

PERCEIVED IMPACT OF AVAILABILITY OF HUMAN 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 Human Resources on the Implementation of Physical Education Programmes in Nigeria's Colleges of Education. The study was guided by eight objectives. 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 (PHE) (N=720) in 90 public (31 Federal and 59 State Colleges of Education) in Nigeria that offer Physical 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 the respondents. Mean (X) and standard deviation (SD) were used to analyse responses to the research question, while inferential statistics of Chi-square (χ^2) was used to test the formulated null hypothesis at 0.05 level of significance. From the study it was established that Availability of **Human Resources** significantly impact on the successful implementation of Physical Education programmes in Nigeria's Colleges of Education. Based on the findings of made, it is recommended that Colleges of Education that offer PHE Programmes in Nigeria should ensure sustainable availability of PHE teachers through recruitment.*

Keywords: *Physical Education, Impact, Availability, Human Resource, Implementation, Colleges.*

Introduction

Physical Education (PE) plays a crucial role in promoting physical, social, and mental development, which are essential aspects of a well-rounded education. In Nigeria's Colleges of Education, Physical Education is instrumental in training future teachers who will promote active, healthy lifestyles among students. However, the effective implementation of Physical Education programmes hinges on the availability of essential human resources. Human resources, who include qualified teachers, instructors, and support staff, are pivotal for delivering quality Physical Education instruction.

One of the goals of Physical Education is the total development of the participant's physical, mental, social and emotional well-being. Physical and Health Education is one of the courses in Colleges of Education which goal is the total development of the individual through physical activities. According to Singh (2019), the aim and objective of Physical and Health Education is to develop human personality in its totality. This involves the development of the physical, mental, social, emotional and moral aspects so as to make the individual a good citizen. Such a person should be able to make contribution in the process of nation building in his or her own way.

The availability of human resources is important ingredients in any Physical and Health Education programmes (Ajayi & Ogunyemi, 2017). In recent times it has been observed that Physical and Health Education seems to be losing steam in almost all the Colleges of Education in Nigeria. Availability refers to services/resources that can be obtained in the discharge of certain functions. Longman (2021) asserts that availability refers to resources ready to be used, able to be used or that can easily be found and used. Onyejiemezie (2022) noted that availability is a state of making provision for a satisfactory standard requirement in terms of human resources to enhance effective instructional activity in a particular course. In recognition of the importance of availability of human resources in teaching, Olaitan, Igbo, Ekong, Nwachukwu and Onyemaechi (2022) noted that no meaningful learning or transfer of what has been learned will take place if such learning occurs in a situation devoid of relevant human resources. The importance of availability of human resources cannot be over-emphasized in teaching of Physical Education in Colleges of Education.

The availability of human resources is predictor to the successful implementation of any academic programmes. According to Offorma (2023) teaching is usually facilitated and is more effective through the active participation of the learners and utilization of appropriate resources. Active participation of the learner in Physical Education is facilitated by the availability and effective utilization of adequate human resources. Ajayi and Ogunyemi (2017) note that effective utilization of available human resources also plays a key role, as poor resource management and maintenance practices can lead to rapid degradation of facilities, further hampering the effectiveness of PE programs.

A lack of qualified staff has been a persistent issue in Nigeria's educational sector. Many colleges of education struggle with insufficient numbers of adequately trained PE instructors, which often leads to a decline in program quality and effectiveness (Bello et al., 2019). According to the National Policy on Education (NPE), institutions are mandated to employ qualified personnel to maintain educational standards. Despite this, many PE programs lack adequately trained professionals, which in turn impacts student outcomes and the overall effectiveness of the program (Federal Ministry of Education [FME], 2013).

Policymakers and educational institutions provided certain intervention to prioritize resource allocation and management to ensure PE programs in Nigerian colleges of education meet national and international standards. These include regular training and development for PE instructors, improved funding for equipment, and stringent management practices for existing resources (Ogunode & Musa, 2020).

Unfortunately, Nigeria's colleges of education could not compete with their counterparts in developed countries. Similarly, Egwu (2021) noted that it is obvious that academic staff competency and available instructional facilities and equipment in Colleges of Education determine the coverage of syllabus and curriculum of Physical Education. According to Ikioya (2018) the Physical Education programmes requires the availability and adequacy of facilities, equipment and supplies for the attainment of set goals. Resources have been observed as a potent factor to quantitative and qualitative education (Owoeye, 2021). This is especially important in Physical Education because of the activity-oriented nature of Physical Education. A lecturer is hired to teach the content of Physical Education curriculum because he is expected to possess the required skills for the utilization of the Physical Education facilities, equipment and supplies in the Colleges of Education. Unfortunately, many Physical Education programmes in Colleges of Education are not being effectively implemented owing to the problem of inadequate human resources.

Thus enhancing the availability of human resources is therefore vital for the successful implementation of PE programs, ultimately contributing to the holistic development of Nigerian students and this make this study imperative. It is on this note that this study will be concern with the assessment of the Impact of Availability of Human Resources for the Implementation of Physical Education Programmes in Nigeria's Colleges of Education.

Statement of Problem

Physical Education (PE) is globally recognized as a vital component of teacher education programmes, equipping future teachers with the knowledge and skills to promote health, wellness, and holistic development among learners. In Nigeria's Colleges of Education, the implementation of PE programmes is critical for preparing competent teachers who can meet the demands of the school curriculum and contribute to national development goals, particularly in the areas of youth empowerment and healthy living. However, the successful implementation of these programmes is largely dependent on the availability and adequacy of human resources—including qualified lecturers, technical instructors, coaches, and support staff.

Despite the policy emphasis on Physical Education as an essential aspect of the National Policy on Education, there are persistent concerns about inadequate staffing in Colleges of Education. Reports indicate that many institutions either lack the required number of trained personnel or rely heavily on underqualified staff to deliver PE courses. This situation often results in poor quality instruction, limited practical exposure for students, and a decline in the standard of Physical Education teacher preparation. Furthermore, the heavy workload on the few available lecturers, coupled with inadequate opportunities for professional development, exacerbates the challenges of programme implementation.

The perceived shortage of human resources raises critical questions about the extent to which Physical Education programmes are being effectively delivered in Nigeria's Colleges of Education. If students graduate without receiving proper training in physical fitness, sports pedagogy, and health promotion, the long-term

implications could include poorly prepared teachers, low participation in school-based physical activities, and wider health-related issues among learners. Yet, there is limited empirical evidence that specifically examines the perceived impact of human resource availability on the quality and effectiveness of PE programme implementation in Nigerian Colleges of Education. Therefore, it becomes imperative to investigate the perceived influence of human resource availability on the implementation of Physical Education programmes. Specifically, the purpose of this study was to assess: The perceived impact of availability of human resources on the implementation of Physical Education programmes in Nigeria's Colleges of Education.

Research Question

The following research question was raised to guide the researcher:
To what extent does Availability of Human Resources Impact on the Implementation of Physical Education programmes in Nigeria's Colleges of Education?

Hypothesis

The following hypothesis was raised.
Availability of Human 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.

Result

Research Question 1: To what extent does Availability of Human 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 Human Resource on the implementation of Physical Education programmes in Nigeria’s Colleges of Education

S/N	ITEMS	Mean	SD
1	There are available personnel in terms of teacher-students’ ratio on Implementation of Physical Education Programmes in Nigeria’s Colleges of Education	4.32	0.829
2	There are available personnel required to implement health education curriculum of the Physical Education Programmes in Nigeria’s Colleges of Education	4.11	0.881
3	There are available personnel required to implement physical education curriculum of Physical Education Programmes in Nigeria’s Colleges of Education	4.01	0.773
4	There was enough manpower to implement the practical aspect of the Physical Education Programmes in Nigeria’s Colleges of Education	3.23	1.246
5	There are available resource individuals in the effective Implementation of Physical Education Programmes in Nigeria’s Colleges of Education	3.85	1.030
6	There are available personnel to implement the Physical fitness aspect of Physical Education Programmes in Nigeria’s Colleges of Education	3.82	1.047
7	There are available personnel to handle the field aspects of athletics in Colleges of Education in Nigeria	3.16	1.160
8	There are available personnel to handle the track aspects of athletics in Colleges of Education in Nigeria	2.95	1.262
9	There are available personnel to handle swimming practical classes in Colleges of Education in Nigeria	3.50	0.772
10	There are available personnel to handle the gymnastic practical classes in Colleges of Education in Nigeria	3.52	0.902
Aggregate Mean		3.65	0.625

Benchmark=3.00

Table 1 above revealed the analysis of the impact of Availability of Human Resource on the Implementation of Physical Education programmes in Nigeria’s Colleges of Education. The analysis revealed an aggregate mean score of 3.65 which is far greater than the benchmark of 3.0 (3.65>3.0). This analysis implied that Availability of Human Resource had positive Impact on the Implementation of Physical Education programmes in Nigeria’s Colleges of Education as perceived by the respondents.

Table 2: Chi-square Analysis of the Perceived Impact of Availability of Human Resource on the Implementation of Physical Education Programmes in Nigeria’s Colleges of Education

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
3 U	152	116.3	35.7	101.851 ^a	2	.000
4 A	169	116.3	52.7			
5 SA	28	116.3	-88.3			
Total	349					

X² Critical = 0.103(df.2) at 0.05 level of significance. P(0.000)<0.05

Table 2 above is on the Chi-square statistical analysis on the Perceived Impact of Availability of Human Resource on the Implementation of Physical Education Programmes in Nigeria’s Colleges of Education. The analysis reveals an X² calculated value of 101.851 which is far greater than the X² critical value of 0.103(df.2) at 0.05 level of significance, X² cal=101.851>X² cri=0.103). The above analysis implied that Availability of Human Resource had significant Impact on the Implementation of Physical Education Programmes in Nigeria’s Colleges of Education. Therefore, the null hypothesis which states that “Availability of Human Resource has no significant Impact on the Implementation of Physical Education Programmes in Nigeria’s Colleges of Education” is rejected.

Discussion of the Finding

The findings of this study revealed a positive significant Impact of the availability of human resource on the implementation of physical education programmes in Nigeria’s Colleges of Education. These findings are in agreement with the outcome of the earlier similar research conducted by Ogundele, Ajayi and Adeyemi (2023) who reported that the availability of qualified Physical Education teacher significantly enhances students’ engagement and learning outcomes in Physical Education Programmes. The Physical Education teachers, pedagogical competence and content knowledge ensure that they can effectively communicate the concept and skills needed for students to exile in Physical Education activities.

Furthermore, the findings of this study on the Perceived Impact of the Availability of Human Resource in the Implementation of Physical Education Programmes in Nigeria’s Colleges of Education is also in line with the findings of Olalekan and Okafor (2022) who reported in a similar research titled that institutions with available and qualified Human Resource (Physical Education Teachers) experience smoother curriculum implementation.

Similarly, the findings of this research with regards to the Impact of the Availability of Human Resource on the successful Implementation of Physical Education Programmes in academic institutions is also in support of the earlier findings by Adebayo, et al (2021) in their study titled the Role Importance of Availability of Human Resource in the smooth Implementation of Physical Education Programmes in Academic Institutions cannot be over emphasize because of their significant impact in the successful delivery of the curriculum content.

Furthermore, the findings of this study with regards to the Impact of the Availability of Human Resource on the successful Implementation Physical Education Programmes in schools is also in support of the earlier findings in a similar study by Amusa, et al (2022) in their paper titled the Impact of the Availability and Qualified Physical Education Teachers in a Successful Implementation of Physical Education Curriculum cannot be overestimated. Also, Oladipo, et al (2021) from their similar studies reported that Physical Education Programmes that are well supported by competent Human Resource contribute significantly to the successful curriculum delivery for the development of physical fitness, mental well-being, and social skill development students.

Conclusion

Based on the findings of this study, the researcher drawn the conclusions that:

Availability of Human Resources was perceived to have impact on the implementation of Physical and Health Education programmes in Nigeria's Colleges of Education that offered the programme.

Recommendations

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

1. Colleges of Education that offer Physical and Health Education Programmes in Nigeria should ensure sustainable availability of Physical and Health Education teachers through recruitment. This implies that there are must be continuous availability of the required number of man-power successful implementation of Physical and Health Education programmes must be achieved in Nigeria's Colleges of Education.
2. Government must ensure that there are adequate or sufficient number of Physical Education teachers in all the Colleges of Education that offer Physical and Health Education programmes for successful curriculum delivery. In addition to adequacy of man-power need, efforts should be made by government to adequately equip Physical Education teachers with the skills, attitude, knowledge and competencies that are required for successful implementation of Physical Education programmes in Nigeria's Colleges of Education.

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