



Assessment of Physical Education Time Allotment in the Implementation of Secondary Schools Physical Education Curriculum in Nigeria

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Abstract

Failure to understand the school system gives rise to non-meeting up to Curriculum Implementation of agreed plan and leads to non-performance. The purpose of this study was to assess the factors influencing secondary schools Physical Education Curriculum in Nigeria. To achieve this purpose, purposive sampling technique was used to select the samples from the Six {6} Geo-political zones and the respondents consisted of head of Physical Education Teachers in the Public and Private Secondary Schools. The data collected were statistically analysed by using descriptive statistics of mean and standard deviation (SD) to analyse demographic data and to answer research question: while inferential statistics of One Sample t-test was used to test the hypotheses. The major findings from the study showed that time allotted to Physical Education with T-Cal of 3.701 and P-Val of 0.009, was obtained. The researcher recommended the need for time allotted to teaching Physical Education as a subject should be strictly adhered for the curriculum to be implemented.

Keywords: *Physical Education Curriculum, Time, Allotment, Implementation.*

Introduction

Curriculum implementation in Secondary Schools in Nigeria focuses on the success of that process of putting curriculum in action for achieving the set goals designed to be attained. Nigeria having realized the global trend, developed a curriculum that is expected to facilitate full

educational achievements of her set goals. The right to education requires that children of school ages be given such opportunities needed to acquire basic knowledge, skills, and those values to develop appropriate attitudes that will help them live a fulfilled and productive life (Adeshina, 2015). The National Policy on Education (2013) stated that the broad aims and objectives of secondary education include, preparation of youths for useful living within the society and preparing them for higher education amongst others. In order to achieve this, school curriculum ought to be effectively implemented to ensure a positive future for Nigerian youths who are the future leaders. Youths ought to be well equipped with basic skills to drive the national economy (Oliva, 2014). Curriculum is a vehicle through which education can be attained. The revised edition of National Policy on Education (2013) emphasized that equal access to educational opportunities for all citizens of Nigeria at both the Primary, Secondary and Tertiary levels within and outside the formal school system, which is one of the basis for achieving philosophical goal of education. Consequently, the quality of instruction at all levels is oriented towards inculcating and promoting physical, emotional, and psychological development of all children as well as the acquisition of competencies necessary for self-reliance. Though, the policy appears to be well stated, its implementation seems to be the problem (Oyeyemi, 2015). It was further observed that Nigeria is blessed with good educational policies but inconsistency in policy implementation is affecting the sector. However, Physical Education is observed to developed series of activities that incorporates activities done from early ages to adulthood to become a whole man, which means that it stands by itself and aims at instilling integrated development of both mental and cognitive strength which straightens individual's overall behavior, control emotional and psychological expressions, adjustment of the child's tendencies to direct the primary drives that accepts social values. Also principles that could ultimately exalt values standard behaviors (Mamser,2016). Thus, achievements of Physical Education as a subject in schools are predicated on favorable environment, good managers, competent teachers, adequate facilities and equipment (Mamser 2016). Coker (2017) asserted that Physical Education curriculum implementation is dependent on physical facilities, equipment devices, instructors' competencies, allotted time, weather conditions and the size of budget allocated to sports. In the same view, Kurdi and Zo'ubi (2010) noted that what influences Physical Education curriculum implementation is-the type of educational system, general objectives, teachers, parents and teaching approaches adopted. Al-Nawal (2013) stated that the problem affecting the implementation of Physical Education curriculum include perceptions of the local community, parents, teaching approaches, supervisors and equipment

deployed. The weak points in Physical education curriculum implementation are perceived to be in the shortcomings of teaching processes and insufficient knowledge in management of physical education program (Al- Mahdi, 2016). One of the problem bothering the implementation of curriculum in Nigeria secondary schools center on the preparatory phase, that is, the interpretation of the syllabus into scheme of work, the teaching units, daily lesson planning and teaching methodology. Another critical point that abound in assisting teachers towards enhancement in school performance based on curriculum implementation include facilities, equipment, teachers' attitudes and leadership behaviors toward Physical Education program among others (Lumpkin, 2014). Gregor and Janko (2012), stated that quality of Physical Education curriculum depends on the following factors: allotted time, available facilities and equipment, attitudes, school location, the contents of the physical education curriculum, teaching methods, the number of children per teacher, and teachers' quality. Among these, it was observed that Physical Education curriculum and its quality implementation are the determining factors of the Physical Education outcomes. Meanwhile, Physical Education curriculum as we have it in the Junior and Senior classes forms the framework of possible interventions and in some cases can limit the effect of the subject. The implementation of the curriculum, in contrast, depends on teachers' teaching competencies. It must be noted that the place of Physical Education in the school curriculum has remained a serious concern to teachers, but it seems not to have been given its rightful position along with other subjects in Nigerian secondary schools (National Association of Physical, Health Education, Recreation, Sports and Dance, 2014). In the recent curriculum development, the subject has been incorporated in the theme manual of Basic Science and Technology such that each theme has its own modules of learning from the period of three (3) years. That is, from junior secondary school one to junior secondary school three. At Senior Secondary level, an optional subject where it is merged with others (National Education Research Development Council, 2012). Based on the foregoing, it is imperative to assess the factors influencing the implementation of secondary schools Physical Education curriculum in Nigeria.

Statement of the Problem

Curriculum in Nigerian schools is determined by the very structure and nature of the schools much of which revolves around daily or established routine. This made Longstreet and Shane (2012) referred to the commonly accepted position in Physical Education as the hidden curriculum derived from the organizational design of the school as well as from the behaviors and attitudes of teachers and

administrators. The curriculum is based on a standard format that covers performance objective, students and teacher's activities, learning materials and suggested evaluation procedures (NTI, 2012). It seems that some hindrances affecting curriculum implementation may include inadequate qualified teachers, inability to meaningfully interpret performance of objectives, inadequate provision of infrastructure, skipping of unfamiliar content areas by teachers, inability to organize activities for students, skipping activities where materials are not readily available. Others are lack of communication skills, rushing the students to finish the scheme of work for lack of time, large class size and so on (NTI,2012). For educational goal to be attained and learners to achieve, time allotment play vital role in implementation. Mamsers (2007) opined that achievement of Physical Education as a subject in school is predicated on favorable environment, good managers, competent teachers, adequate availability time for both theory and practical lessons and provision of facilities and equipment. Coker (2001) equally observed that Physical education implementation is hinged on physical facilities, equipment, and instructors' competencies. Thus, in most of the schools, it is perceived that these are lacking. However, the difficulty in teaching some aspects of the curriculum content, where time, facility, and equipment to use is not readily affordable and available, not within the reach of the school as well as the logistics involved.

Purpose of the Study

The purpose of this study was to assess the factors Influencing Implementation of Secondary Schools Physical Education Curriculum in Nigeria. It therefore focused on:

If inadequate time allotted to Physical Education by teachers influence implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Research Question

The study answer the following question;

Does time allotment to Physical Education influence implementation of Secondary schools Physical Education Curriculum in Nigeria?

Hypothesis

For this study, the following hypotheses was formulated;

Major Hypothesis

Availability of Physical education time allotment do not significantly influence implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Basic Assumptions;

For the purpose of this study, the following basic assumptions were made; Availability of Physical Education time allotment influence implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Significance of the Study

This study would be significant in several ways:

1. To curriculum planners and Policy makers, Physical Education teachers, government, curriculum evaluators, personnels, students, curriculum reviewers and Innovators.
2. The study would be significant to the Physical Education curriculum planners and policy makers as it would make them know what to focus on when curriculum is being planned.
3. The outcome of the study would expose Physical Education teachers to those important variables that can help to improve implementation of Physical Education curriculum.
4. It would be significant to the government in knowing how provision of adequate time would improve school curriculum implementation in other to enhance educational policies achievement in Nigeria.

Delimitation.

The study was delimited to public and private secondary schools where physical education is taught as a subject of study. It was delimited to variables of Physical Education Physical Education time allotment.

Instrumentation

To achieve the purpose of this study, a research instrument tagged Assessment of Factors Influencing Implementation of Secondary Schools Physical Education Curriculum in Nigeria (AFIISSEPCN). The instrument contained six (6) items was developed and the instrument was structured and used as follows:

Section A: Items on Influence of inadequate time allotted to Physical Education in the Implementation by teachers and school administrators in Secondary Schools curriculum in Nigeria.

Philosophies guiding Curriculum Development in Nigeria.

Curriculum development is a local, regional and provincial level process that student teachers often have difficulty comprehending (Killion, Fetterman 2013). In their eyes, it is something undertaken by authorities (regional advisory committee members or school board writing teams) with years of experience in the school system. The expectation of the teacher often enough, is that they will learn how to teach and thereby become effective at transmitting the knowledge, skills, and attitudes associated with a particular program. Education practitioners with years in the profession know differently. Successful practice in the classroom is inextricably linked to curriculum development-the everyday decisions about both what to teach and how to teach.

Concept of Curriculum

Smith (2014) asserted that the idea of curriculum is hardly new, but the way we understand and theorize it has altered over the years and there remains considerable dispute as to meaning. Therefore, defining the word curriculum is not an easy matter (marsh and willis, 2013). It consists of disjunct and fragmentary part. Ornstein and Hunkins (2015) aptly note that curriculum as a field of study is elusive of fragmentary and what it is supposed to entail is open to a good deal of debate and even misunderstanding. Lovat and Smith (2013) confirm that the word (curriculum) itself is used in many different contexts, by principal of schools, by teachers, by curriculum writers in education systems, increasingly by political leaders. It can mean different things in each of these contexts. Literatures on curriculum are abounding in various terms in complex and even in contradictory ways (Pinar 2014). The core meaning of curriculum embodied is in Latin derivation course or track to be followed. Marsh and Stafford (2016) confirm the word curriculum comes from the Latin root, meaning recourse and for many the school's curriculum is just - a race to be run, a series of obstacles or hurdles (subject) to be passed.

Physical Education in Nigeria School

Physical Education is a major course of study in educational institutions, contributes sufficiently in curriculum successes that are characterized by

practical application and practices (Abedalbasit, 2017). For instance, in the opinion of European Parliament (2015), Physical Education is the only school subject which seeks to prepare children for a healthy lifestyle and focuses on their overall physical and mental development, as well as Imparting important social values such as fairness, self- discipline, solidarity, team Spirit, tolerance and fair play which together with sport are deemed to be among the most important tools of social integration. The importance of Physical Education as a subject of learning in schools includes knowledge acquisition, skill development and health attainment (Abedalbasit, 2017). This implies that the importance of Physical Education is not limited to only the physical training in schools rather it embraces cognitive, psychomotor and affective domains. Kurdi (20116) viewed Physical Education as the school's responsibility toward impacting adequate knowledge in the child's capabilities within the school period. Kurdi, added that the school provides adequate opportunities for children to express themselves in various sporting activities, achieving physical fitness and appreciate other values inherent in sports.

Physical Education is a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene given as part of a school or college program. Physical Education is the study, practice, and appreciation of the art and science of human movement (Hardman, 2002). Physical Education is a course in the curricula that utilizes the learning in the cognitive, affective, and psychomotor domains in a play or movement exploration setting (Kirui, 2014).

Time Allotment and Curriculum Implementation.

Poor time management by school administrators and teachers is another factor. Curriculum implementation is also hindered by what goes on in learning institutions. Students' learning time is mismanaged by administrators and the class teacher. In most schools, a lot of time is taken up by activities such as assemblies, meetings held by visiting government officials, health talks, variety shows held during lesson time, teacher-service programs which last the whole day and learners are either sent away or asked to stay away from school, unplanned holidays such as when a teacher dies, teachers' day, women's day, mother's day and many other unforeseen eventualities that take place at the expense of learners. When it comes to classroom time management, the class teacher is the main player. A teacher who is not time conscious is not disciplined

and a drawback in as far as curriculum implementation is concerned. For instance, a teacher who goes to class five (5) minutes late for each lesson in a particular class every day, will have lost 25minutes at the end of the week Oyeyemi, (2015). A lot of learners' time wasted and will derail the implementation of the curriculum since curriculum developers take time into consideration when developing the curriculum. Teacher absenteeism from work for various reasons also costs the pupils learning time. Learner absenteeism from school also deprives the learner of learning time. In addition, the need to devote inordinate amount of time to the management of problems of large classes effectively reduce students' time on the learning task which results in the failure to complete the intended content for the lesson and will necessitate the allotment of more time to the same task (Kelly 2008). Apart from that mock and final examinations also take up learning time for non-examination classes. In essence, lack of passion for teaching makes a teacher to do away with time allocated wasted Mkpa, (2015). Coker (2017) further stated that implementation of Physical education curriculum centers around the session allotted time, weather conditions and the size of budget among others. Enough time periods' allotment seems to be a prerequisite for teachers to balance between teaching periods and content in the scheme of work. Where it is allotted, the periods are used for other subjects as no qualified teacher to teach the subject. Udoh (2012) asserted that as education plays a fundamental role in national development, so the teachers play in the success of any education system. Teachers are resources for objectives at practical level in the classroom, where several methods of teaching are utilized to actualize the educational goals. Teachers' failure to use and vary their methods of teaching seems to be an issue in not implementing the Physical education curriculum. Teacher attitude towards implementation is not encouraging such that they from time to time use aggressive attitude when teaching. This behavior does not encourage students to be interested in the subject. Andrews (2014) observed that the inability of teachers not implementing the indices of the curriculum in a proper way create less interest in learning Physical Education in secondary schools. It should be noted that there are many factors that have a negative effect on curriculum implementation, it has been observed that, the nation's economy plays a vital role in as far as the implementations of the curriculum is concerned. The availability of all resources required in the education system to facilitate

effective teaching and learning processes depend on the money available. To a larger extent even the learners' well-being in terms of good health and nutrition is also determined by the nation's economy. In view of this, curriculum developers, adopters and implementers should be mindful of destructors such as these and address them adequately in order to minimize the impediments to curriculum implementation in learning institutions Abedalbasit, (2017) noted.

Result

Research Question One: Does time allotment to Physical Education influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria?

Table 1: Mean Scores of responses whether time allotment to Physical Education influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

<i>S/N</i>	<i>Items</i>	<i>Mean</i>	<i>SD.</i>
1	The Time allocated to teaching of Physical Education is adequate as such it influences its curriculum implementation.	3.7921	0.5724
2	The period for teaching Physical Education is less than other subjects on the timetable, so it is inadequate and this influences the curriculum implementation negatively.	4.7842	0.5886
3	Physical Education teachers spend less time allocated in teaching the subject as a result of lateness to the class, so it influences curriculum implementation.	3.4921	0.6758
4	The time allocated for Physical Education by management is not enough because of biasness to the subject and this can influence curriculum implementation.	4.1324	0.5904
5	The period allotted to Physical Education in the time table is clashing with other subjects, therefore teaching of physical education subject is	3.3818	0.5155

	negatively influenced in the implementation of its curriculum.		
6	The time for teaching Physical Education should be early in the morning for the curriculum to be influenced in its implementation.	4.5753	0.5413
Aggregate mean		4.0263	

Constant mean= 3.5

Table 1: Showed whether time allotment to Physical Education influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria. The aggregate mean responses of 4.0263 was found to be higher than the decision mean of 3.5. It can be concluded that the time allotted to Physical Education influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Hypothesis One: Time allotted to teaching of Physical Education do not significantly influence the implementation of Secondary School Physical Education Curriculum in Nigeria.

Table 2: One sample t-test analysis of time allotted to teaching of Physical Education on the implementation of Secondary School Physical Education Curriculum in Nigeria.

<i>Variables</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t-value</i>	<i>df</i>	<i>P-value</i>
<i>Aggregate mean</i>	4.0263	.5807	3.701	650	0.009
<i>Constant mean</i>	3.5	0.00			

t (650) = 1.972, P value < 0.05

From the result of analysis presented, it showed that the p-value 0.009 is less than 0.05 level of significance. The t-value value 3.701 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 “Time allotted to teaching of Physical Education do not significantly influence the implementation of Secondary School Physical Education Curriculum in Nigeria” is hereby rejected. This mean that, time allotted to teaching of Physical Education do not

significantly influence the implementation of Secondary School Physical Education Curriculum in Nigeria.

Discussion

Null Hypothesis stated that time allotted to teaching of Physical Education does not significantly influence implementation of Secondary School Physical Education Curriculum in Nigeria. One sample t-test was used to test the hypothesis. The result of the test reveals that $t = 3.701$ at 0.009 level of significance with 650 as the degree of freedom. The null hypothesis was therefore rejected that time allotted to teaching of Physical Education significantly influence the implementation of Secondary School Physical Education Curriculum in Nigeria. This is in line with Kelly (2015) which states that allotment of time is needed to accommodate more hours in both practical and class lessons that this however would enable the school management and curriculum planners to know that class teaching requires more explanations, more demonstration and more involvement in practices from the class room teacher. The findings from Mkpa (2015) also states that a lot of learners' time are wasted and will derail the implementation of the curriculum since curriculum developers take time into consideration when developing the curriculum. Oyeyemi (2015) is of the view that a teacher who is not time conscious is not discipline and draws back curriculum implementation. Teacher absenteeism from work for various reasons and learner absenteeism from school all deprives the learner of learning time. Oyeyemi further asserted that time allotted to each subject in the school general time table has much to be desired as consideration should be given to subject with practical inclined in nature most especially in morning time as both the students and teachers are fresh. In addition, the need to devote inordinate amount of time to the management of problems of large classes effectively reduce students' time on the learning task which results in the failure to complete the intended content for the lesson and will necessitate the allotment of more time to the same task (Kelly 2015). Apart from that mock and final examinations also take up learning time for non-examination classes. In essence, lack of passion for teaching makes a teacher to do away with time allocated wasted.

Recommendation

Based on the findings and conclusion drawn in this study, it is recommended that:

Time allotted to teaching of Physical Education influenced implementation of Secondary School Physical Education Curriculum in Nigeria. Therefore adequate time should be provided for practical and theory lessons of physical education at all levels of educational systems in Nigeria.

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