

PERCEIVED IMPACT OF AVAILABILITY OF MATERIAL RESOURCES ON THE IMPLEMENTATION OF PHYSICAL EDUCATION PROGRAMMES IN NIGERIA'S COLLEGES OF EDUCATION

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Abstract

This study examined the Perceived Impact of Availability of Material Resources on the Implementation of Physical Education Programmes in Nigeria's Colleges of Education. The research design for the study was the survey (Ex-post-facto) research design. The population of this study comprises all academic staff of Physical and Health Education (N=720) in 90 public (31 Federal and 59 State Colleges of Education) in Nigeria that offer Physical and Health Education programmes. For the purpose of the study, forty-five 45 (50%) of the Colleges of Education that offer the programme across the six (6) geo-political zones of Nigeria were selected as the sample. Simple random sampling technique was used to select the sampled colleges to give each College equal probability of being selected as well as being represented in the study. A self-structured questionnaire was used for data collection. A 5-point Likert-scale was used for the scoring of responses that were provided by respondents. Mean (X) and standard deviation (SD) was used to analyse responses to the research question, while Chi-square (χ^2) was used to test the null hypothesis at 0.05 level of significance. The study it found that availability of material resources significantly impact on the successful implementation of Physical Education programmes in Nigeria's Colleges of Education. The study recommends that the material resources that are required for successful implementation of Physical Education programmes in Nigeria's Colleges of Education should be made available

Keywords: Physical Education, Impact, Availability, Material Resources, Implementation, Colleges.

Introduction

Physical Education (PE) plays a vital role in fostering the physical, social, and mental development of individuals, which are critical components of a well-rounded education. In Nigeria's Colleges of Education, PE is essential in preparing future teachers who will promote active and healthy lifestyles among students. However, the successful implementation of PE programs is heavily dependent on the availability, adequacy, and utilization of material resources, including sports equipment, instructional materials, and physical facilities (Ogunode & Musa, 2020). These resources are crucial in facilitating hands-on learning experiences, skill acquisition, and the overall effectiveness of PE instruction.

One of the primary objectives of PE is the holistic development of students—physically, mentally, socially, and emotionally. Singh (2019) asserts that the ultimate goal of Physical Education is to nurture individuals who are well-rounded and capable of contributing meaningfully to society. In this context, material resources play an indispensable role in shaping the quality of learning and instructional delivery.

The availability of material resources is a key determinant in the effectiveness of PE programs. Studies indicate that many Nigerian Colleges of Education face significant deficits in sports equipment, gymnasiums, and instructional materials, which are essential for practical training in PE (Usman, 2021). Without these resources, educators are often compelled to rely on theoretical instruction, which undermines the experiential and skill-based nature of PE. According to Mgbor and Anyanjour (2017), the success of PE programs largely hinges on the extent to which material resources are available, adequate, and optimally utilized.

Availability, in this context, refers to the presence of essential facilities and equipment necessary for delivering PE programs. Longman (2021) defines availability as the readiness of resources for use in fulfilling specific educational functions. Similarly, Onyejiemezie (2022) emphasizes that availability entails ensuring a satisfactory standard of material resources to facilitate effective instructional activities. The absence or inadequacy of these resources significantly hinders the quality and implementation of PE programs in Nigerian Colleges of Education.

Effective utilization of available resources is equally critical. Ajayi and Ogunyemi (2017) highlight that even when material resources are available, poor management, maintenance, and underutilization can lead to their rapid deterioration. This further limits their long-term impact on PE instruction. Additionally, inadequate funding for the procurement and maintenance of equipment exacerbates the challenges faced by PE programs in Colleges of Education (Egwu, 2021).

The National Policy on Education (NPE) mandates institutions to provide adequate resources for quality education delivery (Federal Ministry of Education [FME], 2013). However, many Nigerian Colleges of Education struggle with limited funding, which affects their ability to acquire and maintain the necessary PE infrastructure. This inadequacy negatively impacts the quality of training provided to future PE instructors and, by extension, the overall effectiveness of PE programs.

In response to these challenges, policymakers and educational stakeholders have introduced various interventions aimed at improving resource availability and utilization in PE programs. These include increased funding for sports facilities, the provision of instructional materials, and professional development programs for PE instructors (Ogunode & Musa, 2020). Despite these efforts, many Nigerian Colleges of Education still fall short of meeting the standards observed in developed countries. The effective implementation of PE programs in Nigerian Colleges of Education requires the enhancement of material resource availability, adequacy, and utilization. Ikioya (2018) affirms that the successful delivery of PE curricula is contingent on the presence of well-maintained facilities, equipment, and supplies. Owioye (2021) further emphasizes that resource availability is a crucial factor in ensuring both qualitative and quantitative education. Given the activity-based nature of PE, lecturers must have access to the appropriate materials to effectively deliver the curriculum and facilitate skill acquisition among students.

Regrettably, the persistent shortage of material resources continues to undermine the proper implementation of PE programs in Nigeria's Colleges of Education. Addressing these deficiencies is crucial in ensuring that PE fulfils its role in fostering the holistic development of students. Therefore, this study seeks to assess the perceived impact of material resource availability on the implementation of PE programs in Nigerian Colleges of Education.

Statement of the Problem

Physical Education (PE) is a critical component of teacher education as it promotes physical fitness, health awareness, and the holistic development of students. In Nigeria's Colleges of Education, the successful implementation of PE programmes largely depends on the availability and adequacy of material resources such as sports facilities, equipment, instructional materials, and safe play environments. Unfortunately, there is growing concern that these resources are insufficient, obsolete, or poorly maintained in many Colleges of Education.

The scarcity of material resources undermines the delivery of quality instruction, practical skill acquisition, and students' active participation in PE activities. For instance, many institutions lack standard gymnasiums, functional sports fields, or adequate instructional aids, forcing lecturers to adopt theoretical approaches in a discipline that is fundamentally practical. This not only reduces the effectiveness of teaching and learning but also limits students' preparedness for future roles as PE teachers.

Moreover, disparities in resource allocation across institutions create inconsistencies in programme implementation, with some Colleges of Education better equipped than others. This situation raises critical questions about equity, quality, and the overall effectiveness of PE training in Nigeria. Despite recognition of the importance of material resources, limited empirical evidence exists on how their availability—or lack thereof—impacts the implementation of PE programmes in Colleges of Education. Therefore, it becomes imperative to investigate the perceived impact of material resources on the implementation of PE programmes in Nigeria's Colleges of Education. Specifically, this study assessed: the perceived Impact of availability of material resources on the implementation of Physical Education programmes in Nigeria's Colleges of Education.

Research Question

Based on the purpose of this study, the following research question was raised to guide the researcher:

1. To what extent does availability of material resources Impact on the implementation of Physical Education programmes in Nigeria's Colleges of Education?

Hypothesis

On the basis of the purpose and research questions of this study, the following hypothesis was raised.

HO₁: Availability of Material Resources has no significant impact on the Implementation of Physical Education Programmes in Nigeria's Colleges of Education.

Method

The research design for this study was the survey (Ex-post-facto) research design. This design was used because the information needed already exist and considering the fact that this study was not involve experimentation. Therefore, there was no manipulation of variables.

The population of this study comprised of all academic staff of Physical Education (PHE) in 90 public Colleges of Education (31 Federal and 59 State Colleges of Education) in Nigeria totally 720. The sample size for this study, was three hundred and sixty (360) respondents drawn from forty-five 45 (50%) of the Colleges of Education across the six (6) geo-political zones of Nigeria. In each of the 45 sampled Colleges, eight (8) Physical and Health Education lecturers were purposively selected to serve as the respondents in this study, making a total number of three hundred and sixty ($45 \times 8 = 360$) lecturers.

Purposive sampling technique was used to select forty-five (45) Colleges of Education which represents fifty percent (50%) of the Colleges of Education in Nigeria that offer Physical Education programmes. Also, simple random sampling technique was also used to select eight (8) teaching staff from each of the forty-five (45) sampled colleges of education, making a total of three hundred and thirty-six ($8 \times 45 = 360$) teaching staff. For the purpose of this study, a self-developed questionnaire by the researcher was used.

For the purpose of data analysis, Mean (X) and standard deviation (SD) were used to analyse responses to the research questions, while inferential statistics of Chi-square (X^2) was used to test the formulated hypothesis at 0.05 level of significance.

Analysis of Responses to Research Question

The research question for this study was answered using mean and standard deviation. The benchmark of 3.0 was used. The analysis of the research question is presented below as follows:

Research Question 1: To what extent does Availability of Material Resources Impact on the Implementation of Physical Education programmes in Nigeria's Colleges of Education?

Table 1: Analysis of mean scores and standard deviation on the Perceived Impact of Availability of Material Resources on the Implementation of Physical Education programmes in Nigeria's Colleges of Education

S/N	ITEMS	Mean	SD
1	There are available audio-visual materials in the implementation of Physical Education Programmes in Nigeria's Colleges of Education	2.68	1.390
2	There are available visual materials needed in the implementation of Physical Education Programmes in Nigeria's Colleges of Education	2.89	1.317
3	There are available multimedia materials in the implementation of Physical Education Programmes in Nigeria's Colleges of Education	3.36	1.141
4	There available print materials needed in the implementation of Physical Education Programmes in Nigeria's Colleges of Education	3.90	1.121
5	There are available electronic interactive materials needed for the implementation of Physical Education Programmes in Nigeria's Colleges of Education	2.76	0.880
6	There are available audio materials needed in the implementation of Physical Education Programmes in Nigeria's Colleges of Education	3.21	1.169
7	There are available physiology laboratory in the implementation of Physical Education Programmes in Nigeria's Colleges of Education	3.76	1.335
8	There are available gymnasium mats in the implementation of Physical Education Programmes in Nigeria's Colleges of Education	3.98	0.982
9	There are available handball courts in the implementation of Physical Education Programmes in Nigeria's Colleges of Education	3.63	1.038
10	There are available handballs in the implementation of practical aspect Physical Education Programmes in Nigeria's Colleges of Education	3.00	1.219
Aggregate Mean		3.34	0.724
Benchmark =3.00			

Table 1 above reveals the analysis of the Perceived Impact of Availability of Material Resources on the implementation of Physical Education programmes in Nigeria's Colleges of Education. The analysis revealed an aggregate mean score of 3.34 which is greater than the benchmark of 3.0 ($3.34 > 3.0$). This analysis implied that the respondents were of the opinion that Availability of Material Resources has impact on the implementation of Physical Education programmes in Nigeria's Colleges of Education as perceived by the respondents.

Test of Hypothesis

H₀₁: Availability of Material Resources has no significant Impact on the Implementation of Physical Education Programmes in Nigeria's Colleges of Education

Table 2: Chi-square Analysis of the Perceived Impact of Availability of Material Resources on the Implementation of Physical Education Programmes in Nigeria's Colleges of Education

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
2 D	36	87.3	-51.3	189.189 ^b	3	.000
3 U	174	87.3	86.8			
4 A	123	87.3	35.8			
5 SA	16	87.3	-71.3			
Total	349					

X² critical=0.352(df.3) at 0.05 level of significance. P(0.000)<0.05

Table 2 above shows the Chi-square statistical analysis of the Availability of Material Resources (MR) on the Implementation of Physical Education Programmes in Nigeria's Colleges of Education. The result of the analysis reveals a X² calculated value of 189.189 which is far greater than the X² critical value of 0.352(df.2) at 0.05 level of significance, (X² cal=189.189>X² cri=0.352). The result of this analysis depicts that Availability of Material Resources had significant Impact on the Implementation of Physical Education Programmes in Nigeria's Colleges of Education. Therefore, the null hypothesis state that "the Availability of Material Resources has no significant Impact on the Effective Implementation of Physical Education Programmes in Nigeria's Colleges of Education" was rejected.

Discussions

Hypothesis One: The findings of this study revealed a significant Impact of the Availability of Material Resources on the successful Implementation of Physical Education Programmes in Nigeria's Colleges of Education by extension, the findings of this study revealed that Availability of Material Resources plays a crucial role in determining the successful delivery of Physical Education Programmes in Nigeria's Colleges of Education.

The findings, is however, in contrast with the earlier findings by other researchers such as Olamide and Akintoye (2022) who reported that most Colleges of Education in Nigeria are faced with the challenges of unavailability of certain crucial Material Resources which are required for significant positive Impact on the implementation of Physical Education Programmes. The non-availability of Material Resources produced negative impact which reduces students' level of innovation to engage in Physical activities which in turn negatively affect the achievement of the overall goals of Physical Education Programmes. Similarly, the findings of this study is also in contrast with those findings by Musa and Adamu (2023) on the research in which they reported that unavailability of Material Resources in Physical Education Department in most Nigeria Colleges of Education was identified as a major constraint. Furthermore, the findings of this study is not in agreement with the earlier

findings by Bello, et al (2023) on similar study who reported that a gap was found with regards to availability of Material Resources on the Implementation of Physical Education Programmes in Nigeria's Colleges of Education. Furthermore, the findings of this research is also in variance with that of Ike and Obi (2022) who reported that non-availability of the required Material Resources for successful Implementation of Physical Education Programmes in most Nigeria's Colleges of Education.

Conclusion

Based on the major findings of this study, the researcher drawn the following conclusion;

1. Availability of Material Resources was perceived to have positively influences on the effective implementation of Physical and Health Education programmes in Nigeria's Colleges of Education;

Recommendations

Based on the findings of this study, the researcher recommends as follows:

1. The material resources that are required for successful implementation of Physical and Health Education programmes in Nigeria's Colleges of Education should be made available in Nigeria's Colleges of Education. These include; standard facilities and equipment, visual aids and audio-visual aids for instructional purposes. This could be achieved through adequate annual budget allocation and TETFund to Colleges of Education for the purpose of establishment of physical infrastructure and procurement of the needed material resources.
2. Government should ensure provision of Adequate Material Resources that are required for successful implementation of Physical and Health Education programmes in Nigeria's Colleges of Education through adequate annual budgets and TETFund for all the Colleges of Education that are offering Physical and Health Education programmes in Nigeria. This should be sustainable for the purpose of successful implementation of Physical Education programmes.

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