

INFLUENCE OF TEACHERS' ATTITUDES TOWARDS IMPLEMENTATION OF PHYSICAL EDUCATION CURRICULUM IN SECONDARY SCHOOLS IN NIGERIA**BY****Ibrahim, Abdulkadir Oba: Federal Government Girls' College, Zaria, Kaduna State****Benjamin Tunji Olaosebikan: Department of Physical and Health Education, Faculty of Education
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University of Maiduguri, Borno State, Nigeria****Abstract**

This study assessed teachers' attitudes implementation of secondary schools Physical Education curriculum in Nigeria. To achieve this purpose, 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 secondary schools of Fifty Four thousand Five hundred and twenty- one (54,521) with sample size of Six hundred and Fifty six (656). 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 major findings from the study revealed that teachers' attitudes influence implementation of secondary schools' Physical Education curriculum in Nigeria. The study recommended that there is need to improve on the Physical Education Teachers' and School Administrators attitudes to Physical Education on the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Keywords: Teachers' attitude, Implementation, Secondary schools and Physical Education

Introduction

Physical Education recently 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 behaviour, 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 behaviours (Mamsers, 2007). Thus, achievements of Physical Education as a subject in schools are predicated on favourable environment, good managers, competent teachers, adequate facilities and equipment (Mamsers, 2007). Kangori (2014) observed that a teacher occupies an important place in the total educational growth of students. One problem facing education today according to Kangori the fact that teachers have negative attitudes towards science. Kangori further stated that some teachers' negative attitudes stem from a belief that they do not have strong practical content knowledge in teaching Physical Education effectively.

In the view of Yoo (2009), attitudes can influence the students, because their attitudes have impact on the students, it must be noted that the teachers need to change their attitudes towards science inclined subject instruction. Regardless of whether or not teachers' belief systems can be changed, their belief systems impact how they teach Physical Education Subject, which also affects how their students learn. This has equally helped teachers in taking stronger position to propose rational changes for improvement in curriculum implementation. Andrews (2009) stated that it is not enough to have a good curriculum in place but to strengthen the implementation of such curriculum for proper service delivery.

Research Question

Do attitudes of Teachers influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria?

Hypothesis

Attitudes to Physical Education does not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Methodology

Ex- post facto 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 2: Procedure showing sample size selection at 3.7% proportionate from the school

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	$583 \times 3.7/100 = 22$	160	$160 \times 3.7/100 = 6$
		Kaduna	1651	740	$740 \times 3.7/100 = 27$	911	$911 \times 3.7/100 = 34$
2	NORTHEAST	Adamawa	921	722	$722 \times 3.7/100 = 27$	199	$199 \times 3.7/100 = 7$
		Bauchi	1704	783	$783 \times 3.7/100 = 29$	921	$921 \times 3.7/100 = 34$
3	NORTHCENTRAL	Benue	2043	1038	$1038 \times 3.7/100 = 38$	1005	$1005 \times 3.7/100 = 37$
		Nassarawa	1161	664	$664 \times 3.7/100 = 25$	497	$497 \times 3.7/100 = 18$
4	SOUTHWEST	Lagos	5130	579	$579 \times 3.7/100 = 21$	446	$446 \times 3.7/100 = 165$
		Ekiti	702	374	$374 \times 3.7/100 = 14$	328	$328 \times 3.7/100 = 12$
5	SOUTHEAST	Abia	1071	397	$397 \times 3.7/100 = 15$	675	$675 \times 3.7/100 = 25$
		Anambra	1568	514	$514 \times 3.7/100 = 19$	1054	$1054 \times 3.7/100 = 39$
6	SOUTHSOUTH	Bayelsa	460	316	$316 \times 3.7/100 = 12$	144	$144 \times 3.7/100 = 5$
		Akwai Ibom	659	477	$477 \times 3.7/100 = 18$	182	$182 \times 3.7/100 = 7$
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) that an 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 (\bar{x}) and Standard Deviation was used for responses to the research questions and mean (\bar{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
Gender	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.

Research Question

Table 4: Mean Score of responses on attitudes of Physical Education Teachers influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria

S/N	Items	Mean	SD.
1	Physical Education teachers are in the habit of reducing the lesson period while teaching their lesson	3.19	0.51
2	Most teachers teaching Physical Education do skip unfamiliar content areas due to lack of interest and teaching materials influences the implementation of Physical Education curriculum. .	3.61	0.63
3	Teachers are not resourceful enough to effectively implement Physical Education curriculum influences the implementation of Physical Education curriculum.	4.01	0.66
4	Resistance to new idea is a major hindrance to the Physical Education curriculum influences the implementation of Physical Education curriculum in schools.	4.16	0.52
5	Most Physical Education teachers lack structural Physical activities program for students influences the implementation of Physical Education curriculum.	3.52	0.71
6	Physical Education teachers have attitude of not being punctual especially in rural secondary schools influences the implementation of	4.31	0.62

Physical Education curriculum in Schools.

Aggregate mean**3.80**

Constant mean= 3.5

Table 4 showed whether attitudes of Physical Education Teachers influence the implementation of secondary schools Physical Education Curriculum in Nigeria. The aggregate mean of 3.80 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 attitudes of Physical Education Teachers influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Table 5: One sample t-test analysis on the attitudes of Physical Education Teachers to Physical Education on the implementation of Secondary Schools Physical Education Curriculum in Nigeria

Variables	Mean	Std. Deviation	t-value	Df	P-value
Aggregate mean	4.3937	.6580	3.109	650	0.007
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 0.007 is less than 0.05 level of significance. The t-value value 3.109 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 attitudes of Physical Education Teachers to Physical Education does not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria” is hereby rejected.

Discussion

Tabachnick (2009) stated that teachers’ attitudes have impact on the teaching and learning process with evident in their behaviours. Since attitudes and value are subject of believe, explain why attitude of some teachers and school manager from a constraint to unqualified physical education teacher give attention to the proper implementation of the curriculum. To Aichinena (2008) and Carlson (2007), that teacher’s attitude varies when it comes to teaching. It is believed that individuals’ affective disposition has strong effect on how the subject is taught. Scriven (2009) supported that attitude permeates everything one do, including achievement in an endeavor. Management attitude like a Principal or head of department holding a negative idea against a subject tend to do many things possible to relegate the subject to the background being in charge of administration of the schools. They see to the adherence of schools’ routine and other teacher responsibilities. Tend to undervalue physical education as a school subject thereby formulating lukewarm attitude towards it.

Wood (2012) observed that attitude is a learned predisposition to respond either positively or negatively to a person, things or situations. It is also noted that attitude carry a strong emotional component and therefore can never be neutral. When a negative attitude is generalized to include an entire group of people, thereby called a stereotype. This can be destructive to the holder of such stereotype as well as the group about which it is held. Brandt (2013) opined that attitude is a relatively stable evaluative disposition directed towards some event. The concept of evaluation is referring to a dimension of attitudes that include such notions as being for or against, or positive and negative. Also, Noroosizima and Richmond (2003), observed that in determining what specific aspect of previous physical education experiences led to positive and negative attitudes towards physical education are teachers’ behaviour and parental influence.

Recommendations

There is need to improve on the Physical Education Teachers' and School Administrators attitudes to Physical Education on the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

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