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Facilities and funding as indices for effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers State

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Abstract

This study was carried out with a view to examining the indices for effective teaching of physical education in public secondary schools with emphasis on facilities and funding in Obio-Akpor local government area of Rivers State. The study adopted the descriptive survey research design. A total of 360 respondents selected from 20 secondary schools that cut across the local government took part in the study. The instrument employed was a questionnaire. The statistical analysis was carried out using chi-square to test the hypotheses at 0.05 level of significance. The findings revealed that inadequate facilities are a significant problem affecting teaching of physical education in public secondary schools in Obio-Akpor local government area of Rivers state. In addition, it was also discovered that Lack of funding affects teaching of physical education in public secondary schools in Obio-Akpor local government area of Rivers State. Base on the findings, It was recommended that more facilities should be made readily available for physical Education teachers, while funds should be a top priority if any meaningful effective teaching of physical education is to be achieved.

Keywords: Facilities, funding, effective teaching, physical education

Introduction

Teaching of physical education is majorly done in secondary schools and it is an important aspect of secondary school curriculum and is thought directly and indirectly. Physical education is thought directly through class instructions and practical and indirectly through engagement of students in school's annual inter-house sport activities, quiz and sport debates, cultural dances and other sporting activities. Idehen (2004) ^[9] noted that before the coming of the Whiteman, Nigerians practiced several indigenous games such as wrestling, hunting, traditional dance, other cultural and religious functions and many more which has served as recreational activities during their leisure period. Similarly, Owoeye (2000) ^[14] observed that participation in sports involve greater effort, resists fatigue and guide against sedentary lifestyles. He emphasized that through sports participation, the youths acquire and develop sports knowledge and observe the rules and regulations as applied to sports men and women in amateur and professional sports.

Physical education is an instruction in the development and care of the body ranging from simple callisthenic exercise in a course of study to providing training in hygiene, gymnastics and the performance and management of athletic games. Physical education as a term is broad in scope, meaning and content so much that the different definitions have been given to it by different authors. Balogun (1982) ^[6] submitted that physical education is the process of education that concerns activities which the human body requires for maintenance and development. Ogonor (2001) ^[12] also noted that physical education is the study of the characteristics of human movements and the effects of the risk activities on the physiological and psychological characteristics of individuals in the social environment. It is understandable therefore the need for the provision of adequate facilities for teachers and proper funding for effective teaching to be achieved in public secondary schools.

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Facilities

According to Amuchie (2005) ^[3] facilities are material resources that enhance teaching and learning thereby making the process meaningful and purposeful. In the same vein, school facilities can be defined as the entire school plant which school administrators, teachers and students' harness, allocate and utilize for the smooth and efficient management of any educational institution for the purpose of bringing about effective and purposeful teaching and learning experience. Similarly, Emetarorn (2004) ^[8] submitted that school facilities are the physical and spatial enablers of teaching and learning which will increase the production of results. He observed that School facilities serve as pillars of support for effective teaching and learning.

School facilities have been observed as a potent factor in qualitative teaching of physical education. Owuamanam (2005) ^[5] noted that the inadequacy of equipment and facilities were major problems facing Nigerian educational system. He maintained that the school facilities are grossly inadequate to match the student's population while the available facilities were poorly maintained. Consequently, Ogonor (2001) ^[12] reported that large amount of money invested in the school system is wasted when school buildings, equipment and facilities are left to deteriorate without giving proper attention. Similarly, Balogun (1982) ^[6] submitted that no effective education programme can exist without equipment for teaching. This is because facilities enable teachers to teach well. Puffa (1988) ^[17] asserted that school equipment and facilities when provided will aid teaching/learning programme and consequently improve academic achievement. While Pangrazi (1981) proffered some reasons why physical and health education teachers often preferred teaching other subjects, among which are lack of equipment in the schools for practical lessons and the exposure of physical education teachers to hardships often caused by this.

In the views of Emetarorn (2004) ^[8] facilities are an indispensable weapon for the teaching and organization of physical education at any level and as such, the government and institutions concerned should place much premium on this issue. Similarly, Amuchie (2005) ^[3] noted that adequate equipment and facilities are essential for modern programme of physical education. He emphasized that Bails, bats, ropes, the football field, volleyball and basketball courts among others are educational tools just as much as books, amps, pen, ink and ruler. They must, therefore, be supplied in sufficient quantities to ensure that each child has opportunity for action and developing skills if physical education is to produce satisfactory results.

Funding

Public finance has been described as the collection and disbursement of funds for public use (Jaiyeoba & Atanda, 2003) ^[10]. It has also been regarded as the financial activities of public authorities in terms of taxing, spending, borrowing and lending and it involves the means of providing for the expenditure involved in the staffing, equipment and maintenance of educational institutions (Eke, 1989) ^[7]. The funding of education as an aspect of public finance embraces all aspects of funding of education including the sources of funding and how the money earmarked for education is spent especially for the purchase of goods and services of men and materials Emetarorn (2004) ^[8].

Thus, the financing of education is a vital area of ensuring that physical education is well taught (Asiyai, 2012) ^[4]. The

importance of adequate funding of education cannot be underestimated. (Eke, 1989) ^[7] argued that no organization could carry out its functions effectively without adequate financial resources at its disposal. He submitted that money is needed to pay staff, provide the needed facilities, maintain the plant and keep the services going. Consequently, inadequate funding is one of the obstacles to the effective management of secondary education in the country. According to Aghenta (1984) ^[1], the success of any secondary school depends upon the resources available to it. Money is very important in this respect because, by it, all other vital elements in the school can be achieved, such as school building, purchase of equipment, payment of teachers' salaries and allowances and running expenses. Atanda (2006) ^[5] emphasized that the rapid expansion of students' enrolment in Nigeria since the attainment of independence followed by the enrolment explosion in recent years has made education a thorny responsibility for government to shoulder. Hence, inadequate funding has resulted in poor teaching and dilapidated buildings (Omorie, 2005) ^[13]. There is no doubt whatsoever, that the inadequate funding of the secondary school system in the country has hindered the accomplishment of some of the aims and objectives of this level of education as contained in the National Policy on Education.

Thus, physical education requires huge spending in many areas like provision of equipment, building a sporting arena, paying workers, providing first aid care to people, giving health talks and so on. These areas have been neglected and it poses a major problem for the effective teaching of physical education. According to Ajayi (1999) ^[2] most of the Nigerian secondary schools are dilapidated due to inadequate funding while most tertiary institutions are living in their past glories. Such a situation he opined, hinders effective teaching and learning, making the process rigorous and uninteresting to students and teachers. Therefore, there can be no overestimation on what adequate funding can do to improve the status of facilities and equipment for physical education theory and practical lessons (Atanda, 2006) ^[5].

Objective

The objectives of this study are;

1. To determine the impact of facilities in effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers State.
2. To determine the impact of funding in effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers State.

Statement of Problem

In recent time, teaching of physical education by teachers in secondary schools is at the lowest ebb especially the public secondary schools in Obio-Akpor LGA, Rivers State and this may not be unconnected with the attitude of school authorities and government who have shown little or no interest in sports and physical activities by failing to provide facilities and fund and this has affected the interest and enthusiasm of physical education teachers with the resultant effect being that of low interest in the teaching of the subject in public secondary schools. Therefore, this paper seeks to examine facilities and funding as indices for effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers State.

Research Questions

1. Are there adequate facilities for effective teaching of physical education in public secondary schools in Obio-Akpor LGA?
2. What is the level of funding for effective teaching of physical education in public secondary schools in Obio-Akpor LGA?

Hypotheses

1. Facilities will not be a significant indices for effective

- teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers State.
2. Funding will not be a significant index for effective teaching of physical education in public secondary schools in Obio-Akpor LGA. Rivers state.

Methodology

Hypothesis 1: Facilities will not be a significant indices for effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers state.

Table 1: Chi-square table showing facilities as indices for effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers state.

	Always	Occasionally	Hardly	Never	X2cal	X2crit	Df	P
We have all the facilities for physical and health education practical	15 41.7%	18 50.0%	3 8.3%	-	29.667	12.592	6	.000
Practical rooms are substituted for other purposes in my school	1 2.8%	2 5.6%	13 36.1%	20 55.6%				
All participating students have access to all required equipment, particularly sporting activities	-	-	19 52.8%	17 47.2%				
Students are allowed to use some of the equipment to practice.	16 44.4%	7 19.4%	7 19.4%	6 16.7%				

The table above shows that facilities are a great indices for effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers state. (X2cal=29.667, X2crit=12.592, df= 6, p<0.05). Therefore, the null hypothesis is rejected

Hypothesis 2: Funding will not be a significant index for effective teaching of physical education in public secondary

schools in Obio-Akpor LGA, Rivers state.

Table 2: Chi-square table showing funding as index for effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers state.

	Always	Occasionally	Hardly	Never	X2cal	X2crit	Df	P
Government usually renovate our sporting complex	20 55.6%	14 38.9%	2 5.6%	-	19.222	16.919	9	.024
Government has no time for PHE in schools	-	2 5.6%	18 50.0%	16 44.4%				
Government supplied new sporting equipment to my school.	26 72.2%	9 25.0%	1 2.8%					
PHE is considered less valued subject, so government usually do not fund it.	10 27.8%	13 36.1%	8 22.2%	5 13.9%				

The table above shows that funding is an index for effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers state. (X2cal=19.222, X2crit=16.919, df= 9, p<0.05). Therefore, the null hypothesis is rejected.

Hypothesis 1

Facilities will not be an indices for effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers state.

The result in table 1 revealed that facilities is an indices for effective teaching of physical education in secondary schools in Obio-Akpor LGA, Rivers state. The result corroborated the findings of Omoregie (2005) [13] who posited that lack of adequate facilities and equipment is one of the problems facing the teaching of physical education in secondary schools in Nigeria. He further posited that sports facilities and equipment in secondary schools are grossly inadequate. He therefore concluded that in order to achieve attainment in physical education in public secondary schools, there is need to improve on the facilities and equipment. Obiyemi and Abayomi (1995) [11] have warned that for sports and physical education programmes to be successful, the desired facilities, equipment and supplies must be made available.

Hypothesis 2

Funding will not be an index for effective teaching of physical education in public secondary schools of Obio-Akpor LGA, Rivers state.

The result on table 2 showed that funding is an index for effective teaching of physical education in public secondary

schools in Obio-Akpor LGA, Rivers state. This finding is in agreement with Aghenta (1984) [1] who submitted that the success of any secondary school depends upon the resources available to it. Similarly, Omoregie (2005) [13] opined that inadequate funding has resulted in poor teaching and dilapidated buildings while, Emetarorn (2004) [8] posited that there can be no overestimation on what adequate funding can do to improve the status of facilities and equipment for physical education theory and practical lessons.

Conclusion

Base on the findings of this study, it has been established that facilities and funding are not only critical but fundamental to the effective teaching of physical education in public secondary schools in Obio-Akpor LGA, Rivers state.

Recommendations

In view of the findings, the following recommendations are hereby made:

1. Adequate facilities should be provided in order to achieve effective teaching for physical education in public secondary schools in Obio-Akpor LGA, Rivers State, Nigeria.
2. Funds should be made readily available to facilitate effective teaching of physical education in public

secondary schools in Obio-Akpor LGA, Rivers State, Nigeria.

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