

**FACTORS AFFECTING THE TEACHING OF PHYSICAL EDUCATION IN
SECONDARY SCHOOLS IN OVIA NORTH-EAST LOCAL GOVERNMENT
AREA, BENIN CITY**

BY

**ABIAKWE BLESSED UGOCHUKWU
EDU2102438**

**DEPARTMENT OF HUMAN KINETICS AND SPORT SCIENCE
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

DECEMBER, 2025

**FACTORS AFFECTING THE TEACHING OF PHYSICAL EDUCATION IN
SECONDARY SCHOOLS IN OVIA NORTH-EAST LOCAL GOVERNMENT
AREA, BENIN CITY**

BY

**ABIAKWE BLESSED UGOCHUKWU
EDU2102438**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF HUMAN KINETICS
AND SPORTS SCIENCE, FACULTY OF EDUCATION, UNIVERSITY OF
BENIN, BENIN CITY, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF B.Sc. (Ed.) IN HUMAN KINETICS
AND SPORT SCIENCE**

DECEMBER, 2025

CERTIFICATION

We the undersigned certify that this work was carried out by Blessed Ugochukwu ABIAKWE with the Matriculation Number EDU2102438 of the Department of Human Kinetics and Sports Science, Faculty of Education, University of Benin, Benin City, for the award of B.Sc. (Education) in Human Kinetics and Sports Science.

Prof. S.O. Aibueku
(Project Supervisor)

Date

Dr. R.F. Ani
(Project Coordinator)

Date

Dr. A.U. Oriakhi
Ag. Head of Department

DEDICATION

This work is dedicated to God Almighty for His mercy, love, grace, provision and protection throughout my years in school.

ACKNOWLEDGEMENT

My heartfelt gratitude goes to my project supervisor Prof. S. O. Aibueku for his supervision and encouragement. His cordial reception and advice are highly commendable.

I am also grateful to the Head of Department, Dr A. U. Oriakhi, my project coordinator, Dr. R. F. Ani and to all my lecturers. I appreciate you all for your impact on me academically and otherwise.

My special thanks goes to my parents, Mr. and Mrs. Faustina and Cyprian Abiakwe and my lovely siblings, Ikechukwu, Munachi, Oluchi, Ebuka, and Obum Abiakwe, for their love and support financially, morally and prayerfully, they made it possible for me to get to this point. My appreciation also goes to my amazing friends Peter, Latifa and Browne.

TABLE OF CONTENTS

TITLE PAGE	i
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	7
Research Questions	8
Purpose of the Study	9
Significance of the Study	11
Scope/Delimitation of the Study	11
Definition of Terms	12
CHAPTER TWO: REVIEW OF RELATED LITERATURE	14
Conceptual Framework	14
Historical Background of Physical Education in Nigeria	16
Time Allocation and its Influence on Teaching of Physical Education	19

Unqualified Teaching Personnel for Physical Education	22
Availability, Adequacy and Utilization of Physical Education Resources	24
The Perception of other Teachers, Students and parents on Physical Education	28
Relationship between the National Policy on Education and Physical Education	31
Summary of Reviewed Related Literature	33
CHAPTER THREE: METHODOLOGY	35
Research Design	35
Population of the Study	36
Sample and Sampling Techniques	37
Research Instrument	38
Validity of the instrument	38
Reliability of the Instrument	38
Method of Data Collection	39
Method of Data Analysis	39
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION	
OF FINDINGS	40
Presentation of Results	40
Analysis of Research Questions	42

Discussion of Findings	52
CHAPTER FIVE: SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS	56
Summary	56
Findings	56
Conclusion	57
Recommendations	58
REFERENCES	59
APPENDIX	62

LIST OF TABLES

Table 4.1: Percentage distribution of respondents by Gender.	40
Table 4.2: Percentage distribution of respondents by Age	41
Table 4.3: Percentage distribution of respondents by Class	41
Table 4.4: Influence of time allocation on the teaching of physical education in schools	42
Table 4.5: The influence of unqualified teaching personnel on physical education	43
Table 4.6: Availability of physical education resources.	45
Table 4.7: Adequacy of physical education resources in schools.	46
Table 4.8: The influence of utilization of physical education resources on teaching of the subject	47
Table 4.9: Influence of the perception of teachers on physical education.	48
Table 4.10: The influence of students perception towards physical education.	50
Table 4.11: The perception of parents towards physical education	51

ABSTRACT

This study is aimed at investigating the factors affecting the teaching of Physical Education in Secondary Schools in Ovia North-East Local Government Area. Eight research questions were raised for the study.

The descriptive survey research design was adopted for the study. The population of the study consisted of 4069 secondary school students in Ovia North-East Local Government Area. The purposive sampling technique was used to select 205 respondents for the study. A 31-item questionnaire was used to elicit information from the respondents. To ensure the reliability of the instrument, the test-retest method was used. Data was analysed using descriptive statistics of frequency and percentages.

In conclusion, Government and other relevant ministries should ensure that schools follow the National Policy on Education in terms of time allocation and physical education being made a compulsory subject. In recommendation, only well qualified physical education teachers should be employed and physical educators should also be made to undergo training, workshops and seminars to improve their level of competency, also professionals should be made to supervise these physical educators on a basis.

CHAPTER ONE

INTRODUCTION

Background to the Study

The teacher is considered to be the major and first instrument in education. The school relies upon the teacher in passing knowledge and skills and discipline to the students and also facing problems that limit the extent of their teaching. The teacher is the cornerstone in learning and teaching and the most important factor in the educational process. A teacher is a person who has acquired special skills required for effective impartation of knowledge and skills to a group of learners (Offorman, 2000). A teacher is a person who administers or provides consistent and substantial leadership to an educational programme and/or assesses student participation in an educational programme (Queensland College of Teachers, 2005).

A teacher is an individual who facilitates the acquisition of knowledge, skills, or values by others. In formal educational settings, professional teaching responsibilities encompass planning lessons in accordance with approved curricula, delivering instruction, and evaluating learners' progress. Teaching can be conceptualized as the process of responding to learners' needs, experiences, and emotions, and making deliberate pedagogical interventions to support the learning of particular content. While considerable attention has been

devoted to identifying what constitutes good, excellent, or effective “teaching,” comparatively little has focused on clarifying the nature of teaching itself. However, as Hirst (1975) observed, “being clear about what teaching is matters vitally because how teachers understand teaching very much matters, what they actually do in the classroom.” Hirst (1975) highlights two key features of teaching:

- Entering into instructional activity with the explicit intention that someone learns something; and

- Taking into account learners’ feelings, experiences, and needs, such that teaching only occurs when learners are actually able to appropriate what is taught.

A teacher’s professional obligations may extend beyond direct classroom instruction. Outside the classroom, teachers may escort students on field trips, supervise study halls, assist in organizing school events, and act as supervisors for extracurricular programmes. In some educational systems, teachers are also responsible for maintaining students’ discipline.

Human Kinetics (Physical Education) refers to the structured instruction in sports, training activities, gymnastics, exercise, and hygiene provided as part of a school or college curriculum. Physical Education (Human Kinetics)

involves the study, practice, and appreciation of the art and science of human movement (Hardman, 2002). Physical Education—also referred to as Phys. Ed, PE, or gym class and known in many Commonwealth countries as physical training (PT)—is an academic subject concerned with maintaining and enhancing the human body through physical exercises (e.g. callisthenics). It is offered at primary and secondary levels and promotes psychomotor learning in play- or movement-based contexts to enhance health. More broadly, Physical Education can be described as an educational process aimed at improving human development and performance through physical activities such as play. It is a fundamental component of the overall educational process, seeking to develop physically, mentally, emotionally, and socially well-adjusted citizens through selected physical activities designed to achieve these outcomes (Butcher, 2002).

In this study, Physical Education denotes an instructional programme organized around fundamental motor activities intended to promote physical, emotional, and mental well-being for all participants, including pupils, students, student-teachers, and teachers. The programme encompasses instruction in health, hygiene, first aid, personal safety, and the development of manipulative skills. It is treated as an integral element of the schooling process. At the

secondary school level, the term Physical Education is used in place of Human Kinetics.

The type of quality of education a student gets matters a lot of his/her learning abilities. In comparing a student who goes to a good school with good roads, good basic facilities and equipment and being taught by skilled teachers with appropriate instructional materials to another student who goes to a school with bad roads and on getting to the class, sits on the ground because the school lack desks and chairs, also the teachers are unskilled added with lack of instructional materials for teaching. Of course the first student will enjoy education than the second student and will help in the educational development of the first student, while the second student lags behind educationally.

The quality of education (especially in the government schools) is not good enough for the students to have good education. For example, building of new schools with the basic facilities and equipment, provision of instructional materials, repairing and renovating old schools and also employing skilled teachers will go a long way in the development of the minds of the students towards education.

Secondary school education is for children of the age range of 12 to 18 years. The duration of the academic programme is 6 years, which is split into two terms of:

3 years junior secondary school (JSS) and .

3 years senior secondary school (SSS).

The JSS emphasises both academic and vocational (technical) curriculum. The SSS is oriented towards academic curriculum. Because the curriculum of the secondary school caters to varied needs, it is usually regarded as comprehensive.

Secondary school Physical Education is predicated on the holistic development of physiologically and psychologically sound students who are equipped to navigate life's challenges with mental and physical resilience. This discipline enhances learners' psychomotor competence and self-efficacy, enabling them to execute a diverse array of physical activities, while simultaneously serving as a critical mechanism for fostering social interaction among peers. Furthermore, the curriculum is designed to cultivate a favorable disposition toward the adoption of an active and health-conscious lifestyle.

The aims and purposes of Physical Education are rooted in the specific developmental opportunities it affords students. Specifically, the programme is designed to enable learners to:

- Develop cognitive and creative ideation;
- Demonstrate proficiency and intelligence in the performance of activities;
- Acquire the capacity to strategically select and apply skills, tactics, and compositional concepts appropriate to specific activities;
- Internalize the understanding that perseverance is a prerequisite for achieving success in any endeavor;
- Cultivate a positive inclination toward participation in physical activity;
- Make informed, evidence-based decisions regarding the physiological importance of exercise;
- Develop robust leadership competencies through sports that are transferable to future pursuits; and
- Instill a high degree of respect and discipline, particularly regarding the cultivation of sportsmanship and adherence to fair play (Dept. of physical education, Nosakhare Model Education Centre, 2005).

Ovia North-East constitutes a Local Government Area situated within Benin City, Edo State, with its administrative headquarters located in the town of Okada. Geographically, the area encompasses a landmass of 2,301 km², and

demographic data from the 2006 census recorded a population of 153,849 inhabitants.

Secondary schools in Ovia North-East local Government Area are both private and government owned. The government secondary schools lack basic facilities and equipment to make teaching effective and efficient. They lack good teaching aids and most of the teachers are not enthusiastic about teaching, which could be as a result of the conditions of the schools which is not encouraging. The privately owned secondary schools are better in the aspect of having the basic facilities and equipment required for effective and efficient teaching. Teaching personnel in the private schools work harder than those in the government schools.

Teaching Physical education in secondary schools in Ovia North-East local government area in Benin-city face challenges such as time allocation, unqualified teaching personnel, availability adequacy and utilization of physical education resources (facilities and equipment) and the perception of other teachers, students and parents towards physical education.

Statement of the Problem

During teaching-learning process, it is the aim of the teacher to pass useful information to the learners. There are some factors affecting the

teaching of physical education in secondary schools in Ovia North-East local government area that has made the process less efficient and effective. These challenges include time allocation, unqualified teaching personnels, availability, adequacy and utilization of physical education resources and the perception of other teachers, students and parents towards physical education. There is urgent need therefore for these challenges to be addressed so as to ensure that this discipline of knowledge does not go into extinction in the nearest future.

Research Questions

The following research questions were raised to guide the study:

1. Does time allocated to physical education affect the teaching of physical education in secondary schools in Ovia North-East local government area?
2. Does unqualified teaching personnel affect the teaching of physical education in secondary schools in Ovia North-East local government area?
3. Does availability of physical education resources affect the teaching of the subject in secondary school in Ovia North-East local government area?

4. Does adequacy of physical education resources affect the teaching of the subject in secondary schools in Ovia North-East local government area?
5. Does utilization of physical education resources affect the teaching of the subject in secondary school in Ovia North-East local government area?
6. Does the perception of teachers towards physical education affect the teaching of the subject in secondary schools in Ovia North-East local government area?
7. Does the perception of students towards physical education affect the teaching of the subject in secondary schools in Ovia North-East local government area?
8. Does the perception of parents towards physical education affect the teaching of the subject in secondary schools in Ovia North-East local government area?

Purpose of the Study

The purpose of the study include:

1. To find out how time allocation has affected the teaching of physical education in Ovia North-East local government area.

2. How unqualified teaching personnel have affected the teaching of physical education in Ovia North-East local government area.
3. How availability of physical education resources have affected the teaching of physical education in Ovia North-East local government area.
4. How adequacy of physical education resources have affected the teaching of physical education in Ovia north-East local government area.
5. To ascertain how utilization of physical education resources have affected the education of the subject in Ovia North-East local government area.
6. To determine how perception of teachers towards physical education have affected the teaching of the subject in Ovia North-East local government area.
7. To assess how perception of the students towards physical education have affected the teaching of physical education in Ovia North-East local government area.
8. To evaluate how perception of parents towards physical education have affected the teaching of physical education in Ovia North-East local government area.

Significance of the Study

It is hoped that this research work will provide useful information on how factors like time allocation, unqualified teaching personnel, availability, adequacy and utilization of physical education resources and perception of others towards Physical education as a course is affecting the teaching of physical education in secondary school in Ovia North-east local government area and this can also serve as a source of information for future researchers. The study would also make programme planners, school heads, education stakeholders and physical education professionals to attempt facing challenges head long in a bid to ameliorating it. Also the government would be informed and see the need to make provision for adequate sports facilities, equipment and supplies.

Scope/Delimitation of the Study

This study examines some of the factors affecting the teaching of physical education in secondary schools in Ovia North-east local government area of Edo state. The variables of the study include time allocation; unqualified teaching personnel; availability, adequacy & utilization of sports facilities and equipment; perception of teachers, students and parents towards physical education and its influence on the teaching of physical education (Human Kinetics).

Definition of Terms

- **Teacher:** a person who helps others to acquire knowledge, competences or values
- **Teaching:** teaching is the process of attending to people's needs, experiences and feelings and making specific interventions to help them learn particular things
- **Physical education:** is the study, practice and appreciation of the art and science of human movement.
- **Challenges:** something that tests strength skill or ability, especially in a way that is interesting.
- **Time allocation:** is the allotment of time that has been used within different activities and specific exercises
- **Facilities:** something designed, built, installed to serve a specific function, thereby affording convenience or service.
- **Equipment:** supplies or tools needed for a special purpose.
- **Instructional materials:** these are primary media for delivery of content.
- **Personnel:** a body of persons usually employed (as in a factory or organization).

- **Utilization:** the action of making practical and effective use of something.
- **Availability:** the quantity or state of being available.
- **Adequacy:** the state or quality of being adequate, sufficient for a particular purpose.
- **Perception:** the way in which something is regarded, understood or interpreted.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

To have a better, precise and explicable literature review that are relevant to this study, the review is organized under the following sub-headings:

- Conceptual Framework
- Historical background of physical education in Nigeria
- Time allocation and its influence on teaching of physical education
- Unqualified teaching personnel for physical education
- Availability, adequacy and utilization of physical education resources
- The perception of other teachers, students and parents on physical education
- Relationship between the National Policy on Education and Physical Education
- Summary of related literature review

Conceptual Framework

Physical education is conceptually defined as “education through the physical.” Its primary objective is the enhancement of students' physical proficiency, alongside the acquisition of theoretical knowledge regarding movement

mechanics and safety protocols. These competencies enable students to execute a diverse array of activities conducive to the maintenance of an active and healthy lifestyle. Furthermore, the discipline fosters self-efficacy and essential transferable skills, specifically collaboration, communication, creativity, critical analysis, and aesthetic appreciation. When integrated with the cultivation of positive values and attitudes, these elements establish a robust pedagogical foundation for lifelong learning. Fundamentally, it is an academic course designed to optimize physical fitness and the functional capacity to perform daily physical tasks with efficiency and enjoyment.

Hardman (2002) characterized physical education as the study and practical application of the art and science of human movement. It is arguably defined as structured instruction within school or collegiate curricula encompassing sports training, gymnastics, exercise, and hygiene. Cowell (2007) posited that physical education is a mechanism for behavioral modification in the human organism, driven primarily by stimuli derived from large-muscle social activities, play, and related physical engagements. Nash (2010) elucidated that physical education represents a distinct phase of the broader educational field concerning physical activities and their associated responses. Hill (2010) described the discipline as the aggregation of beneficial experiences resulting from participation in gross motor activities that facilitate physiological growth and development. Additionally, Kirui (2007) defined physical education as a curricular subject that

integrates the psychomotor, cognitive, and affective learning domains within contexts of play or movement exploration.

In summary, physical education acts as a discipline dedicated to the scientific analysis of human kinetics, utilizing physical activity as a pedagogical tool for the holistic development of the human personality.

Ojeme (1985) outlined the benefits of Human Kinetics (Physical education) which include: skill development, development of physical fitness, social development, emotional and attitude development, intellectual development, promotion of physical recreation. These benefits of human kinetics (physical education) can therefore be seen as an all-embracing affair bordering on intellectual, social, emotional and physical capabilities of students.

Historical Background of Physical Education in Nigeria

An assessment of the scholarly output of Nigerian physical and health educators reveals that substantive research engagement within the disciplines of physical and health education did not commence until the late 1960s and early 1970s. The nascent body of literature was predominantly characterized by inquiries into the historical trajectory and administrative governance of sports and physical education in Nigeria. However, in recent years, there has been a notable

reorientation among Nigerian professionals toward the scientific investigation of sports performance mechanics, physical fitness parameters, and the promotion of healthful living. The period between 1842 and 1882 in Nigeria witnessed the introduction of western literacy education by missionaries. Christian missionaries came from different churches and established educational institutions. However, there was no uniform curriculum of studies and physical training had no place in the school curriculum (Ladani, 1988). Thereafter, Nigeria came into existence as a nation in 1914 through the amalgamation of the Northern and Southern Protectorates and became fully independent in October 1960 as a federation with three regions (Northern, Western and Eastern) under a constitution that provide for a parliamentary system of governance. Presently, Nigeria has a population of 162 million people (Population Reference Bureau, 2012) and is made up of 36 states and a federal capital territory (FCT) in Abuja with 774 constitutionally recognized local government areas (LGAs) (National Population Commission, 2009).

The introduction of sports and recreational activities to educational institutions and security agencies was facilitated by the arrival of missionaries and colonial administrators from Britain and America. Initially, the development of these activities was predominantly restricted to the police and military sectors, serving the functional objective of enhancing the physiological conditioning of personnel

mandated to uphold law and order. The formal standardization of the Physical Education (PE) curriculum commenced in 1918 with the adoption of a uniform school syllabus. This document underwent minor revisions in 1927 and culminated in the 1933 syllabus—the final colonial physical training (PT) framework—which emphasized the correlation between physical education and general public health.

In 1956, the Western Regional Ministry of Education promulgated the first indigenous PE syllabus for primary education. Subsequently, the Federal Government mandated PE in all Nigerian primary schools, utilizing scheduled instructional time for skill acquisition in individual, dual, and team sports (Otinwa, 2012). The colonial syllabus of 1933 was abrogated circa 1954 and superseded by a Ministry of Education directive in 1955. Contemporary syllabi remain subject to periodic review to optimize instructional delivery.

A pivotal acceleration in PE development and pedagogical training occurred with the 1960 establishment of the University of Nigeria, Nsukka, Enugu. This institution was the first in Africa to initiate an undergraduate curriculum in Physical and Health Education (Ladani 1988, Ajala, Amusa & Sohi, 1990). The foundational framework for high-quality delivery of Health and Physical Education (HPE) was established via the National Policy on Education (NPE),

first published in 1977. This milestone marked the formal endorsement of physical education as a core instructional subject within the Nigerian educational system and its subsequent approval for inclusion in the school certificate curriculum.

To align with evolving sociopolitical dynamics, the policy underwent revisions in 1981, 1998, 2004, 2008, and 2013. The fourth edition, driven by specific policy innovations, was published in 2004 (Federal Republic of Nigeria, 2004). These regulatory provisions established the requisite structural foundation for a robust PE academic programme.

Nevertheless, a discrepancy exists regarding the implementation of quality physical education and sports within the public school sector. To mitigate this deficit, guardians with sufficient financial liquidity often matriculate their wards in private institutions. These schools are characterized by instructional paradigms aligned with the National Policy on Education, oriented toward inculcating holistic physical, emotional, psychological, and intellectual development, as well as the acquisition of competencies essential for self-reliance.

Time Allocation and its Influence on Teaching of Physical Education

Davidson (2010) defined time allocation as the allotment of time that is to be used for different activities and specific exercises. Time allocation can

measure how natural and effective the tasks and activities within a particular time frame. It is therefore the time allocated to physical education on the schools' timetable. Every subject offered in schools have specific time allocation which is referred to as "periods". Compared to the private schools, time allocation for physical education is more than that of the public secondary schools and compared to other subjects, physical education has lesser time allocation on general.

According to the National policy on education which was analysed by Solakun (2005), physical education in secondary school in Nigeria should have five (5) weekly lessons. Unfortunately, this policy is not adhered to. The researcher was opportune to teach physical and health education in a private secondary school in Ovia North-east local government area during the mandatory teaching practice and their time-table for physical and health education was as follows;

JSS 1 - 3 times a week

JSS 2 - 3 times a week

JSS 3 - 2 times a week

It is observably worrisome here that even the private secondary schools do not give the normal time allocation by the National Policy on education to physical education which is unfortunate.

Fait (1976) is of the opinion that the time allocated must necessarily influence the content or organization of the programmes teaching physical education especially the practical aspect, needs quality time to teach skills and techniques and because of the age of the students, the teachers need adequate time and patience to be able to achieve set goals for the course and like the saying goes, “it is hard to do any meaningful work in a short time”. He further opined that even more important, however is the use to which the time is put. Well organized use of allocated time in the teaching of physical education in secondary schools is very important as well as necessary.

Most secondary school are science oriented and so, within the school hours where much time is given to subjects like Mathematics, biology, English language and so on, where will physical education fit in with the remaining little time and this is as a result of how physical education is being seen in the society. Also, where there are few physical education teachers in a school, in order not to get them overworked, the time allocation will be reduced.

Time allocation is a major factor affecting the teaching of physical education in secondary schools in Ovia North-east local government area in the sense that a subject that is given lesser time to teach than the others will be seen as less important both by the teachers and students. Little time allocation will lead to the unsuccessful achievement of set goals and objectives by the teachers and little time for the exploration of the subject both in the basic instructional programme, intra-mural programme, extra-mural programme, interscholastic programme and adapted programme.

Unqualified Teaching Personnel for Physical Education

A teacher is a person who administers or provides consistent and substantial leadership to an educational programme and/or assesses student participation in an educational programme (Queensland College of Teachers, 2005). A teacher is a person who imparts knowledge to or instruct (someone) as to how to do something. A teacher is a person who gives information about or instruct in a subject or skill. A teacher is a person who has acquired special skills required for effective impartation of knowledge and skills to a group of learners (Offorman, 2000)

Richard and Picard (1999) suggested that physical educators or non-specialist teachers who are given the responsibility of teaching physical education might

have also contributed to the low status and value of physical education within the school system. Teachers can provide programmes that lack structured and systematic educational goals. The alarming content of this thought is not entirely new. Nearly 25 years ago, Locke (1975) suggested that the curriculum area of physical education was not harmed by bad teaching, rather it was plagued with the issue that there was actually no teaching taking place. This notion can be observed in present day school environment, when students are presented with a situation where they are involved in activity in the gymnasium or on the playing field, but not engaged in learning. This is often referred to as rolling out the ball or letting the game begin. Students may well be participating, but at varying levels of success and involvement, with no actual teaching occurring to improve performance or to create understanding or knowledge.

Irwin (1999) pointed out that untrained or poorly trained teachers cannot administer and conduct an efficient and successful programme of physical education. How well a teacher is trained will determine the outcome of the teaching and learning process between the teacher and students. The use of unqualified teachers in the field will make the course ineffective which reduces the status and value of the course in the school.

Appointment of unqualified teachers for the post of teaching physical education is a factor that affects the teaching of physical education in secondary schools negatively, as it is unprofessional and tantamount to putting square pegs in round holes, and it would not argue well for the subject in the long run. The need exists therefore for physical education specialists to be hired in schools so as to enhance its status and success rate in schools.

Availability, Adequacy and Utilization of Physical Education Resources

The relevance of the presence of facilities, equipment and supplies to the smooth running of school. Physical education programme has been severally emphasized in the literature (Akinsami, 1995; Mgbor, 2005). The level of success of most physical education programme is greatly dependent on the degree of availability and adequacy of up-to-date equipment and facilities as these form the hub around which such programmes revolve. Longman (2003) explained availability as something that is able to be used or can easily be found and used. In other words, they are those resources that are committable or usable upon demand to perform their designated or required function.

Awosika (1992) asserted that facilities and equipment are programme related in any teaching programme and should be provided in sufficient quantity to meet the needs of the school physical education programme. The National Association for Sports and Physical Education (NASPE), (1995)

advocated that sufficient physical education resources are needed to meet the standard for secondary school physical education programme. Ogbu (1997) also observed that school physical education resources (facilities, equipment, supplies and the personnel) are very important to the successful implementation of the school physical education programme. A research on availability of school facilities and academic achievement, Owoeye and Olatunde (2011) opined that availability of school facilities is a potent factor to quantitative education. According to them, the importance of provision of instructional facilities for teaching and learning in the education sector cannot be overemphasized. The authors added “teaching is inseparable from learning but learning is separable from teaching”.According to them, this means that teachers do the teaching to make the students learn, but students can learn without teachers. They added that learning can occur through one’s interaction with one’s environment. Environment here refers to facilities that are available to facilitate students’ learning outcome.

Commenting on factors affecting availability and adequacy of physical education facilitates equipment and supplies in schools, Verela (1996) lamented the political influence in sports and physical education environment in relation to availability of resources. He maintained that corruption among other factors is militating against effective management of

sports facilities & equipment. According to him, money which are meant for development of infrastructural facilities in our schools may be channelled into private pockets

According to Ojoade (2011), inadequacies of funds to the schools are provided by the government and are the main problem of secondary schools (Public secondary schools) in Nigeria. Correspondingly, this situation affects the extent of availability of resources for the physical education programme in secondary school. Adequacy is a situation where there is enough resources for a particular purpose (Longman, 2000).

Commenting on importance of adequate resources in teaching, Ajayi and Ogunyemi (1990) reiterated that when facilities are provided in adequate quantity to meet relative needs of the school system, students will not only have access to the reference materials mentioned by the teacher, but individual students will be able to learn at their own pace. The net effect of this is increased overall academic performance of the entire students. On the contrary, inadequate facilities and equipment in teaching is the origin of failure (Ahmed, 1999).

National Teachers Institute (2002) asserted that the issue of facilities and materials as equipment for use in teaching of physical education in

schools has for long constituted a problem in Nigerian schools that the number of facilities, equipment and materials for physical education respectively has been generally inadequate in our schools. The learners themselves are resources to a resourceful teacher. The teacher can utilize their innate skills and ingenuity in producing certain local materials to be used as teaching aids.

Utilization of resources according to Chakroborty, Islam, Chowdhury, Bari and Alchter (2011) is a complex behavioural phenomenon, however it is always related to the availability and quality of such resources or services as the case may be. When real objects or their representatives are used in teaching, students see, touch and interact with these materials. Interaction with learning materials will help the students not to forget what they learnt easily. According to Offorman (1990) one of the reasons why available materials are not used by many teachers in secondary schools is that they lack the necessary skills to operate them. Literature revealed that there are physical education teachers who are not interested in physical activities (Ebo, Nwajei & Akara, 2004). According to them, such situation has worsened the teaching and production of well around physical education students.

One of these factors contributing to more utilization of physical education facilities, equipment and supplies in secondary schools is lack of maintenance culture of facilities, equipment and supplies. Bucher and Krotee (2002) opined that equipment and facilities should always be maintained in a serviceable condition. Procedures for caring for facilities, equipment and supplies should be routine so that repairs are provided as needed. All used equipment and supplies should be checked and then repaired or serviced as the need arises.

The Perception of other Teachers, Students and parents on Physical Education

Perception is a way in which something is regarded, understood or interpreted. Perception is an idea, a notion (Hale, 1990). Some other subject teachers do not regard physical education in the school system because of factors such as the time allotment. This makes them see physical education as a less relevant subject in the curriculum. They basically see physical education as just physical activities with no academic value. They believe that physical education is for the academic drop outs. According to Awosika (2005), several attempts have been made to identify teachers or students attitude towards teaching and learning of physical education as a science subject.

Attitudes are born from belief that we have about people and things. They shape both behaviour in countless ways & determine students' involvement in activities, the goals that we set and those we decide to abandon. The negative attitude in the minds of the students which have led to students' lack of interest on practical physical education classes or lessons.

Ajzen and Fishbein (1975) theory of reasoned action further explained that attitude come from determinant such as; one's personal attitude towards a behaviour and attitude of others, including peers and parents towards that behaviour. The first determinant is the individual positive or negative evaluations for performing the behaviour. Generally, students with positive belief will have a favourable attitude towards the object of belief and conversely will have an unfavourable attitude if their beliefs are negative (Silverman & Subramaniam, 1999). The second determinant is the person's perception of social pressure to perform or not to perform the behaviour based on evaluation of others.

Students' perception and attitude impact their behaviour. Insights into this have implications for the programme and instruction modification. There is need to examine and respond to students' attitude especially in schools where physical education deliveries have historically been deficient (Sieden top, 1992)

According to Ajzen and Fishbein (1975) theory of reasoned action, parents behaviour affects the attitude of students towards a behaviour. Research have shown that it saddens many parents to hear their children and wards make mention of physical education and sports. Awosika (2004) and Orunaboka (2004) opined that parents are not knowledgeable enough about the academic programme in physical education. Parents' encouragement and facilitation influence their children's engagement in physical education and physical activities. Parents' encouragement can be obvious and verbal or non-verbal. Encouragement is a critical factor in continued involvement in physical education and physical activities. Families stimulate children to be active by developing their interest in sports (Brustad, 1992). Brustad (1996) found that parents' encouragement was related to children's attraction to physical activities as well as their perceived physical competence. Parents can also enhance children's engagement in physical activities by providing access to physical education facilities and programmes. (Hoefler, Mackenzie, Sallis, Marshall and Conway, 2001; Trust *et al*, 1997) along with appropriate equipment and services (Eccles, Jacobs & Harold, 1990; Green & Chalip, 1990)

It also appeared that there are more parental support for vigorous physical activities for boys (Taylor, 1994) therefore, a powerful message is sent to the girls that is socially acceptable for the boys to be more physically

active than the girls. Also parental concerns regarding their children's safety in physical activities may contribute to inactivity.

Relationship between the National Policy on Education and Physical Education

The National Policy on Education (NPE) in Nigeria is the followed national guideline for the effective management, administration and implementation of education at all levels of education. The National Policy on Education in Nigeria is a statement of the government's regulations anticipations, expectations, goals, requirement and standards for quality education delivery in Nigeria. National Policy on Education is government's way of actualizing that part of the national goals which education can be used as a tool to achieve. However, before the NPE can be compiled and structured out, the overall philosophy and goals of the nation must first be identified. Some important and vital parts of the current National Policy on Education are listed below:

- Education would continue to rank high in the nation's development plans. Education is the most important instrument of change and any fundamental change in the social and intellectual outlook of any society has to be preceded by education.

- Expansion would continue to affect education and training facilities, in response to social needs and education would be made accessible and affordable.
- Educational activities would be centred on the student for maximum self- development and self-fulfilment.
- At all levels of the education system, modern education techniques shall be increasingly used and would also be improved upon.
- Physical and health education shall be emphasized at all levels of educational system.

This far reaching declaration that physical education shall be emphasized at all levels of our educational system in the National Policy on Education gave a huge boost to both the recognition of the discipline as having a knowledge base and also fashioning a policy for its finished product which is sports.

The acceptances of Physical education in schools in the country have been deep seated. This was manifested in Physical education being accorded its rightful place in the school curriculum. The implantation of the sports development policy for Nigeria made physical education to be taught like any other regular subject in the school system. It was revealed that primary 1-3 which represent the junior primary school should schedule

physical education classes for 5 periods a week, while primary 4-6 which represent the senior section schedule physical education classes for 3 periods a week. At the secondary school level, the situation compared favourably in that junior secondary school (JSS) have 4 periods of physical education classes, while the senior secondary schools (SSS) have 3 periods of physical education weekly. Other instructional practices which are common to both primary and post primary schools include the mode of teaching physical education as well as the methods of evaluating the subject. At the moment physical education seem to be made compulsory at the JSS level, while it is optional at the SS level. The need exists for the subject to be made compulsory at the SSS level and mandatory in senior secondary certificate examinations (SSCE).

Summary of Reviewed Related Literature

In this literature review, the concept of physical education was revealed where different scholarly definition of physical education was cited and what physical education is all about. The history of the subject in Nigeria was reviewed, stating hoe it all started by the missionaries and recent development. Factors' affecting the teaching of physical education in Ovia North-East local government area was revealed also. Also, the relationship between the

National Policy on Education in Nigeria and Physical education was discussed in this literature.

CHAPTER THREE

METHODOLOGY

This chapter shows the method and procedure that was employed by the researcher in carrying out the study. It is organized under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument

- Validity of the Research Instrument

- Reliability of the Research Instrument

- Method of Data Analysis

Research Design

The descriptive survey research design was adopted for this study. A survey research design is one in which a group of people or items is studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group (Nworgu 1991).

Population of the Study

The population of the study comprised of secondary school students in Ovia North-East Local Government Area.

S/N	NAME OF SCHOOLS	POPULATION
1	ARMY DAY SECONDARY SCHOOL	1843
2	EKOSODIN SECONDARY SCHOOL	1 19
3	EZOMO COLLEGE	339
4	EVIDENCE COLLEGE	98
5	IGUADOR SECONDARY SCHOOL	76
6	IGUEDIAKEN SECONDARY SCHOOL	642
7	INTELLECT GROUP OF SCHOOLS	213
8	JUBILEE ACADEMY	72
9	NIFOR GRAMMAR SCHOOL	157
10	UNIVERSITY DEMONSTRATION SECONDARY SCHOOL	510
	TOTAL	4069

Sample and Sampling Techniques

A sample size of 205 students was randomly selected from ten secondary schools in Ovia North-East local government area. The purposive sampling technique was used in selecting the ten(10) schools used in the study .The 205 students selected from the total population resulted from 5% sampling of the population of each school.

S/N	NAME OF SCHOOLS	POPULATION	SAMPLE
1	ARMY DAY SECONDARY SCHOOL	1843	92
2	EKOSODIN SECONDARY SCHOOL	1 19	6
3	EZOMO COLLEGE	339	17
4	EVIDENCE COLLEGE	98	5
5	IGUADOR SECONDARY SCHOOL	76	4
6	IGUEDIAKEN SECONDARY SCHOOL	642	32
7	INTELLECT GROUP OF SCHOOLS	213	11
8	JUBILEE ACADEMY	72	4
9	NIFOR GRAMMAR SCHOOL	157	8
10	UNIVERSITY DEMONSTRATION SECONDARY SCHOOL	510	26
	TOTAL	4069	205

Research Instrument

The instrument that was used for the study was a self-structured questionnaire. The questionnaire was constructed based on the variables in the stated research questions. The questionnaire was made up of two sections, A and B. Section A was designed to get information about the demographic data of the respondents, while section B comprised questions relating to the variables of the study. The instrument was structured into two responses of “YES” or “NO” to elicit data from the respondents.

Validity of the instrument

The research instrument was validated by the researcher’s supervisor and two other experts in the department of Human Kinetics and Sports Science. Their corrections served as the final draft of the instrument. This is to ensure that the instrument is capable of measuring that which it as designed to measure.

Reliability of the Instrument

The test-retest method was used to determine the reliability of the instrument. The instrument was administered to twenty (20) students who were not part of the population. After a period of two weeks, the test instrument was re-administered to the same group of students. The data from

the two administration was correlated using Pearson Product Moment Correlation Coefficient (PPMC). A reliability coefficient of 0.86 was obtained.

Method of Data Collection

The questionnaire was administered by the researcher and collected after the respondents have completed the questionnaire forms.

Method of Data Analysis

Data obtained from the instrument was analyzed using frequency and percentages for the respondents' bio-data and the raised research questions.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the analysis of data collected on the factors affecting the teaching of physical education in secondary schools in Ovia North-East Local Government Area. The data analysis, interpretation and findings are shown below:

Presentation of Results

Table 4.1: Percentage distribution of respondents by Gender.

GENDER	FREQUENCY	PERCENTAGE (%)
MALE	109	53.2
FEMALE	96	46.8
TOTAL	205	100.0

From table 4. 1, the data revealed that 109(53.2%) of the respondents are males while 96(46.8%) are females

Table 4.2: Percentage distribution of respondents by Age

AGE	FREQUENCY	PERCENTAGE (%)
10-15	90	43.9
16-20	108	52.7
21 and above	7	3.4
TOTAL	205	100.0

The data from table 4.2 showed that 90(43.9%) of the respondents are within the age range of 10-15years, while 108(52.7%) are between the age range of 16- 20years and 7(3.4%) are within the age range of 21years and above.

Table 4.3: Percentage distribution of respondents by Class

CLASS	FREQUENCY	PERCENTAGE (%)
JSS1	55	26.8
JSS2	58	28.3
JSS3	92	44.9
TOTAL	205	100.00

The data from table 4.3 revealed that 55(26.8%) of the respondents are in JSS1 , 58(28.3%) of the respondents are in JSS2 and 92(44.9%) are in JSS3.

Analysis of Research Questions

Research Question 1: Does time allocated to physical education affect the teaching of physical education in secondary schools in Ovia North-East local government area?

Table 4.4: Influence of time allocation on the teaching of physical education in schools

S/N	QUESTIONNAIRE ITEMS	YES	%	NO	%
1	Is there adequate time allocated to teaching physical education in your school?	99	48.3	106	51.7
2	Do you learn physical education up to twice a week?	143	69.3	63	30.7
3	Are you taught physical education up to three times weekly?	84	41.0	121	59.0
4	Does physical education get more time allocation on your school time table compared to other subjects?	51	24.9	154	75.1

The data from table 4.4 for research question 1 showed that 99(48.3%) of the respondents agreed that adequate time was allocated to teaching of

physical education in their schools, while 106(51.7%) of the respondents disagreed. Data from item 2 revealed that 142(69.3%) of the respondents agreed that they learnt physical education twice weekly, while 63(30.7%) disagreed. The table also showed that 84(41.0%) of the respondents agreed with item 3, stating that they were taught physical education up to three times weekly, while 121(59.0%) disagreed. The data from item 4 revealed that 51(24.9%) of the respondents admitted to physical education getting more time allocation on the school time table compared to other subjects, while 154(75.1%) of the respondents disagreed

Research Question 2: Does unqualified teaching personnel affect the teaching of physical education in secondary school?

Table 4.5: The influence of unqualified teaching personnel on physical education

S/N	QUESTIONNAIRE ITEMS	YES	%	NO	%
5	Are there qualified teachers of physical education in your school?	150	73.2	55	26.8
6	Are there adequately trained personnel for teaching physical education in your school?	118	57.6	87	42.4

7	Are there methods for assessing the qualification of physical education teachers in your school?	82	40.0	123	60.0
8	Are you taught physical education by non- specialists in the subject?	134	65.4	71	34.6

Item 5 from table 4.5 above showed that 150(73.2%) of the respondents are taught by qualified teachers in their schools, while 55(26.8%) disagreed on this.

The table also showed that 118(57.6%) of the respondents agreed that there are adequately trained personnel for teaching physical education in their school, while 87(42.4%) disagreed. 82(40.0%) of the respondents agreed to item 7, while 123(60.0%) disagreed. It is evident that most of the respondents are taught by non-specialists in physical education with 134(65.4%) in agreement to item 8, while 71(34.6%) disagreed.

Research Question 3: Does availability of physical education resources affect the teaching of the subject in secondary schools?

Table 4.6: Availability of physical education resources.

S/N	QUESTIONNAIRE ITEMS	YES	%	NO	%
9	Are sports facilities available in your school?	132	64.4	73	35.6
10	Are sports equipment available in your school?	132	64.4	73	35.6

The data from table 6 above showed that 132(64.4%) of the respondents both agreed to the availability of sports facilities and equipment in their schools, while 73(35.6%) disagreed to both items.

Research Question 4: Does adequacy of physical education resources affect the teaching of the subject in secondary schools?

Table 4.7: Adequacy of physical education resources in schools.

S/N	QUESTIOINNAIRE ITEMS	YES	%	NO	%
11	Are there adequate sports facilities for teaching physical education in your school?	98	47.8	107	52.2
12	Are there adequate sports equipment for teaching physical education in your school?	98	47.8	107	52.2
13	Does your school have adequate materials such as textbooks, journals, for physical education?	118	57.6	87	42.4

The data from table 4.7 above showed that 98(47.8%) of the respondents agreed to both items 11 and 12 in relation to the provision of adequate sports facilities and equipment in their schools, while 107(52.2%) respondents disagreed on both items. From the table above, data from item 13 revealed that 118(57.6%) of the respondents agreed that they have adequate materials such as textbooks, journals for physical education in their schools, while 87(42.4%) disagreed.

Research Question 5: Does utilization of physical education resources affect the teaching of the subject in secondary schools?

Table 4.8: The influence of utilization of physical education resources on teaching of the subject

S/N	QUESTIONNAIRE ITEMS	YES	%	NO	%
14	Are there trained personnel for the proper utilization of physical education resources(facilities and equipment) in your school?	111	54.1	94	45.9
15	Are the physical education facilities accessible and usable in your school?	131	63.9	74	36.1
16	Are the physical education equipment accessible and usable in your school?	130	63.4	75	36.6
17	Are the physical education resources adequate for proper utilization?	119	58.0	86	42.0
18	Are the physical education resources suitable for proper utilization?	117	57.1	88	42.9

Table 4.8 revealed from the data from item 14 that 111(54.1%) agreed that there are trained personnel for the proper utilization of physical education

resources in their school, while 94(45.9%) disagreed. Also from the table, data showed that 131(63.9%) of the respondents do not have accessible and usable physical education facilities in their schools, while 74(36.1%) of the respondents do not have accessible and usable physical education facilities in their schools. The data from item 16 showed that 130(63.4%) of the respondents agreed that there are accessible and usable physical education equipment in their schools, while 75(36.6%) disagreed. 119(58.0%) of the respondents agreed that physical education resources are adequate for proper utilization, while 86(42.0%) disagreed. The last item on the table clearly revealed that 117(57.1%) of the respondents have suitable physical education resources for proper utilization, while 88(42.9%) do not have in their schools.

Research Question 6: Does the perception of teachers towards physical education affect the teaching of the subject in secondary schools?

Table 4.9: Influence of the perception of teachers on physical education.

S/N	QUESTIONNAIRE ITEMS	YES	%	NO	%
19	Do teachers feel physical education should be allocated more time?	154	75.1	51	24.9
20	Do teachers actually engage the students in learning during physical	155	75.6	50	24.4

education?

21	Do physical education teachers teach the right content of instruction to the students?	51	73.7	54	26.3
22	Do other teachers see physical education as a less relevant subject in the curriculum?	127	62.0	78	38.0

From table 4.9, data from item 19 showed that 154(75.1%) of the respondents responded positively to the teachers feeling physical education should have more time allocation, while 51(24.9%) responded negatively. Also, the table revealed from the data for item 20 that 155(75.6%) of the respondents agreed to the fact that teachers actually engage the students in learning during physical education in their schools, while 50(24.4%) disagreed. Data from item 21 revealed that 151(73.7%) of the respondents agreed that the right content of instruction is being taught by the teachers in their schools, while 54(26.3%) of the respondents disagreed. Lastly, 127(62.0%) of the respondents answered positively to the fact that other teachers see physical education as a less relevant subject in their schools, while 78(38.0%) answered in the negative.

Research Question 7: Does the perception of students towards physical education affect the teaching of the subject in secondary schools?

Table 4.10: The influence of students perception towards physical education.

S/N	QUESTIONNAIRE ITEMS	YES	%	NO	%
23	Are students interested in physical education in your school?	166	81.0	39	19.0
24	Do students see reasons for participating in physical education in your school?	147	71.7	58	28.3
25	Are the students encouraged to learn physical education in your school?	148	72.2	57	27.8
26	Are the students comfortable with the time allocated to teaching physical education in your school?	92	44.9	113	55.1

The data from table 4.10 showed that 166(81.0%) of the respondents gave a positive response to the fact that students are interested in physical education in their schools, while 39(19.0%) of the respondents are not interested. Data from item 24 revealed that 147(71.7%) of the respondents see reasons for participating in physical education, while 58(28.3%) do not see reasons. Also, from the table, data from item 25 revealed 148(72.2%) of the respondents being encouraged to learn physical education, while 57(27.8%) of the respondents are not encouraged. Data from the last

item showed that 92(44.9%) of the respondents are comfortable with the time allocated to physical education in their schools, while 113(55.1%) of the respondents are not comfortable with the time allocation in their schools.

Research Question 8: Does the perception of parents towards physical education affect the teaching of the subject in secondary schools?

Table 4.11: The perception of parents towards physical education

S/N	QUESTIONNAIRE ITEMS	YES	%	NO	%
27	Do your parents encourage your participation in physical education?	143	69.8	62	30.2
28	Do parents feel that there is need to participate in physical education?	147	71.7	58	28.3
29	Are parents informed/aware of the benefits attached to participating in physical education?	113	55.1	92	44.9
30	Do parents believe that physical education is for academic dropouts?	80	39.0	125	61.0
31	Do parents see physical education as just physical activities with no academic value?	111	54.1	94	45.9

The data from table 4.11 above for item 27 revealed that 143(69.8%) of the respondents agreed to their parents encouraging their participation in physical education, while 62(30.2%) of the respondents disagreed. Data from item 28 showed that 147(71.7%) of the respondents' parents feel there is need for the participation in physical education, while 58(28.3%) of the respondents' parents do not feel so. Also, the table showed data from item 29 that 113(55.1%) of the respondents replied positively to the fact that their parents are aware/informed of the benefits attached to participating in physical education, while 92(44.9%) of the respondents responded negatively. Data from item 30 revealed that 80(39.0%) of the respondents agreed to their parents believing that physical education is for academic drop outs, while 125(61.0%) disagreed. Data from the last item on table 11 showed that 111(54.1%) of the respondents agreed to their parents seeing physical education as just physical activities with no academic value, while 94(45.9%) of the respondents disagreed.

Discussion of Findings

The data from table 4 for research question 1 revealed that there is no adequate time allocated to the teaching of physical education in secondary schools showing that the subject is taught less than the normal time allocated by the National Policy on Education which is seen as analyzed by Solakun

(2005) who asserted that physical education in secondary schools in Nigeria should have five (5) lessons weekly.

Findings from table 5 for research question 2 surprisingly showed the respondents agreed to item 5 and 6 after they disagreed to item 8. It may be that they either misunderstood the item statement or they are not so sure of the response required of them. But judging by the situation on ground, the researcher is of the view that most schools in Ovia North-East local government area have dearth of physical education teachers. That being the case, it could therefore be in line with the assertion of Richard and Picard (1999) who stated that non-specialist teacher who are given the responsibility of teaching physical education might have contributed to the low status and value of physical education within the school system

The data obtained from table 6 for research question 3 showed that majority of the students have available physical education resources (facilities and equipment) in their schools and emphasizing on the importance of available resources of physical education in schools is Ogbu (1997) who observed that school physical education resources are very important to the successful implementation of the school physical education programme.

Data obtained from research question 4 in table 7 revealed that even though there are available resources (facilities and equipment) they are

inadequate and in consensus with this finding, the National Teachers Institute (2002) asserted that the issue of facilities and equipment for use in teaching of physical education in schools has for long constituted a problem in Nigeria schools that the number of facilities, equipment and materials for physical education respectively has been generally inadequate in our schools.

The findings from table 8 for research question 5 showed that although physical education resources (facilities and equipment) are not adequate, the available ones are being utilized and emphasizing on utilization, Bucher and Krotee (2002) opined that equipment and facilities should always be maintained in a serviceable condition. The procedures for caring for facilities, equipment and supplies should be routine so that repairs are provided as needed.

Findings from table 9 for research question 6 showed that majority of the respondents agreed that other teachers see physical education as a less relevant subject in the school curriculum and attempts have been made to make them know that physical education has huge academic value. it is seen here that according to Awosika (2005), several attempts have been made to identify teachers or students attitude towards teaching and learning of physical education as a science subject.

Data from table 10 for research question 7 revealed that although the students are interested in physical education, they are comfortable with the time allocated to the teaching of the subject in their schools.

And lastly, data obtained from table 11 for research question 8 indicated that parents' perception towards physical education does influence the teaching of the subject. This is contrary to the finding of Awosika (2004) and Orunaboka (2004) who stated that parents are not knowledgeable enough about the academic programme in physical education and stressing on the importance of number of lessons, Sieden top, Hastie and Mars (2011) who recommend 20 lessons per unit, so that all important curricular components of the model can be implemented.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the factors affecting the teaching of physical education in secondary schools in Ovia North East Local Government Area, Benin City. The purposive sampling technique was adopted for the study. The population for the study was 4067 which included ten (10) secondary schools both private and public schools in Ovia North East Local Government Area, Benin City. The sample for the study was 205. The test retest method was used to obtain the reliability of the test instrument. A reliability co-efficient of 0.67 was obtained showing that instrument was reliable. Frequency and percentage was used to analyze the respondents' bio-data and research questions.

Findings

The following findings were obtained from the study:

1. There is no adequate time allocated to the teaching of physical education in secondary schools in Ovia North East Local Government.
2. Students are taught by non-specialists in physical education.
3. Facilities and equipment are available for the learning of physical education.

4. Though there are available physical education resources (facilities and equipment) they are inadequate.
5. Though the facilities and equipment are not adequate, the available ones are utilized.
6. Other teachers see physical education as a less relevant subject in the school curriculum.
7. Students are not comfortable with the time allocated to the teaching of physical education.
8. Parents are aware/informed of the benefits attached to physical education.

Conclusion

this study revealed that time allocated to the teaching of physical education in secondary schools is inadequate for the content of the programme therefore government and the relevant ministries should ensure that schools follow the National Policy on Education in terms of time allocation and Physical Education being made a compulsory subject. Also, available facilities and equipment should be made adequate for effective teaching of the subject in secondary schools.

Recommendations

From the submission above, the following recommendations were put forth:

1. The ministry of education should ensure that secondary schools follow the national policy on education based on the time allocation appropriately accorded to physical education.
2. Only well qualified physical education teachers should be employed.
3. Physical educators should also be made to undergo training, workshops and seminars to improve their level of competency, also professionals should be made to supervise these physical educators on a regular basis.
4. Provision for physical education literature and reading materials either by the school or the government should be made available in secondary schools as this helps enhances the effectiveness of teaching the subject.
5. Necessary facilities and equipment should be made sufficiently available and adequate in secondary schools so as to make teaching, especially practical's effective.
6. Regular maintenance and prompt repairs should be done to enhance the efficiency as well as lifespan of such facilities and equipment.

REFERENCES

- Ajala, J.A. Amusa, L.O. & Sohi, S.A. (1990). Physical Education. Lagos: Macmillian Publishers Limited. Association of International Schools in Africa.
- Ajayi, K. & Ogunyemi, B. (1990). The relationship between instructional resources and socio-economic status in selected population of high school. Dis. Abs. Int. 25(2): 22-23
- Awosika, Y. (2004). Students Teachers Self Concept and Attitude Towards Teaching as Predictors of Effective Teaching. Ibadan: Education Review. 5(1) 13-20
- Bucher, A.C. & Krotee, L.M. (2002). Management of Physical Education and Sports. (12th Ed.) New York: McGraw-Hill Higher Education.
- Eboh, I.O., Nwajei, S.D.& Akara (2004). A study of Perceived Physical Education Competency Areas By the Practitioners at the Secondary School level in Delta State. A Paper Presented during the Valecdictory Conference in Honour of Prof.(Mrs.) O.C.Nwana, held at U.N.N on Wed. 12th May, 2014.
- Fishbein, M.& Ajzen, I. (1975). Belief, Attitudes, Intention and Behaviour: An intro to Theory and Research (Reading, MA, Addison-Wesley)
- Hardman, K. (2002). Physical Education in Schools: A Global Perspective. Kinesiology,(40)5-28

- Ladani, B.A. (1998). Development Trend in the Preparation of Physical Education Specialists in Nigeria. *Journal of Physical Education, Health Education and Recreation*. 1(1)121-132.
- Locke, L.F. (1975). The Ecology of Gymnasium. Paper Presented at the meeting of the Southern Association for Physical Education for College Women, Gaitlinburg.T.N.
- Longman (2002). *Longman Dictionary of Contemporary English*. Pearson Education Limited, England.
- Mgbor, M.O. (2005). The implementation of school sports in the UBE programme: Challenges and Implications. *Journal of Nigeria Association for Physical Health Education, Recreation, Sports and Dance*.(16)8. National Policy on Education (2004). Lagos, Nigeria.
- Nash, J.B. (2010). *Physical Health and Wellbeing in Mental Health, Nursing; Clinical skills for Practice*. Brekshire, England
- Ojeme, E.O. (1985). An Analysis of Curriculum and their implications for Secondary Schools Physical Education in Nigeria. *Journal of the Nigeria Educational Research Association*.5(2)86-92
- Ojoade, A.B. (2011). *Effective Secondary School Libraries for Qualitative Education in Nigeria*.

- Offorman, G.C. (1990). Impact of Teachers; Use of Resources on Secondary School Students. Learning Outcome in French. Unpublished Doctoral Dissertation. University of Nigeria, Nsukka.
- Orunaboka, T.T. (2005). Towards an Appropriate Culture Loaded Physical Education Curriculum for Nigerian Schools. Proceeding of the 10th Annual Conference of Nigeria Association of Sports Science and Medicine(NASSM) 103-109
- Otinwa, G.O. (2012). African Perspectives on Physical Education and Sports. The Global Journal of Health and Physical Education Pedagogy. 1(1)42-49
- Siedentop, D. (2001). Introduction to Physical Education Fitness and Sports. (4th Ed.) California; Mayfield Publishing Company.
- Siedentop, D.L., Hastie, P.A. & Vander Mars, H. (2001). Complete guide to sport education. Chicago, IL: Human Kinetics.
- Silverman, S. & Subramaniam, P.R. (1999). Students Attitude Towards Physical Education and Physical Activity. A Review of Measurement Issues and Outcomes. Journal of Teaching in Physical Education. (19)97-125

APPENDIX

**DEPARTMENT OF HUMAN KINETICS AND SPORTS SCIENCE
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

**QUESTIONNAIRE ON THE STUDY OF THE FACTORS
AFFECTING THE TEACHING OF PHYSICAL EDUCATION IN
SECONDARY SCHOOLS: A CASE STUDY OF SECONDARY
SCHOOLS IN OVIA NORTH-EAST LOCAL GOVERNMENT AREA,
BENIN CITY**

Dear Respondent,

The purpose of this questionnaire is to enable the researcher carry out effective and efficient research on the above stated research topic. As a result, you are kindly requested to complete the questionnaire as subjectively as possible. I assure you that your responses will be treated with utmost confidentiality.

Thanks for your anticipated cooperation

ABIAKWE Blessed

INSTRUCTION:

Please read through and carefully tick (✓) in the box that best expresses your response

SECTION A

Gender: Male (), Female ()

Age: 10-15years (), 16-20years (), 21 and above ()

Class: JSS 1 (), JSS 2 (), JSS 3 ()

SECTION B
ITEMS STATEMENT

YES NO

S/N

Research Question 1: Does time allocated to physical education affect the teaching of physical education in secondary schools in Ovia North-East Local Government Area?

- 1 Is there adequate time allocated to teaching physical education in your school?
- 2 Do you learn Physical education up to twice a week?
- 3 Are you taught Physical education up to three times weekly?
- 4 Does Physical education get more time allocation on your school timetable compared to other subjects?

Research Question 2: Does unqualified teaching personnel affect the teaching of physical education in secondary schools in Ovia North-East Local Government Area?

- 5 Are there qualified teachers teaching Physical education in your school?
- 6 Are there adequately trained personnel for teaching Physical education in your school?
- 7 Are there methods for assessing the qualification of teachers teaching Physical education in your school?
- 8 Are you taught Physical education by non-specialists in the subject?

Research Question 3: Does availability of physical education resources affect the teaching of the subject in secondary schools in Ovia North-East Local Government Area?

- 9 Are sports facilities available in your school?
- 10 Are sports equipment available in your school?

Research Question 4: Does adequacy of physical education resources affect the teaching of the subject in secondary schools in Ovia North-East Local Government Area?

- 11 Are there adequate sports facilities for teaching physical education in your school?
- 12 Are there adequate sports equipment for teaching physical education in your school?
- 13 Does your school have adequate materials such as textbooks, journals for physical education?

Research Question 5: Does utilization of physical education resources affect the teaching of the subject in secondary schools in Ovia North-East Local Government Area?

- 14 Are there trained personnel for the proper utilization of physical education resources (facilities and equipment) in your school?
- 15 Are the physical education facilities accessible and usable in your school?
- 16 Are the physical education equipment accessible and usable in your school?
- 17 Are the physical education resources adequate for proper utilization?
- 18 Are the physical education resources suitable for proper utilization?

Research Question 6: Does the perception of teachers towards physical education affect the teaching of the subject in secondary schools in Ovia North-East Local Government Area?

- 19 Do teachers feel physical education should be allocated more time?
- 20 Do teachers actually engage the student the students in learning during physical education?
- 21 Do physical education teachers actually teach the right content of instruction of the student?
- 22 Do other teachers see physical education as a less relevant subject in the curriculum?

Research Question 7: Does the perception of students towards physical education affect the teaching of the subject in secondary schools in Ovia North-East Local Government Area?

- 23 Are students interested in physical in physical education in your school?
- 24 Do students see reasons for participating in physical education in your school?
- 25 Are the students encouraged to learning physical education in your school?
- 26 Are students comfortable with the time allocated to teaching physical education in your school?

Research Question 8: Does the perception of parents towards physical education affect the teaching of the subject in secondary schools in Ovia North-East Local

Government Area?

- 27 Does your parents encourage your participation in physical education?
- 28 Do parents feel that there is need to participate in physical education?
- 29 Are parents informed/aware of the benefits attached to participating in physical education?
- 30 Do parents believe that physical education is for academic dropout?
- 31 Do parents see physical education as just physical activities with no academic value?