# TEACHERS' QUALITY AND QUANTITY IN THE IMPLEMENTATION OF PHYSICAL EDUCATION CURRICULUM IN SECONDARY SCHOOLS IN NIGERIA

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**Abstract**
The paper assessed teachers' quality and quantity in the implementation of secondary schools Physical Education curriculum in Nigeria. The design of the study was analytic descriptive survey and the Purposive sampling technique was used to select the samples from the Six Geo- political zones of the country. The population for the study was all the 54,521 secondary schools students with a sample size of 656 students. The data collected were statistically analysed using descriptive statistics of mean ($\bar{x}$) and standard deviation (sd) to test and analysed bio- data variables and to answer research questions, while inferential statistics of One Sample t- test was used to test all the hypotheses. The finding from the study revealed that teachers' quality and quantity influence implementation of secondary schools Physical Education curriculum in Nigeria. The study recommended that there is need to organize workshop on attitudinal change for on the Physical Education Teachers and School Administrators on the implementation of secondary schools Physical Education Curriculum in Nigeria.

**Keywords:** *Teachers' quality, quantity, implementation and physical education curriculum.*

## Introduction

Teachers are the fulcrum on which the lever of educational system rests (Achimugu, 2005). Apart from students, they are the largest and most crucial inputs of educational system who influence to a great extent the quality of educational output (Fadipe, 2003). In the National Policy on Education (2004), it is stated that no educational system can rise above the quality of the teachers. In spite of the role of teachers in educational system, issues of inadequacy and low quality teachers in secondary schools in Nigeria are prevalent (Moja, 2000).

The concept of quality in education is multidimensional and embraces all functions and activities in the academic sphere (Maduewesi, 2005).It involves quality of students, instructors/facilitators, instruction, facilities and equipment, academic programmes, curricula and assessment of students' performance. Jaiyeoba and Atanda (2005) posited that

quality is synonymous with standard, efficiency, excellence, relevance and worthiness. When applied to education, it is the success with which an institution provides educational environment which enables students to effectively achieve worthwhile learning goals including appropriate academic standard. Still linking quality to education, Aigboje (2007) refers quality to excellence or more of societal values embodied in the school curricula. This involves stages and activities that take place until certificates are issued. According to Babalola, (2004). Thus, an education of high quality should have high quality students, teachers, facilities, school curriculum and government policies as inputs. According to Federal Republic of Nigeria, (2004) stated that 'no education system may rise above the quality of its teachers' incidentally, many teachers are lacking in good quality which can enhance meaningful teaching. As teachers to be quality they most purposes the Quality of teaching to be given by this category of teachers is likely to be low, and this will have adverse effects on the learners. Conversely, teachers of high quality could impart right and good skills, knowledge and attitude. Teachers are therefore, constitute a major factor of quality education in teaching and learning aspect.

**Research Questions**

1. Does the quality of Physical Education Teachers influence the implementation of Secondary schools Physical Education Curriculum in Nigeria?
2. Does quantity of Physical Education Teachers influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria?

**Hypotheses**

1. Quality of Physical Education Teachers does not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria.
2. The quantity of Physical Education Teachers does not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

**Methodology**

Analytic descriptive survey research design was used for this study. This is due to the fact information required for the study is available with the respondents. According to Kelinger (2007) ex- post facto research design is the best tool to be used in descriptive research involving current events, it further stated that ex-post facto is a design where a particular characteristic of a given group is being investigated with a view to identifying its antecedents. Thus, opinion of respondents on the assessment of factors influencing Implementation of Secondary Schools Physical Education Curriculum in Nigeria was determined.

The research population for this study consists of all Secondary schools in the six (6) Geo- Political zones of Nigeria. The population of all secondary schools, Public and Private in the six (6) Geo-political zone of Nigeria is 54,521 (Nigeria Digest of Education Statistics, FME, 2014-2016) report. All the Physical and Health Education teachers in the 6 Geo – political zones and head of Physical and Health

Education subject teachers in the school formed the population used.

**Table 1:** Table showing the six (6) geo – political zones with the corresponding schools; Table of all secondary schools in the six(6) geo-political zones in Nigeria.

| | | | | |
|---|---|---|---|---|
| **1.** | **Northcentral (7STATES)** | **Public Schools** | **Private Schools** | **Total** |
| | Benue state | 1038 | 1005 | 2043 |
| | FCT | 179 | 91 | 270 |
| | Kogi State | 747 | 426 | 1173 |
| | Kwara State | 780 | 1389 | 2169 |
| | Nasarawa State | 664 | 497 | 1161 |
| | Niger State | 721 | 313 | 1034 |
| | Plateau State | 627 | 832 | 1459 |
| 2. | **NORTH EAST (6 STATES)** | **PUBLIC SCHOOLS** | **PRIVATE SCHOOLS** | **TOTAL** |
| | Adamawa State | 722 | 199 | 921 |
| | Bauchi State | 783 | 921 | 1707 |
| | Borno State | 409 | 65 | 474 |
| | Gombe State | 399 | 522 | 921 |
| | Taraba State | 392 | 903 | 1295 |
| | YobeState | 169 | 71 | 240 |
| 3. | **NORTH WEST (7 STATES)** | **PUBLIC SCHOOLS** | **PRIVATE SCHOOLS** | **TOTAL** |
| | Jigawa State | 583 | 160 | 743 |
| | Kaduna state | 740 | 911 | 1651 |
| | Kano State | 1505 | 1157 | 2662 |
| | Katsina State | 477 | 495 | 972 |
| | Kebbi State | 400 | 151 | 551 |
| | Sokoto State | 252 | 107 | 359 |
| | Zamafara State | 327 | 228 | 555 |
| 4. | **SOUTH EAST (5 STATES)** | **PUBLIC SCHOOLS** | **PRIVATE SCHOOLS** | **TOTAL** |
| | Abia State | 397 | 675 | 1072 |
| | Anambra State | 514 | 1054 | 1568 |
| | Ebonyi State | 425 | 438 | 863 |
| | Enugu State | 566 | 2196 | 2762 |
| | Imo State | 550 | 63 | 613 |

| 5. | **SOUTH WEST (6 STATES)** | **PUBLIC SCHOOLS** | **PRIVATE SCHOOLS** | **TOTAL** |
|---|---|---|---|---|
| | Ekiti State | 374 | 328 | 702 |
| | Ogun State | 581 | 1612 | 2193 |
| | Ondo State | 616 | 366 | 982 |
| | Osun State | 646 | 249 | 895 |
| | Oyo State | 1121 | 6700 | 7821 |
| | Lagos State | 669 | 4461 | 5130 |
| 6. | **SOUTH SOUTH (5 STATES)** | **PUBLIC SCHOOLS** | **PRIVATE SCHOOLS** | **TOTAL** |
| | AkwaIbom State | 477 | 182 | 659 |
| | Bayelsa State | 316 | 144 | 460 |
| | Cross River State | 427 | 333 | 760 |
| | Delta State | 266 | 822 | 1088 |
| | Rivers State | 493 | 898 | 1391 |
| | **TOTAL** | **21450** | **33071** | **54521** |

**Source:** Nigeria Digest of Education Statistics (2016). Federal Ministry of Education Abuja

The sample size for this study was 656. According to Research Advisor (2006) for a population of 54,521, a sample size of 656 is said to be adequate. To achieve this sample size from the population of the study, a multi- stage sampling procedure was employed. This type of sampling technique requires the use of more than one technique in sampling.

**Stage 1:** Stratified sampling technique was used to group the states into their existing Six (6) Geo-political zones in Nigeria. The zones are- North East, North West, North Central, South East, South West and South-South.

**Stage 2:** Simple random technique was used to select state from each of the six Geo- political zones. For this study, the process was done by requesting a research assistant to write the names of the states in each Geo- political zones and was put in their respective boxes. Another research assistant was used to pick two states from each of the boxes and in total, twelve (12) states were selected in all. Equal selection of states across all Geo- political zones is seen as fair and not bias as they are relatively the same in number.

**Stage 3:** Cluster sampling technique was used to group the schools into ownership of Public and Private. The researcher grouped the schools into strata of either Public or Private.

**Stage 4**: Proportionate sampling procedure was employed and this ensured adequate representation of each group in all the states selected (17,702) for the study at 3.7% proportionate for which represents 2,017 of the population.

**Stage 5:** Purposive sampling procedure was used to pick the number of schools that formed the sample for the study because of the fact that many secondary schools in Nigeria do not implement curriculum as required. The instrument for each strater was distributed to schools in the state capitals on an instrument per school basis. The head of subject of Physical Education responded to the items on the instrument on behalf of the school. This was because as researcher's observed that most school lack adequate number of teachers who are professionals in the field of Physical and Health Education. In some cases, Physical Education is handled by non-professionals and in most of the secondary schools' teachers of integrated science, Biology, Agricultural science are made to teach the subject because of lack of professionals.

**Table 2:** Procedure showing sample size selection at 3.7% proportionate from the school Population

| SN | Geo-Political Zone | Selected States in the 6 Geo-Political Zones. | Number of Public & Private Schools | Public Schools Selected. | % Selected in Public Schools. | Private Schools Selected | % Selected in Private Schools. |
|---|---|---|---|---|---|---|---|
| 1 | NORTHWEST | Jigawa | 743 | 583 | 583x3.7/100=22 | 160 | 160x3.7/100=6 |
| | | Kaduna | 1651 | 740 | 740x3.7/100=27 | 911 | 911x3.7/100=34 |
| 2 | NORTHEAST | Adamawa | 921 | 722 | 722x3.7/100=27 | 199 | 199x3.7/100=7 |
| | | Bauchi | 1704 | 783 | 783x3.7/100=29 | 921 | 921x3.7/100=34 |
| 3 | NORTHCENTRAL | Benue | 2043 | 1038 | 1038x3.7/100 38 | 1005 | 1005x3.7/100=37 |
| | | Nassarawa | 1161 | 664 | 664x3.7/100=25 | 497 | 497x3.7/100=18 |
| 4 | SOUTHWEST | Lagos | 5130 | 579 | 579x3.7/100=21 | 446 | 4461x3.7/100=165 |
| | | Ekiti | 702 | 374 | 374x3.7/100=14 | 328 | 328x3.7/100=12 |
| 5 | SOUTHEAST | Abia | 1071 | 397 | 397x3.7/100=15 | 675 | 675x3.7/100=25 |
| | | Anambra | 1568 | 514 | 514x3.7/100=19 | 1054 | 1054x3.7/100=39 |
| 6 | SOUTHSOUTH | Bayelsa | 460 | 316 | 316x3.7/100=12 | 144 | 144x3.7/100=5 |
| | | AkwaIbom | 659 | 477 | 477x3.7/100=18 | 182 | 182x3.7/100=7 |
| | **TOTAL** | | **17702** | **6865** | **267** | **10837** | **389** |
| | **Total Sample** | | | | **267+389 = 656** | | |

**Federal Ministry of Education, 2016**

To achieve the purpose of this study, a research instrument tagged assessment of factors influencing implementation of secondary schools Physical Education curriculum in Nigeria which contained twelve (12) items, was closed ended and it was on Five- point likert scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Along with the Five –point likert scale, the items were coded as 5, 4, 3, 2, 1, it was divided into Two (2) broad Sections with section A on demographic data of the respondents, and section B on the assessment of factors influencing

implementation of secondary schools Physical Education curriculum in Nigeria,
The draft instrument was submitted to the supervisors and three other experts from related department for face and content validity. They served as jurors with their suggestions and input considered. The final instrument that was corrected and approved was used for Pilot- study. In order to establish the reliability of the instrument already validated, a pilot study was conducted by using Heads of Physical Education subject teachers in fifty (50) secondary schools in the North west geo-political zone of Katsina State and South west of Oyo State that would not be part of the main study were used. The data obtained from the pilot study were statistically analyzed for the purpose of reliability. Cronbach alpha reliability coefficient and Spearman-Brown Split half reliability coefficient was used to test the questionnaire. This reliability coefficient was considered adequate for the internal consistencies of the instrument. The result of Spearman-Brown Split Half and Cronbach alpha reliability are 0.807 and .779 respectively. This was a confirmation of test of reliability which according to Spiegel (1992) thatan instrument is considered reliable if its reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirmed the instrument used for this study were highly reliable.

Sequel to data collection, the researchers collected a letter of introduction from the Department of Human kinetics and Health Education in order to gain confidence and assistance of respondents. With the help of research assistants, administration of the instrument was done. This exercise of administering the instrument was culminated in retrieval of copies of the Instrument from the respondents which was statistically analyzed in accordance with the hypotheses postulated for the study.
For the purpose of data analysis, descriptive statistics of Frquencies and percentages was used for the demographic characteristics of the respondents

- Means (x) and Standard Deviation was used for responses to the research questions and mean (x) aggregate was compared with a decision mean of 3.5

- While the Inferential Statistics of One – Sample t- Test was used for testing hypotheses to determine level of significant and the decision to reject or accept the hypotheses would be subjected to 0.05 alpha level of significance.

## Results

**Table 3:** Demographic Characteristics of the Respondents

| | Variable | Frequency | Percentage |
|---|---|---|---|
| Age Range | 18 – 30 years | 127 | 19.5 |
| | 31 – 40 years | 306 | 47.0 |
| | 41 - 50 years | 143 | 22.0 |
| | 50 years and above | 75 | 11.5 |
| | Total | 651 | 100.0 |
| Sex | Male | 417 | 64.1 |
| | Female | 234 | 35.9 |
| | Total | 651 | 100.0 |
| Marital Status | Single | 113 | 32.7 |
| | Married | 409 | 62.8 |
| | Divorced/ Separated | 21 | 3.3 |
| | Widowed | 8 | 1.2 |
| | Total | 651 | 100.0 |
| Qualification | Ph.D | 13 | 2.0 |
| | M.Sc/ M.Ed | 51 | 7.8 |
| | B.Sc/ B.Ed/ HND | 415 | 63.7 |
| | NCE | 151 | 23.2 |
| | SSCE | 21 | 3.3 |
| | Total | 651 | 100.0 |
| Years of Experience | 0 – 5 years | 142 | 21.8 |
| | 6 – 10 years | 394 | 60.5 |
| | 11 years and above | 115 | 17.7 |
| | Total | 651 | 100.0 |
| Professional Qualification | With TRC | 391 | 60.0 |
| | WithoutTRC | 260 | 40.0 |
| | Total | 651 | 100.0 |

**Field Survey, 2019**

Table 3 showed demographic characteristics of the respondents, with regards to age range. The table revealed that majority of the respondents 127 (19.5%) were between the age range of 18-30 years, 306 (47.0%) of the respondents fell between the age range of 31 – 40 years, 143 (22.0%) of the respondents fell between the age range of 41 – 50 years while 75 (11.5%) of the respondents were between the age range of 50 years and above. The majority of respondents 417(64.1) were males and the remaining 234 (35.9%) were females' respondents. It also showed that the 113 (32.7%) of the respondents were single, 409 (62.8%) of the respondents were married, 21 (3.2%) of the respondents were divorced/separated while 8 (1.2%) of the respondents were widowed.

With regards to academic qualification, the table revealed that 113 (32.7%) of the respondents were Ph.D holder, 51 (7.8%) of the respondents were M.Sc/M.Ed holders, 415 (63.7%) of the respondents were B.Sc/B.Ed/HND holders, 151 (23.2%) of the respondents were NCE holder while 21 (3.2%) of the respondents were SSCE holder. It also revealed that 142 (21.8%) of the respondents had 0- 5 years of experience, 394 (60.5%) of respondents had 5 – 10 years of experience while 115 (17.7%) of respondents had 10 years and above. The professional qualification, 391(60%) of respondents had Teacher Registration Council Certificate (TRC), while 260(40%) of the respondents had none.

**Table 4:** Mean Score of responses on whether quality of Physical Education Teachers influences the implementation of Secondary Schools Physical Education Curriculum in Nigeria

| S/N | Items | Mean | SD. |
|---|---|---|---|
| 1 | Some Physical Education Teachers do not have the real understanding of the changing trends in the society especially as it concerns Physical Education influences curriculum implementation. | 4.1045 | 0.5218 |
| 2 | Some Teachers do not have the requisite academic qualifications to effectively handle the demand of the task of curriculum influences curriculum implementation. | 3.8221 | 0.6114 |
| 3 | The quality of teaching by Physical Education teacher is negatively affected as the management does not motivate the curriculum implementation as it is demanded influences curriculum implementation. | 3.7214 | 0.6213 |
| | **Aggregate mean** | **3.8827** | |

Constant mean= 3.5

Table 4 showed whether quality of Physical Education Teachers influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria. The aggregate mean of 3.8827 was found to be higher than the decision mean of 3.5. To answer the research question, since the aggregate mean is higher than the constant mean, it can be concluded that the quality of Physical Education Teachers influences the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

**Table 5:** Mean Score of responses on quantity of Physical Education Teachers influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria

| S/N | Items | Mean | SD. |
|---|---|---|---|
| 1 | The Physical Education Teachers are grossly inadequate to handle the demand of Physical Education curriculum influences curriculum implementation. | 4.2101 | 0.5177 |
| 2 | Due to lack of being a Professional, Physical Education teachers are made to teach other subjects like Agricultural science or Biology influences curriculum implementation . | 3.5579 | 0.4282 |
| 3 | The quality of teaching for the implementation of Physical Education curriculum is affected when teachers are not sent for regular professional in-service training influences curriculum implementation. | 3.7071 | 0.6175 |
| | **Aggregate mean** | **3.8250** | |

Constant mean= 3.5

Table 5 showed responses on whether quantity of Physical Education Teachers influences the implementation of Secondary Schools Physical Education Curriculum in Nigeria. The aggregate mean of 3.8250was found to be higher than the decision mean of 3.5. To answer the research question, since the aggregate mean is higher than the constant mean, it can be concluded that quantity of Physical Education Teachers influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

**Table 6:** One sample t-test analysis on the quality of Physical Education Teachers on the implementation of Secondary Schools Physical Education Curriculum in Nigeria

| | | | t-value | Df | P-value |
|---|---|---|---|---|---|
| Variables | Mean | Std. Deviation | | | |
| Aggregate mean | 3.8827 | .5848 | 2.929 | 650 | 0.004 |
| Constant mean | 3.5 | 0.00 | | | |

t (379) = 1.972, P value < 0.05

From the result of analysis presented, it showed that the p-value 0.004 is less than 0.05 level of significance. The t-value value 2.929 is greater than the t-critical of 1.972 at degree of freedom 650 using two tailed significant level. Therefore, the null hypothesis which states that "The quality of Physical Education Teachers does not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria" is hereby rejected.

**Table 7:** One sample t-test analysis on the quantity of Physical Education Teachers on the implementation of Secondary Schools Physical Education Curriculum in Nigeria

| Variables | Mean | Std. Deviation | t-value | Df | P-value |
|---|---|---|---|---|---|
| Aggregate mean | 3.8250 | 0.5211 | 3.141 | 650 | 0.00 |
| Constant mean | 3.5 | 0.00 | | | |

t (379) = 1.972, P value < 0.05

From the result of analysis presented, it showed that the p-value 0.00 is less than 0.05 level of significance. The t-value value 3.141 is greater than the t-critical of 1.972 at degree of freedom 650 using two tailed significant level. Therefore, the null hypothesis which states that "The quantity of Physical Education Teachers does not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria" is hereby rejected.

**Discussion**

Null Hypothesis six stated that the quality of Physical Education Teachers does not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria. One sample t-test was used to test the hypothesis. The result of the test reveals that t = 2.929 at 0.004 level of significance with 379 as the degree of freedom. The null hypothesis was therefore rejected that the quality of Physical Education Teachers significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria. This finding is consistent with Fishbourne (2004) quoted a ten-year-old student concern when he said 'I like Physical Education a lot. It is my favorite thing at school. It is not fair when it is cancelled because of other subject. This seems to happen in most of our schools when incompetent/ unqualified teachers handle the teaching of physical education subject. However, it is very absurd to entrust this important lifelong task in the hands of teachers who have not been empowered professionally in the area of Physical Education. Thus, a classroom teacher who is generally trained is the one society expects to carry out this task of implementing the curriculum. Most teachers are expected to be trained before being employed to teach. Some are expected to have undergone the rudiment of teaching in either college of education or university. Hardmen and Marshall (2001) viewed that despite strong rationale for Physical Education, the quality of teachers has been handicapped. This view indicates that as the subject form part of other subjects to be learnt in secondary schools, non-specialist found to handle it tends to hamper the full implementation of the curriculum as expected. This thereby brings down the level of confidence the teacher has in teaching the subject. According to research carried out by Senate committee on Environmental, Recreation and Arts (SSCERA, 1992) in Zimbabwe, they reported that many classroom teachers believe that Physical Education is beneficial to students and that it is an important subject in secondary

school curriculum. However, most of the teachers prefer to teach other subject if given the choice because they are not well trained. They believe the skill and knowledge to teach it are not possessed to achieve meaningful learning experience in Physical Education (Fancette and Mckenzie, 2002).

Null Hypothesis seven stated that the quantity of Physical Education Teachers does not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria. One sample t-test was used to test the hypothesis. The result of the test reveals that t = 3.141 at 0.00 level of significance with 379 as the degree of freedom. The null hypothesis was therefore rejected that the quantity of Physical Education Teachers significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria. This finding is consistent with Onyeachu, (2006) that a sufficient supply of trained teachers is needed if the implementation of the curriculum is to be effective. In Nigeria for instance, learning institutions especially Secondary Schools have been for a long time experiencing shortage of teaching staff and the rural areas are the most affected since teachers shun those areas. Teacher student ratio is too high and in some cases, untrained teachers are involved. When a school does not have enough teachers, the few that are there are overstretched or overloaded; hence they are overworked which in turn affects their capacity to teach effectively. In the case of Senior Secondary schools, for example, there is specialization in terms of teaching subjects, Physical Education subject is not offered in certain schools even though they appear in the curriculum because trained teachers in those subject is not available. Such hindrance is also found in higher institutions of learning. Okello and Kagoire (2008) say that the quality of education of a country largely depends on the quality of teachers. In other words, the quality as well as the quantity of education is as good as the quality of teacher. If the quality of a teacher is poor, the quality of education will be poor and if the number of teachers are not enough, the quality of education will equally be poor. What this means, therefore is that the quality and the quantity of teachers determines the effectiveness of curriculum implementation.

**Recommendations**

1. There is need to improve on sensitization of Teachers in sending them to seminars, workshops to boost the quality of Physical Education Teachers on the implementation of Secondary Schools Physical Education Curriculum in Nigeria.
2. There is need to improve in employing most qualified Teachers roaming the streets after graduations in the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

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