

**NIGERIA ASSOCIATION FOR PHYSICAL, HEALTH  
EDUCATION, RECREATION,  
SPORTS AND DANCE (NAPHER-SD)**



*This journal (JONANAPHER-SD) is a b i-annual publication; published by  
Nigeria Association for Physical, Health Education, Recreation, Sports and  
Dance (NAPHER-SD) as its official academic journal*

**(NAPHER-SD) VOLUME 6. NO. 1. DECEMBER 2017**

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Journal of Nigeria Association For Physical, Health Education, Recreation, Sports And Dance  
(NAPHER-SD)

Official Journal of Nigeria Association for Physical, Health Education,  
Recreation, Sports and Dance (NAPHER-SD)

Volume.6.No1. December, 2017

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ISBN: 1596-5007



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## INFLUENCE OF MANAGEMENT PRINCIPLES ON EFFECTIVE PHYSICAL EDUCATION INSTRUCTIONAL PROGRAMME IN SECONDARY SCHOOLS IN ILORIN METROPOLIS, KWARA STATE

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### **Abstract**

*This study investigated the influence of management principles on the physical education instructional programme in Secondary Schools in Ilorin Metropolis Area of Kwara State. The variables examined in this study were scheduling, time allotment, and instructional materials. The descriptive research design was adopted and the populations used were seventy (70) physical education teachers purposively selected from twenty (20) Secondary Schools in Ilorin metropolis. Frequency count, Questionnaire were administered and retrieved as means of data collection. Simple percentage and chi-square ( $\chi^2$ ) were used to analyze. The result of the findings revealed that adequate scheduling, time allotment; instructional materials were significant to physical education instructional programme in Ilorin Metropolis. It is therefore recommended that appropriate scheduling should be given to physical education programme in the school scheduling, adequate and appropriate instructional programme in Secondary Schools in Ilorin Metropolis Area of Kwara State.*

### **Introduction**

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Management is a dynamic activity. The scope and pace changes in our contemporary society require highly developed managerial skills, capable of being utilized and adapted to wide variety of situations and circumstances. Heinz (1994) defined management as the involving the manipulation of essential element in administrative environment for the purpose of ensuring effectiveness in the running of sporting organization so that the set policy could be achieved. Ikhioya (2001) further stated that, sports management is the effective manipulation of the 4M's in sports; Men-athletes, officials, fans, spectators etc. Materials- Sport facilities, equipment and suppliers; Money- funds available for sports and machines score boards, auto-equipment and sports goods so that the ends could be attained optimally and adequately.

Physical education instructional programme is the place to teach the relationship of physical activity to physical fitness, motor build competence, encourage activity, promote lifelong activity, acquire critical action skills, instill commitment to personal wellness, and foster respect for others. It is also a place to introduce an awareness of the development and maintenance of optimal levels of health-related physical fitness.

National Association for Sports and Physical Education (NASPE's 1995) postulated that, the basic physical education instructional programme cannot be conducted in a hit-or-miss fashion. It must be planned in accordance with the needs and interests of the individuals it serves as well as the society in which they will become contributing members. Regardless of the individuals motive for participating (for instance to pursue pleasure and satisfaction to gain affiliation, to master skills, to attain or maintain fitness and health, to seek excellent), physical education class is where the process of a healthy life style begin and where sound management is required. In this regard, physical education instructional programme may be guided by the AAHPERD/NASPE's content standards in physical education.

Physical education instruction is usually scheduled in a six-or-seven period structure. Bucher and Krotee (2002) further acknowledged that, scheduling should be done according to a well-conceived plan. Physical education should not be inserted in the overall master scheduling plan whenever there is time left over after the other subjects have been scheduled due the important responsibility which cannot be handled on a hit-or-miss basis because that basis disregards the interests and needs of the students (Bucher and Krotee 2002).

Canady and Rettig (1995) observed that, scheduling is a valuable but untapped resources for school improvement. Canady and Rettig (1995), further acknowledged that, a well- crafted schedule can result in more effective use of time, space and resources (human and materials); improve instructional climate; assist in establishing desired programme and instructional practices. Some leaders in physical education have suggested a double period every other day rather than a single period each day. Bucher and Krotee (2002) recommended that, sufficient time should be allotted for dressing and showering in addition to the time needed for participation in physical activities.

The Council on Physical Education for Children (COPEC) of the National Association for Sport and Physical Education (NASPE'S 2001) recommended

quality, daily physical education that is developmentally appropriate be available to children. Appropriate instructional practices in physical education recognize children's development and movement abilities. Quality physical education incorporates practices, derived from current research and documented teaching experiences, into a method of instruction that maximizes opportunities for learning and success. NASPE's(2000) publication appropriate practices for elementary school physical education highlighted the best known what students "should know and be able to do" are featured within the NASPE publication, moving into the future: National Physical Education Standards: A guide to content and assessment (1995). Together these documents provide programmatic support with the ultimate goal of ensuring that children are physically educated.

Influence of instructional material on effectiveness of physical education instructional programme, Umar (2000) identified that instructional materials help the teacher to cover the intended message effectively and meaningful to the learners so that the learners receiver, understands retains and applies the experience gained to reach overall educational goal. Ugammadu (2008), explained that instructional materials stimulate the desire at learning, it assist learning and teaching process by making assimilation and memorization of materials easy and help to hold attention include greater acquisition and as well as objective which may be in accessible to many students. He also said effective teaching and learning process request for utilization of instructional materials aids learner to grasp knowledge easily and arouse learners interest in what is being taught.

Omosewa, (2011) stated that physical education in secondary schools need to be properly handled because physical education contributes to the nations physical development and helps to discovered talented athletes from the grass root for the nations, He further more that physical education is one of the major subject in the junior secondary school as a practical subject. It cannot be taught effectively without the uses of appropriate and real instructional materials are essential and significant that needed for effective teaching and learning of the physical education subject, in the school in order to promote teachers efficiency and improve students' performance. Ojebisi (2011) explained that physical education has relationship with instructional material because of physical education scope, many topic under the physical education syllabus are physical in nature which is sports related topic, He further explain sport as any activity that is competitive in nature and must

have been recorded, history of development, rules and regulations involving physical exertion and organized association, such as soccer, hockey, hand ball, volley ball, basketball, squash racket, badminton and others. These game mentioned have origins rules, governing body operation and majority are under physical education syllabus in the junior secondary school and some of these games requires instructional material especially during the practical class. In case the real instructional materials are not available, the teacher needs to improvise in order to bring effective teaching and learning of the subject.

### **Statement of the Problem**

National Policy on Education (NPE 1998), made P.E as one of prominent subjects to be taught in Nigerian Secondary Schools. The subject P.E was placed as a core subject for instruction and evaluation at the junior secondary. The revised edition of National Policy on Education (1998), section 20(b) stated that, in one of its aims that secondary school should diversify its curriculum to cater for the differences in talents, opportunities and future roles open to students after their programme. To achieve this aim and subjects in junior class on 6-3-3-4 educational policy; English Language, Mathematics, Agricultural Science, Social Studies, Introductory Technology, Fine Art, Music, Religion Knowledge, any Nigerian Language, two(2) pre vocation subjects and Physical and Health Education. It is on this note; this research work was carried out to examine the influence of management principles on physical education instructional programme in Ilorin Metropolis Area of Kwara State.

### **Research Questions**

1. Does scheduling have any influence on physical education instructional programme?
2. Does time allotment have any influence on physical education instruction programme?
3. Do instructional materials have any influence on physical education instruction programme?

### **Research Hypotheses.**

The following research hypotheses were tested:

1. There will be no significant influence between scheduling and physical education instructional programme.
2. There will be no significant influence between time allotment and physical education instructional programme.

3. There will be no significant influence between instructional materials and physical education instructional programme.

## Methodology

The study was delimited to the descriptive survey research design. All public Secondary School in Iloirn Metropolis, Purposive Sampling Technique, Variable examined such as scheduling, time allotment, instructional materials, self-structural questionnaire by the researcher was used as instrument for data collection, four trained research assistants, chi-square statistical analysis at 0.05 level significance. The study was significance to the following areas

1. The successful completion of this study help to appreciate scheduling, time allotment, and instructional materials for physical education instructional programmes.
2. It helps Zonal inspectorate of education in Ilorin Metropolis to aware of the significance influences of management principles on physical education instructional Programme.

The descriptive survey research design was used for this study. The population for this study was made up of P.E teachers in public secondary schools in Ilorin west local government. Purposive sampling technique was used to select seventy (70) P.E teachers in Secondary Schools in Ilorin Metropolis. The research instrument for this was self-structured questionnaire by researchers. The questionnaire items required respondents to rate their opinion of each items on the likert type four (4) point scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). To ensure that the instruments measure what it is intended to measure, it was given to the research experts, both in the field of human kinetics education and other in related field for the validation. All comments made were considered and corrections were effected. The field testing of the instrument was carried out using a pilot study of twenty (20) P.E teachers from Ilorin Metropolis Area of Kwara State which did not include in the final study. This enables the researchers to familiarize themselves with problems which may arise during the actual study. The researchers administered thirty (70) copies of the questionnaires to thirty respondents purposively sampled from fifteen (20) secondary schools in Ilorin Metropolis Area of Kwara State. The data collected for this study was coded and analyzed using descriptive statistics of frequency count for demographic data and inferential statistic of chi-square analysis was used to analysis the hypotheses at 0.05alpha level.

## Results and Discussion of Findings

Hypothesis 1: There will be no significant influence between scheduling and physical education instructional programme

Table 1: Scheduling and Effective Physical Education Instructional Programme

| Items    | SA       | A        | D        | SD     | Cal. Val x2 | Df | CRITICAL VALUE | DECISION            |
|----------|----------|----------|----------|--------|-------------|----|----------------|---------------------|
| Q1<br>Fe | 19(27.1) | 38(54.3) | 12(17.1) | 1(1.4) | 135.429     | 6  | 12.59          | Hypothesis Rejected |
| Q2<br>Fe | 19(27.1) | 36(51.4) | 36(15.7) | 4(5.7) |             |    |                |                     |
| Q3<br>Fe | 20(28.6) | 32(45.7) | 13(18.6) | 5(7.1) |             |    |                |                     |

$$P \leq 0.05$$

Table 1 above shows that there is significant influence between scheduling and physical education instructional programme in Ilorin metropolis because the table shown that the calculated chi-square value of 135.429 is greater than the critical value of 12.59 at 6 degree of freedom of 0.05 alpha level of significance. Therefore, hypothesis is rejected. This means scheduling will influence effective physical education instructional programme. Canady and Rattig (1995) observed that, scheduling is valuable but untapped resources for school improvement. Canady and Rattig (1995) further acknowledge that a well-crafted schedule can result in more effective use of time.

Hypothesis 2: There will be no significant influence between time allotment and physical education instructional programme

Table 2: Time Allotment and Effective Physical Education Instructional Programme

| Items    | SA       | A        | D        | SD       | Cal. Val x2 | df | CRITICAL VALUE | DECISION            |
|----------|----------|----------|----------|----------|-------------|----|----------------|---------------------|
| Q4<br>Fe | 13(18.6) | 26(37)   | 26(37)   | 5(7.1)   | 95.143      | 6  | 12.59          | Hypothesis Rejected |
| Q5<br>Fe | 11(15.7) | 23(32.8) | 23(32.8) | 23(32.8) |             |    |                |                     |
| Q6<br>Fe | 10(14.2) | 28(25.7) | 25(25.7) | 7(10)    |             |    |                |                     |

$$P \leq 0.05$$

Table 2 shows that there is significant influence between time allotment and physical education instructional programme in Ilorin metropolis because the table shown that the calculated chi-square value of 95.143 is greater than the critical value of 12.59 at 6 degree of freedom of 0.05 alpha level of significance. Therefore, hypothesis is rejected. This means that time allotment will definitely influence effective physical education instructional programme in Ilorin metropolis area of Kwara State. Bucher and Krotee (2002) recommended that, sufficient time should be allotted for dressing and showering in addition to the time needed for participation in physical activities.

Hypothesis 3: There is no significant influence between instructional materials and physical education instructional programme

Table 3: Instructional Materials and Effective Physical Education Instructional Programme

| Items    | SA       | A        | D        | SD      | Cal. Val x2 | Df | CRITICAL VALUE | DECISION            |
|----------|----------|----------|----------|---------|-------------|----|----------------|---------------------|
| Q7<br>Fe | 1(1.4)   | 15(21.4) | 40(57.1) | 14(20)  | 84.571      | 6  | 12.59          | Hypothesis Rejected |
| Q8<br>Fe | 10(14.3) | 17(24.3) | 40(57.1) | 14(20)  |             |    |                |                     |
| Q9<br>Fe | 4(5.7)   | 16(22.9) | 41(58.6) | 9(12.9) |             |    |                |                     |

$P \leq 0.05$

Table 3 shows that there is significant influence between instructional materials and physical education instructional programme in Ilorin metropolis because the table shown that the calculated chi- square value of 84.571 is greater than the critical value of 12.59 at 6 degree of freedom of 0.05 alpha level of significance. Therefore, hypothesis is rejected. This means that instructional materials have significant influence on physical education instructional programme in Ilorin metropolis area of Kwara State. Saunder (1995) expressed that teaching aids or instructional materials are useful because they extend human, stimulate learning, interest provide meaningful information to learners, enable problem solving teaching subject easy and motivates teaching and learning. Ojebisi (2011) explained that physical education has relationship with instructional material because of physical education scope, many topic under the physical education syllabus are physical in nature which is sports related topic, He further explain sport as any activity that is competitive in nature and must have been recorded, history of development, rules and regulations involving physical exertion and organized association, such as soccer, hockey, hand ball, volley ball, basketball, squash racket, badminton and others.

### Conclusion

Based on the result and discussion, it was included that Scheduling, Time allotment and Instructional Materials will influence effective Physical Education Instructional Programme in Secondary Schools. If adequate and appropriate

scheduling, time allotment, instructional materials is given to Physical Education Instructional Programme it will enhance effective Physical Education Instructional Programme in Secondary Schools in Ilorin Metropolis Kwara State.

## Recommendations

Based on the findings of this study, the following recommendations can be put forward that:

1. Zonal Inspectorate of Education in Ilorin Metropolis should ensure that all Secondary Schools in Ilorin Metropolis provide adequate and appropriate scheduling, time allotment and instruction materials for Physical Education Instructional Programme in Ilorin Metropolis, Kwara State.
2. Further study on influence of Physical Education Teachers' personality on Effective Physical Education Instructional Programme

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