

Enriching Physical Education Instructions and Practicals (PEIP) through Availability and Effective Resources Utilization in Zaria Educational Zone of Kaduna State

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Abstract. The purpose of the research work was to determine the adequacy, or otherwise, of the available human and material resources, as well as effective utilization of such resources for the effective teaching of Physical Education and practicals in Zaria Educational Zone of Kaduna State. Relying on direct observation, interview and one hundred and twenty (120) copies of structured questionnaire, as well as the use of Chi-square statistics for the data analysis, the study shows among other findings that: the available resources were grossly and significantly inadequate, and were significantly not effectively utilized to enrich teaching-learning of the subject. Some recommendations were suggested to include; based on the present PAP and ACD: the zones and the states should embark on mass recruitment of qualified PE teachers; direct purchase of quality PE equipment and construction of standard facilities.

Keywords: physical Education, instruction, Resources utilization and Educational Zones

1. Introduction

The place of teaching aids or instructional materials in the classroom, laboratory and in the field cannot be overemphasized in teaching-learning experiences. The same thing applies to availability of qualified and experienced personnel to deliver the good-effective instructions that will lead to learning taking place. This is because it one thing to provide adequate resources, and yet another to utilize them effectively as studies show.

Mankilik, Ofodile (2005) and Bucher (1989) show that in most secondary schools in developing countries, qualified personnel, basic Physical Education (PE) equipment and facilities are

significantly lacking. Bucher (1989) also reports that in such schools the few available human and material resources are not significantly utilized due to complexity, or poor quality, and lack of professionalism. In the present study, the purpose focuses on those issues.

2. Purpose of the Study

The purpose in this research was to determine the adequacy, or otherwise, of the available human and material resources as well as effective utilization of such resources for the enrichment of Physical Education Instructions and Practicals (PEIP) in Zaria Educational Zone of Kaduna State. To achieve those purposes, two working (research) hypotheses were formulated for testing.

3. Research Hypotheses

It was hypothesized that:

- The available human and material resources are significantly adequate to enrich instructions in, and students' performances during Physical Education Practicals (PEP) in Zaria Educational Zone of Kaduna State.
- The available human and material resources are significantly effectively utilized to enrich instructions and students' performances during Physical Education Practicals (PEP) in the zone.

4. Research Methods and Procedures

The methods and procedures used in the study are as stated and explained below:

4.1 Population for the Study

For ease and convenience in educational administration, Kaduna State was divided into 12 zones. Zaria is one of the Zones, and it is the focus of the study. The zone has 27 secondary schools, including five model schools (Bitrus 2000; Deputy Director, 2000). Therefore, the 27 schools constituted the population for the study.

In terms of workforce, Ogunsaju (2000), Bitrus (2000), show that the zone has, as at the time of the study, 545 teachers and 130 non-teaching staff. Therefore, the human population for the study was the 545 teachers from whom a sample was drawn.

4.2 Sample and Sampling Method

Using Krejcie and Morgan (1970) table for determining sample size for a given population, a total of 20 schools and 150 teachers were sampled for the study using simple random sampling method with replacement. This method was chosen because it ensured fairness, objectivity and an equal opportunity in being selected or otherwise.

4.3 Instrumentation and Administration

The main instrument used for data collection in this study was direct personal observation of science

records, equipment and facilities. Structured interview and questionnaire were supportive. The observation, interview and questionnaire administration were jointly carried out by the researcher and his two assistants. The questionnaire consists of a three-point rating scale of Adequate (3 points), U = Undecided (2 points), and Not Adequate (1 point).

A total of 150 copies of questionnaire were administered to the 150 teachers, but 120 copies were correctly filled, returned and used for data analysis. The exercise lasted for one week (15th to 22nd May, 2000).

4.4 Procedure for Data Analysis

The 120 copies of questionnaire were tallied and built into simple frequency tables. Statistical tools used in data analysis were frequency (f), mean (X). Chi-Square (X²) statistic was used to test for significance, rejection or otherwise of the hypotheses, at a confidence interval of 95% (i.e. probability level of 0.5), one-tailed test. The choice of X² as the most appropriate test was based on its power to discriminate between expectations and realities (observations). The details are as shown in the results.

5. Results

A tabular format was used in presenting the results as shown below. In the tables, A = Adequate; U = Undecided; NA = Not Adequate; similarly, EU = Effectively Utilized; NEU = Not Effectively Utilized. PEP stands for Physical Education Practicals.

Table 1: Expected and Observed Adequacy of Human and Material Resources for Enriching PEIP in the Schools

S/N	Variables i.e. the Resources Per School	Expected Average			Observed Resources			Adequacy of the Resources (n = 120)			X	RMK	X ²
		f	f	%	f	f	%	A	U	NA			
							3	2	1				
A. Human Resources*													
a.	Male P.E. Teachers	4	2	50	51	23	46	2.0	U	18.2			
b.	Female P. E. Teachers	2	1	50	43	23	54	1.9	NA	16.5			
c.	Field Staff	3	0	0	32	24	64	1.7	NA	12.1			
d.	Equipment Curator	1	0	0	32	23	65	1.7	NA	12.1			
B. Material Resources*													
<u>Facilities:</u>													
a.	Athletics tracts	2	1	50	46	23	51	1.9	NA	17.6			
b.	Basketball courts	2	1	50	43	23	54	1.9	NA	16.5			
c.	Handball courts	2	0	0	32	22	66	1.8	NA	12.2			
d.	Hockey pitches	2	0	0	30	24	66	1.7	NA	11.9			
e.	Soccer pitches	2	1	50	32	20	68	1.8	NA	12.3			
f.	Racket Games courts	2	1	50	30	20	70	1.6	NA	11.6			
<u>Equipment:*</u>													
a.	Jumps equipment	2*	0	0	30	20	70	1.6	NA	11.6			
b.	Throws equipment	2*	0	0	32	20	68	1.7	NA	12.3			
c.	Races equipment	2	0	0	30	20	70	1.6	NA	11.6			
d.	Balls	4**	1**	25	46	20	54	1.9	NA	17.6			

e.	Rackets/Bats	4**	1**	25	45	20	55	1.8	NA	12.1
f.	Hockey sticks	30	0	0	30	20	70	1.6	NA	11.6

Critical Chi-Square Value = 5.991; df = 2; P = 0.05 (one-tailed test)

Source: Researcher's Survey.

* Adapted from WAEC (SSCE) P.E. Syllabus (1985). * In pairs. ** each.

Table 2: Effectiveness in the Utilization of the Available Human and Material Resources for Enriching PEIP in the Schools. n = 120

S/N	Variables i.e. Human and Material Resources	Responses on Effective Use			X	Rmk	X ²
		EU 3	U 2	NEU 1			
A. Human Resources:							
a.	Male P.E. Teachers	43	23	54	1.9	NEU	16.5
b.	Female P.E. Teachers	48	22	50	1.9	NEU	17.6
B. Material Resources:							
I. Facilities:							
a.	Athletics tracks	46	22	52	1.9	NEU	17.4
b.	Basketball courts	32	22	66	1.8	NEU	12.2
c.	Soccer pitches	110	9	1	3.0	EU	28.3
II. Equipment:							
a.	Balls	51	22	47	2.0	U	18.3
b.	Rackets/Bats	44	20	56	1.8	NEU	12.2

Critical X² = 5.991; df = 2; p = 0.05 (one-tailed test).

Source: Researcher's Survey

6. Analyses and Discussions

Table 1 shows that resources were available only teaching staff; athletics, basketball, soccer and racket games. There were also ball equipments as well as in rackets or bats. In terms of the adequacy of the human and material resources, the responses show that they were not adequate. Furthermore, the obtained Chi-Square (X²) values in all the variables were greater than the critical value of 5.991 at 2 degrees of freedom (df), and alpha level of 0.05. Therefore, hypothesis one is rejected, and the alternative accepted. This implies that the available human and material resources are not statistically significantly adequate to enrich instructions in, and performances during Physical Education Practicals (PEP) in Zaria Educational Zone of Kaduna State. The finding agrees with the reports by Vennier and Fait (1985), Bucher (1989) that in most secondary schools, qualified personnel as well as basic equipment and facilities in P.E. are lacking significantly.

Table 2 shows that it was only in soccer that the facilities are effectively utilized. This is not surprising going by Nigeria's outstanding performances in youth soccer globally. The table also shows that the resources were not effectively utilized in five out of the seven variables. This represents 71% non-effective utilization. It further shows that the obtained X² values are greater than the critical

value. Consequently, hypothesis two is also rejected. The alternative is accepted, showing that the human and material resources were not significantly effectively utilized in the schools. the finding confirms the report by Bucher (1989) that due to complexity, or poor quality and lack of professionalism, material or/and human resources are not significantly effectively utilized for better teaching-learning of Physical Education.

7. Implications to Teaching and Learning of Physical Education

The obvious implications of the study are that:

- With the abolition of Teacher Training Colleges as a feeder institution, Physical Education faces a danger of imminent extinction.
- With such an appalling state of human and material resources, coupled with misconceptions about the discipline, professionals, including the author, need to do more homework in image-laundering lobbying at the three tiers of government.

8. Conclusions

The major findings in the study are as follows:

- The observed human and material resources for Physical Education instructions and practicals were grossly inadequate in Zaria Zone.
- They were not significantly adequate to enrich teaching-learning of the subject in the zone.

References

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