children and adolescent 6-17 years of age (Taskforce on blood pressure control in children, 1987). The presence of CVD increase with age and is higher among Africans Americans. This also applicable to other communities in both developed and developing countries who have lifestyle similar to those victims in the United States.

The majority of population-based research in the area of physical activity and health has focused on some aspect of CVD. According to Butley, Davies and Lewis (1985), millions of Americans suffer from chronic illness that can be prevented and improved through regular physical activity. Onifade (2001) was convinced that many Nigerians today are living sedentary life lacking physical and vigorous activities. Studies evaluating the association between level of physical activity and the risk of total CVD (lindsted, Tensted, Kuzma, 1991; Arraiz, Wigle, mao,1992; Sherman et al; 1994;Larcronix et al; 1996). Five large cohort studies have related cardio respiratory fitness to the risk of CVD mortality (Arraiz, Wigle, Mao, 1992;Sandvik et al;1993; Blaire et al;1995) but only as separate analysis for woman (Blaire, Kohrl, Paffenbarger ,1985) each of these studies demonstrated inverse dose-response relationship between level of cardiorespiratory fitness and CVD mortality. One study (Blaire et al;1995) demonstrate that men who has low cardiorespiratory fitness who become fit had a low risk of CVD mortality than men who remained unfit. Taken together, these major cohort studies indicate that low levels of physical activity or cardiorespiratory fitness increase a risk of CVD mortality.

Meaningful cardiovascular health benefits may be attained with long term participation in cardiovascular exercise. On how much exercise is enough to

prevent its occurrence or habilitation, review the CDC's physical activity and health summary advocate increase in physical activity to improve national health. In the US only 22% of adults are active for health in light to moderate-intense activity ( i.e, 30 minutes five or more times in a week), and 24% or more are sedentary (i.e reporting no leisure time physical activity in the past month.) higher levels of cardiovascular disease risk in men (Myer et al;2004) Myers and colleagues demonstrated that increasing physical activity to, a total of at least 1000 kilo calories per week is associated with 20% reduction of mortality in man.

H.u. et al (2004) showed that physical inactive middle aged women engaging in less than 1 hour of cardiovascular exercise compared with their physically active female counterpart are at risk. It should be noted that cardiovascular disease is a multifaceted condition and not smoking, being physically stressed and depression the only major components but are of an effective cardiovascular disease prevention programme. The benefits of regular exercise on cardiovascular risk factors can be summarized as; increase exercise tolerance, reduction in body weight, reduction in high blood pressure, reduction in bad (LDL) and total cholesterol increase in good (HDL) cholesterol, increase in insulin sensitivity.

e. physical activity reduces coronary heart disease risk factors coronary heart disease (CHD) is the leading cause of death in the united state , accounting for more than 7000,000 deaths in 1996 (National center for health statistics;1998).

Coronary disease is a condition in which a waxy substance called plaque build ups inside the coronaries arteries. These arteries supply the heart muscles with oxygen-rich blood. Plaque narrows the arteries and reduces blood flow to the muscles. Eventually, an area of plaque can rupture (break open) causing blood clot to form on the surface the plaque. If the clot become large enough, it can mostly or completely block blood flow through a coronary artery and hence, blood flow to the heart muscle causing heart attack certain traits, conditions which may raise ones risk for coronary disease. Severe studies have confirmed the overall benefit of physical activity in reducing the risk of CHD. Statistically, research has dominantly showed that the strongest or most predictive risk factors of CHD are smoking, elevated cholesterol and hypertension. Few studies have simultaneously considered physical activity of different intensity with the risk of CHD. Some reports suggest that only participation in vigorous activities is associated with reductions in CHD risk, whereas others extent benefits to moderate activities. On the need to embrace physical activity has a habit, two recent trials indicate that incorporating moderate-intensity activities

into life style may have benefits on coronary risk factors compared to those derived from structured exercise programs.

Numerous studies have examined the relationship between physical activity and CHD as a specific in the CVD outcome. Review of epidemiology literature (Powell et al, 1987; Berlin and Colditz, 1990; Blair, 1994) have concluded that physical education is strongly and inversely related to CHD risk.

On another note, physical exertion may transiently increase the risk of an acute coronary event among persons with advanced coronary atherosclerosis, particularly among these who do not exercise regularly (Mittleman et al; 1993;Willich et al ;1993) while physically active people have substantially lower overall risk for major coronary events.

The role of physical activity in preventing CHD is of particular important given that CHD is the leading cause of death and disability in the United State. This is also applicable to other communities in both developed and developing countries who have life style similar to those of the victims in the united state which is usually sedentary and inactivity. The risk posed by physical inactivity is almost as high as several well-known CHD risk factors, such as cigarette smoking, high blood pressure and high blood pressure and high blood

cholesterol. The role of genetics and its influence on the individual's resistance to the atherogenic precursors of smoking, hypertension, because families share risk factors such as smoking habits, poor diet, sedentary lifestyle, and tendency to develop hypertension.

Research on CHD risk in children have shown that CHD in children is a function of CVD. Consequent upon the variety of CHD in children, the cardiovascular effects of physical activity in children are assessed through the relationship of physical activity with CHD risk factors such as elevated low-density lipoprotein cholesterol (LDL-C) and elevated blood pressure. It is a reveal opinion that CHD in adults is related to elevated blood lipids in children, therefore if the CHD risk factors is not control for using physical activity in children, there is high chances of facing CHD risk in adulthood. On the advocacy of physical activity and exercise, ACSM in 1995 recommended medical examination before beginning exercise including an exercise for patients with diagnosed cardiac, pulmonary or metabolic disease and for individuals with symptoms of cardiac or pulmonary disease. ACSM guidance type and amount of activity and the perception of effort during exercise. For low moderate-risk individuals, an exercise test is not necessary although not inappropriate. Moderate-intensity activity may be alternatively defined as an

intensity well within the individuals capacity, one which can be comfortably sustained for a prolong period of time (45 mins), which has a gradual initiation and progression and ii generally uncompetitive (Crossfit, 2002)

## **PERCEPTION OF PHYSICAL EDUCATION AS AN ACADEMIC SUBJECT AREA**

The demise of physical education throughout the world has been the subject of much research reported in Hardman, 1996; 1998) and was addressed at the world summit on physical education in secondary in secondary schools as practice by the colonial masters treated physical education as a recreational activity carried out after school hour. This metamorphose into physical training to enhance the fitness level of the citizens, and the after independence practice of physical see the employment of the services of ex-military men serve as game masters in Nigerian school until the 1969 curriculum conference that institutionalize it as an academic subject taught in classroom setting. It is clear from the historical analogy above that physical education upon it reception in Nigeria until 1969 was not an academic subject carried out in the classroom as formal process of learning. The 1968 curriculum conference that bring about

critical analysis of the Nigerian and actualization of Nigerian emphasize physical education at all levels (NPE, 2004)

It is quite said however, that physical education have satisfied the requirements as a subject area in the Nigerian school system, it still suffer victimization from students, parents, subjects teachers and school administrators due to prejudice. It is clear that these victimizers are still living in the past, the cornered shadows of the subject's formal form. For long, the authorities in the subject of physical education have been trying to reach to the public as a way of enlightening them in the light of its present and idea form. physical education at end of the 1969 curriculum conference, resounded more vehemently by authorities is the only school subject

That provide holistic education by meeting the physical emotional, mental. Social, physiological needs of students and hence, the optimum development of students (Amuchie, 2003). The expected change in the status of PE was concern of national on education and national sports development policy making prescription for the subject, which make the subject examinable both in West African examination council (WAEC), General certificate Education (NCE) and National Examination council (NECO). However, despite physical

education becoming an examinable subject in the senior secondary school examination like WAESCE and NECO, enrollment statistics shows that number of students that enroll physical education is the least if enrollment is recorded at all (Henderson,1996; Ojeme, 1999). It is the perception of student that under the influence of their parent, school counselor, other subject teacher and school administrator that physical education is of no academic relevance to their future career/ vocation, hence it is there is no need to enroll it as a subject. Dankadai (2001) in his reflection on the status of physical education performance in secondary schools point out inconsistency of physical education policy implementation in schools as the cause of the low status. This therefore implies that the scanty enrolment of physical education in the senior secondary school examination is it perception as a low subject status that possess no academic relevance what seems prevalent in schools is a situation where the decision to teach P.E is left to choice therefore, contradicting the prescription of NPE. The question is, how can physical be considered for enrollment when the same policy makes the subject compulsory up to the junior secondary school, while making it optional at the senior secondary schools. It was thought with revised policy in 1998 this abnormally would be corrected instead the subject was further relegated from a core and separate subject to elective physical and

health education 9PHE). Looking at this slippery outcome, one but wonder if such stance will not force the subject to extinction due to the dilution of physical education operational system.

Another noticeable limitation of physical education in secondary schools is the fact that unqualified teachers are employed to teach the subject (Ojeme,2010). These untrained physical educators have knowledge foundation in physical education domains and the right application skills to achieve educational objectives and the actualization of students.

Closely followed on the inadequacy of physical education subject status is the issue of poor supply equipment and facilities to accommodate the physical education programme.

Other functional active subjects like physics, chemistry, biology and home economics usually enjoy the supply of the required equipment and facilities, while those for PE are uncertain and if at all, are poor supply and managed (Toriola 2002; Debayo,2002) it is a common situation based on the cultural practices and religious taboos in some communities that students inhibited from exposing some parts of their bodies (hands, legs and thighs) during physical education session. Such restriction normally have detrimental effects on the

effective participation in physical programme and communication of physical education curriculum. Taking an objective evaluation of physical education curriculum practiced in secondary schools compared to other science subjects, one will find that it practices and drive schools is quite inadequate and inconsistent with standard structure and practices in Europe and America (Hardman and Marshall, 2000). It is observable in schools that physical education syllabus content and programmes are irregular in terms of time allocation teaching. No focus guide but blind method of instruction, shamble knowledge base of the subject which lack practical demonstration of skills and principle which makes it impossible for students internalize it content sequel to the practices is the conception that the physical education programme is a waste of productive academic time that should have being allocated to other more important subject of academic repute, because the PE programme is a play away time.

At this point, I will like to stay that the perception of physical education by parents, teachers school counselor and administrator as low academic subject status is born out of negative attitude that developed into prejudice. According to the encyclopedia Poritemica(2004) “altitude” refers to predisposition to classify objects and events, to react to them with evaluating consistency” the

encyclopedia America (2003) see it as “ a predisposition to respond in a certain way to a person, object, situation, event or idea.” This mean the response may “come within conscious reflection and adherence. A person who show a certain altitude towards something is reacting to its conception of that thing or idea rather than to it actual state or reality.

It is sat to know that physical education in Nigeria became am examinable subject at the Secondary School Western Africa Examinations in 1982 (Orunaboka,2005), yet more than2 decades have passed and no good number of secondary school graduates have offered this subject at their graduating examinations. It is the traditional idea of the public that physical education is not more than jumping running and therefore have no academic value. This opinion have created negative attitude of students towards physical education is due to ignorance of the parents who are of great influence to the student about the academic programmes in physical education and universities believe that physical education is not for the “do well” students, they saw it to be for the academic dropouts, hence parents often say” I do not send to school to do sports, play football, jump and run about the field. Young (2002) asserts that attitude which arouse behavior and sustain or terminate an activity and progress, regulate and organized behavior that lead to the acquisition of motives and

stable disposition to act. In line with the above, Awosika (2005) revealed that several attempts have been made to identify teachers and students attitudes towards teaching and learning of physical education without much positive results. Consequently, Allen (2004) urging researchers state that it is a matter of urgency to investigate some means by which desirable changes in the attitude of teachers and students could be fostered and induced for the acceptance of physical education as an academic subject. It can also be conceived that another reason for the declined enrollment of physical education is as a result of insecurity of parents, teachers and students about areas of higher study and job placement opportunities. As a way of convincing them about the existence of plausible job opportunity in the area of physical education such as sports medicine, exercise physiology sports facilities engineering, sports management, sports journalism, sports psychology, sports sociology, sports marketing. Sports law, sports insurance among others.

At this point, I will like to point out the fact that the government through her proclamation in the National Policy on Education and National Sports Development Policy (NPE 2004 revised and NSDP, 2009 revised) wished to use physical education as a tool for national development in her struggle to meet up

with the developed nations on scientific and technological advancement through universal basic education.

## **ASSESSMENT AND EVALUATION OF PHYSICAL EDUCATION**

Over the years, physical education curriculum or programme guide have taken a new form and standard with benchmark objectives set out to be attained, hence there is great need for system of achieving this objective which is often of national development and actualization of individual talents and potentials. In most all educational system Physical Education (PE) utilizes learning in the cognitive, affective and psychomotor domain in the movement exploration setting. In this setting the physical education programme is not merely participation in physical exercise exclusively rather the study of the subject.

The goal of modern schools is to equip students with knowledge, skills, capacities and values along with the enthusiasm to maintain a healthy life style into adulthood. It is observed that while some objectives of Physical Education are attained in form of play activities in the psychomotor and affective domains, very little efforts is being to determine whether there is a carryover effect in student's daily lives or whether the skills taught have been retained in the cognitive domain for future use.

In some countries, assessment and evaluation of physical education has become more important than ever and usually required. Compulsory fitness examination conducted in every school once every year to assess the physical fitness of the students. These students are given a series of fitness test and then graded. It is a good way to see if they are acquiring useful lifelong skills for their survival and distinction. Written assessments, in most cases where they are being used are a terrific medium for showcasing what students have learned to administrators and parents. In the light of present situation the government and stakeholder must change their expectations of physical education teachers. They cannot be held accountable to attain new standards using the same old ways of assessment. Yes, accountability is critically essential but physical teacher must be empower with the right tools and the flexibility they need to get the job done and be held accountable for the results they achieve. This will be impossible if they are being judge solely on subjective evaluation of how some students performed in school competitive athletics and games. Apart from being able to participate in physical activities, students in physical education classes in Senior Secondary Schools must also be able to substantially demonstrate the ability to reason, solve problems, apply knowledge, write and communicate effectively.

There is need for cognitive assessment, a non-discriminatory and reliable assessment method with content and performance standards that ensure that all students regardless of their physical abilities, have a fair opportunity to achieve established standards. It is good to know that the goal of any new paradigm of physical education must be to equip students with both academic and occupational skills than an increasingly complex job market requires and to expand career-track opportunities for them after leaving secondary school. Attaining an objectively assessed and evaluated credential in physical education that is recognizable by teachers, parents and educational stakeholders would be an objective demonstration of the acquisition of the skills and value maturity for a future career in the field. Good physical education program should not only provide appropriate instruction to maximize student's potential for developing and maintaining a healthy body, mind and character, but also develop a thirst for learning, consequently, students need to be assessed and evaluated in all the three learning domains to monitor their movement experience closely. According to National Association of Sports and Physical Education (NASPE, 2004) there are three assessment of Senior Secondary School physical education (which are not always fully implemented by many physical education departments) are:

1. Performance Assessment: An assessment in which students are asked to make, do or create something—basically, the 3 “Ps”: Performance task (like performing a gymnastics sequence); Product task (undertaking a sport project); or Portfolio task (writing an essay, producing a brochure, etc). The first two examine students’ creativity, as opposed to regurgitating answers on a paper format test.
2. Knowledge Assessment: An assessment based on a paper or written test format in which students demonstrate oral or linguistic cognitive skills from recall of information to evaluation of skill performance or activities and some knowledge in biomechanics, human anatomy and physiology in areas related to sports and physical activity.
3. Authentic Assessment: This is an assessment done in a real-life setting, as opposed to the more inflexible testing situation adopted in knowledge task settings. The physical education instructional programme (knowledge-based) must be transformed into practical experiences that reflect relevance in real-life setting.

On the need for holistic assessment of students on physical education curriculum, Jefferies & Mustain (1997) opined that assessment that give careful thoughts to purpose, content, and process should not be one that only think

about what they have learned but focused on physically testing specific skills, such as tennis serve or javelin throw. It therefore, require reformation on method of assessment in physical education programme if the achievement of the goals of physical education in Nigerian Secondary Schools may be possible. On another note, the way the physical curriculum is implemented and assessed is of great importance because physical education should be more than running, calisthenics or sports. It is the total movement experience that focuses on fun, activity, character, self-esteem, health and fitness, acquisition of knowledge, and total well-being of the participants. Jefferies, Jefferies and Mustain (1997) pointed out that the more the assessment takes place in “real life”, the more authentic it is. For example, instead of taking a skill out of the context of the game and assessing it, the teacher should observe students perform the skills in the game. An authentic assessment is a form of performance assessment but the student being assessed is placed in a real-life situation to observe how students reacts to external stimuli by applying the knowledge learned. An authentic assessment are currently another way of holding teachings and students accountable for subject matter competency in physical education curricular program rather than merely completing a course.

According to Worrell, Evans-Fletcher & Kovar (2002), the shortcoming of physical education curricular programs can be traced to insufficient time allocation for the curriculum to perform their duty adequately. The current educational reforms hold teachers more accountable for students learning without providing the resources for evaluating students in the cognitive, psychomotor and affective domains of learning as far as physical education is concerned. Advocates for effective assessment have pointed out that holistic assessment is more than just a requirement for graduating students, it requires teachers to objectively demonstrate what students know or are able to do.

One of the primary knowledge-based in physical education is the application of movement concepts, principles, strategies, and tactics the learning and development of motor skills (NASPE, 2004). Students of physical education are expected to acquire knowledge in variety of other areas such as physical fitness principles, nutrition, conflict resolution principles, team compatibility, friendship, leadership and practice of sportsmanship as well as rules and strategies of games and sports. According to Jerries, Jerries & Jerries (1997) teachers of Physical Education in Senior High Schools especially, should anticipate being able to answer a parent who poses the question “what has my son/daughter learnt that would help better their lives in future?” by using both

qualitative and quantitative information as measures of students learning and conversely teaching effectiveness. Lambert (1998) reveal that the academic world and global society we are living in demands physical documentation or evidence to monitor student learning. Consequent upon this fact, assessment and accountability need to be applied to instructional tasks in Physical Education as an effective measure of it curriculum programs.

According to Jefferies, Jefferies & Mustain (1997), the following are the benefits derived from holistic assessment of Physical Education:

1. Students would be able to identify, create and clarify their own knowledge of motor skills.
2. The process would encourage the use of wide variety of resources including using internet, video and print media, and the knowledge of experts to help them understand many concepts as relate physical education.
3. The cumulative results of such assessments would be potentially useful and reliable resources for research as well as information for program improvement.

4. The assessment itself can provide an opportunity for building interdisciplinary relationship (e.g. between Physical Education and the Biological Sciences) and serving to build bridges between academic content and the real-life as well as provide students with more career options.

The assessment and evaluation of students are expected to show evidence of knowledge, comprehension, application, analysis, synthesis and evaluation of knowledge of skills or concepts rather than physical performance only. Inherent in this process is the indication of understanding of content, promotes linguistic competence as well. It need by reveal however, that the ultimate end of the education process is to instill in the students the ability to harness and organize their thoughts system into pattern that when interpreted posses practical and applicable value. This can only happen when students develop true understanding of fundamental concepts of physical education that may lead to higher-order thinking. They need to experience this thinking for themselves with appropriate modeling and guidance from the teachers. Holistic assessment and evaluation of the students on the physical education programme has the potential to better interpret the outcome of students' learning, as well as the balancing the students depth in activity experience creating opportunity for

them to reflect, debrief and abstract from their experience what they felt, thought and learned.

### **Availability of Equipment and Facilities**

Education as an instrument par excellence does not happen by accident nor harphard but in an organized setting through which teaching and learning takes place. In same way, Physical Education as a rich subject area requires the use of devices in the form of equipment and facilities through the Physical Education curriculum.

As an expression of the utmost need for tools and devices in the education system the Federal Government of Nigeria have saliently recognize and endorse it use for the acquisition of appropriate skills and development of mental, physical and social abilities and competencies necessary for self-reliance. The government has also mandated in it policy statement that education and training facilities shall continue to be expanded in response to the societal needs and national development goals (NPE, 2004 Section 1).

On this note the quality of instruction in the education process will be a measure of the availability and use of equipment and facilities necessary for maximum self-development and self-fulfillment, and hence the attainment of national goals.

On the need for availability of adequate sports facilities and equipment both for indoor and outdoor use, Akinpekum (2002) opined that there is no doubt to the role of sports in the development of educational objectives of Nigerian Secondary School System. This places the need for facilities and equipment in Secondary Schools in Nigeria, which is not the case. Despite the obvious benefits of sports and its universal advocacy, some public secondary schools in Nigeria especially in Benin lack availability of functional sports facilities and equipment not to talk about private secondary schools.

Facilities and equipment are central to meaningful and authentic physical education unfolding in its ideal state as an academic subject. It is important to the Physical Education students who are potential athletes as the laboratories are to the Science Students who are potential scientists. Haven pointed out the need for facilities and equipment for the effective teaching and learning of physical education in secondary schools, Ituh (2002) however, specify that

availability, adequacy, utilization, standards, funding, maintenance, supervision, safety, location and accessibility are of critical attention to achieve excellence in sports participation. By implication, for the school Physical Education programme to be imperative to sports programme success because they are inevitable component of school sports programmed. This will infact motivate school physical educator to perform better in their teaching/coaching responsibilities and students to be interested in the learning/participatory activities.

In the quest to solve the problem of the inadequacy of facilities and equipment for sports in the Secondary schools, the Sports Development Policy of Nigeria has stated unequivocally that the funding, provision of sports facilities and equipment and the organization of sports in all educational institutions shall be the responsibility of Federal, States, and Local Government in close collaboration with the Federal and States Ministries of Education (SDPN, 1989; NSP, 2009). It is deduceable to say that based on the situation above sports programme productivity in secondary schools is at the mercy of the government funding which remains the most important determinant in the achievement of national development goals using sports channels. Closely followed in the provision of resources is effective utilization of facilities and equipment, which

requires proper management a virtue not associated with the administration of Nigeria schools.

The benefit of adequate supply of facilities and equipment in Secondary schools cannot be overemphasized as a grassroots institution unit. Aibueku (2002) in his research shows that the availability profile of facilities and equipment in all categories of grassroots institution in Edo State suffer from insufficient supply which is detrimental to sustaining sport growth. Research has shown a strong relationship between availability of adequate facilities and equipment and competition outcomes showing how significant competition is. Aibueku (2002) opined that the grassroots school system recognizes the fact that competition is the most potent force in identifying talents and sustaining the talent pool and level of performance of national athletic grid. The promise of the grassroots institution to the national athletic grid cannot be realized if schools are not serviced with adequate facilities and equipment, to expose the students to competition through the inter-class game, inter-house sports, all secondary schools games, local government council organized sport festival as well as the state sport festival.

The availability of sports facilities and equipment by implication was identified as one of the yardsticks on which sports policy is assessed and evaluated, reflecting peer implementation responses. On a practical note, periodic assessment of availability, adequacy and utilization of sports facilities and equipment based on set standards indicates that some secondary schools in Benin are lacking adequate sports facilities to a distressing level. From observation and complaints by stakeholders, indications are that some schools have no field because it has been converted to a structure for classroom activity, while others have dilapidated sports facilities and equipment in comparison with students' population.

The supply and availability of sports facilities and equipment and its use to achieve an effective and efficient Physical Education programme allow for stimulation of cognitive faculty, the development of psychomotor skills, and the expression of affective ability.

It is an instrument for bodily function and expression of diversified movement patterns which can serve to stimulate man movementarily towards a high state of performance. It provides an avenue to build concrete experience of Physical Education as an endowed subject area. The availability of facilities and

equipment can enable the students construct an abstract the depth of the knowledge – base of physical education and hence internalize it holistic representation and expression.

Sports facilities are the athletes' tools of operation in all round sports and games, hence any sports programme without sufficient facilities and equipment would produce the excellent result. It is on this note that Anejo (2005), citing Akinsanmi (1995), observed that without the provision and effective maintenance of sports facilities and equipment sports programme will be hampered reduced and in some case made impossible.

Indoor and outdoor games provides to students and teachers open access to exercise their body and mind for quality fitness. This therefore, require indoor and outdoor game facilities which according Ikulayo (2003) and Neal (2002) are those materials or structures that can conveniently be constructed indoor to facilitate learning programmes. These include buildings or physical plants capable of drying rooms. Constructed outdoor facilities are meant to serve Physical Education/sports programmes. These include sports fields as in track and field (athletics), basketball, handball, hockey, soccer (football), tennis, volleyball, cricket and swimming. With respect to the presence of outdoor and

indoor facilities, Igbanugo (2004) reveal that facilities and equipment constitute factors that encourage sports participation, and hence drive home physical education curriculum.

According to Akinsanmi (1995); Mgbor (2005); Mgbor&Anyanjour (2005); Ojeme (2005) facilities and equipment provide performance proficiency in physical education and sports programme, therefore requires maintenance of equipment and supplies for smooth operation of sports to be recorded. It is an observable fact that maintenance and management of most public properties which belong to no particular person or owner is usually of less concern to some users. Consequently, physical education administrators should establish maintenance culture with proper repairs of facilities and equipment put in place. In support of the point above, Bucher and Krotee(2001) opined that equipment and facilities should be maintained in serviceable conditions because facilities and equipment used by many often constitute managerial problem. Traditionally, at the secondary school level, sports facilities and equipment management are usually the responsibility of physical educators who are in charge of physical education and sports programme. They are responsible for outdoor and indoor facilities. It is importance to note that the physical education and sports management include not only the effective scheduling, operational,

and maintenance of facilities and equipment but also, at times planning of new structure to keep pace with the demand for participation in physical education and sports programme of the school (Cohen, 1996; Crompton, 2005; Flynn, 1993; Pater, 1997). It is the opinion in the many authorities on maintenance that Nigeria being very good in programme and policy planning, innovation, but seriously lack maintenance culture of facilities equipment. On the advocacy for maintenance culture, Ehiamentolor (2001) in his study conducted in Edo State condemned the culture of neglect and poor maintenance of facilities as wasteful because facilities are assumed to have a perpetual lifespan, irrespective of the vagaries of weather, natural disaster and of predictable wear and tear. Procedures for caring for facilities and equipment should be routine in such fashion that all used equipment and facilities are checked and then repaired, replaced, or service as the arises. In addition, it should be cleared, cleaned and stored properly (Brown, 1997; Carron, 2002; Howe, 2002).

Shearing his thought on maintenance Afolabi (2002) opined that the worst of our woes is the maintenance of school facilities which can lead to millions of naira been wasted. Therefore, effective maintenance of provided facilities and equipment is paramount to elongate the lifespan of existing structures. And where provided facilities are not routinely maintained and are left to decay,

school environment could become hazardous to students, coach/teachers and to provide new ones would further increase sports costs.

### **Availability Of Trained Physical Educators**

Nwandiani (2011) reflectively stated that human capital constitute the ultimate basis for wealth of nations. Capital and natural resources are passive factors of production, human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organization and carry forward the touch of national development. This shows how irreplaceable manpower is in the frontline of national development especially using education system as a compass to navigate existential goals. Research literature has shown that the social demand approach to educational planning embraced by African government is the undoing of African educational system, and hence continental development (Nwandiani, 2001). No wonder Nigerian schools are over populated with in inadequate facilities, teaching personnel and supplies. Consequently, physical education has it fair shear of the problem of personnel inadequacy.

Physical education in it setting is a sensitive and technical subject that requires the service of well trained personnel in the moderation of it curriculum to

achieve its goals and objectives. The physical education programmes exist in the instructional, intramural, extramural and adapted domain. It therefore requires the expertise of the physical educator to design and organize the physical education programme in order to achieve the ultimate educational goals and distinct physical education goals.

The importance of the training of physical educator was the salient expression of Sports Development Policy of Nigeria, resounding the inculcation in the personnel a body of knowledge required by the profession through acquisition of desired values, knowledge and skills (SDPN, 1989; NSP, 2009, Revised). Sports trainings in Nigeria has been ad-hoc and uncoordinated in nature; but professionalism which is a prerequisite virtue of physical educator demand uniform and standard pattern of training. Again, the execution of effective sports education and training, setting of standards for training, appropriate monitoring of sports training programmes, certification and registration of sports practitioners, periodic review of curricula of sports programmes, provision of adequate and appropriate facilities, instructional and informational materials is the responsibility of the federal, state, local government under their jurisdiction of in close collaboration with the federal and states Ministry of Education (SDPN, 1989; NSP, 2009). Lamenting the handling of physical

education at the secondary schools, Ojeme (2010), shows that unqualified teachers, are employed to mount the teaching and directing of the programmes. Aibueku (2002) in his research conducted in this reveal a grossly inadequate personnel situation in the grassroot institutions in terms of quality and quantity of physical education personnel. Consequent upon this situation is the indication that it could leads to lack of adequate training, few competition, poor performance and little or no infrastructural maintenance and expansion. On this note I dear to say that when all these are not in place, the physical education programme is non-existing. Sports personnel and sports facilities in secondary schools is a major bothering issues to school sports programme, if students in secondary schools are to be gainfully involved in sports at all, there must be that enabling environment. Sports personnel, sports facilities and equipment are required for a planned sports programme in secondary schools, which Benin metropolis is a case of pitiable situation. It is the common situation in many schools in Edo State to have physical education attached to the subject taken by other physical education textbook in the making of lesson note for students. With this being the case, there will be no contextual explanation of the principle of movement and it techniques, constructive use of instructional materials to arouse cognitive ability, demonstration of motor skills for internalization and

impartation of values and character. At present, physical education teachers who are responsible for the instructional and school sports programmes are working under very difficult condition. The level of public awareness of the subject is low and the attitude of school administrators is not motivating not talk of the basic facilities which are grossly inadequate to ignite meaningful participation from student. These conditions have dampened the enthusiasm of most teachers of physical education in Nigeria secondary schools. Most teachers find their work uninteresting and frustrating due to the stigma and cold reception extended towards the subject, to the extent that sometime they prefer to be absent from scheduled classes and at worse teach other popular subjects, a situation that has further worsened the perceived low level status of physical education and sports skills among secondary students. In a situation where there exist competence in the teaching of the subject. The world of knowledge and its application to the needs and problems of the world is in constant change, hence physical educators must be empowered to further their training in order give meaning to the physical education curriculum. It is supported by research that the retraining of physical educators can provide a positive mark on the effective and efficient implementation of physical curriculum, allowing cost-benefit advantage.

On the poor handling of physical education policy, Damkadai (2001) identify the inconsistency of physical education policy as the responsible factor of the prevalent situation where the decision to teach physical education and sports is left to choice. This has no doubt gone contrary to the prescription of the National Policy on Education (NPE, 2004). Ojeme (2005; 2010) clearly shows how importance the role physical education teacher in curriculum development and implementation. The physical education teacher serve as a resource person, prime mover of, translator of the curriculum into educational experiences and evaluator of the curriculum. The physical educator must ensure the achievement of general objectives of secondary schools physical education curriculum which are cognitive, effective and psychometric in scope. Educational experience is a doing phenomenon and therefore required the physical educator to be able to construct physical education events and programmes so as to achieve purposeful and meaningful experiences that of value to the individual and the society.

It should be noted that wake of physical education development and practice in Nigeria was associated with increasing number of physical educators who study abroad. This reveal how importance the place of a competent and professionals in the placement of physical education in Nigeria. Physical educators are

expected to bring their ingenuity to bear in the formation of totally rounded men who are stable and balance physically, emotionally, mentally, socially. Morally, spiritually and physiologically. The physical educator is an agent of curriculum change and improvement and hence ensure the continuous relevance of physical education to individual and the society.

### **Summary Of Literature Review**

This chapter review the factors responsible for low enrolment of physical education in senior secondary school certificate examination. Factors such as benefits and values of physical education, perception of physical education, assessment and evaluation of physical education, availability of facilities and equipment, availability of trained physical educators. The history of physical education in Nigeria secondary school and the concept of physical education was also reviewed.

These factors discuss are one that must be checked if quality and effective teaching of and learning of physical education in secondary school with positive effect on the level of enrolment of physical education in senior secondary school certificate examination.

The benefits and values of physical education has shown that regular participation in adequately planned physical education programmed activities provide immeasurable benefits which serve a powerful means of mobilizing more resource in the global fight against diseases, promotion of social interaction and integration, actualization of students and achievement of developmental goals.

The perception of physical education as an academic is another factor related to low enrolment of physical education in senior secondary school certificate examination, which is view to be of inferior status due to it practical nature in an educational context that favor intellectual activity. Physical education is regarded by many experts as the only subject in the school curriculum that provide a means of all round education, in the physical, mental, social, emotional, moral, spiritual and physiological development of students.

There is also the issue of facilities and equipment availability which can be said to be an essential means of achieving the goals of education and the physical education goals.

The availability of trained physical educator is a primary determinant of an effective teaching and learning of physical education in it holistic domain. The

physical educator is at the heart of the physical education curriculum development and implementation who through his qualified skills and competence should be able to optimize the resources at his disposal for the effective teaching and learning physical education. The physical educator through his professional practices in senior secondary school can boost the standing of physical education as a well-deserved subject in the school curriculum. This will serve as a positive influence to the enrolment of physical education in the senior secondary school certification examination.

## **CHAPTER THREE**

### **METHOD OF STUDY**

This chapter focuses on the method and procedures used in data collection and analysis of the factors responsible for low enrolment of Physical Education in Senior Secondary School Certificate Examination in Benin- City, Edo State.

This chapter is organized under the following sub headings:

Research design

Population of the study

Sample and sampling techniques

Research instrument

Validity of the instrument

Reliability of the instrument

Research instrumentation

Method of data collection

Method of analysis

### **Research Design**

The research design is a descriptive survey research design and it was employed based on its strength and effectiveness in the establishment of the factors responsible for low enrollment of physical education in senior secondary school certificate examination in Oredo Local Government Area of Edo state.

### **Population of the Study**

The population of this study is made up of students drawn from fourteen secondary schools in Oredo Local Government Area in Benin-City, Edo State. The number of students in each secondary school and the grand total is presented in the table below

S/N	NAME OF SCHOOLS/ SCHOOLS TYPES	NO OF STUDENTS
	<b>MIXED SCHOOLS</b>	
1.	Oba-Eware Secondary School	548
2.	Ogbe Secondary School	731
3.	Akenzua II Secondary School	937
4.	Ihogbe College	978

5.	Iyekogba Secondary School	328
	<b>GIRLS SCHOOLS</b>	
6.	New Era College	883
7.	Idia College	2,076
8.	Emotan Girls College	948
9.	Adesuwa Girls Grammar School	254
10.	Oredo Girls College	697
11.	Imaguero College	781
	<b>BOYS SCHOOLS</b>	
12.	Edo College	468
13.	Edokpolor Grammar Schools	1,078
14.	Palace Secondary School	45
		10,745

From the table above, there are 10,745 students from the 14 secondary schools in Oredo Local Government Area of Benin-City. Which consist of five mixed schools, six girls schools and three boys schools.

## **Sample and Sampling Techniques**

The stratified random sampling was used to stratify the schools into mixed schools, girls schools and boys schools. The systematic random sampling was then used to select the school of the sample. Using every 2<sup>nd</sup> term to select from the total school population, the following are schools that form the sample.

1. Edo college
2. Ihogbe college
3. Iyekogbe secondary school
4. Imaguero college
5. Ogbe college
6. India college
7. Emotan college

The systematic random sampling technique was also used in selecting the students sample of one hundred and fifty students using every 71<sup>st</sup> term of the total population. Then twenty one students was randomly selected from each of the schools to make up the 150 students sample group for the study.

## **Research Instrument**

The instrument that was used for data collection in this study is the questionnaire. The questionnaire type is the structured questionnaire. The questionnaire is divided into two sections of A and B. Section A sought for bio-data about respondents while section B is aimed at finding answers to the research questions on factors responsible for low enrolment of physical education in the Senior Secondary School Certificate from the students.

## **Validity of the Instrument**

To ensure validity of the instrument that was used for this study, copies of the drafted questionnaire were given to my supervisor and two experts in the field of physical education for correction and validation. This was to ensure that the instrument measures what is intended to measure.

## **Reliability of the Instruments**

The split-half reliability was used to establish the reliability or trustworthiness of the instrument. The instrument was administered to 30 students who are not part of the study population and the scores were subjected to Spearman Brown's rank correlation coefficient formula and the Spearman rho

obtain was further subjected to split-half reliability coefficient formula to get a split-half reliability coefficient (r) of 0.89.

### **Administration of Instrument**

The questionnaire was personally administered to Senior Secondary School students from the selected sample schools that form the sample group. The respondent was guided on how to respond to the instrument and then retrieved when they are done with it.

### **Method of Data Analysis**

The simple percentage and frequency count data analysis method was used to analyse and interpret the responses of the respondents. The simple percentage method comprises of the total number of respondents that react positively divided by total number of questionnaire forms multiply by hundred.

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF RESULT

This chapter focuses on the analysis and presentation of the questionnaire designed for the study. The total numbers of respondents that completed and returned their questionnaire were 150.

The data presentation was organized using the research questions in chapter one of the study.

#### Research Question 1

What is the level of enrolment of Physical Education for Senior Secondary School Certificate Examination?

**Table 1.1 Responses on the level of enrolment of Physical Education for Senior Secondary School Certificate Examination**

s/n	Items	Yes	%	No	%	Total %
1.	Do students in your school offer Physical Education in Senior Secondary Classes?	10	6.7%	140	93.3%	100

2.	Do students enroll for Physical Education in Senior Secondary School Certification	10	6.7%	140	93.3%	100%
3.	Is the level of Physical Education enrolment in the Senior Secondary School Certification Examination the same with other subjects?	15	10%	135	90%	100%

From the table above, a clear analysis of the data and responses collected on research question one shows that 140 or 93.3% of students in Senior Secondary School don't offer Physical Education in Senior Secondary Classes, while 10 or 6.7% of the population agree that Physical Education is offered in the Senior Secondary Classes, while 10 or 6.7% of the population agree that Physical Education is offered in the Senior Secondary Classes. On whether students enroll Physical Education in Senior Secondary School Certificate Examination. 135 or 90% of the Students population responded that Physical Education enrolment is not the same level as the enrolment of other subjects, while 15 or 10% of the students population agree that Physical education enrolment is at the same level as the enrolment of other subjects. From the above analysis it is clear that the level at which students offer physical education in the Senior

Secondary classes is very low which is a contributing factor to the low enrolment of Physical Education in Senior Secondary School Certificate Examination.

## Research Questions 2

What is the perception of students towards the enrolment Physical Education in Senior Secondary School Certificate Examination?

**Table 1.2: Responses on the perception of enrolment Physical Education in Senior Secondary School Certificate Examination**

s/n	Items	Yes	%	No	%	Total %
1.	Does your parents/guardians interest in your academics influence your choice to enroll Physical Education in Senior Secondary School Certificate Examination?	21	14%	129	86%	100%
2.	Your parent's occupation influence your choice to enroll Physical Education in Senior Secondary School Certificate	18	12%	132	88%	100%

	Examination?					
3.	I see enrollment of Physical Education the way my friends see it.	36	24%	114	76%	100%
4.	Is Physical Education enrolment different from the enrolment of other subjects in your school?	59	39.3 %	91	60.7 %	100%
5.	I didn't enroll Physical Education because my friends do not choose it	8	5.3%	142	94.7 %	100%
6.	Is the popularity of the subject in the society influencing your choice of enrolling Physical Education?	24	16%	126	84%	100%
7.	Is the elective nature of physical education subject in your school influencing your choice of enrolling Physical Education?	18	12%	132	88%	100%
8.	Would the enrolment of Physical Education influence you to seek career opportunities in the subject?	40	26.7 %	110	73.3 %	100%

From the table above analysis of the data collected on the second research question shows that parents/guardian interest in students choice influence their choice to enroll physical education as 14% of the entire sample responded in agreement, while 86% of the entire sample responded in disagreement. 12% of the respondents agree parent's occupation influence their choice to enroll physical education, while 88% of the respondent responded in disagreement, 24% of the respondents agree that they see the enrolment of Physical education the way their friends see it, while 76% disagree with this 39.3% of the respondents agree that physical education enrolment is different from the enrolment of other subjects in schools, while 60.7% of the respondents disagree with this. 5.3% of the respondents agree that they didn't enroll physical education because their friends do not choose it, while 94.7% disagree with this. 16% of the respondents agree that the popularity of physical education in the society is influencing the choice of enrolling Physical education, while 84% disagree with this 12% of the respondents agree that the elective nature of Physical education in schools is influencing the choice to enroll physical education, while 88% disagree with this. 26.7% of the respondents agree that the popularity of physical education in the society is influencing the choice of enrolling physical education, while 84% disagree with this 12% of the

respondents agree that the elective nature of physical education 88% disagree with this. 26.7% of the respondents agree that the enrolment of physical education influence them to seek career opportunities in the subject, while 73.3% disagree with this.

From the above analysis of the students response to the research question, it shows that personal perception with respect to non-offering of physical education in the senior secondary classes is stronger than the perception projected in the questionnaire, hence the perception of students is a factor influencing the enrolment of Physical Education in Senior Secondary School Certificate Examination.

**Research question 3:**

Is the level of physical education enrolment influenced by quality of personnel?

**Table1.3: Analysis on how the level of physical education enrolment is influenced by quality of personnel**

s/n	Items	Yes	%	No	%	Total %
1.	Does your school have trained physical education teacher?	74	49.3%	76	50.7%	100%

2.	Is the educational content of physical education effectively communicated by the physical education teacher?	54	36%	96	64%	100%
3.	Is Physical Education taught in the classroom with instructional materials as well as practice on the field?	47	31.3%	103	68.7%	100%
4.	Would the effective assessment and evaluation of physical education in the senior secondary classes influence your choice to enroll physical education?	31	20.7%	119	79.3%	100%

From the table above, analysis of the data collected on the third research question shows that schools have trained physical education teachers as 49.3% of the sample responded in agreement, while 50.7% disagree with this. 36% of the respondents agree that the educational content of physical education is effective communicated by the physical education teacher, while 64% disagree with this. 31.3% of the respondents agree that physical education is taught in classroom with instructional materials as well as practice on the field, while 68.7% disagree with this. 20.7% of the respondents agree effective assessment

and evaluation of physical education in the senior secondary classes influences students choice to enroll physical education, while 79.3% disagree with this from the above analysis of the students response to the research question, it shows that the quality of personnel for physical education is low, hence the enrolment of physical education in senior secondary school certificate examination is influenced by quality of personnel.

**Research question 4:**

Is the level of enrolment of Physical Education influenced by curriculum time allocation?

**Table 1.4: Analysis on how the level of enrolment of physical education is influenced by curriculum time allocation**

s/n	Items	Yes	%	No	%	Total %
1.	Is period and time allocated to physical education the same with other subjects	52	34.7%	98	65.3%	100%

From the table above, analysis of the data collected on the fourth research question shows the level of enrolment of physical education is influenced by

curriculum time allocation as 34.7% of sample responded in agreement, while 65.3% disagree with this.

From the above analysis of the students response to the research question, it shows that curriculum time allocation influence enrolment of Physical education is Senior Secondary School certificate examination.

### **Research question 5**

Is the level of enrolment of physical education influenced by inspection of facilities and equipment available for physical education in school?

**Table 1.5: Analysis on how the level of enrolment of physical education is influenced by inspection of facilities and equipment available for physical education?**

<b>s/n</b>	<b>Items</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>Total %</b>
1.	Would facilities and equipment available for Physical Education influence your choice to enroll Physical	58	38.7%	92	61.3%	100%

	Education?					
2.	Does supervisors from Ministry of Education occasionally come to inspect facilities and equipment available for Physical Education?	35	23.3%	115	76.7%	100%
3.	Would the inspection improve the standard of facilities and equipment for skills improvement of students?	82	54.7%	68	45.3%	100%

From the table above, analysis of data collected on the fifth research question shows that facilities and equipment available for physical education would influence the enrolment of physical education as 38.7% of the sample responded in agreement, while 61.3% disagree with this. 23.3% of the respondent agree that supervisors form Ministry of Education occasionally come to inspect facilities and equipment available for physical education, while 76.7% disagree with this. 54.7% of the respondents agree that the inspection of facilities and equipment available for physical education would improve the standard of facilities and equipment for skills improvement of students, while 45.3% disagree with this.

From the above analysis of students response to the research question, it shows that the enrolment of physical education in the Senior Secondary School Certificate Examination is influenced by inspection of facilities and equipment available for Physical Education.

### **Research Question 6**

Is the level of enrolment of physical education influenced by attitude of school principals towards physical education in schools?

**Table 1.6: Analysis on how the level of enrolment of physical education is influenced by attitude of schools principles towards physical education in schools?**

<b>s/n</b>	<b>Items</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>Total %</b>
1.	Does attitude of your school principal towards overseeing the teaching of physical education influence your choice to enroll Physical Education?	111	74%	39	26%	100%
2.	Does attitude of your school physical education teacher towards the teaching	112	74.7%	38	25.3%	100%

	of physical education influence your choice to enroll physical education?					
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From the table above, analysis of the data collected on the sixth research question shows that attitude of schools principal towards overseeing the teaching of physical education influence the choice to enroll Physical Education in Senior Secondary School Certificate Examination as 74.7% of the respondents agree that attitude of school physical education teacher towards the teaching of physical education influence the choice to enroll physical education, while 25.3% disagree with this.

From the above analysis of students response to the research question, is shows that the attitude of school principal towards physical education in schools influence the level of enrolment of Physical Education in Senior Secondary School Certificate Examination.

**Research question 7:**

Is the level of enrolment of physical education influenced by the level of funding of physical education programme?

**Table 1.7: Analysis on how the level of enrolment of physical education is influenced by the level of funding of physical education programme**

<b>s/n</b>	<b>Items</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>Total %</b>
1.	Does the level of funding of physical education programme influence your choice to enroll physical education?	87	58%	63	42%	100%

From the table above, analysis of data collected on the seventh research question shows that the level of funding of physical education programme influence enrollment of Physical Education in Senior Secondary School Certificate Examination as 58% of the sample responded in agreement, while 42% disagree with this.

From the above analysis of students response to the research question, is shows that the level of funding influence the enrolment of Physical Education in Senior Secondary School Certificate Examination.

## **Discussion of Findings**

From the analysis of the research findings, it is revealed that the levels of physical education enrolment in senior secondary school certificate examination is very low due to the ultimate fact that physical education is barely offered in the senior secondary classes as shown in table 1.1, which shows 93.3% of respondents reveal that physical education as a subject is not offered in senior secondary classes. The research outcome equally reveals that factors such as personal perception of students, quality of personnel, curriculum time allocation, inspection of facilities and equipment available for physical education in schools, attitude of school principal towards physical education in schools and level of funding of physical education programme are responsible for the low enrolment of Physical Education in Senior Secondary School Certificate Examination.

From the analysis of research question administered and response collected, it shows that the most potent factor responsible for low enrolment of Physical Education in Senior Secondary School Certificate Examination is the level of students offering Physical Education in the Senior Secondary Classes as reflected in table 1.1 with the item question recording 93.3% disagreement to

the offering of Physical Education in the Senior Secondary classes, 93.3% disagreement that physical education is enrolled in Senior Secondary School Certificate Examination and 90% disagreement that the level of enrolment of Physical Education in Senior Secondary School Certificate Examination is the same with the enrolment of other subjects. This factor is the leading cause of decline of physical education in the senior secondary school which is a result of defected Physical Education curriculum development and syllabus contents in Nigeria and in Africa Compared with that of Europe and America (Hendman and Marshall, 2000). This was equally supported in Ajisafe (1997) and Kein (1999) in their claim that the major constraints in the teaching and learning of physical education in Nigeria schools is the lack of application of educationally sound curriculum construction methods. This constraints is observed in the other factors according to the analysis of response collected which include quality of personnel (sufficient qualified and committed physical Education teachers) supported by 50.7% of absence in the senior secondary classes and completed by other items in table 1.3 which shows the ineffectiveness of the personnel. Modern facilities and equipment available for physical education and inspection to insure improvement and efficiency is absence as supported by items in table 1.5. This reflect poor inspection of Education (Physical Education

and Sports in Senior Secondary Schools), which is supposed to monitor the implementation of Physical Education curriculum (Akindutire and Olanipekun, 2014).

I want to say that during the course of my research and visitation of schools where I administer my questionnaire, it was sad to experience the cold and unwelcomed reception given to Physical Education in the Senior Secondary Schools by the administrative members of some of the schools visited. My study of their action and comment even their unspoken expression reveal their perception of physical education as a subject of low academic standing not suitable of addition into the Senior Secondary School Curriculum and a such feel annoyed of being burden by such matter considered to be irrelevant. This give credence to factors responsible for low enrolment of Physical Education in Senior Secondary School Certificate Examination discussed in this chapter as reflected in the research questions and supported by Oranugo (1998) who outline the problems affecting # in educational institutions in Nigeria citing poor resource allocation, non-utilization of teaching time, poor implementation of curriculum, competence of Physical Education leaders and many others.

Consequent upon these issues raise as finding of my research, it is my informed opinion that the major problem that is ultimate in the running of Physical

Education as a subject in Senior Secondary Schools in Oredo Local Government Area in Benin City, Edo State is curriculum misformation and representation which lies within the domain of curriculum planners and implementers. On this note it is necessary and relevant to have a re-examination of Senior Secondary School Physical Education curriculum.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter is concerned with summarizing the findings of this research and making adequate conclusion and recommendations based on the analysis of data collected.

#### **Summary**

This research study is designed to ascertain the factors responsible for low enrolment of Physical Education and Senior Secondary School Certificate Examination in Oredo Local Government Area. To successfully carry out this research work, It is important to define a conceptual frame work of Physical Education drawing richly from previous literature, as a human movement based discipline of knowledge through physical activities. It points sports as the centre of expression of physical education . A cursory look at the historical trend of physical education from the past to the present was also charted to enable me hold a grip on the present standing of the subject with respect to its strong tie with education as this is relevant to the research topic. I also established the

importance and implication of physical education to the individual and society in contemporary time.

The purpose of the study is to determine what factors are responsible the low enrolment of physical education in senior secondary school certificate examination, the problems and issues militating against the subject administration in senior secondary school, to seek solutions to these problems so as to make physical education stand out as a competent subject worthy of boosting a level of enrolment in senior secondary school certificate examination and to justify its inclusion as a subject in the education system. To this effect research questions were put up to pinpoint the factors responsible for low enrolment of physical education in senior secondary school certificate examination.

The population of the study was made of students from 14 secondary schools in Oredo Local Government Area of Benin City of which 7 of the schools were used as sample from which 150 students were randomly selected for questionnaire administration.

Twenty two(22) questions were raised altogether, making up two sections, section A has to do with the respondents' personal data which comprises of

school name, school- types, parents education status, age, and class, while section B answered the research question raised.

## **Conclusion**

From the analysis of the data collected on the research study and from the summary of findings, certain tentative and informed conclusions can be drawn. Firstly, the level of enrolment of Physical Education in senior secondary school examination is very low compared to other subjects due to the ultimate reason that physical education is not offered as a subject in the senior secondary level. This is subject to factors responsible for the decline of Physical Education in secondary schools. These factors are problems and issues limiting the effective administration of physical education in senior secondary schools which include the level of enrolment of physical education compared to other subjects, personal perception of students about physical education, quality of personnel, curriculum time allocation, the inspection of facilities and equipment available for physical education, the attitude of school principals towards physical education in schools and the level of funding of physical education programmes in schools.

It can however be inferred that the senior secondary school physical education curriculum is weak in terms of structure and commanding power of implementation of effective physical education programme at the senior secondary level. It was also discovered that the students personal perception of physical education as an academic subject is low as they see physical education as a subject not serious enough for their level but for junior secondary schools since it is not offered at the senior secondary level. It is assumed that if these factors and effects are cushioned in terms of physical education administration in senior secondary schools, there will be high possibility of an effective physical education in senior secondary school that will arouse students choice to enroll physical education in senior secondary school certificate examination.

Finally, it can be concluded that school administrators are not doing enough if anything is done at all to encourage the offering of physical education at the senior secondary level and its enrolment in the senior secondary school certificate examination. Thus, the physical education curriculum planners must rally the support of school administrative body to break through the walls of perception of students that is resisting their choice to offer physical education in senior secondary school level and enrolment in the senior secondary school certificate examination.



## **Recommendations**

From the analysis of data collected and the conclusions drawn from the research study, the following recommendations are hereby suggested:

1. Physical education experts and curriculum planners should review the senior secondary school physical education curriculum to enable its use as an active instrumental subject of education at the senior secondary level.
2. Physical education at the senior secondary level should be evaluated and raised to the standard practice obtainable in developed countries.
3. NAPHER- SD should mandate the employment of only trained and qualified physical educators that can translate the physical education curriculum into purposeful and meaningful educational instruction at the senior secondary level.
4. The school administrators should provide an enabling environment for physical education to thrive as other science subjects offered in the senior secondary level by considering strongly physical education in the planning of school calendar and budget for the funding of physical education programme.

5. There should be national orientation of students, parents, school administrator, school counselors, subject teachers on the values and implication of offering physical education as a subject at the senior secondary level, to clear the prejudice that question the potential and relevance of physical education at the senior secondary level of education

6. The Ministry of Education in the state should actively effect and implement the policy of standard facilities and equipment as one the critical requirement for the registration of senior secondary schools and to ensure periodic inspection of the facilities and equipment by the inspectorate unit.

7. The school should organize school sports that encourage mass participation as this may foster interest in physical education and boost the level of enrolment of physical education in senior secondary school certificate examination.

8. Government at all levels should actively implement the National Policy on Education which state that physical education is a compulsory school subject at all levels of the education system.

### **Suggestions for further research**

It is suggested that the following areas can be considered for further research:

- Perception of the society today towards physical education as school subject
- Inspection of the secondary school physical education and sports programme
- Level of funding and performance of physical education in secondary schools
- The level of intramural/extramural sports in secondary schools: towards actualization of potentials.

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## **APPENDIX**

**DEPARTMENT OF HEALTH, ENVIRONMENTAL EDUCATION AND**

**HUMAN KINETICS**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**BENIN CITY, NIGERIA.**

Questionnaire on the factors responsible for low enrolment of physical education in Senior Secondary School Certificate Examination.

The information provided by you will be treated with respect and confidentiality.

### **Section A**

**INSTRUCTION:** In this section, please provide information about your school in words and tick appropriately against your response.

Name of School: \_\_\_\_\_

School –types: Mixed (    ) Boys (    ) Girls (    )

How many times do you offer Physical Education a week? 1 [ ] 2 [ ]  
 3[ ] 4 [ ]

Parents: Educated [ ] Uneducated [ ]

Age : 12 – 15 [ ] 16-19[ ] 20 – 23 [ ] 24 and above [ ]

Class: SS 1 [ ] SS 2 [ ] SS 3 [ ]

**Section B**

Please tick either Yes or No as your appropriate respond to every question (or statement) in this section

s/n	Please tick [√] as appropriate	YES	NO
1.	Do Students in your school offer Physical Education in Senior Secondary Classes?		
2.	Do Students enroll Physical Education in Senior Secondary School Certificate Examination?		
3.	Is the level of Physical Education enrolment in the Senior Secondary School Certificate Examination the same with other subjects?		
4.	Do your Parents/guardians interest in your academics		

	influence your choice to enroll Physical Education in Senior Secondary School Certificate Examination?		
5.	Your parent's occupation influence your choice to enroll Physical Education in Senior Secondary School Certificate Examination?		
6.	I see enrolment of Physical Education the way my friends sees it.		
7.	Is Physical Education enrolment different from the enrolment of other subjects in your school?		
8.	I didn't enroll physical education because my friends did not choose as a subject to be enrolled?		
9.	Is the popularity of the subject in the society influencing your choice of enrolling Physical Education?		
10.	Is the Elective Nature of Physical Education subject in your school influencing your choice of enrolling Physical Education?		
11.	Would the enrolment of Physical Education influence you to seek career opportunities in the subject?		
12.	Does your <u>school</u> have trained Physical Education		

	teachers?		
13.	Is the educational content of Physical Education effectively communicated by the Physical Education Teacher?		
14.	Is Physical Education taught in the classroom with instructional materials as well as practice on the field?		
15.	Would the effective assessment and evaluation of Physical Education in the Senior Secondary Classes influence your choice to enroll Physical Education?		
16.	Is period and time allocated to Physical Education the same with other subject?		
17.	Would facilities and equipment available for Physical Education influence your choice to enroll Physical Education?		
18.	Does Supervisors from Ministry of Education occasionally come to inspect facilities and equipment available for Physical Education?		
19.	Would the inspection improve the standard of facilities and equipment for skills improvement of students?		

20.	Does attitude of your school principal towards overseeing the teaching of Physical Education influence your choice to enroll Physical Education		
21.	Does attitude of your School Physical Education teacher towards the teaching of Physical Education influence your choice to enroll Physical Education?		
22.	Does the level of funding of Physical Education programme influence your choice to enroll Physical Education?		