



Competence Improvement Needs of an Undergraduate Programme in a Nigerian University for Coaching and Performance of Occupational Therapy

Benjamin Tunji Olaosebikan

University of Maiduguri, Maiduguri-Nigeria

Abdulsalam Abdullah

University of Maiduguri, Maiduguri-Nigeria

Jacinta A. Opara

University of Maiduguri, Maiduguri-Nigeria

Bulus Kpame Myfriend

University of Maiduguri, Maiduguri-Nigeria

Abstract

The study ascertained task competences improvement needs of 4 years; 3 years; and 2 years categories of graduates of the undergraduate Physical Education programme of University of Nigeria Nsukka (UNN) for coaching sports and performance of physical and occupational therapy activities. The study involved evaluation design, while essential tasks required in coaching of sports, and those for the performance of physical and occupational therapy made up the 25 item instrument, Competency Mastery Test Item in Physical Education (CMTIPE) validated by seven experts and which elicited information from the three categories of employed graduates on their improvement needs. Analysis of variance (ANOVA) was a statistical tool employed to determine differences of the mean ratings of the three categories of graduates on their improvement needs in coaching of sport, and in the performance of occupational therapy functions. It was found out that there were no significant differences in the mean ratings of the three (3) categories of graduates in coaching of sport in the field, and in physical and occupational therapy in the South East based on their duration of study. The study recommended for uniformity in competence improvement approach and modalities for the three categories of graduates who are already in employments.

Keywords: competence improvement needs; coaching sport; physical and occupational therapy activities; retiring

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INTRODUCTION

Established with a vision to meet the high level manpower needs of the immediate, and neighboring communities and the nation in which the University of Nigeria Nsukka (UNN) is situated, this university had pride itself in being first and in the stead of competing favorably with sister institutions beyond the borders of the Nigerian state, in varieties of tenable academic programmes it provided for the intellectual growth and development of youths at advanced level of education.

Within the Faculty of Education in UNN is the Department of Health and Physical Education, (HPE), one out of the twenty three initial programs of the University of Nigeria Nsukka that offered youths opportunities for professional career preparation considered relevant and needed in the labour market.

One of the major inputs into the undergraduate Physical Education program is the curriculum. The curriculum is in three categories meeting the needs of three groups of students:

- The four year curriculum which exposes a student to learning of knowledge, skills and attitudes in Physical Education for a duration of four years;
- The three year curriculum which exposes students to acquisition of knowledge, skills and attitudes in Physical Education for a duration of three years; and
- The two year curriculum for very well advanced students in Physical Education to acquire sufficient knowledge, skills, and attitudes in Physical Education within a period of two years to qualify for an award of a B.Sc. degree in Physical Education.

The differences in the curriculum and duration of program for the three groups of candidates is informed by the different backgrounds of the students entering the undergraduate Physical Education program as reflected in the admission requirements of the University. The curriculum for the three categories of students on the undergraduate Physical Education programme (UNN Calendar 2004) stipulates that students:

- Admitted for the four year program must put in a total of 116 credit load in the major courses, 15 credit load in ancillary courses, and 12 credit load in general studies courses, giving a total of at least 142 credit load;
- Admitted on the three year program are required to put in 99 credit load in the major courses, 13 credit load in the ancillary courses and 4 credit load in the general studies, giving a total of at least 116 credit load; and
- Admitted on the two year program are required to put in a total of 64 credit load in the major courses, 4 each for the ancillary and general studies courses giving a total of least 72 credit load.

Admission into the undergraduate Physical Education program of UNN is through Joint Admission and Matriculation Board (JAMB) and through any of the following modes:

- Entrance examination (UME); and
- Direct entry.

A few qualified candidates could be accommodated through transfer. Transfer could be from other programs from within UNN or from other sister universities. The current undergraduate Physical Education program of UNN implemented in 1991/92 session was meant to achieve the following objectives:

- Offer students the opportunity for the acquisition of the necessary skills and competences for successful teaching of Physical Education in Primary, Secondary and Tertiary institutions;
- Prepare students for effective organization and administration of sport in institutions like sports councils/commission as well as in the community;
- Equip students with knowledge and skills of coaching sport;
- Produce qualified high level manpower to serve in rehabilitation institutions as physical and occupational therapists and health counselors; and
- Equip students with appropriate skills and competences for individual survival and contribution to national goals and aspiration through Physical Education and recreation.

Despite the categorization of the products based on entry qualification into the undergraduate physical education program, or the grading of class of degrees for individual students as a reflection of quality or performance in Physical Education, all the graduates are allowed to go to the field to practice Physical Education as a profession. Ironically, the society is shielded away from the entry qualification, and the achievement of each graduate as reflected in the class of degrees made. Society may not judge the performance of the graduates in the light of the class of degree made.

There is scarce evidence for differences amongst the three categories of the product of the undergraduate physical education program on their improvement needs. Ascertained information on improvement needs may be employed for making the program more effective.

The researchers therefore imagined that the graduates after having been exposed to name professional preparation curriculum from between 2-4 years may indicate appropriate such improvements they require with specific references to coaching of sports in the field, and the performance of physical and occupational therapy.

METHODOLOGY

A multiple choice Competency Mastery Test Items in Physical Education, (CMTIPE) was an instrument employed for data collection in this study. The 25 Item competency mastery test items in Physical Education is made up of essential task components of competences in coaching of sport, physical and occupational therapy activities that graduates of the undergraduate Physical Education program of UNN were exposed in the course of their professional preparation

Each multiple Choice Competency Mastery Test Item in Physical Education has four options. One of the options is correct, while the other three are distractors. The CMTIPE was validated by seven (7) experts. Four of the experts were from the Department of Physical and Health Education, Ahmadu Bello University (ABU) Zaria, while the other three experts were from the Faculty of Education, UNN. The validators were requested to help correct ambiguous statements or wrongly written sentences. They were also requested to indicate gaps in the instrument that needed to be filled if necessary, and help to add additional information where

necessary. Inputs from the validators were used to make necessary modifications and adjustments on the CMTIPE that was finally administered on the graduates in the world of work. Copies of the CMTIPE were mailed to the graduates of the undergraduate Physical Education Program through their home addresses obtained from their records in the office of the Registrar. Also with help of six research assistants, contacts were made with 84 of the employed graduates in places where they were working, other than the home addresses. The study covered the following states in the South East: Abia, Anambra, Imo, categories Ebonyi, Enugu, and Delta where a large number of the employed graduates of the program are functioning in their professional areas and their employers are resident.

Two hypotheses were tested to determine the mean ratings of the three categories of graduates on their improvement needs in coaching of sport, physical and occupational therapy activities. In testing a hypothesis using ANOVA, the following rule is applicable: Where the F-calculated of an item is less than the table value, the hypothesis of no significant difference in the mean ratings of the responses of the groups of respondents is upheld for the item at .05, but if the F-calculated is greater than the table value, the hypothesis of no significant difference in the mean ratings of the groups of the respondents is rejected for the item at .05 level of significance.

RESULTS

Table 1: Mean Ratings of the Responses of Graduates of Physical Education Programme on Improvement Required for performance on the Job (N = 94)

S/N	Item	\bar{X}_R	\bar{X}_P	IRI	Remarks
1	Coaching of sport	3.29	2.47	.82	Improvement required
2	Physical and occupational therapy activities	2.81	1.96	.85	Improvement required

Data in Table 1 revealed that the Improvement Required Index (IRI) of the graduates of the bachelor's degree program of Physical Education program of University of Nigeria Nsukka for coaching of sport is .82, while physical and occupational therapy indict for .85, Generally, the graduates of the bachelor's degree program of Physical Education require improvement in the two professional areas of the program for enhanced performance on the job.

Table 2: ANOVA of the Mean Ratings of the Responses of three categories of graduates of the Physical Education Program on Improvements Required for Coaching of Sport

S/N	Item	Residual	Total sum squares	F-cal	F.tab	Prob	Remark
1	Utilizing skills, tactics and strategies as appropriate in each sports	78.403	78.479	.044	3.072	0.109	NS
2	Training in special areas of sports	108.533	108.851	.133	3.072	0.103	NS
3	Minimizing potential risks inherent in sports participation	68.395	68.479	.056	3.072	0.071	NS
4	Utilizing social psychological aspects of coaching	85.167	86.479	.701	3.072	0.052	NS
5	Employing growth, development and learning psychology	75.709	75.830	.073	3.072	0.092	NS
6	Employing exercise science for training,						

7	conditioning and nutrition	60.376	62.904	1.906	3.072	0.140	NS
	Recognizing need for and employing professional growth and development opportunities	60.358	60.734	.283	3.072	0.076	NS
8	Sustaining interest in group learning through teaching and coordinating methods	61.619	66.734	3.777	3.072	0.001	S
9	Sports facility management	60.219	60.351	.100	3.072	0.082	NS
10	Leadership in recreation, pack resources and leisure agencies	86.037	86.777	.391	3.072	0.139	NS

As observed in Table 2, the F-values of the ten items in coaching of sport ranged from 0.044 – 3.777. The F-table is 3.072. Therefore, the F-value of nine (9) items in the table is less than the critical Table F-value of 3.072.

The F-value of item 88 is however greater 3.777 than the F-table 3.072. This indicated that there is a significant difference in the responses of the mean ratings of the three groups of graduates on this aspect of coaching of sport. However, the three groups of graduates did not differ significantly in nine of the items on their improvement needs in coaching of sport in the field in the South East.

Hypothesis 2: There is no significant difference in the mean ratings of the responses of three (3) groups of graduates of Physical Education program on improvements required in physical and occupational therapy activities.

The Analysis of Variance (ANOVA) statistics was used to test the above hypothesis. The relevant data are presented in Table 3.

Table 3: ANOVA of the Mean Ratings of the Responses of Three Groups of Graduates of the Physical Education Programme on Improvement Required in Physical and Occupational Therapy Activities

S/N	Item	Residual	Total sum squares	F-cal	F.tab	Prob	Remark
1	Therapeutic recreation and leisure processes	107.870	108.053	.077	3.072	0.102	NS
2	Supervision and management of recreational, and leisure services	101.273	104.426	1.416	3.072	0.130	NS
3	Coordinating group/ community recreational programs	90.558	90.638	.040	3.072	0.109	NS
4	Inspiring and mobilizing for recreational participation	91.176	91.872	.348	3.072	0.108	NS
5	Evaluating patients to physical ability	110.048	111.457	.583	3.072	0.112	NS
6	Planning physical therapy work outs.	111.340	113.702	.965	3.072	0.120	NS
7	Employing physical skills and procedures to influence physiological status	78.003	81.234	1.885	3.072	0.141	NS
8	Applying knowledge of mobility evaluation procedures for rehabilitation	103.619	103.745	.055	3.072	0.121	NS
9	Interpretive understanding of referral advice of specialists	89.203	90.436	.629	3.072	0.0114	NS
10	Supervising and monitoring patients on rehabilitative programs	86.304	88.638	1.231	3.072	0.126	NS
11	Planning intervention strategies for rehabilitative purposes	83.128	85.872	1.502	3.072	0.310	NS

12	Counseling patients for relief	103.595	107.330	1.640	3.072	0.350	NS
13	Supervising patients on specific rehabilitative activities	110.703	110.777	.030	3.072	0.1007	NS
14	Administering prosthetic devices on patients	83.712	85.957	1.220	3.072	0.126	NS
15	Employing technological therapeutic devices to alleviate conditions of patients	104.619	106.468	.804	3.072	0.117	NS

As shown in Table 3, the F-values of all the fifteen (15) items in Physical and Occupational therapy activities ranged from 0.30 – 1.640. The F-table is 3.072. Therefore, the F-value of each item is less than the critical Table F-value of 3.072. This indicated that there is no significant difference in the mean ratings of the responses of the three (3) groups of graduates of the undergraduate Physical Education program of the University of Nigeria on their improvement needs in Physical and Occupational therapy activities in the field in the South East based on their duration of study.

DISCUSSION

Results of findings indicate that there was no significant difference in the mean ratings of the responses of the three (3) groups (that is, 4-year, 3-year, and 2-year graduates) on improvements they require in teaching of physical Education in schools and colleges; in administration of sport in the field; based on their duration of study, that is whether it be 4-year, 3-year or 2-year. This finding reveals that, the entry level of the respondents into the undergraduate Physical Education The different background of the categories of the students admitted on to the program, with undergraduate physical education curriculum for the categories that stipulates 142 credit hour load for the 4year category; 116 credit hour for 3year category and 72 credit hour load for the 2year category all appears not to have significant effect on difference each of the three categories of the product of the program required for optimal performance at work.

Background of the student and enrolment that informed on decisions for admission and placement; curriculum differentiation; years spent in the university for qualification; and the class od degrees made from the program upon completion apparently did not suggest or indicate differences in depth or width of mean opinion ratings on improvement needs of the graduate who are already making inputs in the world of work. Of course, one thing is certain, coaching of sport; physical and occupational therapy professions within the ambit of Physical Education are very critical areas of manpower need in the South East, and in the nation, Nigeria. High level competencies will therefore be requited of the professionally trained, as he/she ought to be able to demonstrate and perform skillfully to remain relevant and attractive to employers for purposes of quality service delivery.

Mean ratings of the responses on improvements required opinions of the three categories of employed graduates of the undergraduate Physical Education University of Nigeria Nsukka for coaching of sport, and physical and occupational therapy activity functions in the South East did not indicate divergently. The place of retaining in capacity development is recognized and well-established (Raistrick, 1987; Anyakoha, 1993; Umeh, 1998; Sowande, 2002). Retraining obviously well make a difference in the capacities and qualifications of the coach, the physical and occupational therapist as it will help bolster their confidence with newer competence level they bring to the world of work.

Summary

There was no significant difference in the mean ratings of the responses of the three (3) groups of graduates of the undergraduate Physical Education program of the University of Nigeria on improvements they require in coaching of sport in the field in the South East based on their duration of study. There was no significant difference in the mean ratings of the responses of the three (3) groups of graduates of the undergraduate physical education program of the university of Nigeria on improvement's they require in physical and occupational therapy activities in the field in the South East based on their duration of study.

CONCLUSION

It was found out that there was no significant difference in the mean ratings of the responses of the three (3) groups (that is, 4-year, 3-year, and 2-year graduates) on improvements they require in coaching of sport in the field and in physical and occupational therapy activities based on their duration of study, that is whether it be 4-year, 3-year or 2-year. This finding reveals that, the entry level of the respondents into the undergraduate Physical Education programme and the number of years spent learning above their entry points did not significantly influence their opinion on improvement they require. This can be interpreted to mean that the undergraduate Physical Education program of the department carefully considered the content and relevance of the entry qualifications of each group before placing each of them on their prescribed appropriate Physical Education curriculum of the Department. It can also be interpreted to mean that the content of the entry qualification of each group has no severe adverse effect on their learning in the University.

Recommendations

- Retraining needs of the employed graduates of the undergraduate Physical Education program of the University of Nigeria for enhanced effectiveness in all the four areas of the existing program require urgent attention. Such retraining needs could be met through short duration in-service programs that can be facilitated by Physical Education experts in the Health and Physical Education department of the University of Nigeria.
- Emphases should be placed more on practical activities and the acquisition of high level skills by the students in the professional areas in the undergraduate Physical Education program to make the graduates more relevant in professionalism in Physical Education, sport and recreation. However, the academic staff of the Physical Education program should be motivated in terms of growth and development in order to enable them cope sufficiently with the challenges of the emerging practical activities and acquisition of high level skills of modern times in Physical Education.

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