

# Influence of Teaching Resources on Physical Education Teachers Effectiveness in Kwara State, Nigeria

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## ABSTRACT

Effective teachers are those who achieved the aims and objective of education at large. It is in view of this that this paper examined influence of teaching resources on physical education teachers effectiveness in Kwara state, Nigeria. The objectives of the study were (i) determine the influence of use of instructional materials on teachers effectiveness in physical education (ii) assess the influence of curriculum on teachers effectiveness in physical education. The population was 250 teachers, while a sample of 150 respondents were used for the study. Two hypotheses were postulated and tested for the study. Questionnaire was used to collect data from the respondents and chi-square ( $\chi^2$ ) statistical tool was used to analyze the data. The findings revealed that use of instructional materials and curriculum are fundamental to teachers effectiveness in teaching physical education in schools. Sequel to the findings of the study, it was concluded that government should organized seminars and workshop for teachers in form of training and re-training programme so as to enhance their effectiveness in teaching and learning of physical education.

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## INTRODUCTION

The practice of sport is vital to the holistic development of students, fostering their physical and emotional health and building valuable social connections. It offers opportunities for play and self-expression which are beneficial, especially for students that have few other opportunities in their lives. Within the school, physical education is an essential components of quality education that develop the whole body of an individual (Tayire and Ekpan 2017) not only to engage in Physical Education Programmes in schools, but also promotes physical activity. There is an evidence that such Physical Education Programmes in schools correlates to improved academic performance of students at primary, secondary and tertiary education level (Thwaites 2015) Physical education is one of the academic discipline and profession that focuses on art and science of human movement with an emphasis given to sports, fitness and outdoor recreation. It is an integral part of secondary school curriculum in Nigeria. It is a compulsory subject at the junior level, while at senior secondary it is optional for students to offer (Ibrahim 2017). The selected physical activities and intended outcome are systematically planned by the school to enable learners develop physically, emotionally and socially in order to live a useful life in the society.

Physical education is geared towards improving the well-being of man and to bring about national development by accelerating the needed manpower development for the technological, economic and political development of the Nation. Traditionally, Physical Education is viewed as an integral part of the education process which aims at achieving the goal of education through the medium of physical activity experiences. It could also be viewed as the phase of education that deals with the development and adjustment of the individual through carefully selected and well-conducted programme of physical activities and related experiences (Aderonmu 2018). However, from the early definitions of physical education, it was realised that teaching physical education as a subject in secondary schools helps in physical development, mental development, social development and acquisition of basic skills. It also helps to maintain suitable level of physical fitness, increase muscle tone through physical activities, improves respiration and circulatory system, aids in controlling obesity, and promotes rehabilitation after illness and surgery. The benefits derived from physical education served as a reason for supporting physical education as a subject to be taught in secondary schools in Nigeria (Abubakar, Umar, Akitoye, and Chom 2018)

Today, pupils observe their physical education classes without teachers who will guide them to ensure injury-free session and also give first aid treatment incase any of the pupils or students sustained any injury during their practical classes. Even end of the term extramural and intramural sports competitions in our schools whether annually or biannually, are often out of record these days. A good physical education programme must be designed in such a way that it would contribute to the basic need of childhood security, self-esteem, new experiences and affections within the school setting. Furthermore, teaching students is one of the most vital things a teacher does in the classroom (Ojo 2019). Scholars have submitted that the success of teaching depends upon good planning by the teachers in terms of adequate preparation, supply and availability of equipment and learning materials. In line with this, teaching is an art; the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of knowledge. It is the art of impacting knowledge with the goal of informing the recipient to make a positive difference in the life an individual in the society (Rodriquez 2015). The most single element in the education process is the teacher who plans, organises, designs, directs, motivates, demonstrates and inspires others to learn using effective teaching methods to impart knowledge, especially the physical education teacher (Okolie 2014. In order to make a desirable impact in the teaching of physical education in secondary schools in Nigeria, teaching of the subject must aim at total development of an individual which is to enhance intellectual capabilities and cognitive intellectuality that foster on psycho-motor skills and draw out neuro-physical ability of the learner (Popoola, Famiwole, Oke, and Archibong 2018) One of the barriers facing physical education teachers in schools is the use of ICT to teach the students as it is identified by some scholars]. The usage of the computer aid as an instructional material in the teaching of physical education in terms of video game play and getting access to vital information as regards sports development both in software and hardware would often enhance teachers' effectiveness.

However, effective teaching implies the use of clearly formulated objectives by the teacher to illustrate instruction that will enable students to acquire desired knowledge content and applied the knowledge to classroom and other related problem within the four walls of the school. Teachers are the hub of the educational system. The importance of teachers is the application of pedagogical knowledge into classroom-oriented plan of actions which constitute most essential fabric upon the success of the school (Megbo and Saka 2015) When instructional materials are properly selected and used, they help to consolidate learning in the learners' mind and also help him/her to recall things that would have

been easily forgotten. The use of instructional materials, therefore, becomes very crucial in improving the overall quality of the learning experiences of students in physical education classes. In order to enhance teachers' effectiveness in physical education as one of the subjects taught in schools, the use of instructional materials must be adopted. These are materials and devices through which information is conveyed so that it could have effect on the learner (Bhaliya 2018).

Moreover, effective teaching cannot be fully accomplished without the use of instructional materials because they promote closer and effective communication between the teacher and the learners. The following items were identified (Oyekan 2018) as common instructional materials that are often use by teachers during their lessons. They are cardboards with different diagrams and motion of teaching and learning in the classroom situation. The following were highlighted as the importance of using instructional materials to teach as it helps to reduce teacher' worries and fear of difficulties that students might encounter while learning. It also helps the teacher to receive positive feedback from students during examination as students will be able to answer the given questions (Lajide, Babs, Elesho and Eurosi 2017). Also, when teachers make use of instructional materials in the classroom. They make the teaching/learning situation more interesting to the students. Experts submitted that the use of instructional materials to teach Physical Education often enhances retention and stimulate or arouse the interest of students towards Physical Education especially when the teachers is using real object such as video games and other devices during lessons. Curriculum is a learning experience which the learners is subjected to under the guidance of the school. Curriculum, therefore, served as the nerve centre of education which ensure its functionality in order to achieve the aims as justified by the goal of Education (Falaye, Oniyangi, Mustapha and Alade 2016) The Physical and Health Education curriculum gave attention to contemporary issues at local, national and global levels with the incorporation of concepts such as violence in sports, career opportunities, drug use/misuse, first aid and safety education, human rights education and entrepreneurial skills. The 9 years Basic Education ensures continuity and flow of themes topics and experience from primary school to the junior secondary schools levels (Gary 2010). The creativity embedded in Physical Education curriculum would contribute to the nation's economic and education development in a large capacity, hence the need to be taught thoroughly if it is to meet the educational and economic development. Physical Education is one of the subjects in secondary schools which cannot be taught effectively without the use of appropriate teaching resources (Schneider, Konukman and Stier 2010). Consequently, it is important to structure physical education programme in such a way that the curriculum and government policy would promote the culture of participating in physical exercises and making it compulsory for all students to offer physical Education as a subject in school. The introduction of physical education as one of the subject in Nigeria schools as specified by the curriculum has projected the image of the subject right from primary school level to tertiary institutions of learning.

Physical Education has been noted to promote students' academic performance with regard to teachers' effectiveness in the use of appropriate instructional materials to teach their subject physical education teachers are expected to possess the ability to persuade their students to achieved the goal and objective of general education also. However, the teaching resources such as textbooks, sports facilities and other instructional materials are not sufficient or not provided at all in some cases to teach Physical Education, especially in the study area. It was observed that teachers' effectiveness in teaching Physical Education can only be measured through the availability of teaching resources provided by the school management which would determined the students' result in their examinations. Such resources are identified as sports facilities and equipment. Many of these are not provided for teachers to teach

especially practical topics in Physical education. This can hinder physical education teachers' effectiveness in secondary schools. Furthermore (Yusuf, Yusuf Odutayo 2017) had carried out numbers of related studies on instructional strategies as a means of enhancing teachers effectiveness in other subjects at senior and junior school but not on this study. This motivates the researchers to investigate the influence of teaching resources on physical education teachers effectiveness in Kwara State, Nigeria.

## METHODS

The descriptive research design of the survey type was adopted for this study. This research design was considered appropriate for the study because of the relative characteristics of the respondents with the view to determining the influence of instructional materials on teachers' effectiveness. The population for this study comprised all teachers in both public and private secondary schools with approximately 250 teachers [Kwara State Ministry of Education 2019]. The sampling techniques used for this study were stratified, proportionate and random sampling technique. The study area was stratified into two strata: Ward A and Ward B. In Ward A, out of 10 secondary schools, 6 schools were randomly selected; in Ward B, 4 secondary schools were randomly selected due to the fact that schools in Ward B were not many. In each school sampled, 15 subject teachers were proportionately selected based on the population. In all, 150 respondents were sampled using a researcher-structured questionnaire titled Influence of Teaching Resources on Physical Education Teachers Effectiveness [ITRPETES]. The instrument was validated and tested for reliability using Pearson Product Moment Correlation [PPMC]; a correlation co-efficient of 0.75 was obtained. The administration of the questionnaire was done by the researchers and three trained research assistants. The data collected were analysed using inferential statistics of chi-square[x2] through Statistical Package for Social Science to test the formulated hypotheses set for the study at 0.05 alpha level.

## RESULTS AND DISCUSSION

**Hypothesis 1:** Use of instructional materials will not have significant influence on teachers effectiveness in physical education among secondary schools in Ilorin South, Kwara State, Nigeria.

**Table 1.** Use of instructional materials on teachers effectiveness in physical education among secondary schools in Ilorin South, Kwara State, Nigeria

| S/N | ITEMS   | SA             | A             | D            | SD          | ROW TOTAL | DF | CAL. VALUE | TABLE VALUE | REMARK      |
|-----|---|----------------|---------------|--------------|-------------|-----------|----|------------|-------------|-------------|
| 1   | Do good relevant textbooks serve as a necessity to influence physical education teachers' effectiveness?  | 104<br>[69.0%] | 42<br>[28.0%] | 4<br>[3.0%]  | 0<br>[0%]   | 150       |    |            |             |             |
| 2.  | Do pictures/drawings influence physical education teachers' effectiveness in physical education?  | 74<br>[46.0%]  | 63<br>[45.0%] | 10<br>[6.0%] | 3<br>[2.0%] | 150       |    |            |             |             |
| 3.  | Do you have good facilities and equipment for teaching physical education that could enhance physical education teachers' effectiveness in your school? | 138<br>[92.5%] | 11<br>[7.4%]  | 1<br>[0.1%]  | 0<br>[0%]   | 150       | 6  | 210        | 12.59       | Ho Rejected |
|     | COLUMN TOTAL  | 316            | 116           | 15           | 3           | 450       |    |            |             |             |

**Source:** Fieldwork 2021

Table 1 reveals the calculated  $\chi^2$  value of 210 and table value of 12.59 with 6 degree of freedom at 0.05 alpha level. Since the calculated  $\chi^2$  value is greater than the table value, hence the null hypothesis that stated that the use of instructional material will not have any significant influence on teachers effectiveness in Physical Education among secondary schools in Ilorin South, Kwara State Nigeria was hereby rejected. This implies that instructional materials had a significant influence on teachers' effectiveness in teaching Physical Education among secondary schools in Ilorin South Local Government Area of Kwara State, Nigeria.

**Hypothesis 2:** Curriculum will not have significant influence on teachers' effectiveness in Physical Education among secondary schools in Ilorin South, Kwara State Nigeria.

**Table 2.** Curriculum on teachers effectiveness in Physical Education among secondary schools in Ilorin South, Kwara State, Nigeria.

| S/N | ITEMS  | SA             | A             | D           | SD          | ROW TOTAL | DF | CAL. VALUE | TABLE VALUE | REMARK      |
|-----|--|----------------|---------------|-------------|-------------|-----------|----|------------|-------------|-------------|
| 4.  | Does subsequent change in Physical Education curriculum affect physical education teachers' effectiveness?         | 94<br>[62.0%]  | 53<br>[37.0%] | 2<br>[1.0%] | 1<br>[0.1%] | 150       |    |            |             |             |
| 5.  | Does the current physical education curriculum enhance physical education teachers?                                | 99<br>[67.0%]  | 48<br>[31.0%] | 3<br>[2.0%] | 0<br>[0%]   | 150       |    |            |             |             |
| 6.  | Does effective implementation of physical education curriculum enhance physical education teachers' effectiveness? | 136<br>[90.5%] | 12<br>[8.5%]  | 2<br>[1.0%] | 0<br>[0%]   | 150       | 6  | 220        | 12.59       | Ho Rejected |
|     | COLUMN TOTAL   | 329            | 113           | 7           | 1           | 450       |    |            |             |             |

**Source:** Fieldwork 2021

Table 2 reveals the calculated  $\chi^2$  value of 220 and table value of 12.59 with 6 degree of freedom at 0.05 alpha level. Since the calculated  $\chi^2$  value is greater than the table value, hence the null hypothesis that stated that curriculum will not have any significant influence on teachers' effectiveness in Physical Education among secondary schools in Ilorin South, Kwara State, Nigeria was hereby rejected. This means that curriculum had a significant influence on teachers' effectiveness in teaching Physical Education among secondary schools in Ilorin South Local Government Area of Kwara State, Nigeria

The finding in table one revealed that the use of instructional materials had a significant influence on teachers' effectiveness in physical education among secondary schools in the study area. This result is in agreement with the findings of earlier studies [13,14] as they concluded that the use of computer aid as an instructional material in the teaching of physical education in terms of video game play and getting access to vital information as regards sports development both in software and hardware often enhance teachers' effectiveness. Similarly in another study conducted by [16] the expert

stressed that effective teaching cannot be fully accomplished without the use of instructional materials because they enhance effective communication between the teachers and learners. More so, it was submitted that the use of instructional materials to teach physical education often enhance retention which stimulate the interest of students towards the teachers using real object such as video games and other device during lesson [17].

The findings in table two indicated that curriculum had a significant influence on teachers' effectiveness in the teaching of physical education among secondary schools in the study area. This result buttressed an earlier outcome that curriculum serves as the nerve centre of education that ensure its functionality in order to achieve the aims as justified by the goal of education. Curriculum is a learning experience that subjected learners to the guidance of the school as stated by [21, 22]. Also the physical and health education curriculum gave attention to contemporary issues at local, national and global level as it incorporate concepts such as violence in sports, drug use or misuse, first aid and safety education, human rights education and entrepreneurial skills [23].

## CONCLUSION

Based on the findings of the study, it was concluded that use of instructional materials is fundamental to effective teaching and learning of physical education and this would enhance teachers' effectiveness in schools. Also, curriculum had a great influence on teachers' effectiveness when it comes to the teaching of Physical Education in Secondary Schools in Ilorin South Local Government Area of Kwara State, Nigeria.

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