

**ADEQUATE ADMINISTRATION AND EXECUTION OF PHYSICAL EDUCATION
TOWARDS THE DEVELOPMENT OF PSYCHOSOCIAL WELLBEING OF PUPILS
AT UBE LEVEL IN NIGERIA**

Alagbu Chukwubuikem Eugene Ph.D

Department Of Human Kinetics & Health Education Faculty of Education, Nnamdi Azikiwe
University, Awka

Alagbu Chinwe B.Ed. M.Ed

Department of Educational Management and Policy Faculty of Education
Nnamdi Azikiwe University, Awka

ABSTRACT: *Physical education adequately administered and executed at the Universal Basic Education (UBE) level can play a crucial role in the delivery and actualization and development of the psychosocial wellbeing of children. UBE is free and compulsory to all children within the ages of 6 – 15 years. Since (UBE) places emphasis on skill training and acquisition, such skilled and trained individuals can only be found in physically and able bodied human beings whose solid foundation would have been laid through well administered and executed physical education starting from the (UBE) level. The development of children is said to be multi-faced, there is need to lay adequate foundation at such early and critical stage of the life of any child. It was the reality of this fact that prompted this research which sought to explore and examine the physical educationists views on the importance of physical education in attainment of optimal psychosocial well-being of children at the UBE level in Anambra (Awka), Imo, (Owerri), Ebonyi, (Abakaliki) and Enugu (Enugu) metropolitan cities of Nigeria. A total of 206 physical educationists drawn from the study population of 2060 constituted respondents for the study. Data were collected through the use of a self-developed questionnaire that had been validated with value of 0.81 correlation co-efficient obtained. Five research questions were formulated and data collected were analysed with the use of frequency count and percentage. The result of the study generally revealed that physical education plays important role in the attainment of optimal psychosocial wellbeing of children at (UBE) level. The result also shows that adequately administered and executed physical education leads to positive change in behavior, diseases prevention, production of seasoned elite athletes for the country. Finally conclusions and recommendations were made on achieving the desired success in the UBE programme in Nigeria.*

KEYWORDS: *Universal Basic Education, Psychosocial wellbeing, actualization, acquisition attainment, optimal health.*

INTRODUCTION

The importance and relevance of physical education in schools have been variously extolled by scholars in the profession and other educators a like (Saskatchewan Education 1998)

Dwyer, Sallis, Blizzard, Lazarus and Dean (2001); Linder (1999), (2002) and Tremley, (2000) as cited in Schever (2003), all observed that when a substantial amount of school time is dedicated to physical Education activity, academic performance may even exceed that of students not receiving additional physical education activity. Furthermore, a positive correlation has been established between regular physical education activities and enhanced self-concept and including quality of life (Brooks, 2002).

Physical education programmes provide avenues through which all pupils/students, regardless of age, gender, race, cultural background or ability, can acquire the basic necessary physical education skills mental condition and social attitudes needed to attain maximum psychosocial potentials in life. (American Medical Association 2000, Alagbu 2010, Alagbu & Agwubike 2012, Alagbu, Efe-Asiegebevo & Agwubike 2013). According to Goswami (2002), the general development of children is multifaced, such that as children grow physically they also develop socially, emotionally, intellectually and morally, hence the need to introduce the teaching of physical Education early to them. The Wikipedia (2009) further explicated on child Development in terms of biological, cognitive and socio-emotional changes that usually occur in human beings during development.

Furthermore, physical education teachers can provide pupils at UBE level with the needed direction as to how to develop the appropriate skills, attitudes and knowledge needed for them to maintain healthy lifestyles which is key to the nations match towards the development of sustainable, self reliant and viral youths. Equally entrenched in the policy document guiding Nigeria's educational development are educational objectives, among which are, the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of his society. Furthermore as a follow-up to this the Nigerian educational policies stipulates that instructions at all levels should among others be oriented towards the promotion of the emotional, physical and psychological health of all children. Physical education holds the key to the realization of this policy through the components its instructional, intramural and extramural programmes of activities.

The afore-stated positions, combined with the aims and objectives of the Nigerian educational policy, sufficiently underline the need to include physical education among the top rated subjects at the UBE level of Education in Nigeria, following the Global Trends in educational development. Recognizing the crucial role physical education plays in preparing and equipping individuals to live a fit healthy and disease-free life, in other to function maximally in our ever-changing environment, characterized by constant pressures, one would have expected that physical education ought to receive all the needed shove, to put it in the forefront in school curriculum, in Nigeria.

The state of school physical education and sports in the Nigerian setting cannot be said to be any better than that of other African countries, as surveyed by Hardman and Marshall (2001). Several other writers averred that the programme is grossly lacking in some fundamental areas (Vision 2010, 1997; Okuneye, 1998, 2005; Mgbor and Anyanjanor, 2005; Ojeme 2005). According to Mgbor and Anyanjanor (2005) the Nigerian Nation is yet to implement the vision 2010 policy on education because schools physical education and sports programmes are still to a large extent defective in funding, facilities and equipment, curriculum implementation,

physical education teachers supply, time allotment and programme emphasis. Hence Tilak, (2006), observed that the decline in public expenditure on education has been a global crisis and the most important area of neglect by governments. In the same vein Nwagu (2000) lent credence to the above assertion, when he observed that education is generally very poorly funded. Additionally, teachers are sometimes owed monthly salaries; schools infrastructure, facilities and equipment are either non-existent dilapidated or grossly inadequate.

Furthermore Mgbor and Anyanjan (2005) observed that there exists poor state of physical education programme itself and the inadequacy of qualified personnel, facilities and equipment for the execution of its programmes of activities in Nigerian schools. Similarly Umeakuka (2002) observed that the level and standards of sports facilities and equipment provision in Nigerian schools generally is very poor. In the same vein Ojeme (2005) aptly observed the unsteady nature in the pursuance of National Policy on education; where he compared the 1981 and 1998 revised edition of the National Policy on Education as it relates to physical education. (The 1998 edition downgraded physical education in the school curriculum, by making it an elective subject in WAEC & National Examination Council Certificate (NECO), schools Examinations, as against the previous status in 1981, where it was made a core subject).

In a similar argument Okuneye (2005), observed that there is gross inadequacy of qualified teaching personnel, especially in the field of physical education; while Mgbor and Anyanjan (2005) were of the opinion that there is even low level of moral and motivation exhibited by the few available teachers in the field. Furthermore the same Mgbor and Anyanjan (2005), emphasized that it may be, because physical education as a discipline, is located in the faculty of education, thereby creating the impression among the uninformed people, that it is only geared towards training individuals for the teaching profession, which may have resulted to the low patronage by students intending to undertake physical education even as a course of study in Nigerian universities.

Finally it is the assertion of this study that there are so many direct and indirect values derivable from the administration and execution of quality physical education in schools. Apart from ensuring sound health, it is also vital to the improvement of the quality and productivity of the Nigerian Labour force. It is also an avenue for generation of employment, creation of economic activities and fostering a peaceful environment (Dzathor 2003). This paper therefore believed that the present governments vision 2020 agenda, which is aimed at placing the country among the 20 largest economies in the world by the year 2020, can expressly be attained using physical education as a sure tool, which is the only established formal education channel through which sports excellence could be developed as it obtains in the Western World, and this would be in keeping with the objectives of the Universal declaration of the UBE in Nigeria 2004.

Statement of problem

It is observed that poor consideration and execution of quality physical education in our schools, starting from the UBE level; and non inclusion of physical education as a core – subject that must be offered by students in secondary schools WAEC & NECO Examinations, as previously contained in the 1981 National Policy on Education, tend to

have slowed down the nation's "presumed giant – stride" towards the realization of the goals of UBE in Nigeria.

Research Questions

- Does the teaching of physical Education in schools receive adequate funding that could translate to the development of psychosocial wellbeing of pupils at the UBE level?

- Does the physical education facilities and equipment available in our primary schools measure up to the standard that could lead to the development of psychosocial wellbeing of pupils at the UBE level?

- Does the number of qualified physical education teachers/personnel in our schools equate to the number, that could promote sound health, vital to the development of high/productive work-force, which the UBE aims at achieving?

- Is the time allotted for the teaching of P.E in schools sufficient to lead to the development of psychosocial wellbeing of pupils at UBE level?.

METHODOLOGY

The study adopted descriptive survey design. The estimated population of the study was 2060 physical education teachers from all public/mission schools within Awka, Owerri, Abakaliki and Enugu metropolis, while the sample for the study was made up of (206) two hundred respondents, about 10% of the study population.

Using the proportionate stratified random sampling to select the 206 physical education teachers from the four metropolitan towns/cities used in the research. This type of sampling suited the purpose of the research since it encourages representativeness, and allows greater precision and saving of time and cost.

Data analysis and results

The data collected from the study were analysed with the use of frequency count and percentage. The result of the analysis were as tabulated below in tables 1 – 4.

Table I: Does the teaching of physical education in schools receive adequate funding? (N = 200)

S/N	Items	Agreed	%	Disagreed	%
1.	Sufficient fund is provided for the teaching of P.E in schools.	63	34	132	66
2.	Teachers of physical education are adequately remunerated.	59	24.5	151	75.5
3.	Salaries and allowances of teachers of P.E in schools are always paid as at when due. together with deserved allowances	80	34	24.5	40

The result from the above table shows that only 68 or 34% agreed that sufficient funds are provided for the teaching of quality physical education, while a greater number of 132 or 66% disagreed; 49 or 24.5% agreed that teachers of physical education are adequately remunerated, while 151 or 75% disagreed. Furthermore, 80 of the respondents or 40% agreed that salaries and allowances of Teachers of physical education are always paid as at when due, while 120 or 60% disagreed.

Table II: Does the existing facilities and equipment in our schools measure up to the required standard? (N = 200)

S/N	Items	Agreed	%	Disagreed	%
1.	The existing physical education facilities are sufficient for the effective teaching of P.E.	43	21.5	157	78.5
2.	There is regular supply & replacement of equipment needed for the teaching of P.E in schools.	59	21.5	141	70.5
3.	Funds are easily available on demand for regular replacement of supplies e.g. balls, rackets etc.	79	39.5	121	60.5

The result in table 2 revealed that 43 or 12.5 of the respondents agreed that existing P.E. facilities needed for effective teaching of quality P.E were available. The other 157 or 78.5% disagreed. On the issue of whether there is regular supply and replacement of equipment needed for the teaching of P.E in schools 59 or 29.5% of the respondents agreed that there was regular supply and replacements, while 141 or 70.5% disagreed. Equally on the issue of availability of funds for regular replacement of supplies such as balls, rackets, foot wears etc, 79 of the respondents or 39.5% agreed while 121 or 60.5% disagreed.

Table III: Does the number of qualified physical education teachers/personnel in schools of the research study area, equate to the required number, that, could promote sound health, vital to the development of high/productive work force? N = 200

S/NO	Items	Agreed	%	Disagreed	%
1.	There are sufficient P.E teachers in schools to handle the teaching of P.E effectively well in schools?	83	41.5	117	58.5
2.	Some of the P.E teachers have only NCE qualification.	45	22.5	155	77.5
3.	Some of the P.E. teachers need to be re-trained through seminars and other refresher courses.	108	54	92	46

From the above table 3 it could be seen that 83 or 41.5% of the respondents agreed that there are sufficient teachers in schools to handle the teaching of PE, while 117 or 58.5% disagreed. Again on the issue of some of the P.E teachers possessing NCE which is the minimum teaching qualification, 45 of the respondents or 22.5% agreed while 155 or 77.5% disagreed. On the issue of teachers being overdue for refresher courses or re-training, 108 of the respondents or 54% agreed, while 92 or 46% disagreed.

Table IV: Time allotted for teaching PE as being sufficient to lead to the development of the psychosocial well-being of pupils at pupils at UBE level N = 200

S/No	Item	Agreed	%	Disagreed	%
1.	Do you agree that the time allotted to the teaching of PE in schools is sufficient	161	80.5	39	19.5
2.	Other subject teachers even encroach on the little time allotted to the teaching of P.E.	147	73.5	45	26.5
3.	School authorities sometimes fix other activities such as staff meetings during the period for P.E.	108	54	62	46

From the above table it could be seen that 161 of the respondents or 80.5% agreed that time allotted for P.E is not adequate, while 39 or 19.5% disagreed. On the issue of other subject teachers encroaching on the little time allotted to the teaching of P.E, 147 of the respondents or 73.5% agreed, while 45 or 26.5% disagreed.

Finally on the issue of school authorities deliberately fixing other schools activities such as staff meetings during the periods for PE, 108 of 54% of the respondents agreed, while 62 or 46% disagreed.

DISCUSSION OF FINDINGS

The result of analysis in table one revealed that teaching of physical education does not receive adequate funding which is in line with Tilak (2006) who submitted that the decline in public expenditure on higher education has been a global crisis and the most important trend. Nwagu (2000) lent credence to the above by observing that education is generally very poorly funded. The result analysis in table two shows that there is inadequate or near total absence of physical education facilities/equipment for teaching of qualitative physical education in schools, which further gave credence to the observation of Umeakuka (2002) that the level and standard of physical education (sports) facilities in Nigerian schools is low. This assertion is further substantiated by Kienka (1990) who submitted that the worrisome aspect of the state of physical education facilities and equipment in schools is that even the existing ones are not only neglected but rarely maintained due to poor maintenance culture.

Furthermore result analysis of table III, depicts that there are inadequacy of qualified physical education teachers in the schools to bring about the expected qualitative teaching of physical education, which goes to substantiate the observation of Okuneye (2005) who said that inadequacy of qualified physical education teachers is yet another major set-back confronting the proper development of our youths. Finally the result analysis in table 4 shows that the time allotted the teaching of physical education and sports in schools in Nigeria is grossly insufficient, which corroborates the observation of Ojeme (2005), who said that scholars and teachers in the field of physical education have continued to express serious

concern about the inadequacy of the time and space allotted physical education & sports in schools. Mgbor (2005), stated in addition that most schools have no definite programme for participation in sports except annual inter-house athletic competitions. In a similar fashion, Okuneye reported that there is a deliberate neglect of physical education in Lagos metropolitan schools by other classroom teachers due to lack of interest.

CONCLUSIONS

This paper revealed that there are enormous problems confronting the teaching of qualitative physical education in Awka, Enugu, Abakaliki and Owerri metropolis; highlighting inadequate funding, P.E facilities and equipment, short supply of qualified physical education teacher/and insufficient allotment of time for the teaching of physical education in schools.

RECOMMENDATIONS

It is the opinion of this research, that there are several ways of improving or changing the bleak future of teaching physical Education (sports) in schools in Nigeria, and thereby contributing meaningfully in the psychosocial wellbeing of the pupils at the UBE level of our nations educational pursuits, unless a solid foundation or base is made at the UBE level, the hopes of the nation to be rated among the best sporting countries of the world would be a fuss, therefore, the following is being recommended:-

- A re-visit and probably re-designing of the National sports policy by emphasizing the school sports grass-roots development, starting from UBE level of education.
- Re-designing the physical education curriculum to make the subject compulsorily examinable at NECO & WASC; and among the 6 subjects any prospective university candidate must possess to be admitted into any tertiary institution in Nigeria.
- Regular consultation of physical education experts and their inclusion in the formulation of national educational policies.
- Increased motivation of physical education teachers; award of Bursary/scholarship to intending and undergraduate students in the field of physical education.
- Adequate Budgetary allocation of fund for regular provision of physical education (sports) facilities in UBE schools, noting that as a result of constant usage most supplies, materials, equipment and facilities of physical education, need constant replacement and repairs.

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