



Evaluation of the National Physical Education Curriculum Policy Implementation Vis-À-Vis Students' Performance in Junior Secondary Schools in Edo State

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Abstract: The purpose of this study was to evaluate the national physical education curriculum policy implementation vis-à-vis students' performance in public junior secondary schools (JSS) in Edo State. This study used the 2013 National Policy on Education (NPE) and 2014 National Policy on Physical Education and School Sports (NPPESS), to ascertain the extent of implementation of the PE curriculum and sports programme policies in secondary schools. To guide the study, five research questions were raised out of which one was hypothesized and tested at 0.05 alpha level. The study adopted descriptive survey research design. The population of the study was 110,037 respondents, consisting of 109,383 students in 318 public JSS, 318 principals, 318 PE teachers and 18 supervisory ministry officials in Edo State. The sample size of the study was 1,098 which consists of 90 PE teachers, 900 students, 90 principals and 18 ministry officials in public JSS in Edo State and they were selected using the multi-stage sampling procedure. Three instruments were used to obtain data in the study, they consisted of "Physical Education Curriculum Policy Implementation Questionnaire (PECPIQ)", PE achievement test termed, "Basic Education Certificate Examination (BECE)", and "Physical Education Classroom Observation Schedule (PECOS)". These instruments were validated by the researcher's supervisors, two other experts in the Department of Human Kinetics and Sports Science, and one in Measurement and Evaluation. The cronbach alpha statistics method was used to determine the reliability of the instruments, the r-values of 0.79, and 0.82 were obtained for PECPIQ and PECOS respectively. The BECE was not subjected to reliability test being a standardized test. Data were analysed using percentages, mean and multiple regression.

The findings showed that PE teachers were conversant with the policy provisions of NPE and NPPESS in the implementation of PE curriculum and sports programme. The PE teachers' instructional techniques were rated as fairly good. In terms of students' performance in the PE test, most of them passed. Lastly, the PE teachers' instructional techniques rating had a significant negative magnitude of correlation with students' PE achievement in 2017; meaning, the need exists to improve PE teaching techniques. It was concluded that there was a strong relationship and magnitude of correlation between the predictors of the Input, Activity and Outcome variables, as this will go a long way in entrenching proper implementation of the PE curriculum and sports programmes in secondary schools. It was therefore recommended that the findings be made available to stakeholders for improvement and sustenance of the PE curriculum and sports programme policy planning and implementation.

Keywords: Physical education curriculum policy, Sports programmes, Physical education teaching techniques, Students' performance, Edo State

1. INTRODUCTION

In every organization, whether in the public or private sector, one common denominator is needed for

significant progress to be recorded is the enactment or formulation of a set policy. Policies are tools for systematic action over a period of time, to enable the pursuit of the organizational vision and actualization of



goals. They are guidelines for ensuring structured improvement in the social, economic, scientific, educational and technological conditions of a society whose sole aim is to optimize the quality of life (Ojeme, 2020). Basically, policy enactment encompasses consultation, involvement and choice making, entirely from an extensive array of options. Policies and the extent to which they are conscientiously implemented determine how far a society goes in competitiveness and advancement. A country's policies aimed at the development of its society are more effective when held together by a strong foundation and structure which represents the entire national development architecture. This will result from a national ideology, philosophy and vision. Meanwhile, in acknowledging the intricate nature of policy making, such articulated policy may not spontaneously transform to accomplishment, without effective policy implementation. Moreover, the implementation of a given policy relies to a huge degree on the character of the group of implementers. It is possible for a gap to exist between policy formulation and implementation particularly in developing countries.

In the discipline of physical education (PE) in Nigeria, there has been evidence of public policy enactment to guide its development. Based on the need for the efficient management of sports and PE programmes, the National Policy on Education (NPE) and National Policy on Physical Education and School Sports (NPPESS) were formulated. These national PE and sports development policies are subsets of Nigeria's overall development architecture that gives equal attention to the social, economic, scientific, educational and technological development of the nation. As an offshoot of these policies, governance of sport is dire to the operational functioning of sports organizations, whether a public entity, non-profit organization, school, sports club or corporate business (Chepyator-Thomson, Adodo & Ariyo, 2020). The Federal Government of Nigeria reacting to the 1969 United Nations Educational Scientific Cultural Organization (UNESCO) national curriculum conference conducted in Lagos, where Obiogun, being a keynote presenter, justified the need for PE to be included in the schools' curriculum, then formulated a National Policy on Education (NPE) in 1977. The policy supported that PE should be taught at all educational levels. It further prescribed that PE should be made mandatory at the Junior Secondary School (JSS) level and optional at the Senior Secondary School (SSS). The revised edition of the NPE in 1981 presented the 6-3-3-4 system of education and stipulated that PE should be made a teaching subject in the JSS and an examinable subject in the West African School Certificate Examinations. Towards the attainment of the policy report, the Federal Ministry of Education, Science and Technology in 1981 developed a PE curriculum and reprinted it in 2001. PE is the subject matter base of sports

and it ensures early introduction of sports skills and knowledge to school pupils and students. The Federal Ministry of Education in 2014 approved a new National Physical Education and School Sports policy titled "National Policy on Physical Education and School Sports (NPPESS)" (Federal Government of Nigeria (FGN), 2014). The NPPESS sets out to provide an organized and systematic programme of PE and sports knowledge, activities and experience for students in secondary schools, as well as to prepare them for more enriched sports participation in higher education (NPPESS, 2014). The effective implementation of the PE and sports programmes (instructional, intramural and extramural) became necessary in order to reap bountifully from this subject in the area of PE curriculum implementation and improved sports performance and development in Nigeria.

The practice of PE in Nigeria's junior secondary schools (JSS) today, is structured under three major components, namely: instructional, intramural and extramural (interscholastic) programmes (Aluko & Adodo, 2011). The instructional programme is the path for implementing the teaching of PE at the JSS. It is designed to enable learners to cultivate the fundamental skills of human movement; acquire knowledge of the principles of sports; develop a positive attitude towards purposeful and meaningful sports participation, as well as assimilate its applications to life in society. The intramural programme is an all year programme of recreational activity with the objective of mass participation in sporting activities, culminating in the organization of inter-house competitions in various sports and games. The extramural programme is a competitive programme for the very talented students to enhance their athletic prowess in all the major sports. It is the medium for coaching, training and competition at all levels of education. Thus, no meaningful PE and sports programmes can occur at all levels of our educational system without a sound instructional, intramural and extramural sports programme experience.

The National Policy on Education (NPE) (FGN, 2013) stipulates that the government shall provide facilities and resources such as laboratories and workshops at the basic educational level. The laboratory for building sports participation capacity of students is in the form of sports facilities and equipment, such as; football fields, tennis courts, soccer balls, tennis balls, cricket ovals, and so on, similar to those of other countries. As a consequence, the provision of sports facilities and equipment is paramount in junior secondary schools programmes, as it contributes to mass participation in PE and sports, and effective sports administration. Adequate sports facilities and equipment need to be available to enhance instructional requirements of the PE curriculum and sports programme. For effective and efficient teaching and learning, there exists the requirement for highly



trained teachers of PE to enhance the attainment of NPE and NPPESS objectives. This, when put in place, would yield expected positive academic and educational outcomes (Ojeme, 2010). At the junior secondary school level, the NPE also stipulated that PE should be made a compulsory teaching subject at the JSS as well as an examinable subject at both the Basic Education Certificate Examination (BECE) and the West African School Certificate Examination. Generally, it has been observed that most public JSS have more facilities and equipment including spacious playing grounds than most private junior secondary schools. The NPE and NPPESS are projected to serve as the benchmarks for evaluating the implementation of the PE curriculum and sports programme policies in institutions. However, there is the possibility that disparity will exist in the implementation of policy provisions for PE and sports programme practices in schools, particularly in public and private JSS in Edo State. The possibility of having differential implementation practice between urban and rural schools is also high.

It seems obvious that it is one thing to formulate a national PE curriculum and sports programme policy, and another to implement it. The Ministry of Education supervisors and the PE teachers as the foot soldiers are to see to its implementation. The implementation of the curriculum is at the end of a policy formulation continuum, which enables the accomplishment of the desired goals, as stated in the policy document. Mumunni and Kayode (2015) argued that both policy and implementation must be closely related or else one makes a ridicule of the other. A policy that is not implemented is more like a vision without a result. An aspect of policy formulation and development continuum is evaluation. Evaluation in this sense involves the assessment of an organization, project, programme or policy, which may be conducted internally or by an external evaluator. This should be done regularly. Evaluation is essential to ensuring the effective achievement of stated goals of the NPE and NPPESS. Evaluation is a broad concept which passes judgment on the worth of all educational outcomes brought about due to curriculum planning and implementation. It is a recurring appraisal of the attainment of the objectives of education as well as methods of teaching and learning, with a view of persistent improvements so that education becomes dynamic and self-developing. It entails the appraisal of the students and the entire education programmes to ascertain their success and failure from time to time (Aboho, Gbamamja and Aboho, 2017). Curriculum in PE and sports programmes is a knowledge driven activity. Its success and achievement esteemed rating can only be attained through evaluation and reflection. It has been observed by the researcher that there is a dearth of research studies that have evaluated the updated NPE policies in relationship to the development

of physical education at the JSS level in Nigeria. The PE curriculum and sports programme policies at the JSS level cover policy provisions for the PE and sports programme in the areas of instructional, intramural and extramural programme practices. These constitute the input and activity variables in the policies that were examined to determine their level of implementation and possible outcome. Specifically, the input variables encompass policy provisions for PE; curriculum and sports programme content (instructional, intramural, extramural PE programme). The activity variables cover instructional techniques. The outcome variables cover students' performance.

Statement of the Problem

Over the years, the government has made concerted efforts to formulate policies to guide the implementation of the PE curriculum and sports programmes. The ideal PE curriculum and sports policy should have the capability of attaining educational and developmental goals through the psychomotor (practical), cognitive (theoretical) and affective (attitudinal) perspectives. Such policies clarify the philosophy, values, objectives, content, implementation strategies, resources and criteria of assessment and evaluation of the programme's dimensional components. The policy also encapsulates the practical and theoretical topics related to the subject and are taught with all the necessary resources to drive its implementation home.

However, research has shown overtime that there has been a low rate of enrollment of students for PE in external examinations (National Examinations Council (NECO) Chief Examiner's Report, 2018). Hence, this study seeks to evaluate the implementation of the PE curriculum and sports programme policy in JSS. Previous research studies have investigated this problem, but these have largely been with reference to the 1977 NPE that made the first official policy position for the inclusion of PE as a school subject (Ahmadi and Lukman, 2015; Asiriwa, 2014). Policy revisions have been carried out in 1981, 1988, 2004, 2007 and 2013 respectively and PE continues to be where it has always been, not exactly knowing whether each revision has brought about any improvement on the previous. For this study, however, emphasis was mainly on the latest edition (6th edition) of the 2013 NPE and 2014 NPPESS. Also, most studies carried out in implementation were carried out from a curricular perspective, whereas this study focuses on the policy perspective. It has been observed by the researchers that there is a dearth of research that has evaluated the



updated NPE policies in relationship to the development of PE at the JSS level in Nigeria.

The drive of this study, thus, is derived from the need to empirically ascertain whether programmes, practices, policies and interventions delivered in schools conform with, or differ from, what was originally planned by developers and policy direction emanating therefrom.

Research Questions

The following were the research questions raised to guide the study:

1. What are the policy provisions for implementing the PE curriculum and sports programme in JSS?
2. Are the PE curriculum and sports programme content (instructional, intramural, extramural) policies of the school implemented in the public JSS?
3. What is the rating for instructional techniques employed by teachers of PE in JSS?
4. What are the students' levels of performance in PE achievement test in public junior secondary schools' examinations between 2016 and 2019 in Edo State?
5. Do the Input and Activity variables predict the students' learning outcomes in PE in public junior secondary schools?

Hypothesis

The following hypothesis was formulated to guide the study:

H₀₁: The Input and Activity variables would not significantly predict the students' learning Outcome.

Scope and Delimitation of the Study

The study is concerned with the evaluation of the PE curriculum policy implementation vis-à-vis students' performance in public JSS in Edo State. Areas analysed in the study included the policy provisions of the NPE in relation to PE; extent to which the implementation of PE curriculum met the stipulated policy provision in the instructional PE curriculum, intramural PE curriculum, extramural PE curriculum; ratings of instructional techniques employed by teachers of PE; and students' level of performance. In addition, the study determined the relative contributions of Input and Activity variables to student learning outcome in PE.

The study was delimited to public JSS 3 students in Edo State. The population included principals, ministry officials, classroom teachers and students at the JSS 3 level of education. The reason why the study was delimited to the public JSS is that they provide a better picture in the transactions involved in PE in schools. Also, JSS 3

students were used as they are in the certificate class and their performance in the certificate exams was amongst the variables of the study.

2. THEORETICAL FRAMEWORK

The Systems theory developed by Bertalanffy (1968), a German scientist, and the Logic model proposed and developed by Wholey (1979) formed the theoretical framework for this study. The systems theory is built on the discipline of system inquiry in which components inherent in a system are constantly interacting, thus having interdependent relationships. These components continually impact one another, directly or indirectly to sustain their activity and the existence of the system as well as to attain the goal of the system (Heglighen & Joslyn, 1992). It is the interdependency of the working relationship between these components and their subsystems that will directly affect the effective and efficient operation and implementation of the PE curriculum and sports policy under the school environment. Synergy amongst these components will make the expected outcome (students' performance and attitude) to be such that is desirable, as student performance and attitude cannot work independently of one another.

Therefore, the systems idea is that nothing can be explained by isolating a component of the system (Connors, 2007). This proposes that when there is a problem with one component in the system, that component cannot be isolated; rather a holistic approach is taken, and the entire system is viewed in order to understand what the problem is. Generally, all systems are characterized by some fundamental ideas. First, they can be viewed as a web of relationships among components in a system. Secondly, they have common patterns, behaviours, and properties that are peculiar to the whole, but are not possessed by any of the individual components. Thirdly, they contain input, output and feedback mechanisms, among others.

The theory is an essential tool in both interpersonal and organizational relationships. The theory also brings a holistic perspective to the organization and eliminates the individualistic mindset or "island mentality" where everyone functions autonomously of the other. The structured nature of the systems theory enables the organization to function properly creating an effective synergy. Synergy is the joint effect of a system working together where the collective result is greater than that of

the individual elements. The application of the systems theory to programme evaluation in several disciplines including education, often times, has relied on the use of evaluation models, that allows the evaluation of the various segments as well as combination of many variables.

The Logic model developed by Joseph Wholey in 1979 was strongly influenced by the propositions and applications of the systems theory. This influence can be seen in the linear nature of the model and subsequent careful attention given to the interactions and relationships that exist between programme elements, contexts and outcomes (Frechtling, 2007). This model has also been used often in programme planning and evaluation. The model has four basic components, which are: inputs, activities, outputs and outcome (Frye & Hemmer, 2012). The linear relationship between and among these components are depicted in Figure 1.

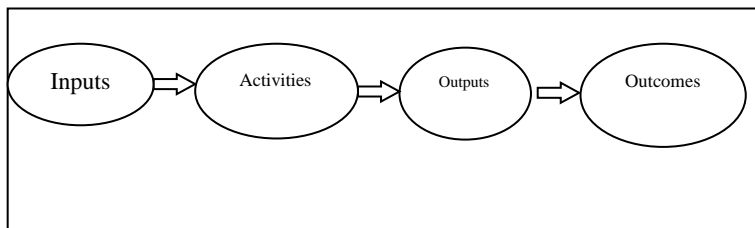


Figure 1. Components of the Logic Model (Frye and Hemmer, 2012).

Inputs: The **inputs** for the logic model include all essential assets both physical and intellectual which are supposed to be or are actually provided for in an educational programme. They refer to requirements, provision, and/or what is needed specifically for an educational programme to be properly crafted. Inputs can be in the form of facilities, equipment, finance, faculty skills, manpower skills, school time, educational technology, programme objectives, and so on.

For this study, **inputs** included: policy provisions for PE and sports programme (NPE and NPPESS); policy provisions for PE and sports infrastructure (facilities and equipment, i.e. availability and adequacy); policy provisions for manpower (teacher qualification, experience/predisposition, availability); curriculum content (instructional, intramural, extramural programme); instructional materials; student characteristics (intellectual ability, socio-economic background, cognitive learning style); learning environment (school setting, administration, economic resource of funding/finance, cultural setting). However, specific emphasis was placed on policy provisions for PE and sports programme; and curriculum content. More

importantly, an inventory of relevant resources (provisions of the NPE and NPPESS, and curriculum content) in the instruction of PE would afford all the stakeholders an opportunity to ascertain the commitment of these resources.

Activities: This component encompasses the **activities**, which include methodologies, manipulations, experiments, treatments, inventions, revisions, improvements or changes planned for an educational programme. The **activities** involved in this study included teaching/instructional techniques. As for instructional techniques, these encompass teacher-student interactions and quality of teaching.

Outputs: This third component of the Logic Model shows that a programme or parts of a programme's activity is on-going or concluded and a product came to be. In educational programmes, **outputs** can comprise the number of learners in a planned educational programme as well as the direct effect of the activities. **Outputs** also encompass the number of students registering for a subject (are they increasing or on a decline), and their performance and/or achievement in internal and external examinations. With effective and efficient **activities**, the **outputs** (students' performance in PE) will be impressive; otherwise, the **outputs** would be poor.

Outcomes: This component relates to the short-term, medium-term, and long-term changes envisaged due to the programme's activities. The **outcome** of a quality of education must comprise knowledge, skills and attitudes that are related to national educational goals and active involvement in the society (United Nations International Children Education Fund (UNICEF), 2000) as quoted in Omoifo (2016). Quality learner **outcomes** encompass learners' knowledge and skills, as well as the personality and prospects they hold for themselves and their localities. **Outcomes** include the interaction with resource people (such as the learner, teacher, parents, educational administrators, and policy planners); results of the use of policy provisions; outcomes/changes observed as a result of the use of provision; students' performance; students' attitude; students' interest in furthering studies. With reference to this study, **outcomes** encompass students' performance in PE achievement test (i.e. Basic Education Certificate Examination (BECE)).

For the purpose of this study, the researcher modified this model by collapsing the third component (Outputs) into the fourth (Outcome), thus culminating in a three-component model which becomes; Inputs, Activities, and Outcome (IAO). The researcher did this as the variables of the study were infused into the components, as explained above.

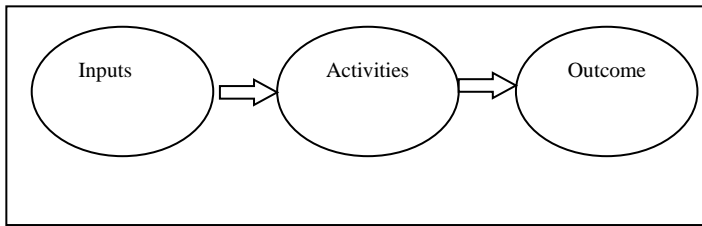


Figure 2. Modified Logic Model Components

The components of the Logic Models have been shown to have a direct association among them. Based on this, the action of one component directly has an effect on the immediate component. The success or otherwise of one action component (inputs, activities and outcomes) determines the success or otherwise of the immediate previous. The usefulness of the Logic Model is not in doubt, particularly in education where various individuals are involved in planning, executing and evaluating an educational programme.

A linkage of the systems theory to the modified logic model used in this study shows that there are three facets that are anticipated to work interactively to evoke clear and effective implementation, thereby entrenching the realization of the expected outcome. The components under focus are: **Input** (policy provisions for PE curriculum and sports programme; and curriculum content: instructional, intramural, extramural PE programme); **Activity** (instructional techniques); and **Outcome** (students' performance).

3. METHODOLOGY

A. Research Design

The descriptive survey research design was adopted for this study. This design according to Owie (2006) showed that it provides appropriate methodology for investigating human behaviour and perception when the population under study is large. The design therefore was adopted because it allows for a systematic gathering of information to determine the implementation of the PE curriculum policy in JSS. The modified Logic model involving (Input, Activity and Outcome) was used to evaluate the implementation of the PE curriculum policy provisions.

B. Population of the Study

The population of the study consists of 110,037 respondents; comprising 109,383 students in 318 junior secondary schools, 318 principals, 318 PE teachers, and 18 supervisory ministry officials each representing the eighteen local government areas in Edo State (Ministry of Education, 2021; Post Primary Education Board, 2021).

C. Sample and Sampling Techniques

The sample size for this study was 1,098 respondents, comprising PE teachers (90), students (900), principals (90) and ministry officials (18) in secondary schools and local government education boards in Edo State.

The multi-stage sampling procedure was adopted to select the sample for the study. First, the researcher stratified Edo State into eighteen (18) strata from the 3 senatorial districts based on the local government demarcation namely: Akoko-Edo, Egor, Esan Central, Esan North East, Esan South East, Esan West, Etsako Central, Etsako East, Etsako West, Igueben, Ikpoba Okha, Oredo, Orhionmwon, Ovia North East, Ovia South West, Owan East, Owan West and Uhumwode.

At the second stage, a simple random sampling technique of simple balloting with replacement was used to select ninety (90) public JSS in Edo State. This involves use of pieces of paper, which are folded and put in a bag, from which the researcher picks a school's name, puts it back in the bag, and then picks another name. This procedure was used to select five (5) public schools in each LGA, thus giving a total of 90 public JSS out of 318. The third stage involved using a simple random sampling technique to select one (1) PE teacher from each sampled JSS, to give a total of 90 (i.e. 18×5) teachers selected for the study. The fourth stage involved using a proportionate random sampling technique to select ten (10) students from each of the 90 JSS selected for the study to give a total of 900 students. In addition, the Principal of each of the sampled schools was used in the study, totaling 90 principals; and a purposive sampling technique was used in selecting one (1) supervisory ministry official from each LGA, making 18 ministry officials.

D. Research Instruments

The instruments used for this study were:

- Physical Education Curriculum Policy Implementation Questionnaire (PECPIQ)
- Physical Education Classroom Observation Schedule (PECOS)
- Basic Education Certificate Examination (BECE) (2016 to 2019)

E. Validity of the Instruments

The PECPIQ instrument was given to two Human Kinetics and Sports Science experts, and one expert in Measurement and Evaluation for construct and content validity. They confirm the adequacy of the sixteen stipulations of the NPE and NPPESS policies.

The PECOS instrument was validated by two experts in the discipline of Human Kinetics and Sports Science and an expert of Measurement and Evaluation to ensure the content and construct validity.



Lastly, the BECE is considered valid being a standardized test. Also, it measures PE students' performance, as the test questions are within the PE curriculum as taught.

F. Reliability of the Instruments

The PECPIQ instrument was pilot tested among twenty (20) PE teachers in Edo State. They were requested to rate each statement, to which they obliged. The data generated was used in calculating the reliability coefficient for the PECPIQ which was determined to be 0.79 (i.e., $r=0.79$) using Cronbach alpha.

In relation to the PECOS instrument, it was pilot tested among twenty (20) PE teachers in Edo State. The data generated was used to obtain the reliability coefficient of the PECOS which was determined to be 0.82 (i.e., $r = 0.82$) using Cronbach alpha. The correlation coefficient indicates that the instrument is reliable.

The BECE was not subjected to a reliability test as it was a test developed by the State Ministry of Education, making it a standardized test.

G. Method of Data Collection

The instruments were administered by the researchers with the aid of nine trained research assistants, who were trained for one week, for administration and retrieval. Prior to the administration, the researchers sought the permission of the school management by tendering official documents given to them by their supervisor and the Department, after which they proceeded to administer the instruments to students and teachers. The principals and supervisory ministry officials aided in evaluating the PE teachers' instructional techniques.

H. Method of Data Analysis

Data collected was analyzed using mean and standard deviation to analyse some of the raised research questions. The mean value of 2.50 and above was the criterion level or benchmark for "agree", while below 2.50 was "disagree". This was determined based on the four-point modified Likert scale in which Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; Strongly Disagree (SD) = 1 point. The average is: $4+3+2+1 = 10/4 = 2.50$. Frequency and percentages were used to analyze items connected with *Sometimes*, *Often*, *Rare* and *Always*. It should also be noted that 'strongly agree' and 'agree' were collapsed into "agree", while 'strongly disagree' and 'disagree' were collapsed into "disagree". The benchmark for the PE teachers' instructional techniques was a mean value of 2.50 and above termed as "good", while below 2.50 was "poor." This was arrived at from the four-point options scale of; Excellent teaching = 4 points, Very Good teaching = 3

points, Fair teaching = 2 points and Poor teaching = 1 point, with the average being 2.50. The 'Excellent' and 'Very good' were collapsed into 'Good', while 'Fair' and 'Poor' were collapsed into 'Poor.'

The statistical tools used for the research questions as well as the hypothesis were: descriptive statistics of mean and standard deviation used in answering or analyzing research questions 1, part of 2, and research question 3; frequency and percentage was used to answer part of research question 2, and research question 4; Research question 5 was hypothesized and as such multiple regression was used to test the hypothesis. All statistical procedures were conducted using Statistical Packages for Social Sciences (SPSS) (version 22.0). The hypothesis analysed had its alpha level set at 0.05.

4. PRESENTATION OF RESULTS

Research Question 1: What are the policy provisions for implementing the PE curriculum and sports programme in Junior Secondary Schools (JSS)?

The data in table 1 (*See Appendix*) shows that the mean responses ranged from 2.83 to 3.61, while the standard deviation values ranged from 0.384 to 0.930. The mean responses for all items show that the respondents (PE Teachers) agreed to and are conversant with all NPE and NPPESS policy provisions for PE curriculum implementation in their school, which is also revealed with an average mean of 3.16. The low values of the standard deviation show that their responses do not deviate far from one another.

Research 2: Is the PE curriculum and sports programme content (instructional, intramural, extramural) policies of the school implemented in public JSS?

The data in table 2 (*See Appendix*) show that the PE teachers agreed to items 39, 40, 41 and 42, and disagreed with item 43. With the mean values ranging from 2.08 to 3.13 and the standard deviation values ranges from 0.571 to 0.915, it can be ascertained from the results that there is seemingly a fairly weak implementation of the instructional PE curriculum policy in public secondary schools. The low values of the standard deviation show that the responses do not deviate far from one another.

The data in table 3 (*See Appendix*) shows that 17 (18.9%) respondents affirmed that inter-class sporting activities was rarely organized by their school, 40 (44.4%) indicated sometimes, while 33 (36.7%) indicated that inter-class sporting activities were always organized in their school. Thus, the majority of respondents indicated that inter-class sporting activities were sometimes



organized in their schools. In relation to the organization of inter-house athletics competition by their schools, 9 (10%) respondents indicated that this was rarely organized, 44 (48.9%) indicated sometimes and 37 (41.1%) indicated always. Thus, the majority affirmed that inter-house athletics competition was sometimes organized by their school.

As regards schools organizing intramural sports week annually, 47 (52.2%) indicated their school rarely organize it, 28 (31.1%) affirmed their schools organize it sometimes, while 15 (16.7%) indicated their school organized it always. Therefore, the majority of the respondents affirmed that their schools rarely organize intramural sports week annually. In terms of the PE schedule on the timetable being adequate for practical lessons, 20 (22.2%) indicated rarely, 18 (20%) indicated sometimes, and 52 (57.8%) indicated always; hence, most of the respondents affirmed that the PE timetable schedule is adequate for practical lessons always. For adequacy of time for evening games in schools, 63 (70%) respondents affirmed that this was rare in their schools, 11 (12.2%) indicated sometimes, and 16 (17.8%) indicated always. Hence, the majority of the respondents affirmed that their schools rarely provided adequate time for evening games. Conclusively, as regards parents/guardians support for PE programmes during inter-house sports competition, 5 (5.6%) respondents indicated that this was rare in their schools, 25 (27.8%) indicated sometimes, while 60 (66.7%) indicated always. Thus, the majority of the respondents indicated that parents/guardians always support PE programmes during inter-house sports competition in their schools.

The data in table 4 (*See Appendix*) reveals that 27 (30%) of respondents affirmed that their school's frequent engagement in sporting competitions with other schools was rare, 31 (34.4%) indicated sometimes, and 32 (35.6%) indicated always. Thus, the majority of respondents indicated their schools always engage in sporting competitions with other schools on a regular basis. With reference to schools organizing inter-school athletics competition, 27 (30%) respondents indicated rare, 9 (10%) indicated sometimes, while 54 (60%) indicated always. Hence, the majority indicated their schools always organize inter-school athletics competition. With relation to the discovery of national athletes, during extramural PE programmes, 28 (31.1%) indicated it was rare, 25 (27.8%) indicated sometimes, while 37 (41.1%) indicated always. Hence, the majority of respondents affirmed national

athletes are discovered through PE extramural programme always.

Research Question 3: What is the rating of instructional techniques employed by teachers of PE in JSS?

The data in table 5 (*See Appendix*) reveal that as regards the instructional techniques used by PE teachers, teachers were rated very good in 10 items, and poor in 15 items. These ratings were based on the criterion level/benchmark: mean score of 2.50 and above = Good teaching; less than 2.50 = Poor teaching. Based on these, on the overall, with an average mean score of 2.49, it is seen that the teachers' instructional techniques had a weak pass (fairly good). Though in the view of the researchers, there exists room for improvement most especially in teaching and organizing the practical aspects of PE and sports. It was observed that most of the PE teachers rarely organize practical classes, while some seem not to have a good mastery of motor skills in some sporting events.

Research Question 4: What was the students' level of performance in the PE achievement test in the public JSS examinations between 2016 and 2019 in Edo State?

Table 6 (*See Appendix*) in relation to 2016 BECE reveals that 26 (2.9%) of the students who sat for the Basic Education Certificate Examination (BECE) had an 'F', 251 (27.9%) had a 'P', 103 (11.4%) had a 'C', 323 (35.9%) had 'B', while 197 (21.9%) had an 'A'. This makes 'B' the highest earned grade.

The data in table 6 with reference to 2017 BECE reveals that 21 (2.3%) of the students had an 'F' in the BECE, 262 (29.1%) had a 'P', 102 (11.3%) had a 'C', 323 (35.9%) students had a 'B', while 192 (21.3%) students had an 'A'. Thus, the highest earned grade was 'B'.

Table 6 shows that 26 (2.9%) of the students scored 'F' in the BECE of 2018, 226 (25.1%) had a 'P', 117 (13.0%) made a 'C', 330 (36.7%) had a 'B', while 201 (22.3%) had an 'A'. As a result, B was the highest earned grade in the BECE of 2018.

Table 6 shows that 14 (1.6%) of the students who sat for BECE had an 'F' in the subject of Physical and Health Education (PHE)/Basic Science and Technology (BST), 243 (27.0%) of the students scored a 'P', 104 (11.6%) students had a 'C', 323 (35.9%) of the students had a 'B' while 216 (24.0%) had an 'A' grade in the subject. Thus, the grade that was earned the highest in 2019 BECE was "B".



Research Question 5: Do the Input and Activity variables predict the students' learning Outcome in PE in public JSS?

Hypothesis 1: The Input and Activity variables predict the students' learning Outcome in PE in public JSS

From the data in table 7 (*See Appendix*), with R-value of .235 there is a positive weak relationship between the predictors of the Input [policy provision for PE programme; curriculum content (time allocation)] and Activity [Instructional techniques (PE observation schedule)] on the Outcome (Achievement for 2016). The R Square value of 0.055 (5.5%) shows that both Input and Activity variables predict 5.5% of the variance of the Outcome (Achievement for 2016).

From the data in the ANOVA table, the F value is .519. The p-value is 0.857 which is greater than 0.05, hence, the null hypothesis is accepted/retained which shows that there is no significant relationship between the Input and Output variables on the Outcome (Achievement for 2016).

The data from the coefficients table shows that policy provision was the highest predictor ($\beta = .083$) of the learning outcome (Achievement for 2016).

The data in table 8 (*See Appendix*) shows that with R-value of .461, there is a positive weak relationship between the predictors of the Input (policy provision for PE program; curriculum content/time allocation) and Activity (instructional techniques) on the Outcome (Achievement for 2017). The R-Square value of 0.213 (21.3%) shows that both Input and Activity variables predict 21.3% of the variance of the Outcome (Achievement for 2017).

The data in the ANOVA table shows the F value is 2.403. The p-value is 0.018 which is less than 0.05, hence the null hypothesis is rejected which means that there is a significant relationship between the Input and Output variables on the Outcome (Achievement for 2017).

The data in the coefficients table in relation to table 8, reveals the magnitude of correlation between each of the predictors on students' achievement in 2017. In the table, only the PE observation schedule (teachers instructional technique rating) has a significant negative magnitude of correlation (-0.352) with students' PE achievement in 2017. This means that there is the need to improve PE teaching techniques, as it serves as a negative predictor to students' achievement.

The data in table 9 (*See Appendix*) shows that with the R value of .367, there is a positive weak

relationship between the predictors of the Input (policy provision for PE; curriculum content/time allocation) and Activity (instructional techniques) on the Outcome (Achievement for 2018).

The data in the ANOVA table as relates to table 9 shows the F value is 1.383. The p-value is 0.210 which is greater than 0.05 level of significance, hence the null hypothesis is accepted/retained, which means that there is no significant relationship between the Input and Activity variables on the Outcome (Achievement for 2018).

The data in the coefficients table as relates to table 9 reveals the magnitude of correlation between each of the predictors on students' achievement in 2018. In the table, policy provision has a significant positive magnitude of correlation (0.148) with students' achievement in PE in 2018. This means that PE policy provision is a better predictor to achievement amongst the Input and Activity variables.

Data in table 10 (*See Appendix*) reveal that with R-value of .312, there is a positive weak relationship between the predictors of the Input (policy provision for PE; curriculum content/time allocation) and Activity (instructional techniques) on the Outcome (Achievement for 2019). The R Square value of 0.097 (9.7%) shows that both Input and Activity variables predict 9.7% of the variance of the Outcome (Achievement for 2019).

The data in the ANOVA table in relation to table 10 show the F value is .960. The p-value is 0.479 which is greater than 0.05 level of significance, thus the null hypothesis is retained/accepted which means that there is no significant relationship between the Input and Activity variables on the Outcome (Achievement for 2019).

The data from the coefficients table in relation to PE achievement for 2019 show that curriculum content/time allocation was the highest predictor ($\beta = .152$) of the learning outcome (Achievement for 2019).

5. DISCUSSION OF FINDINGS

This study evaluated the national physical education curriculum policy implementation vis-à-vis students' performance in public junior secondary schools in Edo State. The findings on the policy provisions for PE curriculum implementation in JSS as relates to research question 1 revealed that the respondents (PE Teachers) were conversant with the policy provisions of NPE and NPPESS in the implementation of PE curriculum and sports programmes. This finding of the study agrees with NPE (2013) which stipulated that PE must be taught at all the educational levels. In pursuance of these goals, the PE



curriculum was developed to guarantee that the knowledge and skills learnt from the subject formed persons who are: physically fit and health conscious; useful and reasonable individuals in the society; favourably disposed to meeting public necessities; profit from the various career prospects and amply equipped for advance studies in the discipline of PE (NPE, 2004). In addition, Ogundairo (2002) expounded that the far-reaching objectives of PE are in sync with those of education generally. Moreover, the basis for the PE curriculum is articulate and convincing enough to substantiate its presence as a subject in the NPE.

The findings that emanated from research question 2 showed that the instructional curriculum policy of the school PE programme seems to be fairly weak in terms of implementation. In line with this finding, Jeroh (2007) stated that no meaningful PE programmes can occur at all levels of the educational system without a sound instructional, intramural and extramural sports programme. In furtherance to this, the NPE (2013) stipulated that PE be made an instructional subject in schools and, also, that it be taught at all levels of education. Despite this, what is operational in schools nowadays, is a situation where PE is termed “Physical and Health Education (PHE)” in schools’ curricula, giving an erroneous impression that is damaging the content of the subject; as both disciplines of knowledge possess different unifying focus. Worse still, it is now being subsumed under ‘Basic Science and Technology’ in the NPE (2013), thus, relegating the subject more to the background when compared with other subjects in the schools’ timetables.

The findings also showed that, overall, the intramural curriculum policy of schools PE programme is not adequately implemented. The data showed that inter-class and inter-house athletics competitions are organized sometimes; intramural sports week was rarely organized annually, and the same goes for evening games as adequate time was rarely provided for such. This finding runs contrary to the documentations of Ojeme (2010) and Asiriwa (2014) who stated that the intramural school PE programme is a carry-over from the instructional programme and stretches across the entire school calendar year, featuring different activities. Likewise, research has also shown that a properly organized intramural sports programme entrenches a vibrant sports culture of mass participation in the school system from primary to apex level (Ojeme, 2010; Aluko, 2010).

The results from research question 2 finally showed that the extramural curriculum policy of school PE was fairly implemented. Ojeme (2010) reiterated the need for a proper and adequate implementation of the extramural PE curriculum as it is the medium for coaching, training, and competition at all educational levels. He further stated that an effectively conducted extramural sports programme will at the basic and post-primary education stages, throw up the much-needed pool of sports

talents for the nation. Similarly, research findings by Okwuwe, Orji and Omoware (2014) found that intramural and extramural sports programmes are poorly organized in post-primary schools in Ika, Delta State.

Findings of research question 3 showed that the rating of instructional techniques of PE teachers was fairly good. This is in line with, Ojeme (2010) who advocated training and retraining of school sports personnel, to advance their understanding and motor skills in sports. He also emphasized the need for qualified and pragmatic PE teachers and coaches who possess in-depth capacity to apply human kinetics knowledge to practice. In corroborating this, Ojeme (2010) observed that most of the teachers of PE do not have very strong sport orientation and proficiency in motor or sports skills. These attributes have the tendency of impacting negatively on sports development vis-à-vis PE curriculum policy implementation in the secondary education settings.

The results of research question 4 showed a bulk of the PE students passed the subject in their basic education certificate examination (BECE), though most obtained the ‘B’ and ‘P’ grades. The highest earned grade being ‘B’, followed by ‘P’, then ‘A’, ‘C’ and lastly ‘F’ in that order. But in all the four (4) years (2016-2019) analysed, the failure rate was less than 10 percent. This showed that physical activity does not negatively impact students’ educational performance in PE and, so, needs not be forfeited for academic achievement. Aligning with this finding, five experimental studies – in the United States, Australia and Canada – were carried out to evaluate the impact on academic success of allotting extra instructional time for PE. All five studies vividly demonstrated that physical activity need not be foregone for academic success. A study executed in 2006 in Michigan with 214 sixth-grade students discovered that students registered for PE had comparable grades and standardized test scores as their counterparts who were not registered for PE, regardless of receiving 55 minutes less of day-to-day classroom instruction period for educational subjects (Coe, Pivarnik, Womack, Reeves & Malina, 2006). Also, in improving on PE students’ educational performance in Edo State, the section of the NPPESS (2014) which prescribed the use of formative, summative and terminal work assessments to determine students’ psychomotor, cognitive, and affective progress should be adequately implemented by concerned stakeholders; being one of the indices of a good quality PE curriculum.

Findings related to hypothesis 1 showed that teachers’ instructional techniques’ rating had a significant negative magnitude of correlation with students’ PE achievement in 2017. As a result, the need exists to improve PE teaching techniques so that it no longer serves as a negative predictor of students’ achievement. Accordingly, Ojeme (2010) supported the training and retraining of school sports personnel/staff, to improve



their sports knowledge and skills. This when done has the propensity to effect sports development positively, alongside PE curriculum policy implementation in secondary schools.

6. CONCLUSION

Based on the findings, it is concluded that there is a strong relationship and magnitude of correlation between the predictors of the Input, Activity and Outcome variables. Hence, this will go a long way in entrenching proper implementation of the PE curriculum and sports programmes in secondary schools. Also, it would make the subject stand tall amongst other popular subjects in the sciences, social sciences and arts; thereby bringing an end to its marginalization in schools.

Lastly, the implementation of the PE curriculum and sports programme in public secondary schools requires political willpower by the government at all levels. The government does have good plans towards school sports, but the intents must not only be noticeable on paper; they must be executed with full resolve to achieve their goals. Sports infrastructure, and PE specialists must be provided in all schools for PE curriculum and sports programmes policies to be effectively implemented in schools.

7. RECOMMENDATIONS

- The information provided in this study should be made available to users/stakeholders for physical education curriculum policy planning through seminars, workshops and at conferences.
- The Ministry of Education supervisory officials should ensure serious an annual basis send PE programme activities to schools to enhance the instructional, intramural and extramural PE curriculum policy programmes' implementation.
- Only PE specialists should be employed to teach the subject in public secondary schools.
- Appropriate sports oriented and subject matter integrated programmes must be designed by PE curriculum experts, for the policy provision to meaningfully contribute to the development of the JSS PE programme.
- To ensure comprehensiveness in the teaching and learning of PE, it is necessary for its planning, implementation, and evaluation to replicate all the components, such as cognitive, psychomotor, and affective behaviours and outcomes on the part of teachers and learners.

- The local government must organize inter-schools sports competitions for schools in their areas, and schools should co-ordinate inter-local government sports competitions among schools
- There should be necessary improvements on PE teaching techniques with adequate emphasis placed on the theoretical and practical components, to help better students' attitude and performance in BECE.

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Table 1. Descriptive statistics of mean and standard deviation showing responses on policy provisions for PE curriculum implementation in JSS

S/N	Item Statements	SA	A	D	SD	Mean	SD	Decision
1.	PE is an instructional subject in my school	41	47	1	1	3.42	0.580	Agreed
2.	PE is a compulsory subject at the JSS level	49	40	1	-	3.53	0.524	Agreed
3.	PE is an optional subject at the SSS level	39	41	5	5	3.27	0.804	Agreed
4.	The teacher-student ratio is 1:35 for effective teaching and learning in JSS level in my school	33	31	20	06	3.01	0.930	Agreed
5.	The teacher-student ratio is 1:40 as stipulated in the NPE for effective teaching and learning in SSS level in my school	29	34	24	03	2.99	0.855	Agreed
6.	PE is taught at all levels of education as prescribed by the NPE	28	30	26	06	2.89	0.929	Agreed
7.	Sports, co-curricular activities such as clubs and societies as instruments for character training are positively encouraged in my school	39	37	13	01	3.27	0.747	Agreed
8.	The National Policy on Physical Education and School Sports (NPPESS) stated that PE students should spend at least a minimum of 45 minutes twice weekly undertaking instructional, practical and school sports session is followed in my school	23	63	04	-	3.21	0.508	Agreed
9.	The NPPESS stipulated that the Inspectorate Division and department for Quality Assurance should monitor the adherence to the police	16	74	-	-	3.18	0.384	Agreed
10.	The NPPESS prescribed PE programme as taught must include motor skills, sports and games, traditional sports, dance, gymnastics and aquatics is been respected in my school	30	42	16	02	3.11	0.771	Agreed
11.	Professionally trained and certified PE teachers teach the subject in my school	21	35	33	01	2.84	0.792	Agreed
12.	NPPESS prescribed organization of courses, conferences, seminars and workshop to update PE teachers and challenge practice	06	69	15	-	2.90	0.475	Agreed
13.	NPPESS prescribed the use of formative, summative and terminal work assessments to determine students' psychomotor, cognitive and affective progress	11	53	26	-	2.83	0.623	Agreed



14.	School teams should be formed in at least ten (10) sports as stated in NPPESS	17	64	09	-	3.09	0.533	Agreed
15.	Every school should have access to playground and sporting facilities as stated by NPPESS	55	35	-	-	3.61	0.490	Agreed
16.	NPPESS stipulated the inclusion of students with special needs in mainstream PE programmes	35	52	01	02	3.33	0.618	Agreed
Average Mean						3.16	0.660	Agreed

Table 2. Mean and standard deviation of responses on PE instructional curriculum policy implementation

S/N	Item Statements	SA	A	D	SD	Mean	SD	Decision
17.	PE is taught in your school with up-to-date instructional materials	24	54	12	-	3.13	0.622	Agreed
18.	My school have organized instructional PE programme	14	61	15	-	2.99	0.571	Agreed
19.	The PE instructional programmer is being taught in line with the curriculum in my school	11	68	05	06	2.93	0.667	Agreed
20.	Inadequate time is allotted to PE in my school	13	38	33	06	2.64	0.812	Agree
21.	There are adequate periods for PE on my school time table	07	20	36	27	2.08	0.915	Disagreed
Average Mean						2.75	0.717	Agreed

Table 3. Percentage distribution of responses on extent of PE intramural curriculum policy implementation in public JSS

S/N	Item Statements	Rare (%)	Sometimes (%)	Always (%)
22.	My school often organize inter-class sporting activities	17 (18.9)	40 (44.4)	33 (36.7)
23.	Inter-house athletics competitions are organized in my school	9 (10)	44 (48.9)	37 (41.1)



24.	My school organize intramural sports week annually	47 (52.2)	28 (31.1)	15 (16.7)
25.	The schedule for PE on the time table is adequate for practical lessons	20 (22.2)	18 (20.0)	52 (57.8)
26.	There is adequate time for evening games in my school	63 (70)	11 (12.2)	16 (17.8)
27.	Parents/guardians support PE programme during inter-house sports competition	5 (5.6)	25 (27.8)	60 (66.7)

Table 4. Percentage distribution of responses on PE extramural curriculum policy implementation in public JSS

S/N	Item Statements	Rare (%)	Sometimes (%)	Always (%)
28.	My school frequently engage in sporting competitions with other schools	27 (30)	31 (34.4)	32 (35.6)
29.	Inter-school athletics competition are organized in my school	27 (30)	9 (10)	54 (60)
30.	National athletes are discovered through PE extramural programme	28 (31.1)	25 (27.8)	37 (41.1)

Table 5. Mean and Standard Deviation of responses on rating of instructional techniques employed by PE teachers

S/ N	Item Statements					Mean	SD	Decision
		Excellent	Very Good	Fair	Poor			
Pre-Lesson Planning								
1.	The teacher is explicit at to the kinds of concepts he wants the students to learn (skills, facts, concepts, attitudes, values and so on).	02	82	06	-	2.96	0.296	Good
2.	The objectives of the lesson were clearly and operationally formulated	-	71	19	-	2.79	0.410	Good
3.	Plans the PE lesson in logical sequence	-	77	08	05	2.80	0.524	Good
	The facts are adequate and well stated	02	43	27	18	2.32	0.819	Poor



4.	The previous knowledge necessary for understanding lesson was accurately stated	-	43	47	-	2.48	0.502	Poor
5.	The teacher has identified adequate aids, games and skills for teaching the PE lesson effectively	04	58	23	05	2.68	0.650	Good
Classroom Management								
6.	The teacher ascertained the readiness level of the class at the start of PE lesson	-	41	49	-	2.46	0.501	Poor
7.	The use of the white board is good: illustrating, note-taking, writing and white board summary	-	28	58	04	2.27	0.536	Poor
8.	He followed the operational descriptions like matching, naming, solving, defining as stated in his lesson plan	-	54	36	-	2.60	0.493	Good
9.	Measures students' learning using multiple and varied level of questions which were well distributed to the class	-	39	42	09	2.33	0.653	Poor
10.	The teacher offered appropriate incentives (praise, marks, rewards) to the learners	-	49	41	-	2.54	0.501	Good
11.	The teacher's summary included an effective evaluation of the learning outcome	01	54	30	05	2.57	0.619	Good
12.	The stated objectives were met at a large extent	13	15	51	11	2.33	0.874	Poor
13.	The students participated and showed interest in the PE lesson taught	02	22	56	10	2.18	0.646	Poor
14.	The teacher demonstrates adequate knowledge of the subject matter content	-	26	59	05	2.23	0.542	Poor
15.	The teacher demonstrated good motor skill performance/ability in sports and games, prompting students questions	-	57	33	-	2.63	0.485	Good
The Teacher								
16.	He dresses modestly and appropriately, neat and well groomed for classroom	-	26	59	05	2.23	0.542	Poor
17.	He demonstrates emotional stability and self confidence	07	73	10	-	2.97	0.436	Good
18.	The teacher accept and profit from constructive criticism	20	47	22	01	2.96	0.718	Good



19.	He respects the students' integrity by using positive attitude	02	18	61	09	2.14	0.610	Poor
20.	Presents assignments clearly and concisely	-	40	45	05	2.39	0.594	Poor
	Demonstrates awareness of individual student learning needs	-	31	59	-	2.34	0.478	Poor
21.	Uses verbal and non-verbal communications that are positive, supportive and respectful	-	40	50	-	2.44	0.500	Poor
22.	Provides prompt and effective feedback to students	-	24	66	-	2.27	0.445	Poor
23.	Moves round the classroom to keep abreast of students' activities	-	42	48	-	2.47	0.502	Poor
	Average mean					2.49	0.555	Fairly good

Table 6. Percentage distribution of students' performance level in PE achievement in public JSS exams between 2016 to 2019 in the BECE in Edo State

Grades	2016		2017		2018		2019	
	F	%	F	%	F	%	F	%
F	26	2.9	21	2.3	26	2.9	14	1.6
P	251	27.9	262	29.1	226	25.1	243	27.0
C	103	11.4	102	11.3	117	13.0	104	11.6
B	323	35.9	323	35.9	330	36.7	323	35.9
A	197	21.9	192	21.3	201	22.3	216	24.0
Total	900	100	900	100	900	100	900	100

Table 7. Multiple Regression Statistics on Prediction of Input and Activity variables on Students learning Outcome (Achievement 2016).

Model Summary								
R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df 1	df 2	Sig. F Change



.235 ^a	.055	-.051	1.117	.055	.519	9	80	.857
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Analysis of Variance (Anova^b) (Achievement for 2016)

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Regression	5.826	9	.647			
Residual	99.774	80	1.247	.519	.857 ^b	Ho is retained
Total	105.600	89				

Coefficients (Achievement for 2016)

Model	Standardized Coefficients Beta	t	Sig.
(Constant)		.822	.414
Policy provision	.083	.508	.613
PE observation schedule	-.048	-.420	.676
Time allocation	-.055	-.380	.705

Table 8. Multiple Regression Statistics on Prediction of Input and Activity variables on Students learning Outcome (Achievement 2017).

Model Summary								
R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics F Change	df 1	df 2	Sig. F Change
.461 ^a	.213	.124	1.15491	.213	2.403	9	80	.018

Anova^b (Achievement for 2017).

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Regression	28.850	9	3.206			
Residual	106.705	80	1.334	2.403	.018 ^b	Ho is rejected
Total	135.556	89				

**Coefficients (Achievement for 2017)**

Model	Standardized Coefficients Beta	t	Sig.
(Constant)		2.495	.015
Policy provision	.032	.212	.832
PE observation schedule	-.352	-3.395	.001
Time allocation	.150	1.145	.256

Table 9. Multiple Regression Statistics on Prediction of Input and Activity variables on Students learning Outcome (Achievement 2018).

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df 1	df 2	Sig. F Change
.367 ^a	.135	.037	1.19675	.135	1.383	9	80	.210

Anova^b (Achievement for 2018)

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Regression	17.823	9	1.980	1.383	.210 ^b	Ho is retained
Residual	114.577	80	1.432			
Total	132.400	89				

Coefficients (Achievement for 2018)

Model	Standardized Coefficients Beta	t	Sig.
(Constant)		.974	.333
Policy provision	.148	.945	.347
PE observation schedule	-.129	-1.183	.240
Time allocation	.012	.089	.929



**Table 10. Multiple Regression Statistics on Prediction of Input and Activity variables on Students learning Outcome (Achievement 2019).
Model Summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df 1	df 2	Sig. F Change
.312 ^a	.097	-.004	.73895	.097	.960	9	80	.479

Anova^b (Achievement for 2019)

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Regression	4.716	9	.524	.960	.479 ^b	Ho is retained
Residual	43.684	80	.546			
Total	48.400	89				

Coefficients (Achievement for 2019)

Model	Standardized Coefficients		
	Beta	t	Sig.
(Constant)		2.999	.004
Policy provision	-.224	-1.396	.167
PE Observation schedule	-.042	-.380	.705
Time allocation	.152	1.084	.282