

Constraints to the Implementation of Physical Education in Senior Secondary Schools in Nsukka Local Government of Enugu State

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Key words: Constraints, implementation, physical education, senior secondary schools, objective

Abstract: The purpose of this study is to determine the constraints to the implementation of physical education in senior secondary schools in Nsukka Local Government Area, Enugu state. Five objectives and corresponding research questions were posed to guide the study. Descriptive survey research design was employed in order to achieve the purpose of the study. A total number of eighty two (112) respondents were used as sample in this study. The main findings of the study are hereby summarized as follows: majority of physical education teachers encounter constraints associated with instructional objective for the implementation of physical education as evident with the average score of (62.2%) which is high; constraints associated with equipment and facilities for the implementation of physical education teachers are high (65%); constraints associated with instructional materials for the implementation of physical education is high (65.3%); constraints associated with teaching methods for the implementation of physical education are average (50.6%) and constraints associated with evaluation for the implementation of physical education are average (58.6%).

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INTRODUCTION

Everything that influences behaviour and personality is education. By encouraging development of the child's abilities, physical education and sport constitute the very foundation of education, a veritable schooling for life in society. Instead of the mind-body dichotomy it would seem preferable to adopt the principles of unity and parity. It is desirable in any case that in the first instance children and especially, adolescents should be helped to

gain awareness of their bodies and the psycho-physical unity of their being because physical learning is not only physical activity but also knowledge. Physical education is unique to the school curriculum as the only programme that provides students with opportunity to learn motor skills develop fitness and gain understanding about physical activity. It is an integral part of the total education of every child in school. Quality physical education programmes increase the responsibility and enjoyment of physical activity for all students, so that,

they can be physically active for a lifetime^[1]. Physical education contributes directly to development of physical competence and fitness. It also helps students to make informed choices and understand the value of leading a physically active lifestyle. Effective implementation of a subject as important as physical education is very vital if the primary and secondary physical education is to achieve goals of inculcating literacy in learning on the health and physical growth. Efforts of the federal government towards implementation of a sound physical education curriculum for schools have not yield significant results due to issues inherent in the implementation of the physical education. Numerous pieces of reference works have examined the international trend in specific areas of physical education provision. Inadequate physical education facilities and equipment, a general reduction in time allocated to physical education and the little or no preparation in teaching physical education by the teachers are of international concerns.

It is worthy to mention that National Policy on Education described physical education as an instructional subject at all levels of education in Nigeria. This development according to Ojeme was a departure from the old programme and proactive of physical education in schools where emphasis was on intra-mural and extra-mural sports. He further observed that, the policy was instrument to the development of a national curriculum for physical education as well as a West African school Certificate Examination (WASCE) syllabus in 1985 and 1996, respectively. Other benefits of this policy include among others, the establishment of physical education divisions in ministries of education the separation of physical education as two separate degree options at the university level to facilitate in-depth study at both subjects (Health and physical education) and the development of national physical education curriculum for both junior and senior secondary schools.

Physical education is defined in various ways by different specialist in the field. Nixon and Jewett^[2] viewed physical education as the education of the body and mind through various physical activities. This is in line with Ariba^[3] who posited that physical education makes positive contributions to the development of fitness, perceptual motor efficiency, socio-emotional growth, improved academic understanding and positive use of leisure time. Furthermore, physical education is a study, practice and appreciation of the art and science of human movement. According to Eze^[4], physical education is an educational course related to the physique of the body Kinu viewed physical education in the cognitive, effective and psychomotor domains in a play or movement exploration setting. Adenyanju and Ladani^[5] gave a more comprehensive definition of physical education as a way

of life with activities pattern to resemble an orderly and disciplined community and whose programmes satisfy the social, mental, physical, emotional and economic dimensions of every one. In the context of this study physical education is perceived as the total education process which contributes to human development physically, mentally, emotionally and socially through the medium of and organized and planned movement activities.

However, the implementation of physical education programme in secondary schools has some constraints. Mgbor^[6] have acknowledged that sometimes physical education curriculum can be poorly implemented because of some constraints. Quirk^[7] perceived constraints as something that limits ones freedom of doing what he wants to do. In relation to the present study constraints to the implementation of physical education refers to those thing that limit the implementation of physical education programme in secondary schools Nsukka local government area.

Moreover, the benefit of physical education can affect both academic learning and physical activity patterns of students^[8]. A healthy physically active student is more likely to be academically motivated, alert and successful^[9]. According to Reston as children grow older and enter adolescence, physical activity enhances the development of positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. With the above mentioned importance of physical education in school one could find out that quality physical education can promote social, cooperative and problem solving competencies and as well as developing motor skills, physical fitness and understanding of concept which in turns foster lifelong healthy life styles.

Meanwhile, physical education teachers ought to be competent in facilitating physical activities in school in that they can demonstrate professionalism and ethical behaviour in the learning environment through positive interaction with students, colleagues and administrators. According to Rajle^[10], physical education must have meaningful education and significant content. On this note, physical education teachers establish high expectations for learning within the psychomotor, cognitive and effective domains as well as supporting the student learning through the creation of environment that is conducive to learning. However, it is doubtful how physical education teachers in secondary schools in Nsukka local government area perceived some constraints to physical education implementation in senior secondary school in Nsukka local government area^[10].

Teaching method is a way by which the teacher impact knowledge to the students. Mayshark^[11] stated that method is concerned with the best way to provide learning

experience, so that, the individual behaviour will be modified. In the light of Nnadozie^[12], the teacher is to choose from the available method but his consideration of the children he is to teach, subject matter or content of instruction and a comprehensive consideration which enable him to make wise and rational decision on the method or methods he may have to choose.

There are different methods of teaching physical education but no single method can be regarded as to be used for different topics. In line with this, Lawries^[13] stated that it is becoming increasingly apparent that concept and ideals are more easily and firmly grasped when presented in more than a single way. He therefore, identified methods such as lecture method, demonstration method, discussion methods, problem-solving method and field trip method.

According to Caterino and Polak^[14], the teaching of physical education in Nigerian school was observed to be full of challenging factors. They observed that these constraints may crop up either from the programme of the school, method of instruction, teachers themselves or from the students. In PE classes, one may take physical fitness tests that require him to run, jump and engage in other feats of strength and endurance. In addition, to these standardized tests, often individuals face the challenge of competing with larger, stronger and more physically fit students in games such as basketball, soccer and tennis. One may also be required to steadily improve his/her performance either in a particular sport or on a physical fitness test by the end of the semester. Most PE programs are not just about sports and games. People also learn about health and fitness and might have to memorize the caloric content of fat and protein, demonstrate ability to describe several exercises, develop diet and exercise plans or make recommendations for developing a healthier lifestyle. This knowledge requires one to not only learn facts but also synthesize data and apply it to one's own life.

In the light of Nnadozie^[12], the teacher is to choose from the available method but his consideration of the children he is to teach, subject matter or content of instruction and a comprehensive consideration which enable him to make wise and rational decision on the method or methods he may have to choose. There are different methods of teaching physical education but no single one can be regarded as the best to be used for different topics even for a particular topic. In line with this Lawries^[13], stated that it is becoming increasingly apparent that concept and ideals are more easily and firmly grasped when presented in more than a single way. He therefore identified methods such as lecture method, demonstration method, discussion methods, problem-solving method and field trip method.

The time provided for the teaching of physical education in schools is completely shorts. The nature of

physical education programme calls that, it requires enough time, if the objectives of physical education are to be achieved. This is because physical education programme involved mostly, practical where the student will participate under the guidance of the teacher. Meanwhile, it is through the participation that learning takes place as well as achieving the objective of physical education. The issue of inadequate facilities and equipment is a known factor in the teaching of physical education in secondary school. An increase in sports and physical activities in school has made the purchase and care of equipment a matter of importance. William^[15] also opined that facilities and equipment to be use in teaching physical education deserve a thorough consideration in the total pattern of physical education and recreational experiences, if the objectives of sports and physical education are to be achieved. In a situation where few equipment and facilities are shared in schools, there will be no equitable time for the students to practice.

Resick^[16] asserted that total education programme of the school, the planning of facilities must be considered along with those areas of school curriculum. He stressed that the adequacy of facilities and equipment should not only be in terms of number of the facilities and equipment but also in terms of diversity in order to cater for students individual needs and interest in school. Irwin and Humphrey^[17] also noted that one of the most important factors in the pursuit of physical education programme is the provision of adequate facilities and equipment. He also advocate that equipment and facilities should not only be provided but the participant must be well guided and exposed to the right use of the equipment to enable them participate in sports as well as reducing the risk of sports injury.

Akimsami concluded that considering the importance of equipment and facilities, there is need for successful organisation, administration and functioning of sports programme, it is pertinent to note that everything legitimate should be done to provide and maintain them properly. This will in no small measure enhance improvement in the development of physical education and sports programme in school. It is therefore a clear evident from these facts that the type, number and quantities of facilities, equipment and supplies available for school determine to a large extent and scope of physical education programme that can be offered. Consequently, any limitation in this aspect creates difficulty in participation in sports and physical education programme. Hornby^[18] defined constraints as the various factors that restrict something. It is pertinent to stress that in the present study, constraints refer to the various factors that hamper the implementation of physical education programme in senior secondary school in Nusukka.

In spite of programmes in physical education in primary, secondary and several tertiary institutions in Nigeria today, many Nigerians still regard physical education as nothing more than running and jumping and hygiene. Thus, it is difficult for many physical education students to effectively participate in school physical activities. This is the reason most school management in Nigeria especially in Nsukka local government areas. Do not see the need to equip their schools adequately with physical education facilities. Consistent students and teacher's participation will gear to standardize their sporting facilities. Facilities such as courts and pitches should be constructed and maintained for the use of the students and teachers. Equipment such as balls, nets, javelin, rackets, hockey sticks, bats, gymnastic and athletic materials require either purchasing, replacement or repairs. Bucher^[19] opined that facilities should be planned and constructed with an eye to the future. Igbanugo^[20] ascertained that athletes have been known to drop out or skip training because things (facilities and equipment) are either non-existence or inadequate.

The teacher is considered to be the major and first instrument in education. Schools rely upon the teachers in preparing generations of students and in facing problems that hinder their ability to perform duties represented in student's progress and learning their level. Thus, teachers are the corner stone in learning and teaching and the most important factor in education. This in essence shows that the teacher should play an important role in physical education classes through participation and proper guidance. This requires the availability of effective teacher who seeks to be competent and influential. The teacher's desire stems from commitment to provide the best education possible to his students and to his facing regulatory processes and situations of management in learning environment. Abedalbasit^[21] points out that revealing the importance of physical education and physical activities to the teachers will gear effort towards effective participation to achieve the goals of physical education.

Above all, physical education as a subject is not taken in senior classes. This hinders senior students and teachers from participating and learning physical education. It is seen as a subject for junior classes thus reducing the importance attached to it. Physical education should be made broad, so as to be included in senior secondary classes. The senior secondary school curriculum should be revisited by appropriate bodies so as to include physical education as one of compulsory subjects in senior secondary schools. Therefore, this study is interested in determining the constraints to the implementation of physical education in senior secondary schools in Nsukka local government area.

Purpose of the study: The purpose of this study is to determine the constraints to the implementation of physical education in senior secondary schools in Nsukka local government area, Enugu state. Specifically, the study sought to determine:

- The constraints associated with instructional objective for the implementation of physical education in senior secondary schools of Nsukka local government area
- The constraints associated with equipment and facilities for the implementation of physical education programme in senior secondary school in Nsukka local government area
- The constraints associated with instructional materials for the implementation of physical education programme in senior secondary school in Nsukka local government area
- The constraints associated with teaching method commonly applies by physical education teachers for the implementation of physical education in senior secondary schools
- The constraints associated with evaluation for the implementation of physical education in senior secondary schools

Research questions: The following research questions were posed to guide the study:

- What are the constraints associated with instructional objective for the implementation of physical education in senior secondary schools of Nsukka local government area?
- What are the constraints associated with equipment and facilities for the implementation of physical education programme in senior secondary school in Nsukka local government area?
- What are the constraints associated with instructional materials for the implementation of physical education programme in senior secondary school in Nsukka local government area?
- What are the constraints associated with teaching methods commonly apply by physical education teachers for the implementation of physical education in senior secondary schools?
- What are the constraints associated with evaluation for the implementation of physical education in senior secondary schools?

MATERIALS AND METHODS

Research design: Descriptive survey research design was employed in order to achieve the purpose of the study.

Population of the study: The population for the study comprises all the physical education teachers in secondary schools in Nsukka local government area. There are 30 secondary schools in Nsukka local government area having a total 112 physical education teachers in secondary schools in Nsukka (PPSMB 2015 Statistical Unit Nsukka Zonal Office). Therefore, a total number of (112) constitute the population for the study.

Sample and sampling techniques: A total number of 112 respondents would be used as a sample in this study. This represent the total population. Therefore, there would be no sampling. This is in line with the assertion by Mwana that where the number in the target population is small, it is preferable to utilize all the respondents in order to ensure representativeness and generalizability of findings.

Instrument for data collection: A questionnaire named Constraints to the Implementation of Physical Education questionnaire (CIPOPHE) will be used for the collection. This would be consisted two parts or section, Section A contains a bio data of the respondents while Section B contain questions that would be constructed in line with the research question.

Validity of the instrument: The researchers would subject the questionnaire items to three experts in health and physical education department, University of Nigeria, Nsukka. The opinions, suggestions and judgement from these validators will facilitate Inclusion or removal of some vague statements or items so as to be in compliance with the basic requirements for the study.

Reliability of the instrument: To establish the reliability of the instrument, split half method was employed. Split half is explained as a method of assessing the reliability of an instrument by dividing the item into two. For this study, 20 copies of the questionnaire was administered to secondary school teachers in Igbo- Etiti L.G.A outside the study area. The Cronbach alpha statistics would be applied in computing the reliability co-efficient. The instrument yielded a reliability coefficient of 0.76 and was considered reliable for the study.

Method of data collection: In order to gain access to the respondents, a letter of introduction from Head, Department of Human Kinetics and Health Education, University of Nigeria, Nsukka would be presented to the school principals of the secondary schools in Nsukka local government area. The instrument would be personally administered by the researchers. This will provide a good opportunity for explanation in filing the questionnaire as well as helping to ensure a 100% return rate.

Method of data analysis: In an attempt to answer the research questions, data collected will be analyse using Statistical Package for Social Sciences (SPSS) batch system, that is using percentages. This would be of a great help in answering the research questions. This helped to ascertain the degree of agreement or disagreement of each items in the questionnaire. Score <40% is considered very low, 40-49% considered low, 50-59% is considered average, 60-79% as high while 80% and above were considered very high.

RESULTS

Research question 1: What are the constraints associated with instructional objective for the implementation of physical education in senior secondary schools?

Data in Table 1 shows that the constraints associated with instructional objective for the implementation of physical education had average score of 62.1%. Inability, to select and state objective in a measureable term (87.5%), inability to select and state objective to cover cognitive domain (64.4%), inability to select and state objective to cover effective domain (75%) inability to select and state objective to cover psychomotor domain (26.8%), inability, to select and state objective to meet the varying student interest (63.4), inability to select and state objective to meet the student individual differences (70.6), stating objective and working towards achieving them (21.4%) and inadequate time allotment for teaching physical education (88.4%).

Research question 2: What are the constraints associated with equipment and facilities for the implementation of physical education programme in senior secondary school in Nsukka local government area?

Data in Table 2 shows that the constraints associated with equipment and facilities for the implementation of physical education had average score of 62.1%. Adequate sports facilities and equipment are not available for effective implementation of physical education programme (71.4%). The available sports equipment and facilities in my school are exclusively for male students only (76.8%). Available sports equipment and facilities in my school are for both male and female students (83.9%). I don't have access to the use of sports facilities and equipment during practical session (24.1%) and there is no facilities and equipment for the implementation of physical education programme in my school (68.8%).

Research question 3: What are the constraints associated with instructional materials for the implementation of physical education programme in senior secondary school in Nsukka Local government area?

Data in Table 3 shows that the constraints associated with instructional materials for the implementation of

Table 1: Constraints associated with instructional objective for the implementation of physical education in senior secondary schools (N = 112)

Items	F-values	Percentage	Decision
Inability to select and state objective in a measureable term	98	87.5	Very high
Inability to select and state objective to cover cognitive domain	52	64.4	High
Inability to select and state objective to cover effective domain	84	75.0	High
Inability to select and state objective to cover psychomotor domain	30	26.8	Very low
Inability to select and state objective to meet the varying student interest	71	63.4	High
Inability to select and state objective to meet the student individual differences	79	70.6	High
Stating objective and working towards achieving them	24	21.4	Very low
Inadequate time allotment for teaching physical education	99	88.4	Very high
Average score	67.1	62.2	High

Table 2: Constraints associated with equipment and facilities for the implementation of physical education programme in senior secondary school (N = 112)

Items	Correct response		Decision
	F	Percentage	
Adequate sports facilities and equipment are not available for effective implementation of physical education programme	80	71.4	High
The available sports equipment and facilities in my school are exclusively for male students only	86	76.8	High
Available sports equipment and facilities in my school are for both male and female students	94	83.9	Very high
I don't have access to the use of sports facilities and equipment during practical session	27	24.1	Very low
There is no facilities and equipment for the implementation of physical education programme in my school	77	68.8	High
Average score	72.8	65.00	High

Table 3: Constraints associated with instructional materials for the implementation of physical education programme in senior secondary school (N = 112)

Items	F-values	Percentage	Decision
I don't have Maps and charts for the implementation of physical education in my school	98	87.5	Very high
I don't have physical education text books of my own	58	51.8	Average
There are many physical education textbook in school library	55	49.1	Low
My school don't have physical education textbook in school library	88	76.6	High
I don't have access to physical education materials in school library	77	68.8	High
My school don't has CD ROM, Projectors and tape recorder materials	100	89.3	Very high
Physical education materials in school library are obsolete	99	88.4	Very high
My school has CD ROM, Projectors and tape recorder	12	10.7	Very low
Average score	73.4	65.3	high

Table 4: Constraints associated with the selection of teaching methods by physical education teachers for the implementation of physical education in senior secondary schools (N = 112)

Items	F-values	Percentage	Decision
Inexperience of the teacher	86	76.8	High
Lack of facilities and equipments	52	46.4	Low
Inadequate time allotment does not permit the selection of appropriate teaching method for the implementation of physical education programme	53	47.3	Low
Lack of sufficient knowledge on method to demonstrate some method	31	27.8	Very low
Inability to select method that will lead to attainment of the instructional objective	70	62.5	High
I adopt teaching method based on the nature of the topic	48	42.9	Low
Average score	55.7	50.6	Average

physical education had average score of 65.3%. I don't have Maps and charts for the implementation of physical education in my school (87.5%), I don't have physical education text books of my own (51.8%). There are many physical education textbook in school library (49.1%). My school don't have physical education textbook in school library (68.8%). I don't have access to physical education materials in school library (33%). My school don't has CD ROM, projectors and tape recorder materials (89.3%). Physical education

materials in school library are obsolete (88.4%) and My school has CD ROM, projectors and tape recorder (10.7%).

Research question 4: What are the constraints associated with the selection of teaching methods by physical education teachers for the implementation of physical education in senior secondary schools?

Data in Table 4 shows that the constraints associated with teaching methods for the implementation of physical

Table 5: Constraints associated with evaluation by physical education teachers for the implementation of physical education in senior secondary schools (N = 112)

Items	F-values	Percentage	Decision
Poor stating of instructional objectives	86	76.8	High
Inability of the teacher to ask adequate questions	52	46.4	Low
Poor construction of physical education test	53	47.3	Low
Poor construction of physical education examination questions	31	27.8	Very low
Poor attention to continuous assessment	70	62.5	High
Inadequate equipment for evaluation, especially during practical examination	55	49.1	Low
Inadequate facilities for evaluation, especially during practical examination	92	82.0	High
Large class size	86	76.8	High
Average score	44.1	58.6	Average

education had average score of 50.6%. Inexperience of the teacher (76.8%), lack of facilities and equipments (46.4%). Inadequate time allotment does not permit the selection of appropriate teaching method for the implementation of physical education programme (47.3%), lack of sufficient knowledge on method to demonstrate some method (27.8%). Inability, to select method that will lead to attainment p)of the instructional objective (62.5%) and I adopt teaching method based on the nature of the topic (42.9%).

Research question 5: What are the constraints associated with evaluation by physical education teachers for the implementation of physical education in senior secondary schools?

Data in Table 5 shows that the constraints associated with evaluation for the implementation of physical education had average score of 58.6%. Poor stating of instructional objectives (76.8%), inability, of the teacher to ask adequate questions (46.4%), poor construction of physical education test (47.3%), poor construction of physical education examination questions (27.8%), poor attention to continuous assessment (62.5%). Inadequate equipment for evaluation especially during practical examination (49.1%). Inadequate facilities for evaluation especially during practical examination (82%) and large class size (76.8%).

DISCUSSION

Table 1 revealed that Majority of physical education teachers encounter constraints associated with instructional objective for the implementation of physical education as evident with the average score of 62.2%. Thus, it is not easy in some areas of curriculum and/or subject discipline to express one’s intention in behavioural terms particularly when applied to affective behaviour. Besides, preparing appropriate instructional objectives for a given class demands specific knowledge on a new teacher to the class. Finally, the approach of stating objectives and working towards achieving them within a specified period is restricting. This restriction, according to them does not allow for flexibility to accommodate any useful incidental learning. Besides,

Ekanem^[22] is of the view that one of the constraints associated with selection of instructional objectives by most teachers is their inability to state objectives to cover the cognitive, affective and psychomotor domains of learning often referred to as Bloom’s taxonomy of educational objective. Cognitive objectives deal with knowledge, information, mental skill and intellectual development generally.

Table 2 revealed that physical education teacher’s encounter constraints associated with equipment and facilities for the implementation of physical education teachers has average score of 65%. This result is expected in that equipment and facilities are basic for teaching and learning in physical education, especially, contents that require practical demonstration. Okamah carried out a study to assess the level of implementation of physical education curriculum in junior secondary schools. The study revealed a greater level of implementation of the theoretical contents while activity contents indicated 22.27% of total implementation and only 11.11% of non-implementation. Thus, the implementation of this aspect of the curriculum was a direct opposite of the activity contents area. This suggested that the implementation of physical education curriculum was lopsided as teaching concentrated on theoretical aspects of the curriculum.

Uchegbu carried out a study to find out the state of physical education curriculum implementation in Imo state senior secondary schools. The studied a sample size of 200 physical education teachers using simple random sampling technique. A questionnaire was the instrument used for data collection. The data collected was analyzed using percentages. The study revealed that out of 13 games considered only 6 had facilities up to 92.1% volleyball 89.4%, Table Tennis 60.5% and Badminton 65.8%. Athletics accounted for only 45% volubility. The findings also indicated that the remaining gems had no facilities for them. These were crickets, squash and swimming while Hockey had 7.9% and Gymnasium 5.3%. Among the few facilities available in the schools, only a mean percentage of 30% were in good condition, 70% were in deplorable state. On equipment and supplies available for physical education lessons, the study also indicated that’ they were grossly inadequate as they

recorded below 30% viability. The worst affected schools were those in the rural areas. He recommended that there should be available equipment if a successful physical education implementation is to be achieved. Physical education equipment and facilities were very necessary for the planning and implementation of physical education programme in secondary school. Resick^[16] asserted that total physical education of the school, the planning of facilities and equipment must be considered along with those areas of school curriculum. He stressed that the adequacy of facilities and equipment should not only be in terms of number of the facilities and equipment but also in terms of diversity in order to cater for students individual needs and interest in school. Irwin and Humphrey^[17] also noted that one of the most important in the pursue of physical education programme is the provision of adequate facilities and equipment he also advocate that equipment and facilities should not only be provided but the students must be well guided and exposed to the right use of the equipment to enable them participate in practical aspect of physical education programme as well as reducing the risk of sports injury.

Table 3 revealed that physical education teachers encounter constraints associated with instructional materials for the implementation of physical education as evident with the average score of 65.3%. This is not surprising in the sense that Okamah carried out a study to assess the level of implementation of physical education curriculum in junior secondary schools. The study revealed that curriculum implementation constraints reported by teachers include lack of instructional materials, poor teacher welfare packages and conditions of services lack of equipment and facilities and poor time allotment. He recommended that teachers should put extra effort to equalize the theory and the practical aspect of physical education. Government and school authority to provide all the necessary equipment and materials needed for the implementation of physical education programme.

To raise the quality of instruction in schools appropriate textbook, apparatus and other teaching aids must be provided if an effective implementation of physical education programme in senior secondary school should be achieved. According to Henry^[23], audio-visual aids have multi purposes. Charts are useful in demonstrations tape recordings of discussions afford opportunities for further discussion and later analysis, films or film strips provide necessary background to help students determine what is important to observe during trips.

Table 4 revealed that the constraints associated with teaching methods for the implementation of physical education had average score of 50.6%. Onwuka^[24] pointed out that the method adopted by the teacher may promote or hinder learning, it may sharpen mental activities which

are the bases of social power or it may discourage initiative and curiosity thus making self-reliance and survival difficult. In the light of Nnadozie^[12], the teacher is to choose from the available method but his consideration of the children he is to teach, subject matter or content of instruction and a comprehensive consideration which enable him to make wise and rational decision on the method or methods he may have to choose.

Table 5 revealed that the constraints associated with evaluation of instruction for the implementation of physical education had average score of 58.6%. This is in line with Ndubisi who noted that, despite the wide recognition of the values of evaluation in educational enterprises, the type of evaluation practiced in Nigeria before the 6-3-3-4 system of education in 1981 was criticized as assessing mainly the cognitive outcomes of learning. Azikiwe asserted that this new system of education was rather preferred and seen as an improvement upon the former system. The National Policy on Education stated that educational assessment and evaluation of the new system of education will be liberalized by basing the evaluation in whole or in part on continuous assessment of the progress of the students.

The importance of evaluation of instruction has been widely recognized by educators. Nwana^[25] stated that listening to a lecture given by a teacher without assessment is similar in many ways to listening to sermons on Sundays. In spite of these lofty ideas inherent in the new evaluation programme, Azikiwe contended that there are some constraints faced by teachers in evaluating the teaching-learning process, since, the introduction of the continuous assessment in schools. The Ministries of Education officials demand that all test results must be supplied; teachers tend to 'manufacture' all sorts of grades when they compute the continuous assessment records. Ekanem^[22], identified that large class size handled by few physical education teachers in Nigerian schools is a serious challenge and that this makes evaluation of instruction cumbersome, especially when the learners are made to struggle for the few equipment and facilities during practical examinations. Inability of physical education teachers to ask good and adequate questions during and after instruction is also identified as another constraint.

CONCLUSION

Based on the findings of the study, it was concluded that the physical Education teachers in Secondary schools in Nsukka encounter many constraints to the implementation of physical education. This situation may have been explained by constraints associated with instructional objective, equipment and facilities, instructional materials, teaching methods and evaluation. On the basis of finding and conclusion of the study the

following recommendation were put forward: teachers should put extra effort to equalize the theory and the practical aspect of physical education; government and school authority to provide all the necessary equipment and materials needed for the implementation of physical education programme; there should be available equipment if a successful physical education implementation is to be achieved; government and school authority should create enough time if the objective of physical education is to be achieved and government should provide text books, materials and standard physical education facilities and equipment to improve a quality implementation of physical education programme in senior secondary schools.

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