

## **TEACHING PHYSICAL EDUCATION IN NIGERIAN SECONDARY SCHOOLS IS A BARRIER: AN IMPLICATION FOR FUTURE GENERATION, A CASE STUDY OF ADO METROPOLIS SECONDARY SCHOOLS IN EKITI STATE, NIGERIA.**

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**ABSTRACT :** *The study examined Teaching Physical Education in Nigerian Secondary Schools is a Barrier: An Implication for Future Generation, A Case Study of Ado Metropolis Secondary Schools in Ekiti State, Nigeria. Purposive sampling technique was used to adopt 90 (Ninety) respondents been PE teachers in Ado metropolis secondary schools in Ekiti State, Nigeria. Questionnaire was the only instrument used and it was developed by researcher titled "Teaching Physical Education is a Barrier in Ado Metropolis Secondary Schools Questionnaire" (TPEBAMSSQ) and validated by expert in the field of physical education and sport, reliability coefficient was 0.77 after using Pearson Product Moment Correlation (PPMC). Frequency counts and simple percentage was used to analyze demographic information of the respondents while linear regression was used to test the hypotheses at 0.05 level of significance. The findings revealed that teacher competency was 3.038 calculated F-ratio and it was most significant barrier in teaching physical education in secondary schools in Ekiti State, gender difference calculated F-ratio was 3.026, facilities and equipment calculated F-ratio was 2.142, students' interest in physical education calculated F-ratio was 2.104 while overloaded curriculum calculated F-ratio was 2.051. The variables tested were duly significant because they all higher than level of significance which is 0.05. It was recommended among others that trained physical education teachers and sports coaches should be employed to all the primary and secondary schools in Nigeria.*

**KEYWORDS:** *Physical education, Teacher, Facilities and equipment, Students' interest, Gender, Overloaded curriculum.*

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## **INTRODUCTION**

Physical Education is a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene given as part of a school or college program. Physical Education is the study, practice, and appreciation of the art and science of human movement (Hardman, 2002b). Physical Education is course in the curricula that utilizes the learning in the cognitive, affective, and psychomotor domains in a play or movement exploration setting (Kirui, 2007). In this study, it refers to an instructional program built around basic motor activities, which help achieve the goal of physical, emotional and mental wellbeing for every pupil, student and student-teachers. It includes education in health, hygiene, first aid, personal safety, and the teaching of manipulative skills. It is an integral part of the schooling process. In schools physical education is usually referred to by the abbreviation PE.

The teacher is considered to be the major and first instrument in education. School relies upon teacher in preparing generations of students and in facing problems that hinder their ability to perform duties represented in student progress and leveraging their level. There is no doubt that physical education course carries a primary significance among the entire student body with all their differences, status and experience. Thus, teacher is the corner stone in learning

and teaching, and the most important factor in education process. This requires the availability of an effective teacher who seeks to be competent and influential. His desire stems from professional commitment to provide the best education possible to his student in one hand, and to his need in facing regulatory process and situations of management in learning environment, on the other hand. Tal, et al (1993) and Kurdi (1986) cited by Abedalbasit, (2013) points out that revealing the importance magnitude of physical education is the school's responsibility. This can be achieved through providing sufficient opportunities to sports practicing, achieving physical fitness, adopt health information and habits, and safe attitudes in order to enable a physical education program that helps in stabilizing their emotions and assure themselves through several activities.

Exercise and activity habits commencing early in life and the development of healthy lifestyle behaviors among children and adolescents translating into reduced health risks in adulthood (Dobbins, De Corby, Robeson, Husson, & Tirilis, 2009), quality education at an early age is paramount. Hence, schools have been identified as key health settings and are being called upon to give greater attention to their physical education programs (Naylor & McKay, 2009; Pate et al., 2006). The combination of the decline in fitness standards of young people, high drop-out rates, and inadequate pathways to accessing physical activity (Hardman, 2008) and the substantial increase in the prevalence of overweight and obesity among children and adolescents around the world (Eisenmann, 2006) undoubtedly equates to a growing concern.

Therefore, it is not only schools that have been identified as having a key role to play, but it is also apparent that physical educators are becoming more accountable than ever before as their role continues to evolve and they pursue opportunities to facilitate activities that engage students and provide education on lifestyle choices and healthy behaviors. Schools are learning environments with the capacity to equip students with these attributes; however, it is the quality of the programs in schools that will ensure that young people are given the opportunities to become physically-educated individuals (Lee, Burgeson, Fulton, & Spain, 2007). Morgan and Hansen (2008) pointed out that barriers within schools that restrict teachers providing physical education programs have been classified as either **institutional** (outside the teachers' control) or **teacher-related** (arising from the teachers' behavior). The simplicity of this classification enables it to be applied to both primary and secondary school settings.

Efficient performance of physical education and sports programs in secondary schools encompass the determination, allocation and development of funds for the achievement of the school sports programs. Sport program requires a stable finance from time to time, simply because facilities such as courts and pitches are constructed and maintained for the use of the students. Equipment such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic (track and field) materials require either purchasing, replacement or repairs. Bucher and Krotee (2002) opined that facilities should be planned and constructed with an eye to the future. Too often, facilities are constructed and out-grown their use within a very short time. Most facilities constructed in our secondary schools are very difficult to expand or exchange. Igbanugo (2004) ascertained that athletes have been known to dropout of skip training because things (facilities and equipment) are either non-exist or inadequate.

Competency refers as the group of inner individual characteristics which drive that individual to express themselves (teachers) in the situation and lead to achieving good job performance, improving the standard, or gaining more efficiency or perform at an acceptable standard of responsibility ( Powell, 2007; Grigoryev 2006; Grossman, 2007; Charland and Leclair, 2007).

It also emphasizes that an individual would need to be evaluated heavily on individual competency instead of individual intelligence, which is easier to be observed and measure (Ovaska, 2007; Meisinger, 2007). To enhance the competency of teacher in PE, it is important to select the competency which can be developed in short period of time due to the urgent and importance of solving the national education system problem.

Overload has been defined as too great a load (Webster, 2000), an excessive load (Random House, 2009). It follows that the phrase, curriculum overload suggests some imbalance or inappropriateness between our capacity to enact or activate a curriculum which itself is perceived as overload. If we imagine the relationship between children and teachers as critical to children's learning, the issue of curriculum overload affects not just teachers (who feel it most acutely) but also children, who are subject to it, much of what we know about curriculum overload comes from teachers. Some observers may question the extent to which the overload phenomenon is imagined, perceived or real. UNESCO, (2003) attributed the overload trend to increases in the size of new revised curriculum and the limited time provided for implementing it fully.

The participation of children in physical activity is declining drastically among adolescent's in Nigeria. Student's self-motivation during PE class is declining, leading to heightened rate of obesity. The obesity rate for students aged 12-19 is 80%. Johnson, Delva and O'Malley, (2007) reported that between the age of 8-12, participation rates in PE were on the decline. PE classes help children develop healthy lifestyles, encouraging students to eat healthy and get the recommended 60 minutes of physical activity daily suggested by the Centre's of Disease Control and Prevention (CDC), (2012), being physically active has the ability to keep down heart disease and high blood pressure. Beets and Pitetti, (2005) reported that PE promotes muscle training and healthy weight management. According to the physical Activity Council (2012), a recent study found an adult who participated in PE at school is four times more likely to participate in a racquet sport and about three times more likely to participate in a team sport, outdoor activity.

One of the issues facing physical education is gender differences in preference of activity. Constatinou, Manson and Silverman (2009) posed the following question: Are girls affected by their gender in coed physical education class? The problem seen by the researchers was that females are participating less than males in their coed PE classes. Consequently, the researchers wanted to see if the girls were affected by their gender, and they also aimed to discover how girls perceive themselves compared to boys during class. Traditional PE curriculum was being taught including basic team sports such as volley ball, soccer and basketball. Regardless of gender, both males and females were expected to participate and improve their skills for all activities taught. Girls also perceived some activities to be "girlish" or "boyish" and were not as willing to compete with the boys in these activities. Overall the girls agreed that expectations were the same for both genders. Girls also believed that boys were skillful and aggressive, and boys brought competition into the games. It is worth noting that the behavior of the boys sometimes created a physically or emotionally unsafe learning environment for the girls and for other boys. The girls further felt that the boys were putting them down, which made the girls less likely to want to be on a team with a boy.

Expert believe that PE is necessary and essential in school for students at early grade (Centre's for Disease Control and Prevention (CDC), 1997; NASPE, 1995; McGinnis, Kanner, DeGraw, 1991) and as a graduation requirement (AAHPERD, 1997) cited by Mohammed and

Mohammed, (2012). At this level, PE has the potential to make a unique contribution to the education of all learners and could improve cognitive, social, emotional and physical development (Calfas, 1994; Elshburne, 1992 and Keays, 1993) and enhance health related fitness and provide graduates with the knowledge, attitude, motor and behavioral skills they need to adopt an active lifestyle that will persist throughout their life time (CDC, 1997; NASPE, 1995; McGinnis, Kanner and DeGraw, 1991) all cited by Mohammed and Mohammed, (2012).

### **Statement of the problem**

With the increase of sedentary activities such as watching television, playing videogames, increased computer technology, automation and reduction of high school physical education schedules, young people are most likely to become overweight, and less fit. Based on previous review of literature, it is very understandable that there is a lack of research in Nigeria regarding PE as an important subject in public schools for junior classes especially in Ekiti State. Lack of health issues among Nigeria students in public schools is noticeable because of many reasons such as obesity, lack of self awareness of health fitness and health related PE. Based on this, the study was design to investigate Teaching Physical Education in Nigerian Secondary Schools is a Barrier: An Implication for Future Generation, A Case Study of Ado Metropolis Secondary Schools in Ekiti State, Nigeria.

### **Purpose of study**

No studies have been conducted in Nigeria regarding Teaching of Physical Education as a Barrier. Therefore, the main purpose of this study was to investigate the Teaching Physical Education in Nigerian Secondary Schools is a Barrier: An Implication for Future Generation, A Case Study of Ado Metropolis Secondary Schools in Ekiti State, Nigeria.

### **Hypotheses.**

The following hypotheses were formulated and tested for the study.

- Facilities and equipment will be a barrier for teaching physical education in Ekiti State, Nigeria.
- Teacher competency will be a barrier for teaching physical education in Ekiti State, Nigeria.
- Overloaded curriculum will be a barrier for teaching physical education in Ekiti State, Nigeria.
- Student's interest will be a barrier for teaching physical education in Ekiti State, Nigeria.
- Gender difference will be a barrier for teaching physical education in Ekiti State, Nigeria.

### **Research design.**

Descriptive survey research design was used for this study. A survey research collects data about variables of subjects as they are found in a social system or society. The central feature of survey is the systematic collection of data in a standardized form from an identifiable population or representative sample.

## **Population**

The population for this research comprises all the PE teachers in the covered area of study.

## **Sample and Sampling technique**

Purposive sampling technique was used to adopt 90 (Ninety) respondents been PE teachers in Ado metropolis secondary schools in Ekiti State, Nigeria.

## **Instrument**

The materials for this study was questionnaire titled “Teaching Physical Education as a Barrier in Ado Metropolis Secondary Schools Questionnaire” (TPEBAMSSQ) designed by the researcher in line with the independent variables. A 5-point Likert-type scale survey ranging from 1 (strongly disagree) to 5 (strongly agree) was admitted to all study participants. The questionnaire was in two sections: A and B. Section A focused on the personal information of the respondents such as gender, marital status, educational level, religion and years in service while Section B examined the variables selected for this study i.e facilities and equipment, teacher competency, overloaded curriculum, student’s interest and gender difference.

## **Validity**

Content and construct validity approach was used to validate the instrument by referring it to the experts in the field of physical education sport for vetting so as to determine its relevance and clarity to the study.

## **Reliability**

The reliability of the instrument was estimated by using test-retest method and Pearson Product Moment Correlation was used to analyze the data and a coefficient of 0.77 was got that shows that the instrument is reliable.

## **Data collection**

The materials used in this study was researcher-created questionnaire. Copies of Teaching Physical Education is a Barrier in Ado Metropolis Secondary Schools Questionnaire were personally administered to the respondents over one and half weeks. Ninety (90) questionnaires were administered to respondents and retrieved immediately.

## **Analysis**

Completed questionnaire forms were collated, coded and analyzed using frequency counts and simple percentage to analyze Demographic information (section A) while linear regression was used to test the hypotheses at 0.05 level of significance

# **RESULTS AND DISCUSSIONS**

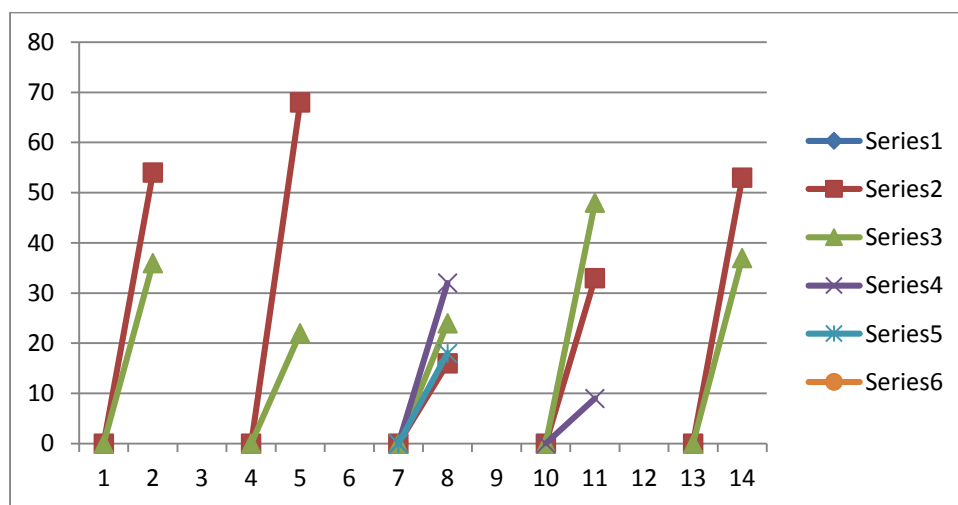
## **Section A: Demographic Information.**

The gender based of the respondents shows that 54(60%) were female and 36(40%) were male, this indicated that gender has influence on the teaching PE in the covered area of study. Male



were more dedicated than female in sports, but in case of this result, female has the largest population. The marital status of the respondents shows that 68(75.6%) were married, 22(24.4%) were single, this indicated that parental roles can be inculcated significantly to sport. The year of service of the respondents shows that 16(17.7%) were below 10 years in service, 24(26.7%) were between 11-20 years in service, 32(35.6%) were between 21-30 years in service, while 18(20%) were above 31 years in service, this shows that PE teachers were in the range of capacity experience in teaching. Education. Level of the respondents reported that 33(36.7%) were NCE holders, 48(53.3%) were B.Ed while 9(10%) were M.Ed, this implies that teachers have a pre-requisite qualifications for teaching PE. Respondents religion indicated that 53(58.9%) were Christian while 37(41.1%) were Muslim, it also implies that religion has nothing to do as far as sports were concern.

**Figure 1: Demographic information of the respondents.**



## Section B: Research Hypotheses.

**Hypothesis 1:** Facilities and equipment will be a barrier for teaching physical education in Ekiti State, Nigeria.

**Figure 2: linear regression analysis result on facilities and equipment.**

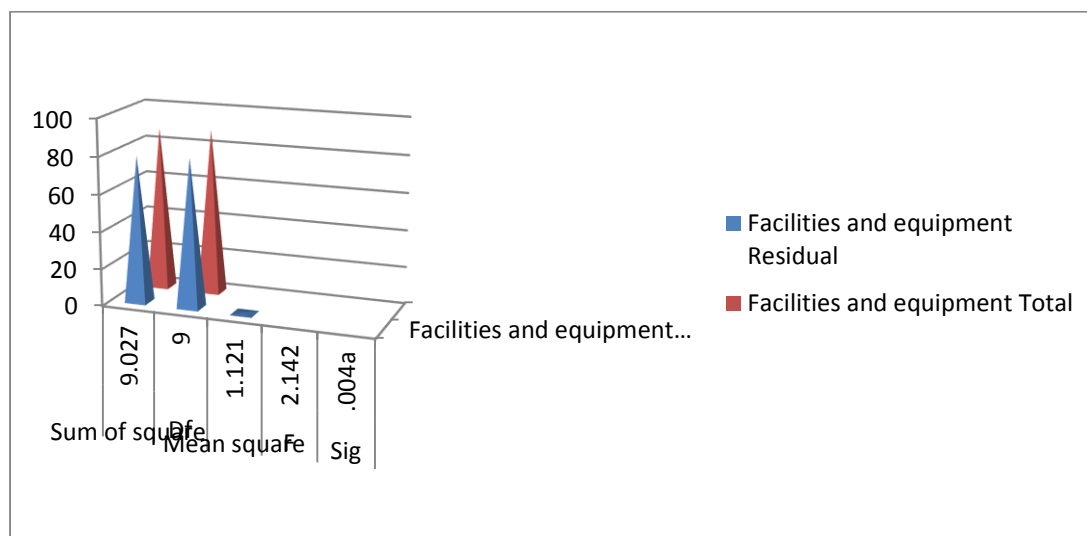


Figure 2 above shows the hypothesis 1 result on facilities and equipment, F-ratio was 2.142 against the level of significance 0.05, this hypothesis was accepted as a barrier for teaching physical education in Ekiti State, Nigeria.

**Hypothesis 2:** Teacher competency will be a barrier for teaching physical education in Ekiti State, Nigeria.

**Figure 3: Linear regression analysis result on teacher competency.**

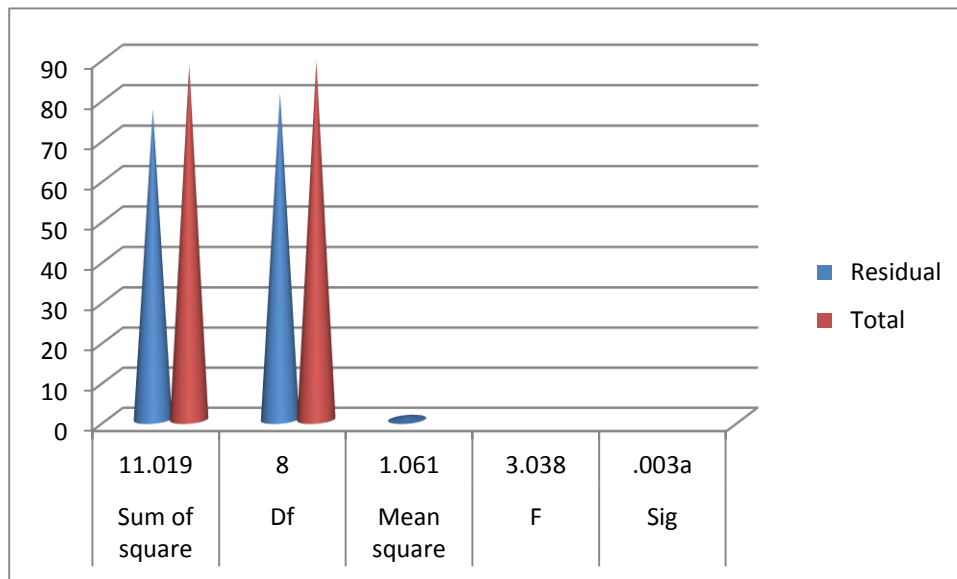


Figure 3 shows the hypothesis 2 result on teacher competency. Calculated F-ratio was 3.038 while the level of significance was 0.05, this hypothesis was higher than level of significance, therefore, it was accepted as a barrier for teaching physical education in Ekiti State, Nigeria.

**Hypothesis 3:** Overloaded curriculum will be a barrier for teaching physical education in Ekiti State, Nigeria.

**Figure 4: Linear regression analysis result on overloaded curriculum.**

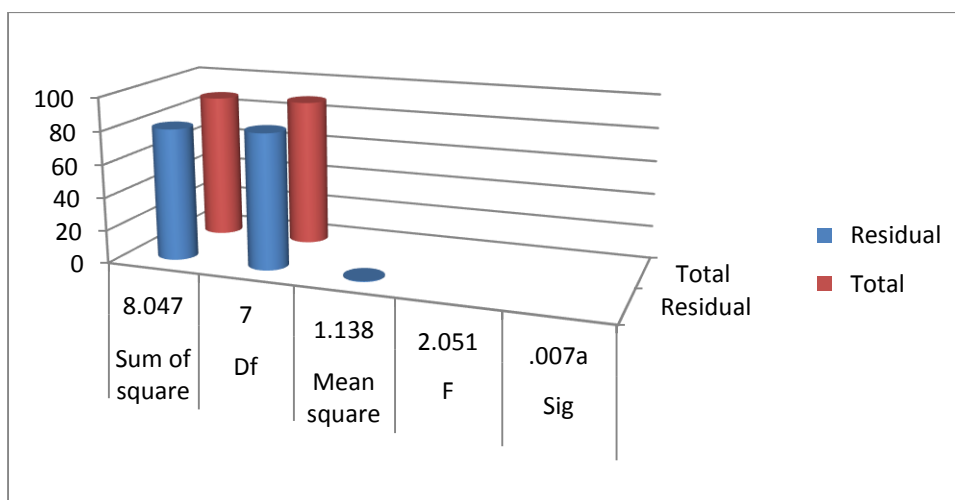
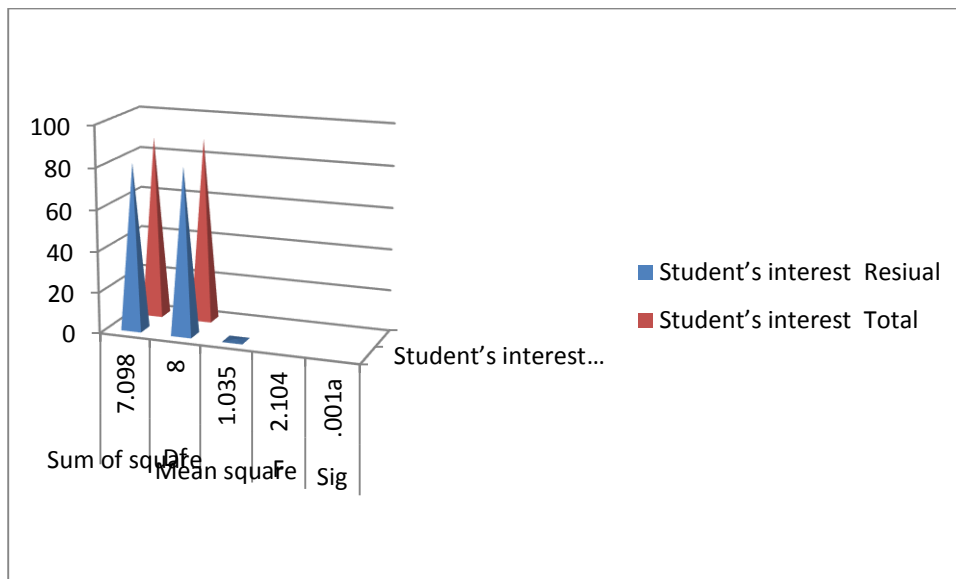


Figure 4 above shows hypothesis 3 result on overloaded curriculum. Calculated F-ratio was 2.051 and level of significance was 0.05, which is also above the calculated F-ratio. Therefore, this hypothesis was accepted as a barrier for teaching physical education in Ekiti State, Nigeria.

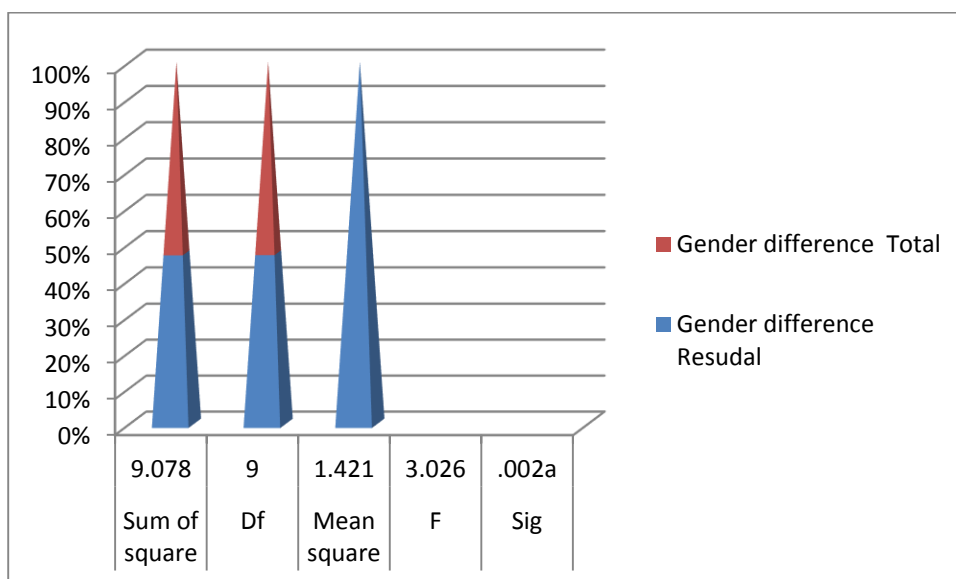
**Hypothesis 4:** Student's interest will be a barrier for teaching physical education in Ekiti State, Nigeria.

**Figure 5: Linear regression analysis result on students' interest.**



Above figure 5 shows hypothesis 4 result on students' interest in physical education. Calculated F-ratio was 2.104 also level of significance was 0.05, which is lesser than calculated F-ratio, the hypothesis was therefore accepted as a barrier for teaching physical education in Ekiti State, Nigeria.

**Hypothesis 5: Gender difference will be a barrier for teaching physical education in Ekiti State, Nigeria.**





**Figure 6: Linear regression analysis result on gender difference.**

Figure 6 shows hypothesis 5 result on gender difference. Calculated F-ratio was 3.026 while the level of significance was 0.05 and is higher than the level of significance, that is, the calculated F-ratio. It implies that, the hypothesis was accepted as a barrier for teaching physical education in Ekiti State, Nigeria.

**Discussions**

The finding on figure 2 revealed hypothesis 1 result that facilities and equipment was a barrier for teaching physical education among the secondary school in Ekiti State, Nigeria. Secondary schools are griddle to sports in every society, it is secondary schools that the aim of the slogan “Catch them young”! Will be achieved. It was discovered that the available facilities and equipment at every schools visited were not significantly used by the teachers for effective teaching of physical education. This research result was in line with the opinion of Awosika (2009), that it might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or of sub-standard. The scarcity of physical education facilities and equipment constitute a big cog in the successful administration, organization and management of physical education and sports in Nigeria. Nigerian athletes would have performed better if they have enough facilities and equipment available to the Nigerian secondary schools. It is noted that most of our athletes lack exposure to modern sophisticated sports/physical education infrastructural facilities and equipment for training. Igbanugo (2004) ascertained that athletes have been known to dropout of skip training because these things (facilities and equipment) are either non-exist or inadequate. This result was also an agreement with the opinion of Kirui Kipng’Etich, Langat and Rop (2014), submitted that physical education is commonly faced with the challenge of inadequate facilities and poor maintenance of teaching sites. Central and eastern European countries are less endowed with facilities and equipment and there are signs of deteriorating provision. The problem appears to stretch beyond the geographical and economic divides. Whilst there are higher expectations over levels and standards of facilities and equipment in more economically developed countries, there are indicators of inadequacies and shortages in facilities and equipment and low maintenance levels in other European regions. School physical education facilities are reported as widely available for after-school hours’ leisure time and/or community use. There are indicators of inadequacies and shortages in facilities and equipment and low maintenance levels in all of them. A part from the trainees reporting lack of storage rooms for the facilities available in the schools, it was observed that indeed, where small stores were available as storage rooms, they were congested and the equipment were left haphazardly and metallic equipment were rusting and several wooden equipment had slivered and scattered all over, in fact locating an item in such stores would take lots of man hours. Bucher and Krotee (2002) opined that equipment and facilities should always be maintained in a serviceable condition. Procedures for caring for facilities and equipment should be reutilized so that repairs are provided as needed. All used equipment should be checked and then repaired, replaced, or serviced as needed.

Figure 3 revealed hypothesis 2 findings that teacher competency was also a barrier in teaching physical education among the secondary schools in Ekiti State, Nigeria. Most of the physical education teachers were female in the covered area of study, this sympathetically mitigating the ineffectiveness teaching of physical education because they were interested in theory aspect of physical education. It was very difficult for some of the students to identify/visualized the appropriate skills for most of the sports and it implies that teachers can not beyond what they

have comprehended and the level of dissemination was very low. Physical education knowledge is a prerequisite in the teaching of the subject. According to the World Health Organization policy statement 1992, the increasing under-utilization of the opportunities offered by physical education is caused by several factors. The basic one being that policy makers, teachers and other professionals, parents and various other groups have no adequate knowledge of physical education and its benefits. Data collected to determine the teacher competency in secondary schools indicated that the teachers believe their training is inadequate. The findings from this study was in support of Nziramasanga (1999) cited by Adams (2012) who found out that the physical education training programmes in colleges are not comprehensive and not standardized. This teacher competency results in teachers failing to interpret the syllabus and coming up with meaningful PE activities. Lack of training is identified by Morgan and Hansen (2008) as one of teacher related barriers in teaching PE. Indeed if up to date knowledge in physical Education and Sport is to be seen as strategically important then efforts must be made to staff develop physical education teachers on a regular basis. Musangeya et al (2000) cited by Nhamo and Muswazi (2014) also observed that one of the major weaknesses of the schools PE syllabus is that it is a mixture of a teacher's guide and a teaching syllabus, making it difficult to interpret, administer and assess. The syllabus can only be understood and interpreted by competent, highly qualified and highly motivated PE teachers who have been exposed to curriculum development training.

Figure 4 also revealed hypothesis 3 result, that overloaded curriculum was a barrier in teaching physical education among the secondary schools in Ekiti State, Nigeria. The respondents responded that the available curriculum were fully loaded with theories without given a room for practical, most of teachers concentrated on this theories and it jeopardizing the talented children that has interest in sport. Very few schools has interest in sport because they were participating in inter house sport which is perennial activities across the state. The findings was corrugated with the research carried out by (NCCA 2005; 2008a) Teachers reported that they had insufficient time to fully implement curriculum subjects or to address all of the objectives within each of these subjects. For example, they explained that it can be difficult to plan for so much in so short a time scale (NCCA, 2005). Teachers also reported that they had insufficient time to meet the needs of all learners. Both teachers and principals noted the challenges of meeting the growing range of children's learning needs in large classes. In this context, their teachers believe there is simply too much to teach within the available instructional time (APPA, 2008). A study of capacity for education reform has shown that the trend toward overload is common to many countries. UNESCO (2003) cited by NCCA (2010) attributed the overload trend to increases in the size of a new/revised curriculum and the limited time provided for implementing it fully. NCCA (2010) also submitted that an overcrowded curriculum was blamed for low levels of achievement among students and delays in the development of critical competences; research showed that the coverage of an extensive subject matter tended to take priority over in-depth learning, given the relatively little time provided for implementing the curriculum. Two reviews of the curriculum in schools (NCCA 2005; 2008a) bear out this assertion noting, the emphasis on a theoretical rather than practical framework (NCCA, 2008a) and the need for additional practical support for teachers in using a range of teaching methodologies to support learning. Of note is the need to develop practical support for teachers in effectively using different teaching and learning resources, organizational settings and strategies for differentiation as well as promoting the development of children's higher-order thinking skills (NCCA, 2005; 2008a).

Figure 5 revealed hypothesis 4 result, that students' interest was a barrier in teaching physical education among the secondary schools in Ekiti State, Nigeria. In all the schools visited, it was discovered that the level of interest by most of the students' were not encouraging because the significant of physical education were not made knowing them. This result was an agreement with the research carried out by Hardman (2003) cited by Nhamo (2012) who contend that "it is clear that in too many schools, in too many countries children are being denied the physical education opportunities that will transform their lives. Such denial of opportunities is inconsistent with the UNESCO charter as well as the PE and Sport policy principles of the Nigeria government, thereby creating the need to know why. This result contrary to the finding of Adams (2012) stressed that physical education is one of the most important things parents and teachers can give to their children. The National Association for Sport and Physical Education (2012) concur with the above when they state that physical education plays a critical role in educating the whole student. The authors emphasize that well designed PE programmes has the potential to educate children physically and intellectually. Physical education contributes directly to the development of physical competence and fitness; it also helps students to make informed choices. Adams (2012) viewed that as children grow and enter adolescence, physical education can enhance the development of positive self concept as well as the ability to pursue intellectual, social and emotional challenges.

Figure 6 revealed hypothesis 5 result, that gender difference was also a barrier in teaching physical education among the secondary schools in Ekiti State, Nigeria. Gender issues was a paramount problem as far as a sport is concern in the covered area of study. From this findings, it was discovered that female teachers were more than male teachers, this bring sentimental to the teaching of physical education in secondary school. Female believed that sport were made for male, so, the knowledge ability of organizing activities within themselves was totally absolute. This result corroborate with the citation of Nhamo and Muswazi (2014) that Some people believe that taking part in PE leads to the development of unattractive bulging muscles. Parents and teachers often believe that involvement in PE will make their students especially girls physically unattractive. Many girls and women are sometimes said to express the same fears. However this is a misconception because research has shown that bulging muscles depend on the presence of androgens in the body and women do not usually possess these hormones in amounts enough to cause muscular bulges. Even boys would need to undergo heavy, structured training with weights to gain bulging muscles and follow strict dieting regimes. In the study conducted by Couturier; Chepko and Coughlin, (2007), a survey was given to over 5,000 students from middle and high school in an urban school system. Examining the surveys and the themes that arose, the researchers found which activities had high levels of participation and which activities did not. The researchers compared the activities by gender to find where the differences were occurring. The results showed no significant differences found in the area of enjoyment. The largest gaps were found between the preferred activities. Males chose team and individual sports, due to the competition and the physicality required by these activities. In contrast, females chose activities that required less competition and allowed them to work at their own pace. Females wanted to participate in activities such as fitness and dance. Other big differences found between males and females were environmental issues including the following: (a) not having enough time to change, (b) not wanting to shower, and (c) preferring not to go to the next class sweaty. These findings are also similar to the other studies which showed that girls felt unsafe when participating with the boys. The research by Hill and Cleven (2006) found that choosing activities between the male and female perceptions had cultural norms come into play. In this research, I found that females wanted to participate in dance and fitness, and they also expressed that they did not want a coed

setting. On the other hand, males wanted to take part in more competitive physical sports including basketball and football. This supported the cultural assumption that males want a more competitive sport environment, while females want a cooperative environment (Couturier; Chepko and Coughlin, 2005; Hill & Cleven, 2006). Hohepa; Schofield and Kolt, (2005) also reported similar results when it came to gender differences and safety.

### **An Implication for Future Generation.**

Physical Education is a subject that is taught in schools and grades are needed to the total grades for students in junior class to be promoted to senior secondary class in Ekiti State. PE curriculum was created to enhance the students health to increase the quality of life. The objective of PE curriculum is to:

- ❖ Develop and understanding of the importance of maintaining a general health and posture for healthy life style.
- ❖ Maintain level of physical fitness and movement through improving proper body skills.
- ❖ Build up general physical preparation for country defense and develop self-production for life requirement.
- ❖ Increase general and specific sport skill abilities and enhance level of fitness abilities.
- ❖ Acquire sportsmanship through physical activities.
- ❖ Discover special skillful and talent student for outdoor sport
- ❖ Develop understanding of important of physical activity during leisure time.

An awareness of these barriers and the impact they may have on day to day teaching is essential for both practicing and pre-service teachers. The following should be considered in pre-service and professional development programs:

- An understanding of the historical aspects and philosophical rationale underpinning physical education are imperative to the ability to negotiate, lobby and embed physical education in their schools and school curriculum.
- Primary training of generalist teachers needs to incorporate physical education units that enable pre-service teachers to develop the confidence and basic skills to plan, provide and promote physical activity. The recognition of how physical education can be integrated across the curriculum is essential.
- Secondary & primary physical education specialists need to understand and critically reflect on the barriers that may be encountered in schools and develop strategies to overcome these. Identifying the impediments they have control over and those outside their control can potentially lead to shifts in planning, organization and facilitation of programs.
- Pre-service teachers need to gain experience in a wide range of schools and environments, including independent and government schools with varying levels of administration, equipment and facility access, support for physical education and

student and teacher demographics to enable their repertoire of strategies to be practiced and developed.

- Teachers should develop the capacity to draw on diverse models of teaching to provide positive and active learning opportunities for students that cater for all learning styles and develop the cognitive, affective and the psychomotor domains (Jenkinson and Benson, 2010).

## CONCLUSION

This study can be concluded on the basis of the findings that Teaching Physical Education in Nigerian Secondary Schools is a Barrier: An Implication for Future Generation, A Case Study of Ado Metropolis Secondary Schools in Ekiti State, Nigeria. The findings indicated that facilities and equipment, teachers competency, overloaded curriculum, students interest and gender differences were the independent variables tested for the study. All these variables were significant to the barrier of teaching physical education in secondary schools in Ekiti State, Nigeria. A lot as to be done by individuals, schools, teachers, societies, government, curriculum planners, non-governmental organizations, update by international viewers and many more to oblige the spirit of sportsmanship among the students in other to realize/discover the most talented ones.

## RECOMMENDATIONS

- ✓ Adequate and standard facilities and equipment should be provided for all public schools (primary and secondary schools) in each of the states.
- ✓ Trained physical education teachers and sports coaches should be employed to all the primary and secondary schools in Nigeria.
- ✓ Maintenance culture should be established by the physical education administrator, with proper repairs of physical education facilities and equipment.

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