

**QUALITY OF PHYSICAL EDUCATION TEACHER ON PHYSICAL
FITNESS LEVEL AMONG SECONDARY SCHOOL STUDENTS IN OYO
METROPOLIS, OYO STATE.**

**DR RASHEED MUTAIRU AKANDE
HUMAN KINETICS AND HEALTH EDUCATION DEPARTMENT,
EMMANUEL ALAYANDE UNIVERSITY OF EDUCATION, OYO, OYO
STATE.**

rashmutakoyee2016@gmail.com
07053621119 /07032687113

&

**DR AKINTAYLOR MOPELOLA
PHYSICAL AND HEALTH EDUCATION DEPARTMENT, FEDERAL
COLLEGE OF EDUCATION (SPECIAL) OYO, OYO STATE.**

Abstract

This study investigated quality of physical education teacher on physical fitness level among secondary school students in Oyo metropolis, Oyo State. Descriptive survey research design was used in this study, while multistage sampling technique was adopted to select 160 respondents. And self-developed questionnaire with reliability Co-efficient value of 0.08 to collect data for the study. Descriptive and inferential statistics were used to analyze the data. The null hypotheses tested at 0.05 level of significance were rejected which implying that qualification and experience as quality of physical education teacher significantly determined physical fitness level among secondary school students in Oyo metropolis, Oyo state. Therefore, it was recommended that the government should employ qualified and experienced teacher to handle physical education in secondary schools. It was also recommended that in-service training and workshop should be organized for less qualified and qualified physical education teacher in the secondary schools respectively.

Keywords: *Quality, Physical Education Teacher and Physical Fitness Level*

Introduction

Physical Education refers to an instructional activity centred around basic motor movement, which help achieve the goal of physical, emotional and mental wellbeing for every pupil, student and student-teachers (Ojo, 2015). This includes education in health, hygiene, first aid, personal safety, and the teaching of manipulative skills. (WHO, 2020) opined that physical education is pertinent to the promotion of positive development in school-aged children and is particularly important today as societies within the world are plagued by the increasing occurrence of childhood obesity and illnesses linked to physical inactivity.

However, Physical education specialists are the most important group that can provide deliberate physical education activities leading our generation to a more active and healthier lifestyle. Many researchers have pointed out that the improvements in the

quality of teachers' instruction and pupils' learning are, to some extent reliant upon improvements in the quality of teachers' professional learning (Belleza, 2022). Well-qualified prospective physical education teachers with high motivation to the teaching profession and having positive attitudes toward physical activities help in the realization of the objectives of the physical education programme (Murcia et al, 2009). The education system requires qualified teachers to complete the learning process. This explains why teaching needs inclusive competencies, including material knowledge, pedagogy, social skills, and behavioural skills (Sebalo & Teslenko, 2020). And one of the objectives of physical education is to promote physical fitness to the highest level among the participant.

It is very disheartening and heart-breaking that despite the key role and much emphasis, being laid on physical education, as a subject that promote fitness, teaching the subject at secondary school are still facing with myriad of challenges such as professionally trained teacher, teacher experience, teacher use of instructional materials and teachers' method of teaching. Despite those odds, there is increasing demand to address fitness level and health within a school setting through the medium of physical education, while many generalist teachers are reluctant to teach physical education courses as been expected (Hastie & Martin, 2006). As a further challenge, the training programme for physical education teachers should be innovative and modern based on the requirements of the current labour market. These points, which were emphasized by (Metzler, 2017), absolutely confirm that the academic qualification of physical education teachers and the scope of their requirements are wide. In the same way, teaching styles, knowledge and skills are important for improving the teaching-learning process (Fernández & Espada, 2021). Meanwhile the so-called generalist teacher emphasis theory alone which would do more harm than good by making it difficult for students to be physically fit. Physical education teachers have the responsibility to model an active lifestyle and to promote fitness behaviours. Research findings and analysed studies showed that physical education teachers should have several skills and abilities (Fernández & Espada, 2021). It is important that physical education professionals "walk the walk" instead of simply "talking the talk". (Kingston et.al, 2023) submitted that physical education teacher training programmes are also one of the factors affecting the quality of the teaching process. In the study of (Casey & Kirk, 2020), They opined that to be an effective physical education teacher, it is necessary to have a thorough knowledge of teaching methods.

In addition, physical fitness level of students in Physical Education can be attributed to the teacher's wealth of experience in using various teaching strategies (Belleza, 2022). Teachers in various schools pay little attention to the use of a variety of teaching strategies. Teaching and learning cannot take place in a vacuum, but rather in an environment that is conducive to learning. Physical education teachers educate learners on a variety of topics ranging from physical activities to food and nutrition. They are in charge of organizing exercises, sports and curriculum, as well as preparing and maintaining gymnastics equipment. Thus, teachers need to understand what they are teaching thoroughly, be able to be innovative and explain the concept in great detail, and teach using various strategies to increase student interest and learning. Therefore, it is imperative that physical education teacher preparation programs also take a stance and reaffirm its commitment to fitness.

It is on this note that the researcher intends to ascertain quality of physical education teacher as determinant of physical fitness level among secondary school students in Oyo Metropolis, Oyo State.

Statement of the Problem

Physical education teachers modelling a lifestyle that promotes fitness and physical activity are able to reinforce student learning about fitness concepts and will influence their students to adopt similar lifestyles. Therefore, they have the biggest impact on the students because their qualification, experience, teaching method and the use of instructional aids are instrumental in helping them to learn. Highly qualified and experienced physical education teachers is expected to deliver a standards-based curriculum that will assist children in adopting and maintaining fitness and healthy, active lifestyles, facilitate improved teaching practices, and strengthen the quality of physical education instruction.

However, the progressive decline in secondary school students' performance with regards to physical education practical in secondary schools has raised a lot of questions in Nigeria's educational system, of which qualities of teachers are a key factor. Scholars have observed that the absence of qualified and experienced teachers to teach physical education and organize befitting sports that would promote high level of physical fitness among students do contribute significantly to the poor performance of students physically, academically, morally and socially because, they find it difficult to engage in one form of sports or physical fitness activities which would have transform their life positively. It is an obvious and glaring fact that in most of the secondary schools in Nigeria, some teachers teaching this subject are not professionally qualified. The professional qualifications required of any physical education teacher in Nigeria are NCE, BSC (Ed), or PGDE in case where teachers are not professionally qualified. On general note, teachers without educational background have been found to be ineffective teachers in terms of instructional delivery competence. It is against this background this study was carried out to ascertain quality of physical education teacher on physical fitness level among secondary school students in Oyo metropolis, Oyo State.

Hypotheses

The following hypotheses were tested in this study:

1. There is no significant relationship between qualification as quality of physical education teacher and physical fitness level among secondary school's students in Oyo Metropolis, Oyo State.
2. There is no significant relationship between experience as quality of physical education teacher and physical fitness level among secondary school's students in Oyo Metropolis, Oyo State.

Methodology

The descriptive survey research design was adopted for this study. The population for this study consists of secondary school staff and students of four local government area that constitute Oyo Metropolis of Oyo state. The sample size for this study was one hundred and sixty (160) respondents, through multi-stage sampling procedure. And self-developed questionnaire with reliability Co-efficient value of 0.08 to collect data for the study.

The demographic data of the respondents were analysed with frequency counts and percentages while inferential statistic of chi square was used to test the hypotheses set at 0.05 alpha level.

Analysis, Results and Discussion of Findings:

Table I: Frequency counts and corresponding percentages showing the sex distribution of the respondents

SEX	FREQUENCY	PERCENTAGE
Male	72	45
Female	88	55
Total	160	100.0

The above table I indicated the frequency distribution and the percentage of respondents according to the sex. The total number of 72 (45%) were males while 88 (55%) were females. This showed that females were more than males by 10 (6.25%).

Table II: Frequency counts and corresponding percentages showing the age of the respondents

AGE	FREQUENCY	PERCENTAGE
10 – 15 years	85	53.13
16 years and ABOVE	75	46.87
Total	160	100

Table II above showed that 85(53.13%) of the respondents were above 10-15 years while 75(46.87%) were 16 years and above.

Table III: Frequency counts and corresponding percentages showing the Status of the respondents

STATUS	FREQUENCY	PERCENTAGE
STAFF	60	37.5
STUDENTS	100	62.5
TOTAL	160	100

Table III above showed that 60(37.5%) of the respondents were staff while 100(62.5%) were students.

Testing of Hypotheses

Hypothesis 1:

There is no significant relationship between qualification as quality of physical education teacher and physical fitness level among secondary school's students in Oyo Metropolis, Oyo State.

Table IV: Showing the chi-square analysis on qualification as quality of Physical Education Teacher

Variable	N	Degree of Freedom	Table Value	Calculated Value	Remarks
Qualification of Physical Education Teacher	160	9	16.92	27.53	Sig.

From the table IV above, the calculated value is greater than the table value. Since the calculated value is greater than the table value, the null hypothesis is therefore rejected. This implies that the hypothesis which stated that there is no significant relationship between qualification as quality of physical education teacher and physical fitness level among secondary school's students in Oyo Metropolis, Oyo State, is hereby rejected. This connotes that there is significant relationship between qualification as quality of physical education teacher and physical fitness level among secondary school's students in Oyo Metropolis, Oyo State

This was in line with the opinion of Metzler (2017), who absolutely confirm that the academic qualification of physical education teachers and the scope of their requirements are wide. In the same way, teaching styles, knowledge and skills are important for improving the teaching-learning process (Fernández & Espada, 2021). Meanwhile the so-called generalist teacher emphasis theory alone which would do more harm than good by making it difficult for students to be physically fit. Physical education teachers have the responsibility to model an active lifestyle and to promote fitness behaviours. Research findings and analysed studies showed that physical education teachers should have several skills and abilities in terms of qualification (e.g., Fernández & Espada, 2021). It is important that physical education professionals “walk the walk” instead of simply “talking the talk”. (Kingston et.al, 2023) submitted that physical education teacher training programmes are also one of the factors affecting the quality of the teaching process. They further propounded that the higher a teacher is qualified, the higher his or her level education in the teaching profession.

Hypothesis 2:

There is no significant relationship between experience as quality of physical education teacher and physical fitness level among secondary school's students in Oyo Metropolis, Oyo State.

Table V: Showing the chi-square analysis on Experience as Quality of Physical Education Teacher

Variable	N	Degree of Freedom	Table Value	Calculated Value	Remarks
Experience as quality of Physical Education Teacher	160	9	16.92	18.56	Sig.

From the table V above, the calculated value is greater than the table value. Since the calculated value is greater than the table value, the null hypothesis is therefore rejected.

This implies that the hypothesis which stated that there is no significant relationship between experience as quality of physical education teacher and physical fitness level among secondary school's students in Oyo Metropolis, Oyo State, is hereby rejected. This connotes that there is significant relationship between experience as quality of physical education teacher and physical fitness level among secondary school's students in Oyo Metropolis, Oyo State

The finding of this study is in line with the opinion of (Belleza, 2022) who opined that, the physical fitness level of students in Physical Education can be attributed to the teacher's wealth of experience in using various teaching strategies. Teachers in various schools pay little attention to the use of a variety of teaching strategies. Teaching and learning cannot take place in a vacuum, but rather in an environment that is conducive to learning. Physical education teachers educate learners on a variety of topics ranging from physical activities to food and nutrition. They are in charge of organizing exercises, sports and curriculum, as well as preparing and maintaining gymnastics equipment. Thus, teachers need to understand what they are teaching thoroughly, be able to be innovative and explain the concept in great detail, and teach using various strategies to increase student interest and learning. This is due to the teachers experience in instructional technology and pedagogy. In addition, (Németh, et al, 2024) opined that it is known from practice that physical education in schools around the world is organized by experienced schoolteachers who engaged in series of activities. Together with teaching, physical education teachers must perform several parallel tasks such as management and organization. Therefore, the organization of physical education in schools by the teachers is multi-profile, based on their experiences and this process is related not only to physical activities but also to socio-pedagogical features which enhanced the physical fitness level of students.

Conclusion

From the finding of this study, it was revealed that the quality of teacher with regards to qualification and experience played significant roles on physical fitness level of secondary school's students because a professional and experience teacher will make the best of every unpleasant situation pleasant, however, an enabling environment must be created in terms of instructional aid such as facilities, equipment and supplies amongst other variables for the teachers' potentials to be utilized maximally. In addition, non-qualified and inexperienced physical education specialist may display a number of ineffective teaching behaviours which may contribute to the low level of physical fitness of students. Students would be better served by schools hiring and supporting trained and certified physical education Specialists.

Recommendations

Based on the finding of this study, the following recommendations were made: That there is need to review the teacher education and certification programme to enable it meet with international educational standards at various levels of the educational process. The need to update teacher's knowledge on ways of teaching physical education and acquaint them with other new innovations in practical class. This could be made possible by frequently organizing seminars, workshops and in-service training for physical education teachers.

That there is an urgent need to employ more qualified and experienced teachers to teach physical education in secondary schools, and there should be periodic supervision and assessment in relation to the students' performance in the subject.

That Parent Teacher Association in the secondary schools should raise fund so as to procure equipment and supplies necessary for improvisation in physical education that will facilitate and promote effective physical fitness programmes.

That Government should make efforts at improving the attitude of students to practical class by providing physical fitness laboratories for practical's, so that the learning experiences of the students can become more meaningful and at the same time interesting.

References

- Belleza, S. (2022) Exploring the experiences of PE teachers in teaching physical education: A qualitative inquiry. *International Journal of Research Studies in Education* 2022 Volume 11 Number 16, 19-22
- Casey, A., & Kirk, D. (2020). *Models-based practice in physical education*. Routledge
- Fernández, M., & Espada, M. (2021). Knowledge, education and use of teaching styles in physical education. *International Journal of Instruction*, 14(1), 379-394. <https://doi.org/10.29333/iji.2021.14122a>
- Hastie, P., & Martin, E. (2006). *Teaching elementary physical education: Strategies for the classroom teacher*. San Francisco, CA: Pearson Education.
- Kingston, Ú., Adamakis, M., Lester, D., & Costa, J. (2023). A scoping review on quality physical education programmes and their outcomes on primary-level pupils. *International Journal of Environmental Research and Public Health*, 20(4), 1- 14. <https://doi.org/10.3390/ijerph20043575>
- Metzler, M. (2017). *Instructional models in physical education*. Taylor & Francis. (3rd ed.). Routledge.
- Murcia, J., Coll, D. & Perez, L. (2009). 'Self-determined motivation and physical education importance'. *Human Movement*, 10(1), 1-7.
- Németh, Z., Shopulatov, A., Norboyev, K., Ahmedov, F., & Valente, S. N. (2024). Physical education teacher in middle schools: Requirements and academic profile. *International Journal of Instruction*, 17(3), 371-382.
- Ojo, A. L. (2015). 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. *International Journal Of Education, Learning And Development* Vol.3, No.5, Pp.38-53
- Sebalo, L., & Teslenko, T. (2020). Future teacher training for self-education activity in physical education at elementary school. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(1), 105–119. <https://doi.org/10.18662/rrem/202>.
- World Health Organization (2020). Physical Activity. Accessed May 10, 2023. <https://Www.Who.Int/News-Room/Fact-Sheets/Detail/Physical-Activity>