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Problems Affecting Development of Physical Education and Sports in Tertiary Institutions in Anambra State as Perceived by Lecturers and Coaches

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Abstract:

This study investigated the problems affecting the development of physical education and sports in tertiary institutions in Anambra State as perceived by the lecturers. To achieve the aim of the study, three research hypotheses were formulated. The survey research design was adopted for the study. The population of the study was 675 physical education lecturers and coaches in all the tertiary institutions in Anambra State. The sample was drawn through stratified and simple random sampling technique. The sample for the study consists of 205 Physical Education lecturers and coaches randomly drawn from the three institutions. An instrument titled "Problems Affecting Physical Education and Sports Development Questionnaire (PAPESDO)" was used to elicit information from the respondents. Out of 205 questionnaires administered on the respondents, only two hundred (200) were retrieved. The data obtained were analyzed using independent t-test and Pearson Product Moment Correlation Coefficient (r). The findings revealed that corruption, irregular electricity power supply and inadequate facilities/equipment are some of the major problems affecting the development of physical education and sports in tertiary institutions in Anambra State. Based on the findings, it was recommended that corruption should be checked in our institutions, power supply should be enhanced or alternative sources of power should be developed and adequate facilities should be made available to enhance the development of all important education.

Keywords: Physical education, sports

1. Introduction

Education is undisputedly recognized-as the bedrock of any meaningful development. Section 1 of (the Nigerian National Policy on Education (FGN, 2004) state the need for functional education, to be relevant, practical and acquisition of appropriate skills and the development of competences as equipment for the individual to live in and contribute to the development of his society. This implies that the quality of instruction at all levels has to be oriented towards inculcating the values of acquisition of competences necessary for self-reliance and reducing poverty. This is where physical education as a course of study, comes in.

One of the eight Millennium Development Goals (MDGs) is the reduction of poverty through relevant education that promotes sports culture. This is to be achieved through the acquisition of physical and intellectual skills which will enable the individuals to be self-reliant. All of these show that the Nigerian Government in Blue print lays emphasis on self-reliance and self-employment with the ultimate aim of developing the economy and reducing poverty. The problem is translating this laudable policy into practical curriculum that will achieve the philosophy behind the policy. Unfortunately, however, over the years, the nation's policy makers on education have failed to realize that the type of education offered students in most higher education institutions in Nigeria constrained their sporting capacity to contribute meaningfully to national development and reduce poverty.

Arogundade (2011) affirms that tertiary education in Nigeria has not properly include the philosophy of self-reliance such as creating a new cultural and environment that will promote pride in primitive work and self-discipline, encouraging people to take part actively and freely in discussions and decisions affecting their general welfare, promoting new sets of attitudes and culture for the attainment of future challenges.

Okunrotifa (2008) opined that the failure of tertiary education to inculcate the above philosophy in students has led to wastages in terms of both human and natural resources.

This circumstantial fact underlies the directives of the Federal Government to all tertiary education regulatory agencies to establish necessary mechanisms for the introduction, development and sustenance of physical education and sporting culture among Nigerian youths Okunrotifa (2008). The machinery and environment for carrying out this directive have to be put in place. There is need for a well-planned and implemented physical education programme in higher institutions. Federal Government of Nigeria (FGN) in a bid to actualize this dream, on 8th November, 2007, launched a new Basic Education Curriculum for primary and junior secondary schools. The new curriculum will address among other things

issue of value re-orientation, physical education and sports skills. The new curriculum seeks to correct the weaknesses of the former one which was lacking in the areas of human capacity development.

However, the new curriculum that is self-reliant personified failed to unfold its potentialities due to some eminent problems which this, paper seeks to address.

Physical education and sports forces are relatively strong in this country, as the lack of jobs and a rise in poverty leave few other options for the Nigerian public. Uduk (2007) investigated the relevance and modalities of utilizing physical education and sports as a strategy/instrument for channeling the energies of university graduates in Nigeria away from paid employment into self-employment. He reported that:

- Graduate unemployment should be recognized as a major socio-economic challenge by all stakeholders in Nigeria so as not to jeopardize the limited gains-made so far and overturn the colossal investments in democracy since 1999.
- Graduates unemployment has risen because the Nigerian economy is not expanding at a rate commensurate with the output of university graduates.
- The introduction of Physical Education and Sports into educational system should include all levels of education.

2. Literature Review

Physical education can be defined as the purposeful intervention by an educator in the life of the learner to impart physical qualities and skills to enable the learner to survive in the world competitors. Alberti, Sciascia and Poli (2004) defined physical education as (the structured formal conveyance of educational competences, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures. There is general agreement by researchers in the field of physical education that more emphasis should be placed on physical activities. The consortium for physical education(2004) points out that physical education is a life-long learning process and consists of five stages, namely: basics, competency awareness, creative applications, start-up and growth.

Physical Education has been recognized as capital intensive. The resources needed to carry out any physical activities required adequate funds to execute it. However, in Nigerian the high level of corruption has been perceived by researchers as the major setback of inadequate funds to the development of physical education and sports in schools. Ayodele (2010) explained that all forms of corruption are contributing to non-realization of sports development in our institutions. Many youths, adults and leaders of our country have thrown away the virtues of hard work and put in its, place the culture of corruption. This new wave of national life is fast eroding the fabrics of developmental efforts in the country.

Okpaku (2009) added that fraud, bribery; forgery, embezzlement and extortion which are the products of corruption, have become the ways of unfolding progress and successes in life among the people. This is why the various forms of cuts to wealth like over-invoicing, diversion of funds, abandonment of projects, management, looting of treasury, etc have become the order of the day.

The training of youths in physical activities in the gymnasium regular power supply to enable these skills and culture to be result-oriented. Unfortunately, physical education in tertiary institutions are suffering a comparative advantage in contemporary Nigeria because a lot of money has to be expended in getting equipment for training. Umedium (2010) carried out a study on Factors militating, against the implementation of physical education and sports programme for sustainable development in Nigeria. The design of the study was a simple survey on the perception of physical education students in University of Ife. The population for the study consisted of all 120 final year students of Human Kinetics and Health Education Department of the University of Ife. The study sample consisted of 100 students randomly selected using the simple balloting technique. A four-point structured questionnaire containing 25 items was the instrument used for data collection. The data collected was analyzed using mean, standard deviation and t-test. The mean of 2.50 was used for the decision.

The findings of the study showed that inadequate physical education lecturers, inadequate support by government, materials and equipment and poor societal attitude towards physical education and sports hinder physical education and sports development for sustainable development in Nigeria. Uduk(2007) reported that inadequate facilities and equipment constitute some of the problems hindering the development of physical education in tertiary institutions. Uduk (2007) reported that in spite of the positive gain in physical education and sports as they provide necessary tool for self-employment in Nigeria, there are numerous problems affecting the development of physical education culture and these include: inadequate/under funding of tertiary institutions, shortage of equipment/facilities, epileptic supply of electricity power for those that run fitness center, wide scale competition, students moral laxity, population upsurge and differences between theory and practical work and shortage of physical education lecturers,

2.1. Statement of the Problem

Physical education and sports development though has been receiving attention globally, several attempts have been made through researches, mounting of physical education courses, programmes in both institution of learning and research centres for the purpose of developing both physical education and sports spirit and culture (Akpomi, 2009; Okurotifa,2008 and Umedium (2010). In this regard, effort has been intensified to mobilize and enhance physical education activity which will consequently benefit individuals, government and the society at large. The issue of poverty eradication has been a top priority of many government and institutions especially in developing countries,

Nigeria inclusive where extreme poverty is conspicuous and became pandemic. Poverty and unemployment are among the major developmental problems that face every developing economy in the 21st century.

In Nigeria today, the increasing rate of poverty, unemployment, corruption and so many other social problems have become worrisome to the government and to every well-meaning citizen. The problem of unemployment is particularly pathetic as the number of those coming out from various institutions looking for employment opportunity increases day-by-day. The situation in Nigeria is of such concern that hundreds of unemployed higher education graduates now roam the streets and out of frustration involved in some devastating social vices that are inimical to the developmental efforts of the government.

In an attempt to ascertain the way forward and in responses to the current socio-economic problems of the country as earlier mentioned, questions were raised by various people as to what is the right education for Nigeria and what kind of education may be suitable in propelling development in the country? So many suggestions were made in favour of physical education and sports which is the only alternative for self-reliance, wealth creation and poverty reduction. It could be recalled that the education regulatory agencies of the higher institutions were directed by the Federal Government of Nigeria to establish necessary mechanism for the introduction of development and sustenance of physical education and sports culture among Nigerian youths. The machinery and environment for carrying out this directive was put in place. Similarly, the chief executives of the three institutions in Anambra State put in place well planned, and implemented sports programmes and courses in their various institutions, unfortunately, all these efforts by both government and stakeholders within the stern and outside never yielded any meaningful result.

Literature review showed that some prevalent problems in Nigeria hindered the development of physical education and sports programmes. Even though some researches have been carried out in physical education and sports, none has been done using the tertiary institutions in Anambra State. The question this study seeks to answer is "What are the perceived problems affecting the development of physical education and sports in tertiary institutions in Anambra State"?

2.2. Purpose of the Study

The purpose of this research work is to:

- Determine whether corruption hinders the development of physical education and sports in tertiary institutions,
- Determine whether poor electricity power supply hinders the development of physical education and sports in tertiary institutions.
- Ascertain whether inadequate facilities and equipment affect the development of physical education and sports.

2.3. Research Hypotheses

In order to guide this research work, the following hypotheses were generated.

- There is no significant influence of corruption on the development of physical education and sports.
- Poor power supply has no significant effect on the development of physical education and sports.
- There is no significant relationship between inadequate facilities/equipment and the development of physical education and sports.

3. Methodology

The survey research design was adopted for the study. The population of the study was 675 physical education lecturers and coaches in all the tertiary institutions in Anambra State and sports councils. Stratified sampling technique was adopted to draw the sample from the three tertiary institutions in the state. The stratification was based on the different institutions. The simple random sampling technique was therefore used to random draw 205 physical education lecturers and sports coaches across the tertiary institutions, in the state.

Self-designed instrument tagged "Problems Affecting Physical Education and Sports Development Questionnaire (PAPESDQ) was used to collect the data for the study. The instrument was made up of two sections. Section one was concerned with the personal data of the respondents. Section two embodied issues concerned with the variable of the study. The items in this section were fifteen (15) in number. The responses were divided into a four point Likert scale thus: (1) Strongly Agree (ii) Agree (iii) Disagree and (iv) Strongly Disagree. This scale carried 4, 3, 2 and 1 points respectively for positively worded items, and vice-versa for negatively worded items. The instrument was validated by two experts in test and measurement, the instrument was further subjected to a pilot test in order to ascertain its reliability. Hence, the instrument was administered to 50 physical education lecturers and sports who are not part of the study.

The data obtained from the pilot test was subjected to statistical analysis using split half reliability. The computed result showed a high value of 0.84 for problems affecting physical education and sports development. Therefore, the instrument was considered highly reliable. The instrument was administered to the randomly selected 205 respondents by the researchers. The researchers personally carried out the administration of the instrument on the lecturers for three consecutive days. At the end of the exercise, 200 questionnaire copies were retrieved for analysis while five were either missing or not returned by the respondents. The obtained data for the study was analyzed using the independent t-test and Pearson Product Moment Correlation Analysis with & degree of freedom (df) 198 and tested at 0.05 level of significance.

4. Results

- Hypothesis One: There is no significant influence of corruption on the development of physical education and sports.

Variables	Items	X	SD	T-test
Corruption influence	5	24.84	3.95	
				5.58
Development of Physical Education	5	21.96	2.50	

Table 1: Independent T-Test Analysis of the Influence of Corruption on the Development of Physical Education and Sports
Significant = 0.05, Df = 198, Critical T = 1.960

The result from table 1 revealed that the calculated t-value of 5.58 is greater than the critical t-value of 1.960 at 0.05 alpha level and with 198 degree of freedom. The null hypothesis was therefore rejected. With this result, it means that there is significant influence of corruption on the development of physical education and sports.

- Hypothesis 2:** Poor power supply has no significant effect on the development of education and sports.

Variables	Items	X	SP	T-test
Poor power supply	5	23.50	1.80	
				4.81
Development of Physical Education	5	24.93	2.40	

Table 2: Independent T-Test Analysis of the Influence of Poor Electricity Power Supply the Development of Physical Education and Sports
Significance = 0.05, df = 198, Critical = 1.960

The result from table 2 indicated that the calculated t-value is 4.81, while the critical t-values 1,960 at 0.05 alpha level, and 198 degree of freedom. Since the calculated t-value is observed to be higher than the critical t-value, the null hypothesis is rejected. This implies that poor power supply has significant effect on the development of physical education and sports.

- Hypothesis 3: There is no significant between inadequate facilities/equipment and the development of physical education and sports.

Variables	Σx^2 Σy^2	Σxy	R	
Inadequate Facilities/Equipment(x)	2298	461494		
			461040	0.96
Development of Physical Education (y)	2382	476566		

Table 3: Pearson Product Moment Correlation Analysis (R) of the Relationship between Inadequate Facilities/Equipment and the Development of Physical Education and Sports

- Significance - 0.05, Df = 198; Critical R = 0.13

The result from table 3 showed that the calculated r value of 0.96 is greater than the critical r-value of 0.13 at 0.05 alpha level and with 198 degree of freedom. The null hypothesis was therefore rejected. Based on this result, there is a significant relationship between inadequate facilities/equipment and the development of physical education and sports.

5. Discussion of Findings

Hypothesis one state that there is no significant influence of corruption on the development of physical education and sports. From the analysis on table 1, it was found that there is significant influence of corruption (fraud, bribery, forgery, embezzlement and extortion) on the development of physical education and sports.

This is evident from the result obtained which shows that the calculated t-value of 5.58 is greater than the table t-value of 1.960. Thus, the hypothesis was rejected. This implies that corrupt practices such as fraud, bribery, forgery, embezzlement and extortion are the major problems affecting the effective development of physical education and sports. The more these practices, the discouraging the development of self-reliance skills and culture through education. In support of the finding, Ayodele (2010) explained that all forms of corruption are contributing to non-realization of physical education and sports development in our institutions. According to him, many youths, adults and leaders in the country have thrown away the virtues of hard work and put in its place the culture of corruption. This new wave of

national life is fast eroding the fabrics of developmental efforts in the country. Okunrotifa (2008) added that fraud, bribery, forgery, embezzlement and extortion which are the products of corruption have become the ways progress and successes in life among people. This may be the reason why all government efforts at developing the self-reliance spirit through education is not yielding the desired result.

The second hypothesis states that poor electricity power supply has no significant effect on the development of physical education and sports. This was tested and its result presented on table 2. From the result, it was found that poor electricity power supply has a significant effect on the development of physical education and sports in tertiary institutions. The effect was significant because the calculated t-value of 481 is greater than the critical t-value of 1.960 at 0.05 level of significance. Thus, the hypothesis was rejected. What this signifies is that adequate electricity power supply will provide the necessary environment for effective development of physical education and sports spirit among the youths through education. In the same vein, this means that ineffective development of physical education and sport spirit among the youths through education is due to irregular electricity power supply prevalent among the three institutions. The findings seems to be in line with Jhingan (2007) when he discovered that irregular electricity power supply in our tertiary institutions and the country at large is the problem affecting the development of physical education and sport. Electricity power provides an enabling environment for training and development of the desired spirit. The learners need power to study and practice what they learned. Also the institutions need electricity to power most of the facilities used for training, irregular electricity supply will definitely affect the development of the desired education for wealth creation.

The hypothesis which states that there is no significant relationship between inadequate facilities/equipment and the development of physical education and sports was tested and its result presented on table 3. The result shows that Strong relationship exist between inadequate facilities/equipment and the development of physical education and sports. As obtained, the calculated r-value of 0.96 is greater than the critical r-value of 0.13 at 0.05 level of significance. Thus, the null hypothesis was rejected while the alternate hypothesis was accepted. This means that inadequate facilities/equipment in the tertiary institutions affect the development of physical education and sport. However, adequate facilities/equipment will definitely enhance the development of physical education and sports spirit through education. The finding is in line with Umedium (2008) who discovered that inadequate physical education lecturers, inadequate support by government, materials and equipment hinder the development. Uduk (2007) also reported that inadequate facilities/equipment constitute as a problem to the development of physical education and sports spirit among youths through education.

6. Conclusion

This study examined the problems affecting the development physical education and sports in tertiary institutions in Anambra State as perceived by lecturers. The findings revealed that some problems such as corruption, irregular electricity power supply and inadequate facilities/equipment affect the development of physical education and sports in tertiary institutions in Anambra State.

7. Recommendation

In view of the findings of this study, recommendation was made

- Corrupt practices should be effectively checked to reduce its negative impact on the development of physical education and sport
- Electricity power supply should be improved upon or alternative power supply should be provided that will be more cost-effective.
- Adequate facilities/equipment should be provided to enhance the development of physical education and sports.
- Government should support the institutions that are willing to run physical education and sports programme by providing them with space, extra fund; and equipment that will enable them take off effectively.

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