



Assessment of the Lack of Sports Equipment as Constraint to the Teaching and Learning of Physical Education in the Secondary Schools in Kogi state, Nigeria

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Abstract

The study assessed the lack of sports equipment as constraints to the teaching and learning of physical education in secondary schools in Kogi state, Nigeria. The population of the study consisted of schools principals, teachers and the games masters/mistresses in Kogi State. A total sample of one thousand three hundred and fifteen (1315) respondents were randomly selected from the various secondary schools in Kogi State through the use of dip and pick method with replacement. The instrument used for the study was a structured and validated questionnaire, which contained forty items. One null hypothesis was formulated to direct the study and one sample t-test was employed to test the hypothesis. The study revealed that the lack of sports equipment is a significant constraint to the teaching and learning of physical education in secondary schools in Kogi State, Nigeria. The study recommends that the Kogi State Sports Council should be well equipped with the standard sports equipment so that secondary schools can purchase from them basic sporting equipment's needed to teach the physical education at a reasonable price.

Keywords: Sports, equipment, constraint, secondary, teaching.

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INTRODUCTION

Physical education according to Bucher and Krotee (2002) is an educational process that uses physical activities as a means to help individual acquire skills, fitness, knowledge and attitudes that contribute to their optional development and well-being. This educational process is a continuous process of learning that occurs throughout the life span of individuals. To Fishburne (2004), the aim of physical education is to produce individuals who have good health (physical fit), altitudes (such as honesty, sportsmanship, fair lay, courtesy desire of physical activities), knowledge in physical education and skills. Physical education has as its primary goal the improvement of the wellbeing and quality of individuals who take part in physical education programme. This can be accomplished by socialising individuals into the role of participants who will make long-term commitment to participation in enjoyable and meaningful physical education activities and sport experiences.

The main purpose of physical education is to provide people with the skills, knowledge and altitude to participate in regular physical activity throughout their life span so as to bring complete development of individuals. Venkateswarlu (2008) stressed further that the status of physical education in school curricula worldwide was an apparent issue in some countries in the 1970s and 1980s. Subsequent manifestation of a detonation situation was enhanced by a number of conference themes. And numerous article, reports on the perilous position of physical education in schools, several international and national surveys, on-going analysis of national and international trends (Hardman, 2000) and a patronage of international agencies and regular continental organizations, position, policy, advocacy and declaration statements (Hardman & Marshall, 2000). The outcome of this initiative was the world summit on physical education which took place from 3th to 5th November 1999 in Berlin organized by ICSSPE from the IOC, United Nations Education Scientific and Cultural Organization (UNESCO) and the World Health Organization (WHO). In general, physical education as a subject of study in secondary schools has been marginalised (Spark, 2002; Ladani, 2008; Daughtrey & Woods, 2000) within the field itself.

Research suggests that there is a lack of adequate sports equipment which would have been used by the professional as to how physical education should be taught (Venkateswarlu & Ladani, 2004). These issues further compound the already prevailing dilemma of inadequate research on physical education. In attempt to find answer to these concerns motivated this study to investigate into the perceived constraints of lack of adequate sports equipment for the teaching and learning of physical education in secondary schools of Kogi State, Nigeria.

Research Question

To the problem observed, the researcher posited the following research question to direct the study:

- Is the lack of sports equipment for physical education in the secondary schools a constraint to teaching and learning in secondary schools of Kogi State, Nigeria?

Hypothesis

For the purpose of the study, a null hypothesis was formulated to further direct the study:

- The lack of sports equipment does not significantly influence the teaching and learning of physical education in the secondary schools in Kogi State, Nigeria.

Theoretical perspective

According to Ladani (2006), sports equipment in physical education refers to a relatively permanent materials or appliances which usually last from 5-20 years even with repeated use. Examples are landing form, net for volley ball, football, netball, table tennis supplies, unlike equipment are expendable. They last for 1-2 years with repeated use, examples are, balls, boots, running shoes, jerseys, bean bags (Ventakeswarlu, 2006). There is little excuse for a physical education programme or any sporting programmes for that matter, with little or no equipment just as students cannot be expected to learn to read without books. Sport boys and girls are not expected to develop their movement abilities without the proper equipment.

The equipment situation in most secondary schools make it difficult for teachers who are eager to teach physical education and those who do not want to teach the subject have excuses (Ladani, 2004). Obiyemi (2000) believe that the quantity and quality of equipment in most secondary schools are very poor, and damaged equipment's are used frequently. Equipment might limit the performance of an athlete boy or girl because he or she fails to appropriate function during competition or practical class. Athletes and teachers who do not use the appropriate safety equipment may limit performance through injury (Daughtrey & Woods, 2000). For any meaningful physical education lesson to take place, enough equipment should be made available so that each individual benefit from maximum participation and practice. Hardman and Marshall (2005, 2006) reported on what experts said when they know that all over the Central and Eastern Europe, as well as Asia and Africa, the quantities and qualities of equipment in secondary schools were said to be inadequate and this negatively affected the teaching of physical education in schools. However, according to Zuba and Young (2003), before sports organs would be developed, basic facilities and equipment will show successful human participation, development and promotion, paper maintenance of equipment can keep the items in usable condition to extend their lifespan. Expensive equipment's are hard to justify if it is not properly cared for and maintained. Equipment in poor repair results in disruptions and in effectiveness in programme development (Amanchukwu & Ololube, 2015).

METHODOS

The information required to assess the lack of sports equipment as a constraint to the teaching and learning of physical education in the secondary schools in Kogi State Nigeria was already available without manipulation of the variable, as a result, an ex-post facto research designed was used in the study. The sample for this study consisted of one thousand three hundred and fifteen (1315) respondents out of the population all the principals, teachers and the games masters/mistresses in secondary schools Kogi state, Nigeria. The instrument used was a structured and validate questionnaire to elicit appropriate information from the respondents. The designed questionnaire was presented to the experts in sports management for their input and necessary comments. Their suggestions and corrections were adopted in the final print out of the questionnaire which was personally distributed to the selected respondents from the selected secondary schools for the study. The filled and returned questionnaires were however collected

for data analysis. One sample t-test was used to test for the acceptance or rejection of the variable at an alpha level of 0.05.

RESULT AND DISCUSSION

The result shown in table 1 revealed that the lack of sports equipment significantly influences the teaching and learning of physical education in the secondary schools in Kogi State. This is depicted in the t-value=35.153 and p-value of .000, which is less than the alpha level of 0.05. This implies a significant factor on the null hypothesis which states that the lack of sports equipment does not significantly influence the teaching and learning of physical education in the secondary schools in Kogi State, Nigeria. The significant factor means that the null hypothesis was rejected implying that the lack of sports equipment is actually a constraint to the teaching and learning of physical education in secondary schools of Kogi state Nigeria. (See table 1 for further detail).

Table 1: One sample t-test on the lack of sports equipment in secondary school as a constraint to the teaching and learning of physical education

Variable	N	\bar{X}	SD	SE	T-value	Df.	Sig.
Lack of sport equipment	1315	4.1270	.64680	.01784	35.153	1314	.000
Fixed mean	1315	3.50	00	0.000			

The finding in this study reflects the lack of sports equipment to be a constraint to the teaching and learning of physical education in Kogi State, Nigeria. The finding in this study supports that of Ladani (2004) who reported that all over the world, the quantities and qualities of equipment in the secondary schools were said to be inadequate. This study also supports that of Ojo (2015), which evaluated the barriers to the teaching of physical education in Nigerian secondary schools using Ado metropolis secondary schools in Ekiti State, Nigeria as a case study. Using a linear regression analysis, it revealed that facilities and equipment will be a barrier for teaching physical education in Ekiti State, Nigeria.

For a meaningful physical education lesson to take place, enough equipment should be made available so that each individual benefit from maximum participation and practice. According to Adesanya (2004), before any meaningful development can take place in sports and games basic equipment should be provided to enhance the successful human participation, development and promotion. The researcher believes that in a situation where a teacher uses one soccer ball for a class of fifty students within a duration of 30 minutes means that if each child is to torch the ball per minute, then 20 students would not have a feel of the ball for the duration of that lesson. This scenario indicates how precarious the situation is when it comes to teaching and learning of physical education with insufficient equipment in the secondary schools of Kogi State, Nigeria.

The use of poor and damaged equipment by the secondary schools teachers also result in injury for students. Marshal (2000) believed that the quality and quantity of equipment in most secondary schools is very poor. Equipment might limit performance and become a barrier or constraint by failing to perform its appropriate function during competition or practice class. Most teachers of the secondary schools in Nigeria use soccer balls for volley ball classes. This often results in injuries to the students and eventually leads to students who feature in games to

exhibit the wrong skill. According to Davis (2000), athletes and teachers who do not use the appropriate safety equipment may limit performance through injuries.

CONCLUSION/RECOMMENDATIONS

Based on the finding of the study the following conclusion is drawn. Thus, the lack of sports equipment for the teaching and learning of physical education in secondary schools is a significant constraint in Kogi State, Nigeria. Based on this, the study recommends:

- Secondary school principals should supply sports equipments to the schools so that any time the government release their capital grants the money can be deducted at source as such would enhance the teaching of the physical education as a subject in the secondary schools of Kogi State.
- Sport council should be equipped with the standard sports equipment so that the secondary schools can purchase basic sports equipment needed to teach the subject at a reasonable price.

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