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**ASSESSMENT OF THE CHARACTERISTICS OF PHYSICAL EDUCATION UBE  
TEACHERS-IN-TRAINING IN A LAGOS STATE LOCAL EDUCATION DISTRICT  
(L.E.D.)**

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**ABSTRACT**

This study assessed the teaching of physical education among the UBE teachers in-training during their teaching practice in Badagry LED, Lagos State. 87 UBE student-teachers served as subjects. A self-constructed and rigorously validated questionnaire was the instrument for data collection. This was administered to the subjects and their responses were quantified and statistically analyzed using simple percentage and chi-square. Findings showed that the student-teachers were adequately knowledgeable on topics of physical education to teach at primary school level, but were not committed to teaching of the subject and were not adequately assessed on it due to the fact that sufficient time were not allotted to physical education on most school time tables. It is, therefore, recommended that supervisors from LED should visit schools to assess the time-tables and make adjustment where found necessary. And school heads and administrators should motivate teachers to adequately teach physical education lessons as at when due.

**BACKGROUND**

The availability of adequate and quality teachers is a major factor that cannot be placed as second to any other factor in determining the success of educational programmes. Salawu (1997) quoting Fafunwa (1967) asserts that no education system can rise above the quality of its teachers. It is equally a fact that the system in any given society, be it social, economic and/or

political cannot be better than the quality of its teachers. Poorly trained teachers will produce poorly-trained doctors, lawyers, engineers, architects and the like; indeed, the quality of teachers directly influences the quality and the quantity of services provided by all other trades and professions.

However, teaching practice exercise is an important aspect of the teacher education programme. (Bolarin & Akinpelu, 1999). It is therefore very important that student teachers are given the opportunity for professional training through their participation in teaching practice exercise. Bolarin and Akinpelu (1999), quoting Olaniyonu (1988) stated that if every profession like Law, Pharmacy, Medicine and Engineering has its specific professional skills, acquired through practices like. attachment, housemanship, internship and apprenticeship, the professional skill of teaching can equally be acquired through purposeful teaching practice. According to Okuneye (1999), teaching practice is the most valuable practical experience a student of teacher education acquires while in training. This exercise provides opportunities for the acquisition of various pedagogical skills through interaction with students in a classroom situation Okuneye (1999) further described teaching practice period as the time when student teachers put into practice some of the theories they have learnt, and get opportunity to see at first-hand, the many problems and rewards of teaching. He suggests that teaching practice exercise could serve as a determinant factor to how well a student teacher would continue in future in the professional held of teaching.

In the same vein, Onifade (1999) states emphatically that the success of any educational policy and programmes depend on teacher and one way of ensuring such success in the quality production and control of teachers. Onifade (1999), explains further that an important aspect of this quality production and control of teachers is the teaching practice experience, which is an extremely vital aspect of the teacher training preparation programme. And through this, the improvement of educational standard is assured and guaranteed.

Onifade (1999) identified some of the roles of the practicing teacher in school sports and recreational activities to include:

- i) Teaching of theories and skills of sports and recreational activities.
- ii) Planning and providing. physical education experience for both normal and handicapped children;
- iii) Coaching of various sports;
- iv) assisting in administration and management of school sports and physical education;
- v) rendering professional services to people who do not understand or/and appreciate the importance of sports and recreation;
- vi) rendering community services such as organizing man-o-war bay and outdoor camping; vii) appraising the health of students; and
- vii) organization and execution of sports and recreational activities in the school.

It is quite obvious that the place of physical education and its effective teaching in the Universal Basic Education (UBE) programme will be determined to a large extent by the level of the teachers in training's knowledge of the subject, effective teaching of it during their teaching practice and their general attitudes toward teaching physical education.

The purpose of this study therefore, was to evaluate the extent of teaching physical education among other school subjects during the teaching practice exercise of UBE teachers-in-training in Badagry Local Education District (LED) area of Lagos State.

## **RESEARCH HYPOTHESES**

1. UBE student teachers would not have adequate knowledge of physical education topics to teach in Primary school.

2. UBE student teachers would not be committed to physical education teaching during their teaching practice exercise.
3. UBE student teachers would not be adequately assessed on physical education teaching during their teaching practice exercise.
4. Sufficient time would not be allotted to physical education on school timetables.

## **METHODOLOGY**

The public primary schools in Badagry Local Education District (LED) were visited during the teaching practice exercise of the trainees of the Universal Basic Education (UBE) Pivotal Teachers' Training Programme 2002. 87 student teachers were met in the schools; hence, they served as sample for this study. A self-constructed close ended questionnaire which was rigorously validated by experts was the main instrument used for collection of data in this study. The questionnaire was in two sections. The first section dealt with the bio-data of the subjects; The second section was constructed on four scale Likert pattern (i.e. SA = strongly agree, A = Agree, D = Disagree and SO = strongly disagreed). It contained items that seek information on student teachers knowledge of physical education, their commitment to teaching the subject and to what extent they were assessed on the subject during their teaching practice exercise.

The questionnaire was served to three specialists in the area of educational research for face/content validation; after which it was subjected to test-retest method of reliability coefficient. PPMCC statistics was used to analyzed the data collected and it gave  $r = .73$ .

The questionnaire was administered to the subjects of the study and retrieved immediately. Their responses were quantified and analyzed using simple percentage for the demographic data and hypotheses tested based on the results of chi square statistical analysis.

## PRESENTATION AND DISCUSSION

**Table 1 Percentage distribution on ages of respondents**

Age Range	Frequency	%
Below 20 years	14	16.09
20 - 25 years	29	33.33
26 - 30 years	38	43.68
Above 30 years	06	6.90
Total	87	100.00

The analysis on table I show that 16.09% representing 14 of total 87 respondents were below 20 years of age. 33.33% and 43.68% representing 29 and 38 respondents were of the age ranges of 20 to 25 years and 26 to 30 years respectively. And 6.90% representing 6 respondents were above 30 years of age.

**Table II: Percentage distribution on the sexes of respondents**

Male	27	31.03
Female	60	68.97
Total	87	100

The analysis on table II shows that 31.03% representing 27 of total 87 respondents were female student-teachers while 68.97% representing 60 respondents were males.

**TABLE III: Chi square analysis of data on subjects' knowledge of physical education topics**

0	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
27.5	21.75	5.75	33.06	1.52
35.8	21.75	14.05	197.40	9.08
12.4	21.75	9.35	87.42	4.02
11.3	21.75	10.45	109.20	5.02

$\chi^2 = 19.64$ ,  $df = 3$  ( $P > 0.05$ ).

The hypothesis, which states that UBE student teachers would not have adequate knowledge of physical education topics to teach in Primary schools, was tested based on the result of analysis in table I. The table shows that the calculated chi square value 19.64 is greater than 7.82 critical value at 0.05 level of significance. This result indicates that the above statement of hypothesis should be rejected. This connotes that the student teachers have adequate knowledge of physical education topics to be taught in primary schools. This finding is in line with previous studies (Akinkotu, 1999; Odedeyi & Onifade, 1999; Ajayi, 1999; Makinde, 1999; Atughonu, 1999 and Onifade, 2001) which suggest that it is very important that teachers must have good knowledge of the subject matter if learning is to be created. Atughonu (1999) states specifically that for a student teacher to be effective in his teaching patterns, he or she must, in addition to other essential factors, know his or her subject very well.

**TABLE II: Chi-square analysis of data on commitment of student teachers to physical education teaching**

0	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
26.6	21.75	4.85	23.52	1.08
28.3	21.75	6.55	42.90	1.97
17.5	21.75	4.25	18.06	0.83
14.6	21.75	7.15	51.12	2.35

$$\chi^2 = 6.23, df = 3 (P < 0.05)$$

The hypothesis that student teachers would not be committed to physical education teaching during their teaching practice exercise was accepted based on the result of analysis presented in table II. The table shows that the calculated chi square value 6.23 is less than 7.82 critical value at 0.05 level of significance. This analysis indicates that the teachers were not committed to teaching of physical education.

The finding does not conform to the position of several researchers. Onifade (2001) asserts that teachers of physical education are expected to guide students in developing greater efficiency in their own problem-solving techniques and this can be achieved only when teachers demonstrate, observe, question, answer and stimulate students. A committed teacher can only exhibit these.

In addition, Onifade (1999) mentioned teaching of theories and skills of sports and recreational activities among roles expected of a practicing teacher. Addressing teaching as a noble and essential social service, Akinkotu (1999) concluded that professional commitment is one of the important factors in the rules guiding teaching.



**TABLE III: Chi-square analysis of data on assessment of student teachers on physical education**

O	E	O-E	(O- E) <sup>2</sup>	(O-E) <sup>2</sup> /E
23.2	21.75	1.45	2.10	0.10
25.7	21.75	3.95	15.60	0.72
18.7	21.75	13.05	9.30	0.43
19.4	21.75	2.35	5.52	0.25

XL = 1.50, df = 3 (P< 0.05).

The hypothesis that USE student-teachers would not be adequately assessed on Physical education teaching during their teaching practice exercise was tested and accepted based on the result of analysis in table III the table shows that the calculated chi square value of 1.50 is less than 7.82 critical value at 0.05 level of significance. This indicates that the USE student-teachers were not properly assessed on teaching of physical education during their teaching practice.

The finding is not in line with the opinion of Okuneye (1999) that students of teacher education should be properly assessed during their teaching practice exercise, to determine how well such trainees could continue in future in the professional field of teaching. Okuneye (1999) mentioned further that teaching skill are normally assessed when students are undergoing teaching practice exercise. And in addition to this, Okuneye (1999) quoting Vendien (1995) listed certain characteristics, which should be observed in student teachers during teaching practice assessment.

**TABLE IV: Chi-square analysis of data on time allotted to physical education on school timetables**

0	E	0-E	(0-E) <sup>2</sup>	(0-E) <sup>2</sup> /E
27.3	21.75	5.55	30.80	1.42
16.8	21.75	5.75	33.06	1.52
25.4	21.75	3.65	13.32	0.61
17.5	21.75	4.25	18.06	0.83

XL = 4.38, df = 3 (P< 0.05).

The result of analysis presented in the above table was used to test the hypothesis which, states that sufficient time would not be allotted to physical education on school timetables. The table shows that the calculated chi square value of 4.38 is less than the 7.82 critical value at 0.05 level of significance. The hypothesis was accepted based on this result; meaning that the time allotted for physical education in the school timetables was insufficient.

This finding is contrary to that of Onifade (2001) who confirmed that physical education now appears on primary schools time tables as a teaching subject for the fact that:

- i) With the establishment of the new National Policy of Education (NPE, 1981), physical education is included in the curriculum of all educational institutions since the subject is now regarded as both an academic discipline and subject on its own and
- ii) Physical education is now compulsory at the pre-primary and primary-school levels.

However, studies (Nwaboku, 1990; Okuneye, 1997) have shown that of all the subjects prescribed for Lagos State primary schools, physical education is largely not taught.

## **CONCLUSION AND RECOMMENDATIONS**

Based on the findings of this study, it is concluded that the UBE teachers-intraining in Badagry Local Education District of Lagos State, though have adequate knowledge of topics of physical education to teach at elementary school level, but lack the commitment to teach the subject. Hence, they were not adequately assessed on physical education during their teaching practice exercise.

It is further concluded that the lack of commitment to teaching of physical education by the student teachers was due to the fact that little or no time was allotted to the subject on most school timetables. And this implies that most of the teachers met by these student teachers in their schools of practice have not been adequately teaching physical education. This, therefore have a negative influence on the student-teachers levels of commitment.

It is therefore recommended that:

- Supervisors from the Local Education District should visit schools to assess the school timetables and suggest necessary adjustment where bias against physical education is noticed.
- School heads and administrators should motivate teacher to adequately teach physical education classes as at when due.
- Assessors/supervisors of teachers in training should endeavour to assess teachers-in-training on physical education teaching during their subsequent teaching practice exercises.
- Further studies should be carried out to evaluate the entire UBE pivoted teacher training programme.

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