

ASSESSMENT OF ATTITUDES OF PHYSICAL EDUCATION TEACHERS INFLUENCING THE IMPLEMENTATION OF SECONDARY SCHOOL CURRICULUM IN NIGERIA**BY****Mohammed Usman Sani (PhD): Department of Human Kinetics and Health Education, Ahmadu Bello University Zaria; Email: mohdsaniusman@yahoo.com****Akawu, Bitrus Kirim (PhD): Department of Physical and Health Education, College of Education Zing, Taraba State****Ali Isa Danlami (PhD): Department of Physical and Health Education, College of Education Zing, Taraba State****&****Andembutob Philip Nuhu (PhD): Department of Physical and Health Education, College of Education Zing, Taraba State****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 attitude of physical education teachers 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 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 inferential statistics of One Sample t- test used to test the hypotheses. The major findings from the study showed that attitudes of physical education Teachers were T- Cal of 3.109 and P- Val of 0.007 influences the implementation of secondary schools Physical Education curriculum in Nigeria. The researcher recommended the need for all secondary school teachers and students to change their attitude towards physical education as a subject and should strictly adhere to the curriculum to be implemented.

Keywords: Assessment, Attitude, Curriculum, Implementation, Influencing

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 attain. This Education is such a powerful instrument for progress and effective development of nations of the world. 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 youth who are 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. Education is therefore seen as a tool for the empowerment of the youth in Nigeria (Offorma, 2015).

In 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 inside and outside the formal school system, which is one of the bases for stating 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.

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 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 (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 instructors' competencies and attitude of physical education teachers. It is viewed that point 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 teachers' attitudes and leadership behaviours toward Physical Education program among others (Lumpkin, 2014). It was observed that physical education curriculum and its quality implementation are the determining factors of the Physical Education outcomes. The Official 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 and attitudes.

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). The misconception that it is not more than running and jumping makes the subject to be looked down upon as an unimportant subject. Based on the foregoing, it is imperative to assess the attitude of physical education teachers as factor influencing the implementation of secondary school 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 behaviours 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. Mamser (2016) opined that achievement of Physical Education as a subject in school is predicated on favorable environment, good managers, competent teachers and attitude to physical education. Coker (2017) equally observed that Physical education implementation is hinged on attitude of instructors and their competencies towards physical education.

Objective of the Study

The objective of this study was to assess the attitude of physical education teachers as a factor influencing the Implementation of Secondary School Curriculum in Nigeria.

Research Hypothesis

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

Methodology

Survey research design (Ex- post facto) was used for this study. The research population for this study consists of all the Physical and Health Education Teachers in Secondary schools in the six (6) Geo-Political zones in Nigeria. The population of all secondary schools, Public and Private in the zone in Nigeria is 54,521. The sample size for this study was 656. According to Research Advisor (2006) for a population of 54,521, a sample size of 656 at 99% degree of accuracy is said to be adequate. To achieve this sample size from the population of the study, a multi- stage sampling procedure was employed. This type of sampling technique requires the use of more than one technique in sampling. Stratified sampling technique was used to study the schools as they spread across the Geo- Political Zones in Nigeria. The zones are- North East, North West, North Central, South East, South West and South South. Simple random technique was used to select state from each of the six Geo- political zones. Cluster sampling technique was used to put the schools into ownership of Public and Private. The researcher grouped the schools into either Public or Private. Purposive sampling procedure was used to pick the number of schools that formed the sample for the study because of the fact that many secondary schools in Nigeria do not implement curriculum as required. To achieve the purpose of this study, a research instrument tagged Assessment of attitudes of physical education teachers influencing the implementation of Secondary School physical education Curriculum in Nigeria {AAPETIISSPECNQ} questionnaire was developed. Inferential Statistics of One Sample t- test was used for testing of hypotheses and the decision to reject or accept the hypotheses at 0.05 alpha level of significance.

Results

To achieve this purpose, Six hundred and fifty-six (656) copies of the questionnaire were administered and Six hundred and fifty-one (651) were retrieved and used for the analysis. The Statistical Package of the Social Sciences (SPSS) Version 22 was used to analyse the data obtained from the respondents. To analyse the formulated hypotheses for this study, an inferential one Sample t- test statistics was used. All the hypotheses were tested at 0.05 alpha level of significance.

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

Table 1: 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			

$t(650) = 1.972$, 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 do not significantly influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria” is hereby rejected.

Discussion

The null hypothesis stated that attitudes of Physical Education Teachers to Physical Education do not significantly influence implementation of Secondary Schools Physical Education Curriculum in Nigeria. One sample t-test was used to test the hypothesis. The result of the test reveals that $t = 3.109$ at 0.004 level of significance with 650 as the degree of freedom. The null hypothesis was therefore rejected that attitudes of Physical Education Teachers to physical education significantly influence implementation of Secondary Schools Physical Education Curriculum in Nigeria. This finding is consistent with Van (2014) that teachers' attitude negates implementation of physical education curriculum. The aggressive behaviour while teaching does not encourage students to have interest in the subject, which is visible in massive withdrawal from the subject. In the opinion of Van (2014), it is stated that attitudes form a complex psychological system of feelings based upon evaluative reactions towards objects, persons and institutions. Marsh (2013) also buttressed this that attitude is a latent or non-observable complex, but relatively stable behaviour disposition reflecting both direction and intensity of feeling towards a particular object, whether it be concrete or abstract. (Cronbach, 2013), summarized this by stating that a favorable attitude towards physical education curriculum is desirable for a better implementation and that teachers are deliverers of authorized curriculum. Discouragement received by students offering Physical Education as a subject from other teachers making it look a waste of their time, or students not doing well. Tabachnick (2016) 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 (2014) and Carlson (2013), 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 (2014) supported that attitude permeates everything one do, including achievement in an endeavor.

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