

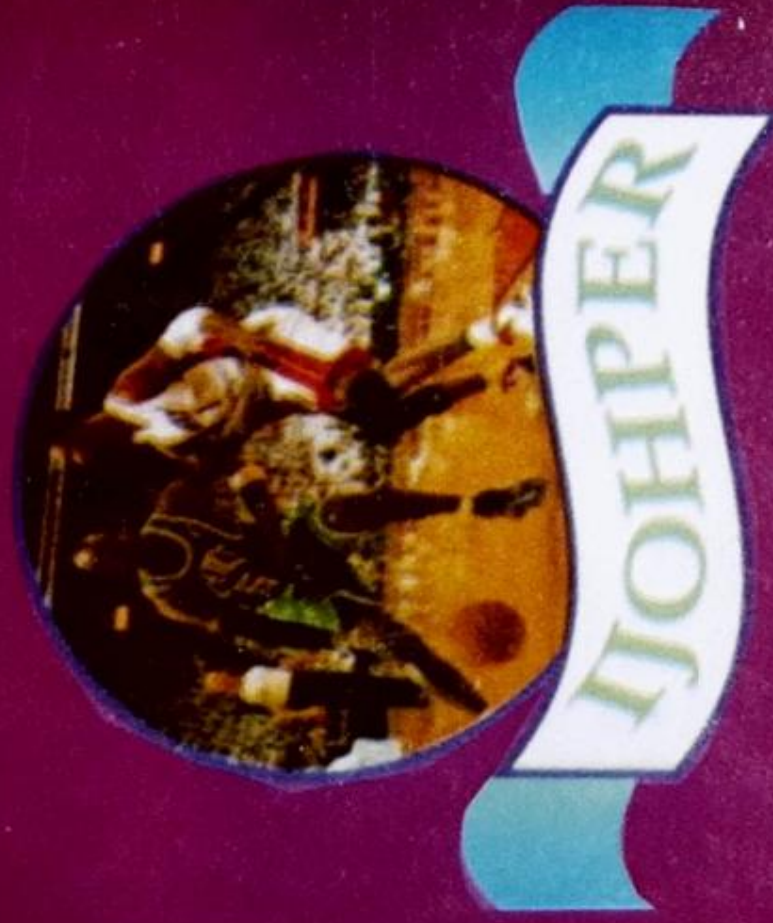
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# **ILORIN JOURNAL OF HEALTH, PHYSICAL EDUCATION AND RECREATION (IJOHPER)**

A SPECIAL EDITION OF THE ILORIN JOURNAL OF HEALTH,  
PHYSICAL EDUCATION AND RECREATION (IJOHPER)

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ADETAYO EBUN TALABI

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# FACTORS INFLUENCING JUNIOR SECONDARY SCHOOL STUDENTS' PARTICIPATION IN PHYSICAL EDUCATION IN ILORIN WEST LOCAL GOVERNMENT AREA OF KWARA STATE

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## Abstract

*This study investigated factors influencing Junior secondary school students' participation in Physical Education in Ilorin West Local government Area of Kwara State. The Descriptive research design of the survey type was used for the study. The population consisted of all Physical Education teachers and vice principals in junior secondary schools within the study area. Stratified and random sampling techniques were used to select 100 respondents for the study. Researcher-structured questionnaire was used to gather information for the study. The instrument was validated by three lecturers in the Department of Human Kinetics Education, University of Ilorin. Reliability of the instrument was established through test re-test method using Pearson's Product Moment Correlation (PPMC) Statistic. A coefficient of 0.75 was obtained. The research instrument was administered by the researcher and three trained research assistants. The data collected were analyzed using descriptive statistics of frequency and percentage for personal data of the respondents, while inferential statistic of Chi-square ( $\chi^2$ ) was used to test the hypotheses at 0.05 alpha level. Sports facilities and equipment, materials and qualified personnel have significant influence on the students' participation in Physical Education in junior secondary schools. Based on the findings the study recommends that, there is need for school management to make adequate provision of sports facilities and equipment so as to improve students' participation in Physical Education. There is need for teachers to also improvise instructional materials to teach Physical Education while qualified teachers should be employed to teach Physical Education so as to enhance students' participation in the subject.*

**Keywords:** Physical Education, Factors, Influence, Junior students

## Introduction

Physical Education is the training of the mind and body through selected and appropriate activities. It is also an essential and integral part of the total education programme that makes significant contributions toward the achievement of desirable education health outcome through the medium of physical activity (Ogundele, 2011). In the same manner, Physical Education has been translated as an organized school activity which promotes the development of education in general. It enhances a person's life both socially and psychologically. Study has proven that Physical Education modifies anxiety and depression (Wilson, 2008).

Physical Education is an important part of the total education that aims to develop the individual body thinking and the use of free time (leisure) through the use of physical activities. Physical Education is that part of education process, which contributes to the

mental, physical, social and emotional growth and development of the individual through the medium of physical activities of various types. Hardman (2008) defined physical education as a course in the curricula that utilizes learning in the cognitive, effective and psychomotor domains in a play or movement explorative setting. Bucher (2008) pointed out that poor physical condition predisposes individual to poor mental health. Asagba (2008) observed Physical Education as an aspect of general education is concerned with the complete development of the individual described through selected and appropriate physical activities. Akinyele (2008) perceived Physical Education as a general aspect of education that deal with development of the skills knowledge, value and attitudes needed for establishing and enjoying an active and healthy lifestyle.

However, from the early definitions of Physical Education, it was realized that teaching of physical education 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 taught subject in secondary schools.

One major responsibility of Physical Education in Nigeria Junior Secondary Schools is to build the pupils to be good citizens and concentrate on the skill necessary to live in a peaceful environment and to be able to meet the demands of a highly competitive society. However, one can only achieve this through effective and well planned Physical Education programme in our Junior Secondary Schools which will serve as a stepping stone for any future development. For some years since educational administrators have been planning on improving the secondary school curriculum in other subject areas, Physical Education has been neglected and the administration therefore needs to be more concerned about all phases of education and curriculum (Asagba, 2008). This could be one of the major factors that might be affecting students' performance in Junior Secondary schools in Ilorin West Local Government Area of Kwara State. This needs to be noted since Physical Education must be at the core of the life of the pupils and students for their development and with its implication on their cognitive and physical growth (Nixon & Veniden, 2009).

Akintunde (2001) affirmed that sports facilities and equipment for practice and contests are said to be the key factor that determine the ability of a school to provide satisfactory conditions for students to participate in physical education programmes in schools. The provision of both facilities and equipment in schools often served as motivational factors to arouse the interest of students to participate in sports which sometimes lead to acquisition of sports skills (Ajeigbe, Olabanji & Abdullahi, 2014). Adesoye, Obiyemi and Ogunsanwo (2002) stressed that where sports facilities are accessible to students, the enhancement of such will bring about effective participation in Physical Education programmes. Availability of sports equipment such as Badminton Racket, Soccer ball, Table tennis bat, Basketball ball, Volleyball are factors that motivates junior students to participate in Physical Education programme in schools.

Despite the importance of physical training as regards skill discovered among students in most part of Nigeria today, yet Physical Education is not taken as an important subject as we have observed particularly in the Junior Secondary Schools. This might be due to the misconceptions which people might have about Physical Education and lack of proper understanding of its values to the pupils, because most parents still believed that without these physical activities the child could still receive education.

Improper supervision on the part of the inspectors and the principals is another factor that might affect the students' performance in Physical Education in our junior secondary schools in Nigeria. This might be the reason for the nonchalant attitude of the subject handlers because the teachers are not well motivated in teaching the subjects when there is nobody that will ask them question on what they have taught the pupils (Okunrotifa 2010). Furthermore when such teachers lack professional training, it affects the effectiveness and efficiency of the course presentation while teaching students in the Junior secondary schools; hence the effect on the subject delivery.

In some schools as have been observed, where they manage to have physical education on the school time table, the physical education period is sacrificed for other subjects perceived as being superior and more important than physical education. In a situation where such period is used for physical education, the physical education teacher might be found sitting under shade and instructing his pupils/students to jog or run round the field on their own forgetting that when they participate in the activities with the pupils this will enhance the teaching of physical education and help the pupils/students to improve self-esteem and interpersonal skills. Also they will gain sense of belonging through team work. If the physical education teacher is participating with the students especially during the practical class, the learner will emulate him/her and make it easier for him or her to take appropriate correction of them when make mistake than to sit down alone without participating with them during the practical aspect or class (Samarch, 2006).

### **Statement of the Problem**

Physical education has not been given due recognition like other subjects in the School curriculum. Physical Education as one of the subjects taught in Secondary Schools has a lot of contributions to human body and intellectual capabilities. However, the teaching of Physical Education in Junior Secondary Schools is experiencing difficulties as a result of lack of sports facilities and equipment to teach the practical class and instructional materials and qualified personnel to teach the subject. The researchers also observed that physical education teachers in Junior Secondary Schools are going through turbulent time in terms of lack of facilities and equipment and inappropriate instructional materials to teach the subject. The consequence, of these factors has really resulted in low participation of junior secondary school students in Physical Education classes especially in the study area. Also, other subject teachers in the schools believed that students participation in Physical Education activates interm of participating in sports will not only affect they academic performance but also make them to sustained injuries. The researcher is therefore interested investigated the

factors Influencing Junior Secondary School students participation in Physical Education in Ilorin West Local government Area, Kwara State.

### Objective of the Study

The study was specifically meant to:

1. Investigate the influence of sports facilities, sports equipment and sports personnel on students' participation in Physical Education in Junior Secondary Schools.

### Methodology

A descriptive research design of survey type was adopted for the study. The population for the study consisted of all physical education teachers in the study area. It was a randomized study using multistage to select the sample size for the study. The study area consisted of 20 Junior secondary schools with a total number of 3 Physical Education teachers in each school with 2 Vice Principals who were sampled purposely for the study. All the 60 Physical Education teachers and 40 Vice Principals were the subjects of the study. A researcher structured questionnaire was employed. The instrument was validated by experts and tested for reliability. Test re-test method was used to establish the reliability level of the instrument through Pearson Product Moment Correlation (PPMC). A correlation coefficient of 0.75 was obtained. The instrument was administered by the researchers. Three hypotheses were formulated to test for significant influence of facilities, equipment and personnel on participation in Physical Education. The data collated were analyzed using inferential statistics of chi-square to test the postulated hypotheses.

### Results

**Table 1: Frequency and Percentage Distribution of Demographic Data of the Respondents**

| Variable                         | Frequency  | Percentage   |
|----------------------------------|------------|--------------|
| <b>Gender</b>                    |            |              |
| Male                             | 80         | 80.0         |
| Female                           | 20         | 20.0         |
| <b>Total</b>                     | <b>100</b> | <b>100.0</b> |
| <b>Educational Qualification</b> |            |              |
| Diploma                          | -          | -            |
| NCE                              | 25         | 25.0         |
| B. Sc.                           | 60         | 60.0         |
| Master                           | 15         | 15.0         |
| Ph. D.                           | -          | -            |
| <b>Total</b>                     | <b>100</b> | <b>100.0</b> |
| <b>Working Experience</b>        |            |              |
| 1-5years                         | 10         | 10.0         |
| 6-11years                        | 20         | 20.0         |
| 12-17years                       | 50         | 50.0         |
| 18years                          | 20         | 20.0         |
| <b>Total</b>                     | <b>100</b> | <b>100.0</b> |

Table 1 reveals that out of 100 respondents sampled for the study 80 (80%) were males and 20 (20%) were females. The result also indicated that 25 (25%) were NCE holders and 60 (60%) were B.Sc. holders. Also, the result shows that 10 (10%) were having 1-5years working experience and 20 (20%) were having 6-11years working experience, while 50 (50%) were having 12-17years working experience and the remaining 20 (20%) were having 18years and above working experience. This shows that majority of the respondent sampled were having 12-17years working experience as a teachers.

### Testing of Hypotheses

During the course of this study, three null hypotheses were formulated and tested at 0.05 alpha level.

**Hypothesis 1:** Sports facilities will not have significant influence on students' participation in Physical Education in Junior Secondary Schools in Ilorin West Local Government Area.

**Table 2:  $\chi^2$  Result on the Influence of Sport Facilities on Student's Participation in Physical Education**

| S/N         | Item                                                                                                                              | SA            | A             | D             | SD             | Raw total | Cal $\chi^2$ value | df |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|----------------|-----------|--------------------|----|
| 1           | Existing sports facilities usually help to bring about effect performance in physical education.                                  | 25<br>(27%)   | 15<br>(17%)   | 40<br>(43%)   | 20<br>(13%)    | 100       |                    |    |
| 2           | Sports facilities has nothing to do with performance of junior secondary school students in physical education                    | 10<br>(10%)   | 5<br>(5%)     | 55<br>(55%)   | 30<br>(30%)    | 100       |                    |    |
| 3           | Sports facilities is one of the major factors that can bring about positive participation in physical education at junior classes | 34<br>(33.5%) | 22<br>(21%)   | 16<br>(16%)   | 28<br>(28%)    | 100       |                    |    |
| 4           | Existence of sports facilities often serve as a distraction to junior students' participation in Physical Education               | 16<br>(16%)   | 33<br>(10%)   | 33<br>(33.5%) | 41<br>(40.5%)  | 100       |                    |    |
| Colum Total |                                                                                                                                   | 85<br>(21.3%) | 77<br>(19.3%) | 144<br>(36%)  | 119<br>(29.8%) | 400       | 30.47              | 9  |

Table 2 revealed that 162(45%) of the respondents agreed that sports facilities have significant influence on student's participation in physical education in junior secondary schools while 263(65%) of the respondents disagreed with this. It is also showed that the calculated  $\chi^2$  value of 30.47 against the critical  $\chi^2$  value of 16.92 with 9 degree of freedom at

0.05 alpha level since the calculated  $\chi^2$  value is greater than the critical  $\chi^2$  value hence the null hypotheses that stated that sports facilities will not have significant influence on students' participation in Physical Education in junior secondary schools was hereby rejected. This implies that sports facilities have significant influence on students' participation in Physical Education in junior secondary schools in Ilorin West Local Government Area Kwara State.

**Hypothesis 2:** Sports equipment will not have significant influence on students' participation in Physical Education in Junior secondary schools in Ilorin west local government area Kwara State.

**Table 3:**  $\chi^2$  Result on the Influence of Equipment on Students' Participation in Physical Education

| S/N | Item                                                                                                                                 | SA             | A             | D             | SD             | Raw total | Cal. value | $\chi^2$ .df | Crit. value |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|----------------|---------------|---------------|----------------|-----------|------------|--------------|-------------|
| 1   | Having sports equipment to teach practical classes in physical education at junior level usually affect their performance positively | 60<br>(60%)    | 25<br>(25%)   | 10<br>(10%)   | 5<br>(5%)      | 100       |            |              |             |
| 2   | Equipment used in teaching physical education at junior class often enhance students participation in Physical Education             | 40<br>(40%)    | 40<br>(40%)   | 10<br>(10%)   | 10<br>(10%)    | 100       |            |              |             |
| 3   | Having equipment to teach physical education usually discourage junior students from participating in Physical Education             | 15<br>(15%)    | 12<br>(12%)   | 35<br>(35%)   | 38<br>(38%)    | 100       |            |              |             |
| 4   | Having equipment to teach physical education has nothing to do with students participation in Physical Education classes             | 14<br>(14%)    | 6<br>(6%)     | 30<br>(30%)   | 50<br>(50%)    | 100       |            |              |             |
|     | <b>Colum Total</b>                                                                                                                   | 129<br>(32.3%) | 83<br>(20.8%) | 85<br>(20.3%) | 103<br>(24.8%) | 400       | 39.14      | 9            | 16.92       |

Table 3 shows that 212(55%) of the respondents agreed that sports facilities have strong influence on student's participation in physical education in junior secondary schools while 188(45%) of the respondents disagreed. Also, it was indicated that the calculated chi-square value of 39.14 against the critical  $\chi^2$  value of 16.92 with 9 degree of freedom at 0.05 alpha level since the calculated chi-square value is greater than the critical chi-square value hence, the null hypotheses that stated that sport equipment will not have significant influence on students' participation in Physical Education in junior secondary schools is hereby rejected. This means that equipment had a significant influence on students' participation in Physical Education in junior secondary schools in Ilorin West Local Government Area, Kwara state.

**Hypotheses 3:** Qualified personnel will not have significant influence on students' participation in Physical Education in junior secondary schools in Ilorin West Local Government Area, Kwara state.

**Table 4:  $\chi^2$  Result of Influence of Qualified Personnel on Student Participation in Physical Education**

| S/N                | Item                                                                                                                                                               | SA             | A           | D              | SD           | Raw total | Cal. $\chi^2$ value | df | Crit. $\chi^2$ value |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------|----------------|--------------|-----------|---------------------|----|----------------------|
| 1                  | Competency Physical Education teacher usually influence participation of junior secondary school students in physical education classes.                           | 5<br>(5%)      | 10<br>(10%) | 5<br>(5%)      | 30<br>(30%)  | 100       |                     |    |                      |
| 2                  | Appointing unqualified personnel to teach physical education in junior schools usually draws attention of students to participate in Physical Education activities | 12<br>(12%)    | 10<br>(10%) | 50<br>(50%)    | 28<br>(28%)  | 100       |                     |    |                      |
| 3                  | Qualified personnel to teach physical education has nothing to do with participation of junior secondary school students in Physical Education                     | 30<br>(30%)    | 8<br>(8%)   | 20<br>(20%)    | 42<br>(42%)  | 100       |                     |    |                      |
| 4                  | Most physical education teachers in junior schools usually influence the participation of students negatively due to their level of involvement in sports          | 16<br>(16%)    | 20<br>(20%) | 40<br>(40%)    | 24<br>(24%)  | 100       |                     |    |                      |
| <b>Colum Total</b> |                                                                                                                                                                    | 63<br>(15.88%) | 48<br>(12%) | 165<br>(41.3%) | 104<br>(26%) | 400       | 40.15               | 9  | 16.92                |

Table 4 indicated that 111(27.8%) of the respondents agreed that qualified personnel have significant influence on students' participation in physical education in junior secondary schools while 269(62.2%) disagreed also, table four revealed the calculated chi-square value of 40.15 against the critical chi-square value of 16.92 with a degree of freedom at 0.05 alpha level since the calculated chi-square value is greater than the critical chi-square value hence, the null hypothesis that stated that qualified personnel will not have significant influence on students' participation in Physical Education in junior secondary school is hereby rejected. This implies that qualified personnel had a significant influence on students' participation in Physical Education in junior secondary school in Ilorin West Local Government.

### Discussion of Findings

The finding from tested hypothesis one revealed that facilities had a significant influence on students' participation in Physical Education in junior secondary schools in the study area. This result supported the finding of Akinseye (2012) who affirmed that facilities like soccer

pitch Basketball court and indoor sports hall are essential for the needs of Physical Education teachers to teach practical classes in physical education. He also pointed out that majority of junior secondary school lack facilities and equipment to teach physical education because the school management feels that sports facilities are expensive. Similarly, Akintunde (2001) pointed that availability of sports facilities and equipment enhances effective teaching of Physical Education in terms of practical class because it tends to reduce the stress of teachers while teaching.

The finding from tested hypothesis two indicated that sports equipment have significant influence on students' participation in Physical Education in junior secondary schools in the study area. This result is in agreement with the view of Adesoye, et al (2002) who stressed that availability of sports equipment often enhance effective teaching of physical education that usually lead to excellent participation of students in the subject. Sport equipment such as badminton racket, table tennis bat and ball often contribute to high level of students participation in Physical Education classes because its goes along way to facilitates learning process especially in physical education class. In the same vein Akintunde (2001) stressed that adequate provision of sports equipment usually arouse the interest of students to offered physical education as a subject which sometime enhance effective teaching that often brings about excellent participation of students in physical education.

The finding from tested hypothesis, three showed that qualified personnel had a significant influence on students' participation in physical education in junior secondary schools in the study area. This result supported the finding of Bucher (2008) who stressed that some Physical Education teachers are not qualified to teach the subject especially at the junior secondary schools because its often hindered the students' participation in Physical Education. The author further emphasis the needs to employed qualified teachers to teach Physical Education in junior secondary schools because at this level it's served as a basement and foundation of the subject. Also Okunrotifa (2010) stressed that lack of trained and qualified personnel to teach Physical Education in Junior Secondary often hindered effective teaching of Physical Education which sometimes can lead to low participation of students in Physical Education classes.

### Conclusion

Based on the finding of this study, it was concluded that Sports facilities, availability of sports equipment and qualified personnel had a significant influence on students' participation in Physical Education in junior secondary schools in Ilorin West Local Government Area, Kwara State.

## Recommendations

Based on the findings of the study, the following recommendations were made that;

1. There is need for school management to make adequate provision of sports facilities such as Basketball and Volleyball court, football pitch so as to enhance effective teaching and also bring about efficiency in students participation in Physical Education
2. School authority also need to provides sports equipment for physical education teachers so as to aroused the interest of students towards physical education as a subject at junior secondary schools level
3. There is need for school management to always employed qualified teachers to teach Physical Education in junior secondary schools in order to enhance students' performance.

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